

# Implementation Of E-Learning Home Schooling In Indonesia

**Imam Shofwan<sup>1</sup>, Hendra Dedi Kriswanto<sup>2</sup>, Ghanis Putra  
Widhanarto<sup>3</sup>, Muslikah Muslikah<sup>4</sup>, Festi Zulfaturrohmah<sup>5</sup>, Asep  
Saepudin<sup>6</sup>**

<sup>1</sup>Department of Nonformal Education, Faculty of Education,  
Universitas Negeri Semarang.

<sup>2</sup>Department of Nonformal Education, Faculty of Education,  
Universitas Negeri Semarang.

<sup>3</sup>Department of Educational Technology, Faculty of Education,  
Universitas Negeri Semarang.

<sup>4</sup>Department of Guidance and Counseling, Faculty of Education,  
Universitas Negeri Semarang.

<sup>5</sup>Faculty of Education, Universitas Negeri Semarang.

<sup>6</sup>Departement of Community Education Universitas Pendidikan  
Indonesia .

---

**Abstract** The purpose of this research is to describe the implementation of e-learning in the pursue of package C in PKBM Anugrah Bangsa Kota Semarang, knowing the supporting factors and obstacles (obstacles) in the implementation of e-learning, providing solutions from constraints in the implementation of e-learning. Research uses qualitative research methods with phenomenological approaches. Data is collected through interviews, observations, and documentation. The validity of data uses the triangulation of sources and methods. The results of research on the implementation of e-learning in the pursue of package C are the availability of e-learning applications and with complete features. In addition, the source of material is diverse

ranging from modules, books, journals, the internet such as google and youtube. The facilities of the school are good enough. Supporting factors in the implementation of e-learning are good cooperative relationships between tutors, parents and learning citizens, complete material sources, the availability of e-learning applications and wifi. In addition, the inhibiting factor in the implementation of e-learning is the lack of attendance and enthusiasm of learning citizens, tutors have difficulty finding learning ideaa, difficulty understanding the material, limited internet quotas and slow school wifi. The solution is to establish a good cooperative and communication relationship with parents and assisted teachers and classroom guardians. The conclusion of the implementation of e-learning in the pursue of package C is the availability of e-learning applications, diversity of material sources, facilities owned by schools are good enough. There are supporting and inhibiting factors.

**Keywords** implementation of e-learning, pursue package C, nonformal education

### **Introduction**

Currently the world of education is facing various challenges, one of which is the problem of quality of education, especially quality in learning. To improve the quality of education today, namely by developing a learning system oriented to learning citizens (Stoller, 2021). In addition, in the modern era as it is today, we are required to be competent and competitive human beings in a globalized world (Goldsmith, et all, 2006). The change demands the availability and affordable availability of educational services that can provide opportunities for Learn anywhere, anytime and to anyone, about anything, in any way and source that suits conditions and needs (Warsita, 2017). Not all educational needs can be met in conventional ways, therefore there needs to be other educational alternatives that can facilitate learning, namely with e-learning methods.

E-learning is a concept of distance learning with the use of internet services. Contained in the National Education System Law (UU-SPN) number 20 of 2003 / CHAPTER VI (path, level, and type of education) the tenth section on distance education article 31 mentioned that the function of distance education is to provide services to people who are constrained in accessing education face-to-face (Arviso, 2019). E-learning allows citizens to learn to understand learning materials in their respective places without having to physically meet in person in class with their tutors.

The existence of e-learning can facilitate interaction between citizens learning with the subject matter and sharing information or opinions about various matters related to lessons or self-development needs without being bound by distance, space and time (Salim 2017). In addition, with the e-learning can improve the quality of education and equalization, especially remote areas so that it is easier to access education. Thus, e-learning has increased the opportunity for individuals to get the education they want while accelerating the creation of a knowledgeable society (Siswanto, et al, 2018).

E-learning model requires citizens to learn to be more active in accessing learning materials and

dialogue with tutors or friends through e-learning systems (Shofwan, et al, 2019). For learning activities that can be done through e-learning include accessing subject matter, doing assignments and discussions, reading assignments, presentation of materials, dialogue between educators / tutors with learners/ learning citizens, dialogue between learners/ citizens with other learning resources, dialogue between learners/ citizens through e-learning websites, and conducting evaluation through e-learning.

