Research Article

DEVELOPMENT OF ONLINE LEARNING MODEL IN LEARNING PLAN PROGRAM ON EDUCATION TEACHER OF MADRASAH IBTIDAYAH STUDY PROGRAM (PGMI)

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ABSTRACT

The purpose of this research is to develop online learning model to improve student's learning achievement in information design and intruktural communication technology. In the education of Islamic elementary school teachers (PGMI) State Islamic College (IAIN) Metro. This research uses development research (R & D). The method designed by dick and strict and unstructured development model (MPI). The material of the e-learning model has been validated by experts, they are self-employed, intrastic design experts, and media experts. This is tested through the same steps, one to one evolution test, small group evalution test and field test. The online learning model applies the conventional intructional by using online learning. The results show that the average student score increases. So the development of online learning model of learning planning course in the islamic elementary school teacher education (PGMI) can improve student's learning achievement.

INTRODUCTION

Education has a very central and strategic role especially in the effort of developing the quality of human resources and the progress of a nation. If the higher the quality of education of a nation it will be higher the quality of human resources of the nation and this will certainly impact on the progress of a nation's civilization. Education has a very important role to realize fundamental changes in the way we live and act. In Islam the word education contains four elements namely; preserving and nurturing nature, developing all potential and directing all fitrah toward goodness and perfect perfection, the process is carried out gradually. (Bukhari, 2010: 23)

The development of the era of globalization is characterized by the rapid product and utilization of information technology, then the concept of learning learning has shifted to the efforts of modern learning embodiment. One of the impacts of globalization in education today is the utilization of the Internet in the learning process. The Internet is a world-wide communications network that enables communication to be fast and broad. This phenomenon is formulated an intervention between the internet and the educational process so that its role is able to provide meaning and optimization of the quality of interaction between learners and pendididk in a period of time and space and conditions and circumstances are more comprehensive and comprehensive. (Darmawan, 2014: 8)

The use of telecommunication technology for high learning activities in Indonesia is increasingly conducive with the issuance of the Ministerial Decree of the Ministry of National Education in 2001 which encourages conventional universities to conduct dual mode education. Online learning has become one of the needs for the academic community, since both lecturers, students and educational institutions have utilized computer technology in learning activities. Thus online learning is learning that its implementation is supported by electronic services such as telephone, oudio, vidiotape, satellite transmission or computer. (Darmawan, 2014: 25)

Renewal of learning theory and the shift of learning orentation due to the progress of information technology are two things in line and mutually reinforcing. Information communication technology separately or jointly has offered new opportunities in the process of self-learning. The learning environment is supported by information communication technology. Every learner has the freedom to decide what to learn, where and how to learn. In this student-centered learning environment, the various conveniences are provided in such a way that each individual student can actively build his own knowledge structure based on his own initiative and responsibilities. Through a learner environment supported by information communication technology, students have enormous access to abundant learning resources, receive feedback and continually

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refine their understanding through a process known as generative learning.

Approach of learning conducted by lecturers with varies. Often an indication of the passion in giving material. Approaches may be useful in achieving goals in response to students' backgrounds and abilities. Learning activities should be determined based on student characteristics, course characteristics, and barriers. Different characteristics. The first attempt at a flexible approach may not yet show good results. This is a good attempt to produce a good learning approach. Flexibility in the learning approach may only be known by the lecturers concerned and the students who follow the lesson.

Lecturers are not always students followed by learning activities on. Instead students can do learning activities without having a lecturer who teaches. The most important thing is the learning outcomes. The students' ability and motivation are closely related to what the students achieve. Learning outcomes can be distinguished into three domains, namely cognitive, affective, and psychomotor. The process of determining the type and level of purpose is an easy task. The guidelines to be followed are the learning outcomes that must be in accordance with the learning objectives.

Formal education in college aims to help students to know something, especially knowledge. Knowledge helps students to understand the lesson material given by the lecturer. Philosophy discusses knowledge called efistimology. According to the classical philosophy of preaching it is already there and has become. The lecturer's job is to transfer knowledge into the mind, so that students understand and open their minds to receive the knowledge conveyed.

Knowledge can be personally formed. Other things including lessons and lecturers' directives are just materials that must be processed and formulated by students to become knowledge. Thus education should help students actively study themselves. The educator is a facilitator or moderator. His job is to help students to want to learn by themselves and formulate their understanding. Lecturers also evaluate the compatibility of student ideas with the ideas of experts. While the task of students is actively learning. A well-regarded learning model is a democratic model that gives students freedom to express their opinions and dialogue always asks students to discuss their fellow students. Students can express ideas, criticize the opinion of lecturers who are considered inappropriate, revealing the way his mind is different from the lecturer. Lecturers do not become dictators who suppress one value one way out, but more democratic. It is often an educational model that makes students become fasif by accepting what they are from faculty. Education should give students the freedom to think, to be creative and to develop. Students not only obey but become individuals who can think, choose and determine attitudes.

