

LEARNING MODEL DURING LONG DISTANCE LEARNING

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***Abstrak:** Online Distance Learning (ODL) is carried out because of the Covid-19 pandemic conditions which require people to carry out social distancing to reduce the risk of transmission. However, in the learning process, it still requires a learning model as a learning guide to achieve learning objectives so that students can achieve the desired competencies. In the 2013 curriculum, there are 3 learning models offered, namely Project Based Learning, Problem Based Learning and Discovery Learning. This research is a literature study that uses articles as data sources which are then compared as the author's ideas in terms of learning models in the ODL period. The results of this study indicate that the learning model offered in the 2013 Curriculum can still be used in ODL. However, it still has to be equipped with supporting tools and media so that the learning process can be carried out smoothly according to what has been planned.*

***Keywords:** Long Distance Learning, Online Learning, Learning Model.*

INTRODUCTION

The learning model is one of the elements commonly used in the learning process. This is because a teacher needs a model to make it easier for them to achieve their learning goals. Gunter et al (1990) define the learning model as the steps of a procedure used to achieve learning objectives. Joyce & Weil (1980) define the learning model as a conceptual framework that is used as a guide in carrying out learning. According to Trianto (2015), the learning model is a plan or a pattern that is used as a guide in carrying out classroom learning or learning in tutorials. The learning model is a conceptual framework that describes a systematic procedure for organizing a learning system to achieve certain learning objectives and serves as a guide for learning designers and teachers in planning and carrying out learning activities (Saefuddin &

Berdiati, 2014). Thus, the learning model is a conceptual framework in which there are systematic procedures for organizing student learning experiences in such a way as to achieve learning goals.

In the 2013 curriculum, there are three learning models that support teaching and learning activities in schools. As for this matter is based on the Regulation of the Minister of Education and Culture No. 103 of 2014 which has a vision so that students can develop and have scientific character, curiosity and social behavior. The three learning models are the Project Based Learning Model, Problem Based Learning Model, and Discovery Learning Model. The three learning models are expected to be an instructional learning model for the achievement of the goals of Indonesian education, namely to educate all people.

However, during the Covid-19 period, the Indonesian Government

inevitably made a decision to make learning done remotely or what is currently known as Distance Learning. ODL is carried out to avoid physical contact between people so that it is hoped that it can reduce the impact of the Covid-19 virus outbreak. This is to support 3M's campaign, namely Keeping Distance, Washing Hands, and Wearing Masks. Even though in November 2020 a circular letter from the Ministry of Education and Culture Number 6 of 2020 has been issued regarding the implementation of learning in the even semester of the 2020/2021 academic year where in the letter it is allowed to conduct face-to-face learning with several conditions, but there are still many schools that do not meet the requirements proposed so that he prefers to continue to do distance learning.

Based on some of the things above, a problem arises, namely, can the three learning models in the 2013 curriculum be integrated into the school ODL process? This research aims to find out whether Project Based Learning, Problem Based Learning, and Discovery Learning are still well used in the learning process in the ODL period and convey recommendations for their theoretical use.

RESEARCH METHODS

In this study the authors used literature study with various articles as data sources. The contents of this paper are the results of the author's thoughts regarding the learning model used in the 2013 Curriculum and its implementation in the period of distance learning carried out due to the Covid-19 pandemic outbreak. The data in this study were taken from books and journals which were compared into a recommended learning model offered by the 2013 Curriculum and its implementation in online ODL.

RESULT AND DISCUSSION

Result

The learning process must continue to be carried out even though the world is currently being hit by the Covid-19 Pandemic. The most appropriate solution is Distance Learning by means of online (in a network). But there is a new problem, namely how to learn from the ideal?

Online learning is simply learning that is done virtually through various existing virtual applications. Either by using a computer, Android or other supporting device. Even though learning is online, teachers must still prioritize achieving the learning objectives. Teachers must be able to adapt to existing conditions so that they can still make students achieve predetermined learning objectives. Mulyasa (2013: 100) states that teachers must realize that learning has a very complex nature because it involves pedagogical, psychological, and didactic aspects simultaneously. Therefore, online learning still has to go through a planning, implementation, and evaluation process like any learning process that occurs face-to-face.