Implementation of this e-learning learning model requires curriculum rearrangement, drafting of learning activities that are very focused and refer to e-learning learning resources, as well as the preparation of multimedia-based teaching materials. In order for e-learning to be implemented properly, it is necessary to develop and control the infrastructure that includes the development and control of hardware, software, networking, and development of learning materials (Shofwan, et al, 2019). While in managing learning, it is necessary to set up and prepare schedules, preparation of learning equipment and facilities, preparation and design of uploaded materials, monitoring, controlling, and evaluation of the implementation of the learning process. In addition, teaching skills and readiness are one of the important factors that can support the successful implementation of e-learning. (Tiwari, et al, 2018).

E-learning applied to the C package in PKBM Anugrah Bangsa Semarang city makes this learning system unlimited by space and time so that learning that is usually monotonous and boring will be much more interesting and fun because it is more flexible for learning citizens who are workers. With the hope that learning citizens can optimize the learning process anywhere and anytime by using e-learning and become input and evaluation materials so that they can utilize and maximize the implementation of e-learning as an alternative to current learning.

## Methodology

Research on the implementation of e-learning in the C package in PKBM Anugrah Bangsa Kota Semarang uses a qualitative research approach. Qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, the thinking of people as beautiful as individuals and groups. Some descriptions are used to find the principles and explanations that lead to the conclusion. According to Bogdan and Taylor define qualitative research methodology as a research procedure that produces data descriptions in the form of written or oral words from people and observed behaviors logitis is a method that observes visible symptoms, facts using the senses.

Research on the Implementation of e-learning in the pursue of package C in PKBM Anugrah Bangsa Kota Semarang is taking place in PKBM Anugrah bangsa, Jl. Klentengsari 1 No 3 Banyumanik, Semarang, Central Java. As for the subject in the study with the title of E-learning Implementation on the C package in PKBM Anugrah Bangsa Kota Semarang which is 7 people. The subject consists of 1 principal, 3 tutors of Package C and 3 citizens of learning Package C. The selection of subjects is based on several considerations, namely the subject is directly involved

in learning conducted online, able to provide data and information in accordance with the focus of the research, and the subject understands in depth and provides explanations to researchers on how E-learning implementation is implemented. , then what are the supporting factors and obstacles (obstacles) in the implementation of E-learning in the pursue of package C along with the solution.

The focus in research is the implementation of e-learning on pursuing package C in PKBM Anugrah Bangsa Kota Semarang. Furthermore, after knowing this, it will be known what the supporting factors and obstacles are. After knowing the supporting factors and obstacles in the implementation of e-learning in the next C package pursue analyzed and find solutions to problems that hinder the implementation of e-learning in order to improve online learning.

The first observation technique according to (Wilson, & Cales, 2008) explains that with the collection of data through this observation, researchers will learn about the behavior and meaning of the behavior itself. Sanafiah Faisal (1990) divided observation into three, namely, participatory observation, observation frankly and disguised, structured (Tharenou, and Cooper 2007) in this study, researchers used a method of direct and disguised observation to obtain data. Both interviews are the process of collecting data or information through face-to-face between the questioner (interviewer) with the questioner. Documentation method is looking for data about what is not yet known / obtained from the methods that before it as reference research conducted such as notes, transkip, books, magazine letters, agendas, and others that can help this research. The three documentation methods are "methods used to trace historical data". Some of the data available is verbal data such as in "letters, notes (journals), and others.

The data validity technique used by researchers in this study is triangulation. Triangulation is checking data from various sources in various ways and times (Sugiyono, 2010). In the research of e-learning implementation on Pursue Package C in PKBM Anugrah Bangsa Kota Semarang is a source triangulation. Triangulation of sources that are expected to come from the Principal, Package C tutors, and citizens learn Package C. The triangulation of sources is done by comparing information or information provided by different informants when conducting interviews and observations or observations directly at the research location.

Data analysis techniques according to (Arikunto, 2010) is the process of systematically searching and compiling data obtained from interview results, field records, and other materials, so that they can be easily understood, and the findings can be informed to others. So, the material analyzed by the researcher is in the form of interview results, notes, other materials that have been obtained by the researcher (Sugiyono, 2010). Data analysis techniques used by researchers in this study are data collection, data reduction, data presentation, withdrawal / verification.