The application of creative learning model needs to be supported by the completeness of the institution including the study program. The provision of teaching aids and the availability of adequate laboratory infrastructure becomes a demand. The availability of adequate instructional and laboratory media should be accompanied by sound management and optimal utilization. The existence of a complete learning media and laboratory is needed for use in learning.

Education is an important element in the development of a nation. Progress of a nation is determined by the quality of its resources. Therefore, in an effort to improve the quality of human resources, various efforts have been made to improve the quality and quality of education. Through various training and improvement of lecturer competence, procurement of books and learning tools, improvement of educational facilities and infrastructure, improving the quality of university management, and changing educational curriculum. These efforts aim to bring a positive influence on education in Indonesia.

Changes in the education system become the demand of a nation to have quality human resources. Human resources are ready to face all the situations and conditions in the face of the times, which appear along with the development of the era. The concept of education will change. Any change in educational concepts will affect the way and delivery system of education in college. Education is a lifelong process. This principle will consistently affect radically, that it no longer contains the materials and traditions that need to be known, but instead intends on "tools" (tools) to develop further knowledge and technology. This principle also requires continuity and synchronization of education taking place in schools as well as outside schools (Miarso, 2004: 9)

Utilization of information technology in education which is generally called online. This is believed to improve the quality of learning. On the other hand the development of these technologies show interesting things. First is the openness and ability of students in using internet-based information and communication technology such as blogs, discussion forums, social netwoking, facebook, twitter, edmondo, and e-mail has become a medium inieveryday communication tool. Second, is the cheaper cost of information and communication technology so that information technology becomes part of everyday life.

There are several factors that affect the learning process mahasisa that is internally and externally. Internal factors that affect, among others, related to the ability of students to understand concepts, principles and procedures. While external factors that influence, among others, the ability of lecturers in facilitating learning lesson planning, learning climate, allocation of time lectures prepared study program is very limited.

However, some external factors are caused by learning process factors, especially learning strategies used by lecturers. Based on the observations made by researchers, the learning is still centered on the lecturer (teacher center learning). This proven from the learning process dominated by the lecture method led to the mastery of student concepts is not optimal. Comprehensive facilities and prasara to support the learning process using online learning model. Learning resources and internet network that can be used for the communication process between students and lecturers are available Refer to the description presented. The way out was tested with research. Lessons learned not only can be done through face-to-face and lecture methods only, but can apply online learning models. This is done by using the internet or web media to improve student learning outcomes, especially learning in the lesson planning lesson.

The alternative proposed to improve student activeness in the learning process is by implementing online learning model. The online learning model is learning that uses electronic services as a tool of help. The online learning model has several advantages such as diverse learning approaches, easy access to knowledge, social interaction, personal processes, cost saving and easy Based on the introduction of the above problem, the focus of this research is the development of online learning model of learning planning course. The formulation of this research problem is; (1) How is the lesson planning lesson study in the madrasah ibtidakyah teacher education program? (2) How is the learning materials of the lesson planning course on the education program of Madrasah ibtidakyah teachers? (3) How is the conceptual model of the introduction of online learning in the lesson planning course in the education program of madrasah ibtidakyah teachers? (4) How is the procedural model of designing and developing the online lesson of the lesson planning course in the education program of madrasah ibtidakyah teacher? (5) How is the physical model of online learning a reliable and measurable lesson planning course.

Model Development Concept

In a simple model can be understood as a condition or mindset of a person to realize a desire. Prawiradilaga (2008: 33) interpreted, the model as a graphical display, work procedures that are regular or systematic, and contain ideas explanatory description of the following advice. While Smith (010: 73) suggests that, "The model is a mental picture that helps one to understand something that can not be seen and experienced directly. According to Reiser and Dampsey, development is a systematic approach in the design, production, evaluation and utilization of a complete learning system, encompassing all the appropriate system components in the learning context (Raiser, 2007: 4). According to Seel and Riche (1994; 38), development is the process of translating design specifications into physical form. Meanwhile, according to Putra (2011: 133) The development model is the basis to be generated, which can be a procedural model, conceptual model and model toritik

According to Smaldino (2008: 10) Lowther, and Russell that "Learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and enviromet. The learning environment is orchestrated by the teacher and includes the physical, at the academic and emotional atmosphere, and instructional technology

The development model is the basis for developing the product to be produced. Model development in the form of procedural model, conceptual model and theoretical model. The procedural model is a descriptive model, indicating the steps to be followed to produce the product. The conceptual model is an analytical model that mentions the product components, analyzes the components in detail, and shows the relationships among the components to be developed.