Majid (2011: 17) says that planning can be interpreted as the process of preparing subject matter, using teaching media, using teaching approaches and methods, and assessing the time allocation that will be carried out at a certain time to achieve predetermined learning objectives. Based on this statement, even the ideal online learning plan should follow all the necessary processes. However, in the online learning process, you must still follow constructivism theory in which students play a more active role in the learning process. Therefore, the teacher must provide material in the form of stimuli and stimuli to direct students in compiling a conclusion that is in accordance with the competencies to be mastered.

In online learning you must also use media to help teachers carry out the learning process. As for online learning, learning media can be in the form of videos, images and various other digital files that can be used virtually. In short, online and conventional learning can be done in almost the same way. However, there must be some adjustments from using hardfile to softfile so that it can be used in the application used.

There are 3 learning models used in Curriculum 2013, namely Project Based Learning, Problem Based Learning, and Discovery Learning. The following will discuss each of these learning models.

Project Based Learning

Sani (2014: 172) says project based learning can be defined as a learning with long-term activities that involve students in designing, making and displaying products to solve real-world problems. According to Kosasih (2014: 96) project based learning is a learning model that uses a project or activity as its goal. Furthermore, Bie (in Nglimun, 2013: 185) emphasizes project based learning, namely: "a learning model that focuses on the concepts and main principles (central) of a discipline, involving students in problem solving activities and other meaningful tasks. , giving students the opportunity to work autonomously constructing their own learning, and ultimately producing valuable and realistic student work products."

From the various opinions of the experts above, it can be concluded that project based learning is learning that focuses on the activities of students in understanding a concept that is in accordance with the learning objectives so that they get more meaningful learning and can build their knowledge. Students are expected to get real experience in the learning process both in groups and

independently. Then it is hoped that the experience will be converted into more meaningful knowledge for them.

The advantages of implementing the project based learning model according to Kurniasih (2014: 83) are: "(1) increasing the learning motivation of students to learn, encouraging their ability to do important work, and they need to be respected; (2) improve problem solving skills; (3) make students more active and successful in solving complex problems; (4) enhancing collaboration; (5) encouraging students to develop and practice communication skills; (6) improve the skills of students in managing resources; (7) provide experience to learners learning and practice in organizing projects and making allocations of time and other resources such as equipment for completing tasks; (8) provide learning experiences that involve students in a complex and designed to develop according to the real world; (9) involving students to learn to retrieve information and demonstrate the knowledge they have, then implement it in the real world; (10) make the learning atmosphere fun, so that students and educators enjoy the learning process".

Besides the advantages of project based learning, there are several weaknesses of project based learning according to Sani (2014: 177), namely "(1) it takes a lot of time to solve problems and produce products; (2) requires sufficient costs; (3) need teachers who are skilled and willing to learn; (4) requires adequate facilities, equipment and materials; (5) is not suitable for students who give up easily and do not have the required knowledge and skills; (6) difficulty involving all students in group work".

Problem Based Learning

According to Arends (2008) Problem Based Learning is learning that has a focus on

presenting authentic and meaningful problems to students, where all these problems function as a means to carry out investigations and investigations. At the beginning of learning, students are given several problems which they then analyze for solutions. Here the teacher acts as a problem giver, questioner and facility provider in the analysis process that focuses on learning objectives.

The advantages of the PBL model according to Shoimin (2016) include: 1) students are trained to have the ability to solve problems in real situations, 2) have the ability to build their own knowledge through learning activities, 3) learning focuses on problems so that unrelated material is unnecessary learned by students. This reduces the burden on students by memorizing or storing information, 4) scientific activity occurs in students through group work, 5) students are accustomed to using sources of knowledge, both from libraries, the internet, interviews, and observations, 6) students have the ability to assess their own learning progress, 7) students have the ability to carry out scientific communication in discussion activities or presentations of their work, and 8) individual learners' learning difficulties can be overcome through group work in the form of peer teaching.

Meanwhile, the shortcomings of the PBL model (Shoimin, 2016) include: 1) PBM cannot be applied to every subject matter, there is a part of the teacher who plays an active role in presenting the material. PBM is more suitable for learning that requires certain abilities related to problem solving, and 2) in a class that has a high level of student diversity there will be difficulties in the division of tasks.