## **Results and Discussions**

### **Implementation of e-learning in terms of systems and applications**

Implementation in general is an action to implement something that has been planned and mutually agreed in order to achieve the targeted goals that have been determined so as to have a positive impact on everyone. In line with the implementation speech according to (Ellis and Biggott, 2019) is "activities that boil down to activities, actions, or the existence of a system mechanism. Implementation is not just an activity but a planned activity that is planned and to achieve the objectives of the activity"

The implementation of e-learning is an effort made by schools in providing better learning and easy to understand. Software is also an important factor in the application of e-learning based learning in schools. Software is a connecting tool where communication between teachers and students or students with students occurs. With the software, it will facilitate in the delivery or implementation of e-learning learning. Software used in e-learning systems in PKBM Anugrah Bangsa Kota Semarang in the form of utilization of e-learning applications and software such as blogs, YouTube, virtual google.

The features in the e-learning application are complete ranging from features for tutors, features for learning citizens, and evaluation features. For the evaluation feature in which there is an assignment, there is material and there is spot capturing. Spot capturing itself is a factual or real video that describes the content of the material. In addition, when entering value input into e-learning applications there is already automatic value processing so that in the provision of rapport makes it very easy for tutors. Already the existence of e-learning applications makes the implementation of this learning run well.

### **Implementation of e-learning in terms of content**

In general, the material is the most important part in applying a learning, without clear material the learning process does not work well in line with the narrative (Kessler, 2018). about the material used, namely the restructuring of the material needs to be done to fit the format of the technology used, besides that it can provide more value than the traditional classroom process, in its application of the source of the material used in the form of material obtained from the material obtained from the material. modules, textbooks and material sources from the internet. In addition, existing material is converted into the form of spot capturing videos that depict the material in real terms so that it is easily imitated by learning citizens.

The use of files in e-learning-based learning is the form of material obtained processed into an electronic display. files downloaded by both tutors and learning citizens are in the form of word, pdf, videos that if the file size is small so that it makes it easier for students to download it while for large files tutors upload videos on YouTube and provide the link to learning citizens. As stated, (Salsa, et al, 2022) the teaching and learning process includes uploading and downloading learning materials, maintenance process, final assignments, exams

### **Implementation of e-learning in terms of infrastructure**

Infrastructure in general is a basic part that needs to be owned in applying a learning. In line with

the definition according to (Winarno, & Setiawan, 2013) which is facilities and equipment is needed in learning activities to support its implementation. The implementation of e-learning in the pursue of package C in PKBM Anugrah Bangsa city of Semarang has been supported by supporting facilities in the form of hardware, this school has facilities in the form of teacher rooms, computer rooms, laboratories. Classrooms owned by the school also have LCD and projectors and each room is also equipped with air conditioning.

It's just that the utilization of computer space has not worked properly and optimally, because the use of computer facilities is only used for extracurricular and only used a few times each week. It is unfortunate that these rooms are not functioning optimally and also the management is not good, seen with the number of computers that can be operated only a little, while others are damaged or lost. However, this does not inhibit citizens from learning in e-learning because most residents learn PKBM Anugrah Bangsa are students in the middle and upper economic levels, so to get better access to education, especially in terms of school facilities either learning or supporting facilities are easy to get.

Computer media with internet network becomes a mandatory device in e-learning (Utomo, and Ubaidillah, 2018). The use of the internet makes learning citizens can find information and learning resources first before doing e-learning learning. But the use of the internet among students has not been able to be correct and accurate (Ullah, et al, 2021). Therefore, the role of tutors is needed in directing citizens to learn so that the information obtained can be clarified and accounted for academically and scientifically (Alshaher, 2013).

Utilization of the internet in PKBM Anugrah Bangsa is in the use of e-learning applications, tutors' direct citizens to learn to read the material that has been provided in e-learning applications. the material provided in the form of spot capturing free learning videos or videos that demonstrate material contextually so that it can be imitated in real life.