Theoretical model is a model that describes a frame of mind based on relevant theories and supported by empirical data (Son, 2011: 133). The model helps us to come to terms with the conceptual reality, "the model is a simple representation of a more complex process, the function of physi- cal phenomenon or idea. Models of necessity simplify, realty because optren reality is too complex to portray (gustafson, 2000: 1). Based on the above description can be concluded that the model of

instructional development serves to guide the completion of learning as a guide in conducting learning in order to achieve effective, efficient, interesting and humanist learning. In addition, the development model serves as a means of communication and guidance in the financing of activities to be implemented on management and decision making. Learning activities that have been well planned in accordance with the objectives of learning is expected to be achieved if it has obtained a thorough understanding of the concept of learning. Mayer in Richey describes learning as follows. Leaning is the relatively permanent change in person knowledge or behavior due to experience. The definitition has three components: (1) the duration of change is along the term rather than shorm tern, (2) the couse of the change is the learners experience in the enviroment rather than fatique, motivation, drugs, psychological condition or physiological intervention (Richey, 2011: 51-52).

Constitusional in the Republic of Indonesia Number 20 in 2003 year on National Education System. "Learning is a process of student interaction with educators and learning resources in a learning environment". According to Gagne's learning as "Instruction is a set of events that affect learning is facilitated" (Gagne: 3). Learning is a series of deliberate activities created with the intention of facilitating the learning process. According Reigeluth "Instructional as anything that is done purposely to facilitate learning (Reigeluth, 2009: 6). Lessons are interpreted as efforts aimed at helping to facilitate learning. According to Miarso, "learning is a deliberate, purposeful, and controlled effort to get others to learn or to make changes that are relatively settled in others" (Miarso, 2004: 545). Such effort may be undertaken by a person or group of persons who have the ability or competence in designing and or developing the necessary resources. It can also be said that learning is the work done by educators or other adults to make learners to learn and achieve maximum results In the world of college, learning or courses designed well begins with the incidence of student interest and then continue on the presentation of new materials, students practice with feedback, assess their understanding, and provide relevant follow-up activities (Smaldino, 2008: 11).

Learning design is a blueprint that contains a systematic and thorough plan of the activity or learning process. The design or design can be applied to apply learning problems (Pribadi, 2009: 59).

A good learning design does not forget the teaching materials, where the teaching materials have different understanding as it is in the intruksional study, the instructional material is Instructional Material we include all forms of instructional all form of insructional as instructor's guides, student reading list, power point presentation case studies, videos, podcasts, computer-based formal multimedia, and web pages for distrence learning (Dick, 2009: 7). The teaching materials used today are not just for face-to-face lessons, but also teaching materials for distance learning, where distance learning is "Distance education can be defined as formal instruc- tion in which a majority of the teaching function occurs while educator and leaner area a distence from on another "(Verduin, 1991: 13) or in other words, distance learning is a planned study and usually occurs in different places between learners and learners and also requires specialized techniques in communicating via electronic and other technologies such as

organizing and administrative organizations (Ibrahim, 2010: 5). Distance learning is very demanding independence in learning, as presented Nurdin Ibrahim (2012: 2) that Indipendent learning is that learning, that changed behavior, that results from activities carried on by leaner in space and time, learners whose environment is diffirent from that of the school, learners who accepts degrees of freedom and resposibility in initialing and carrying out the activities that lead to learning.

Online learning

Another name of distance learning is online learning, DaniDarmawan explains that Online learning is an open and distributed learning enviroment that use pedagogical tools. Enabled by internet and web-based technologies, to facilitate learning and knowledge through meaningful action and intereaction (Dabbagh, 2009: 15).distance learning with the use of computer technology, online allows students to study without in the classroom, online can also be interpreted as a learning plan involving lecturers and students or can also be interpreted directed learning at the same time (Henderson, 2003: 2).

In line with Soekartawi, haryono and Liberero explained that E-learning is a generic term for all technologically supported learning. An array of teaching and learning tools as phone bridging, aodsio and vediotapes, teleconferencing, satellte trans-missions, and the more recognized web- basesdtrainng or computer aidesdnstrucrtion also commonly reeferred to online couese "(Darmawan, 2014: 25).

Online learning is learning that its implementation is supported by electronic services such as telephone, oudio, videotape, satellite transmission or computer. Because of that e-learning is often called also on-line course. In the world of education many use terminology that has meaning similar to e-learning, among others: web based learning, learnig online, computer-aided training, learning distance learning, computer-aided instruction, and so forth. Because there are various uses of e-learing today, then there is the division or difference of e-learning. Basically, e-learning has two types of synchronous and asynchronous (Rusman, 2012: 302-303). Synchronous means at the same time, its nature is similar to learning in the classroom. However, the class is virtual (virtual) and participants are scattered and connected via the internet by accessing the internet together. Users are often also called web conferencing or web seminars. The teacher is given a presentation slides papers through an internet connection. While Asynchronous means "not at time equation", the nature of the participants can access the package of learning through the web that existed at different times and places. The presenters can provide materials, tasks, exercises, and web-designed questions, and participants can access at different times and places. Then the participants can collect the task via email, and can discuss through chat and discussion forum.