Discovery Learning

According to Asis Saefuddin and Ika Berdiati in the book *Effective Learning* (2014: 56), states that the Discovery Learning Learning Model is defined as a learning process that occurs when the learner is not presented with lessons in its final form, but through the process of finding. Teachers must be able to provide opportunities for students to be active in the learning process and guide them so that they can be in accordance with the desired learning objectives. Furthermore J. Richard in Roestiyah N.K. (2012: 20) states that Discovery Learning is a way of teaching that involves students in the process of mental activities through exchange of opinions, with discussions, seminars, reading on their own and trying on their own, so that children can learn on their own. So that the teaching and learning situation moved from the teacher dominated learning situation to the student dominated learning situation. Based on the definition of discovery learning that has been put forward by several experts, it can be concluded that discovery learning is a learning process where students are expected to find their own answers to existing problems by being given stimuli in the form of questions that are tailored to the learning objectives.

The advantages of discovery learning model according to Asis Saifuddin and Ika Budiarti (2014: 57-58) are as follows: a) Helping students to improve and improve cognitive skills and processes. The discovery effort is key in this process, depending on how one learns to learn. b) The knowledge gained from this model is very personal and powerful because it strengthens understanding, memory, and transfer. c) Generating a sense of pleasure in students because of the growing sense of investigation and success. d) This model allows students to develop quickly and at their own pace. e) This model can help

students strengthen their self-concept because they gain confidence in working together. f) Helping students eliminate skepticism (doubt) because it leads to final and definite or definite truth. g) Students will understand basic concepts and ideas better. h) Helps develop memory and transfer to new learning process situations. i) Encourage students to think and work on their own initiative. j) Encourage students to think intuition and formulate their own hypotheses. j) Increase the level of appreciation for students. k) The possibility of students learning by utilizing various types of learning resources. l) Can develop individual talents and abilities. m) This model raises the assumption that there is a readiness of the mind to learn.

The shortcomings of the Discovery Learning learning model according to Asis Saifuddin and Ika Budiarti (2014: 58) are as follows: a) Discovery teaching is more appropriate for developing understanding, while developing aspects of concepts, skills, and emotions as a whole gets less attention. b) In some disciplines, discovery learning is not good at measuring the ideas put forward by students. c) Does not provide opportunities to think that will be found by students because it has been selected in advance by the teacher.

Based on the characteristics in the above discussion, it can be concluded that all learning models used in the 2013 curriculum can be implemented with the ODL process. However, in its implementation there needs to be media and equipment that support the learning process so that the learning process can run well. For example, in discovery learning, teachers must actively guide students in the process of finding answers to various problems so that students get the desired competence. Of course, this must be supported by various facilities and

infrastructure in accordance with the online ODL process.

Discussion

Based on the results previously described, it can be concluded that ODL can use all the learning models offered by the 2013 curriculum. However, in its implementation, ODL requires various supporting facilities and infrastructure such as android, personal computers, and other devices. This is what must be equipped to facilitate the online learning process. The government through the Ministry of Education and Culture, Directorate General of Early Childhood Education, Basic Education, and Secondary Education through circular number 8202 / C / PD / 2020 concerning the Internet Quota Provision Program for Students provides quota assistance for students and students. This quota assistance is expected to ease the burden on students and teachers in undergoing ODL.

In essence, Project Based Learning, Problem Based Learning, and Discovery Learning with ODL online can still be done by providing starting materials to students to start the learning process online. Then students can complete teacher assignments be it projects, problem solving and finding solutions either independently or in groups in their respective places of residence. The tasks carried out in groups can be done by implementing 3M (washing hands, maintaining distance, and wearing masks) and with the Covid-19 protocol. Furthermore, the teacher gives time to students to carry out their duties while providing online directions regarding the assignments given so that the desired competencies can be achieved. The directions can be given daily or weekly, depending on the needs of the learning process.

CONCLUSION

Online Distance Learning is carried out because of the Covid-19 pandemic conditions which require people to carry out social distancing to reduce the risk of transmission. However, the learning process still requires a model as a teacher's guide in carrying out the learning process in order to achieve learning objectives so that students can achieve the desired competencies. In the 2013 curriculum, there are 3 learning models offered, namely Project Based Learning, Problem Based Learning and Discovery Learning. The results of this study indicate that the three learning models can still be used in ODL. However, it still has to be equipped with supporting tools and media so that the learning process can be carried out smoothly according to what has been planned.

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