

Analysis of Factors Affecting Distance Learning Using Online Media at PKBM Nurul Islam

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Abstract— Since Covid-19 entered Indonesia, this has had a major impact in various sectors including the education sector. The government has responded responsively since March 2020 to begin distance learning (PJJ). This is done with the aim of inhibiting the spread of the covid-19 virus. The purpose of this research itself is to determine the effectiveness of using online media in distance learning (PJJ) in the non-formal education sector at PKBM Nurul Islam. This study uses the Pieces Framework method which has 6 related indicators, namely performance, information, control / security, efficiency, and service. This study uses a questionnaire via google form which is given online to students. Based on the data obtained through several respondents as a random sample, most of the data obtained by most of the respondents on average support and assess that distance learning is effective for students in PKBM Nurul Islam.

Keywords— Effectivity, distance learning, PKBM

1. Introduction

Since Covid-9 entered Indonesia and became a pandemic, the education sector has had a significant impact on changing education patterns in Indonesia. Both in the formal education sector and the non-formal education sector. Through government policies and the ministry of education since March 2020, distance learning (PJJ) has been implemented. Distance learning (PJJ) is learning that prioritizes independence. Educators deliver learning material but do not have to meet face to face. Distance learning can also be done at the same time or at different times. In the context of implementing distance learning, it must use a medium to allow educators and students to have an interaction (Abidin et al, 2020).

According to (Septiani, 2015) the Community Learning Activity Center (PKBM) is a non-formal education unit that is currently developing rapidly. PKBM is a place of learning that is established by the community from the community and for the community. Education in essence starts from the informal education pathway which refers to family and environmental education activities. At a certain age, a person will enter formal education. This shows that the implementation of formal education is limited by various factors, such as age, students, place, and time. PKBM is generally based on the community and for the community. In fact, education is essentially preceded by non-formal education, namely family and environmental education. Meanwhile, when a person enters a certain age he will enter formal education. This shows that the implementation of formal education is limited by several factors such as age, students, place and time. PKBM as an independent institution has great potential to be developed. Although in its establishment a PKBM still depends on government assistance and block grant funds. So it is expected that in the long term it is expected that PKBM will grow independently and the dominant role of the government will decrease. As an institution founded by, from and for the community, PKBM has the potential as an independent institution (Hiryanto, 2009).

Non-formal education in this context means that PKBM provides a significant contribution in the effort to educate the nation's life. Because the equality program in PKBM is held with the aim of providing opportunities for people who are less fortunate because they cannot or have never received formal education or schooling. PKBM itself consists of three levels of education, namely: Package A, Package B, and Package C. Due to the similarity of graduates between package schools and formal schools through this equivalency education, graduates from package A can continue to SMP / MTS schools, graduates from package B can

continue to SMP / MTS schools, and finally, package C graduates can continue further education such as college or can also work (Sari et al, 2020).

2. Literature Review

A. Distance learning

Distance learning is learning that does not take place face to face directly between educators and students in different places. This distance learning main goal is to emphasize self-study through special techniques with the use of various media in its implementation, such as radio, computer, television, internet, video and so on. Learning can not only be done face to face, but also online. With online learning, tutors do not have to come face to face, they can still learn using an online learning system (Waryanto, 2006).

B. The effectiveness of distance learning

According to (Abidin et al, 2020) the effectiveness of learning is a quality standard of education that is used as an educational goal obtained through the teaching and learning process by providing the widest possible self-study opportunities for students to learn (Prawiyogi et al, 2020). In distance learning there are several main requirements, namely:

- a. Presentation of learners' learning time is devoted to teaching and learning activities.
- b. The high average task performance behavior among students.
- c. Prioritizing the accuracy of learning materials and the abilities of students in the context of learning success orientation.
- d. Develop a familiar and positive learning atmosphere
- e. Develop a class structure such as averaging points of behavior but not neglecting the learning atmosphere points.
- f. Effective learning has several characteristics, namely:
- g. Students are able to achieve the instructional goals that have been set.
- h. Involving students actively in providing attractive learning experiences to support the achievement of instructional goals.
- i. There are facilities to support the teaching and learning process.