### **Supporting factors and obstacles (constraints) in implementation**

Tutors fall into the category of teachers so in the implementation of e-learning tutors have an important role in providing and directing citizens to learn in using and utilizing existing learning media in addition to parental participation and support is also very necessary because online learning is centered at home then parents become the main teachers. Supporting factors in the implementation of e-learning in the pursue of package C in PKBM Anugrah Bangsa of Semarang city viewed in terms of human resources, namely a good cooperative relationship between tutors, parents and learning citizens is an important factor in the successful implementation of e-learning.

Online learning will run smoothly if supported by adequate media and material sources (Marta, et al, 2021). Supporting factors in terms of materials or teaching materials in the implementation of e-learning in the pursue of package C is a complete source of material ranging from modules, books to the internet in addition to being supported also with relaxed but meaningful learning and explanation of the material slowly until the citizens learn to understand.

Infrastructure facilities are tools or instruments in implementing an educational program. The availability of facilities and infrastructure, especially in terms of hardware and software, strongly supports the implementation of e-learning. Supporting factors in the implementation of e-learning in pursuing package C in PKBM Anugrah Bangsa of Semarang is the availability of special applications of e-learning. In addition, the internet network in the form of Wi-Fi is also available to support the success of online learning.

Obstacles are problems that arise in an implementation, which need to find solutions to solve the problem, in this case obstacles occur because they do not match expectations with the reality of their application. Therefore, these constraints are clarified, and the source of the problem is sought, so that it will find the solver of the problem. Related in the implementation of e-learning in the pursue of package C in PKBM Anugrah Bangsa of Semarang certainly encountered some obstacles, namely the lack of presence and enthusiasm of citizens learning in following online learning. This can be caused by the loss of motivation to learn, especially in online learning because learning citizens are already saturated and bored.

Learning media is one of the factors supporting success in online learning. Tutors are required to be creative in providing learning materials to learning citizens. One of the learning media used in PKBM Anugrah Bangsa in the form of real video (spectating), but in its implementation tutors also experience obstacles or limitations in using learning media. The obstacle in question is that tutors still have difficulty in finding ideas / themes in making spot capturing videos in addition to that because online learning is not as free as conventional learning, residents learn difficulty understanding learning materials, especially for science and mathematics subjects (Mariamah, et al, 2021).

In addition to learning media, the internet network is also very important because in online learning requires an internet network in order to connect with each other. The constraints of e-learning implementation are in terms of infrastructural in the nation's grace which is still constrained by the limited internet quota owned by learning citizens and the internet network (wifi) owned by the school has not been stable or can be said to be still often slow.

## Conclusion

E-learning learning has been running to the maximum marked the availability of e-learning applications and with complete features. In addition, the Diversity of Material Sources (References) is from modules, books, journals, the internet such as google and YouTube. Files that are often used by tutors and learning citizens include word, PowerPoint, pdf, video learning. The facilities owned by the school are quite good, as evidenced by the existence of facilities in the form of, LCD, internet network, computer facilities Supporting the existence of good cooperative relationships between tutors, parents and learning citizens. Complete material sources ranging from modules, books to the internet and the availability of e-learning applications and internet networks in the form of Wi-Fi. The inhibiting factor is the lack of presence and enthusiasm of citizens learning in following online learning because the learning citizens are already in the area



and bored. Tutors still have difficulty in finding ideas / themes in making spot capturing videos and learning citizens have difficulty understanding learning materials, especially for science and science and mathematics subjects and still limited internet quotas owned by learning citizens and the internet network (Wi-Fi) owned by schools has not been stable or still often slow. The solution to overcome the lack of presence and enthusiasm of citizens learning in following online learning is to establish a good cooperative relationship and communication with parents and assisted by BK teachers and classroom guardians. Solutions to overcome difficulties in finding ideas / themes video spot capturing tutors can discuss with other tutors. In addition, learning citizens are expected to remain focused when the tutor delivers the material and when there is an explanation that has not been understood can ask and discuss with the tutor regarding the material being studied.