3. Method

This research was conducted at PKBM Nurul Islam, which is located at Dusun Sindangpalay RT. 009 RW. 003 Pasirmukti Village, Telagasari District, Karawang Regency. This research method uses Pieces Fremwork method which has 6 related indicators, namely performance, information, security, efficiency, and service. This study uses a quantitative descriptive approach with data usage techniques using a questionnaire via google form which is given online.

A. Framework Pieces

Framework pieces are structures consisting of parts framed together, designed to support anything in a research analysis. Through the use of this framework can make a consideration in the development of a learning system to be more effective and efficient. Pieces consist of several elements, namely P (performance) reliability; I (information) information and data; E (Economics) economic value; C (control / security) security or control; E (Efficiency) Efficiency; S (Service) Service;

Satisfaction Level:

Table 1: Table of Questionnaire Answers Value

No.	Alternative Answers	Score
1.	SS (Strongly Agree)	5
2.	S (Agree)	4
3.	RR (Doubtful)	3
4.	TS (Disagree)	2
5.	STS (Strongly Disagree)	1

Testing the validity of the data is used to find out the truth of the data using a questionnaire by asking several questions to students about the learning that has taken place. Through the analysis of these pieces, it can be determined how much influence the use of online media has on the effectiveness of learning at PKBM Nurul Islam.

4. Result and Discussion

A. Community Learning Activity Center (PKBM) Profile

PKBM Nurul Islam is a center for community learning activities located in the Sindangpalay hamlet, RT. 009 RW. 003 Pasirmukti Village, Telagasari District, Karawang Regency. PKBM is chaired by Dr. Zombi Romli has 15 educators and currently has 324 students. This PKBM runs three level programs, namely Program Package A, Package B, and Package C.

The purpose of building PKBM Nurul Islama is to educate the nation's children; provide opportunities for local community members who completed formal education; fostering local residents so that learning objectives can be achieved, namely cognitive, affective and psychomotor in order to develop themselves and improve the lives of learning citizens.

B. Online Learning at PKBM Nurul Islam

Since Covid-9 entered Indonesia and became a pandemic, the education sector has had a significant impact on changing education patterns in Indonesia. Both in the formal education sector and the non-formal education sector. No exception Nurul Islam PKBM has this impact as a non-formal education sector. PKBM Nurul Islam itself in distance learning uses several flat from online mediation such as zoom meetings, WhatsApp groups, Google classrooms, and Quizizz.

C. Effect of online media use on distance learning process

• Performance

Table 2: Performance Indicator Table

No.	Question	SS	S	RR	TS	STS
1.	Online learning provided by educators is easy to understand	16,7%	33,3%	27,8%	11,1%	11,1%
2.	Through online learning, announcements, materials and data collection (assignments) can be obtained more flexible	27,8%	27,8%	22,2%	5,6%	16,7%
3.	Online learning media can store documents, materials and assignments	44,4%	27,8%	22,2%	5,6%	0%

Based on the data in the table above, it shows that the performance of using online media in carrying out the distance learning process is quite good because it is based on the percentage of survey results that are more towards strongly agree and agree. Through online media, it can also be used to collect assignments, store documents, and material is fairly easy. Although in the context of online learning provided by students, there are still things that are not understood by students.

• Information

Table 3: Information Indicator Table

No.	Question	SS	S	RR	TS	STS
1.	Online Learning makes it easy for students to get information	27,8%	27,8%	22,2%	5,6%	16,7%
2.	Online learning makes it easier for students to get the minister of learning	27,8%	27,8%	22,2%	5,6%	16,7%
3.	Online learning is easier in giving assignments if educators are not present	44,4%	27,8%	22,2%	5,6%	0%

Furthermore, in terms of information, overall the use of online media in the distance learning process has a very good level of benefit. Based on the percentage of data above, it shows several benefits that can make it easier for students to get information, make it easier to get learning material, and make assignments easier to students.

• Economics

Table 4: Economics indicator table

No.	Question	SS	S	RR	TS	STS
1.	Online learning is cost-effective	44,4%	38,9%	0%	5,6%	11,1%
2.	Online learning is more environmentally friendly because it uses minimal paper	50%	33%	5,6%	11,1%	0%
3.	Online learning can save learning time	11,1%	5,6%	11,1%	33,3%	38,9%
4.	Online learning facilities are very affordable	11,1%	5,6%	38,9%	27,8%	16,7%

In addition, the use of online media in the distance learning process is quite economical. This is based on the balance of the above data percentage conclusions. The positive thing is that learning using online media can save costs and be environmentally friendly. Because doing online learning only requires internet quota and online learning can also minimize paper usage. Whereas in the negative impact the use of online media can increase lesson time due to access constraints such as constrained internet connections and some online media facilities also require additional costs to access more complete facilities.

• Security

Table 5: Security Indicator Table

No.	Question	SS	S	RR	TS	STS
1.	Online learning is very convenient to implement	27,8%	38,9%	11,1%	11,1%	11,1%
2.	Data stored in online learning is very safe and difficult for others to retrieve.	16,7%	33,3%	27,8%	5,6%	16,7%
3.	Educators and students are more flexible in carrying out teaching and learning activities	27,8%	38,9%	11,1%	11,1%	11,1%

In terms of security itself, the percentage of strongly agree and agree about data security in using online media is higher than the percentage of disagree and strongly disagree. So in using online media, we don't need to be afraid that our data will be taken by other people. As long as we keep our email and user passwords secret from other people.

• Efficiency

Table 6: Efficiency Indicator Table

No.	Question	SS	S	RR	TS	STS
1.	Students are doing online learning					
2.	Online learning is easy to access	33,3%	33,3%	27,8%	5,6%	0%
3.	Online learning can improve student learning achievement.	27,8%	27,8%	22,2%	16,7%	5,6%
4.	Online learning can make reciprocal interactions maximally	5,6%	11,1%	11,%	33,9%	38,9%

The efficiency of using online media in distance learning is based on the above data if it is concluded that it is quite efficient because it considers the joy of students and can increase student learning achievement. Although it does not deny that the use of online media is still limited in maximizing interaction to carry out the teaching and learning process.

• Service

Table 7: Service Indicator Table

No.	Question	SS	S	RR	TS	STS
1.	Educators provide learning material clearly	16,7%	5,6%	22,2%	27,8%	27,8%
2.	Educators clearly know the objectives of online learning (PJJ) so they don't just give assignments.	0%	5,6%	22,2%	27,8%	44,4%
3.	The online learning media application service is very complete and adequate.	11,1%	5,6%	38,9%	27,8%	16,7%

Furthermore, in the service indicator (service) distance learning using online media still has a little positive value. Because based on the data above, there are still a lot of educators who do not yet fully understand the objectives of distance learning, so in practice, educators only give assignments to students. In addition, the delivery of the material is also less clear so that students find it difficult to understand the material presented. Apart from that, the online learning media application itself is still incomplete and adequate so that learning becomes a little hampered.

Based on the data that has been collected, it shows that the percentage of student respondents who choose to strongly agree and agree is greater than choosing to disagree and strongly disagree. This is about their satisfaction in learning using online media in conducting distance learning. By using online media students can increase achievement, facilitate the collection of assignments, materials and information, save costs, are environmentally friendly, easy to use, flexible and some students also feel happy in doing distance learning using the online media used.

5. Conclusion

Based on the research data that has been collected regarding the effectiveness of distance learning, it can be concluded that the distance learning carried out at PKBM Nurul Islam with some use of online media that is used is quite effective to do. This is based on the percentage of the results of the answers to the questions that have been asked using questionnaires to students, almost all of the respondents on average support and provide an opinion on the assessment that learning using online media in distance learning is effective for students. Even though it is still inseparable from the role of educators who are still lacking in its application in the application of the distance learning process so that in the service section there are still a lot of educators who do not fully know the purpose of distance learning so in practice educators only give assignments to students.

The suggestions that will be given are based on research that has been carried out by distance learning using online media which has several obstacles such as uneven connections so that this hampers the learning process and some educators do not yet fully know the main purpose of doing distance learning. Based on this, it is necessary to reconsider regarding the arrangement for implementing distance learning to be more effective and for educators must get socialization again in the procedure for implementing distance learning using online media.

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