### Funding

This research received funding from DIPA FIP UNNES in 2020, after being competed with FIP UNNES lecturers

### References

- Alshaher, A. A. F. (2013). The McKinsey 7S model framework for e-learning system readiness assessment. *International Journal of Advances in Engineering & Technology*, 6(5), 1948.
- Arikunto, S. (2010). *Research procedure a practical approach*. Jakarta: Rineka Cipta, 152.
- Arviso, C. C. (2019). *Comparison of Adaptive Online Education with Adaptive Traditional Face-to-Face Education at Navajo Technical University: A Quantitative Study* (Doctoral dissertation, Northcentral University).
- Ellis, R. A., Ginns, P., & Piggott, L. (2009). E-learning in higher education: some key aspects and their relationship to approaches to study. *Higher Education Research & Development*, 28(3), 303-318.
- Goldsmith, M., Stewart, L., & Ferguson, L. (2006). Peer learning partnership: An innovative strategy to enhance skill acquisition in nursing students. *Nurse Education Today*, 26(2), 123-130.
- Kessler, G. (2018). Introduction to Teaching and Technology. *The TESOL Encyclopedia of English Language Teaching*, 1-2.
- Mariamah, M., Ratnah, R., Katimah, H., Rahman, A., & Haris, A. (2021, June). Analysis of Students' Perceptions of Mathematics Subjects: Case studies in Elementary Schools. In *Journal of Physics: Conference Series* (Vol. 1933, No. 1, p. 012074). IOP Publishing.
- Martha, A. S. D., Junus, K., Santoso, H. B., & Suhartanto, H. (2021). Assessing undergraduate students'e-learning competencies: A case study of higher education context in Indonesia. *Education Sciences*, 11(4), 189.
- Salem, A. B. M. (2017). *Intelligent E-Learning: Methodologies, Applications and Challenges*. Scientific Publications/University of Economics in Katowice, 19-34.
- Sanafiah, F. (1990). *Metode Penelitian Kualitatif. Dasar-Dasar dan Aplikasi* Penerbit YA3, Malang.
- Salsa, F. J., Sari, R. T., Muhar, N., & Gusmaweti, G. (2022). The Relationship Between Motivation and Learning Outcomes of Biology Subject Through Distance Learning. *International*



- Journal of STEM Education for Sustainability, 2(2).
- Siswanto, Y., Sutarto, J., & Mulyono, S. E. (2018). E-training based on determination of education and training models of early childhood teachers education programs. *Journal of Nonformal Education*, 4(2), 107-118.
- Shofwan, I., Desmawati, L., Raharjo, T., & Santosa, I. W. (2019, December). Homeschooling: Nonformal Education Learning Strategy 4.0. In *5th International Conference on Education and Technology (ICET)* (pp. 655-660).
- Shofwan, I., Widhanarto, G. P., & Trisanti, T. (2019). Implementasi pembelajaran nonformal pada sekolah dasar Quran Hanifah di Kota Semarang. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 6(1), 1-10.
- Stoller, J. K. (2021). A Perspective on the Educational “SWOT” of the Coronavirus Pandemic. *Chest*, 159(2), 743-748.
- Sugiyono, S. (2010). *Educational Research Methods: Quantitative, Qualitative, and R & D Approaches*. Bandung: CV. Alfabeta.
- Tharenou, P., Donohue, R., & Cooper, B. (2007). *Management research methods*. Cambridge University Press.
- Tiwari, S., Wee, H. M., & Daryanto, Y. (2018). Big data analytics in supply chain management between 2010 and 2016: Insights to industries. *Computers & Industrial Engineering*, 115, 319-330.
- Ullah, N., Mugahed Al-Rahmi, W., Alzahrani, A. I., Alfarraj, O., & Alblehai, F. M. (2021). Blockchain technology adoption in smart learning environments. *Sustainability*, 13(4), 1801.
- Utomo, S. W., & Ubaidillah, M. (2018). Pemanfaatan aplikasi whatsapp pada pembelajaran berbasis masalah untuk mata kuliah akuntansi internasional di universitas PGRI madiun. *Kwangsan*, 6(2), 286891.
- Warsita, B. (2017). Peran dan Tantangan profesi pengembang teknologi pembelajaran pada pembelajaran Abad 21. *Kwangsan: Jurnal Teknologi Pendidikan*, 5(2), 77-90.
- Wilson, R. D., & Cales, B. (2008). Geographic information systems, evacuation planning and execution. *Communications of the IIMA*, 8(4), 2.
- Winarno, W., & Setiawan, J. (2013). Penerapan Sistem E-Learning pada Komunitas Pendidikan Sekolah Rumah (Home Schooling). *Ultima InfoSys: Jurnal Ilmu Sistem Informasi*, 4(1), 45-51.