RESEARCH METHODS

The specific objectives of this research are to: (1) get an overview of the implementation of teaching learning course lesson in the current Madrasah Ibtidayah teacher education program (2) To get a picture of instructional learning course lesson on education program of madrasah ibtidayah teacher (3) Develop the conceptual model of online learning in the lesson

planning course on the education program of madrasah ibtidayah teachers (4) Knowing the procedural model of designing and developing learning materials online learning lesson courses in the education program of madrasah ibtidayah teachers (5) Knowing the form of physical model of online learning of the course of planning effective and efficient learning to improve learning outcomes.

Place and time of research

The time of study starting March 2013 is preliminary research. Research and development conducted April 2013 until March 2014. Field trials conducted on the education program of Madrasah ibtidayah teachers from February 2013 until March 2014. Test the effectiveness of online model learning products implemented in March 2014. Preliminary data collected through document review, interview, observation and questionnaires.

Model Characteristics

The characteristics of the model developed are 1) Utilizing electronic computer technology services where students and lecturers can communicate easily without being covered by space and time; 2) Utilizing computer advantage (digital media and computer nework); 3) Using self-learning materials that are stored in the computer so that they can be accessed by faculty and students anytime and anywhere when they require; 4) Utilize the learning schedule, curriculum, learning progress and matters relating to the administration of education that can be viewed at any time on the computer. The implementation target of this research is semester students (four) who will program the lesson planning lesson.

Research Approach

The method used in this research is research and development (R & D) method. Research methods used to produce the product or test the effectiveness of the product tertentru. Research development has three main characteristics, namely: (1) generated a product to be used, (2) product used in the field in educational practice, (3) During the research the product is always validated.

Data collection technique

To obtain research data in developing this online model by using; (a) the method of interviewing; (b) observation; (c) questionnaires and, (d) documentation.

RESEARCH RESULT

Online Learning Procedures

The instructional development model is designed to design instructional materials in manual form in the form of Trollip and Alessi models used to design the media used. The results of the development of online-based learning materials conducted by the study (1) the perspective of instructional design, (2) the material perspective, and (3) perspectives of instructional media.

Learning Design Perspectives

Paying attention to suggestions and comments from the instructional designer, the developer makes improvements to the design of online learning materials. Improvements include

improvements to the language or sentence and affirmation of expected learning objectives, so that a clear, precise, and straightforward formulation will be established.

Perspectives of Learning Materials

The results of the expert validation of online learning material materials developed reflect the feasibility of the learning materials. Overall the material validation results have been very good and feasible to be used in the trial of one to one learner. According to the material expert, on the indicator of truth and the feasibility of the material with the scientific study has been correct, worthy of use in its meaning has been very good.

The perspective of instructional media

Validation results by media experts recommend that the media on display attractiveness fall into very good category. The display of instructional materials fits perfectly with the name or domain of online learning materials.

Physical Model of Online Learning

The physical form of online learning materials is the end result of some developed draft of learning materials in the form of online learning materials consisting of 11 chapters that are entered in the web. Each meeting has material descriptions, exercises, and summaries.

Model Feasibility Results

Assessment of expert design of learning as a whole the quality of online learning materials in the lesson planning courses are in very good category that is at the level of conformity with an average of 4.5 or 90%. This figure indicates that the product is eligible for use.

The result of validation by the material expert as a whole against the draft of the development of online learning in the lesson planning course is included in the category very well with an average of 4.82 or 96.48%. Conclusion that the material of learning materials in the lesson planning course is feasible in use. Validation by media experts along with design validation of learning and validation of material experts. Assessment of learning media validation is based on assessment indicators (1) attractiveness of display, (2) letter and writing, (3) interaction level, (4) display gradability, (5) completeness of online learning materials.

The development of online learning model is an online learning as one of the most enjoyable lecture model, convenient and affordable to gain a complete understanding of the various subjects related to computers on the Internet. Thus the conceptual model of learning materials based on online learning using online learning.

Learning Procedural Model

The design in the learning materials using a combination of instructional development model (MPI) with Trollip and Alessi models. The results of the development of online-based learning materials conducted by the study (1) the perspective of instructional design, (2) the material perspective, and (3) perspectives of instructional media.

The physical form of online learning materials is the end result of the learning materials that are developed in the form of online learning materials consisting of 11 chapters.

CONCLUSION

Instructional materials online learning lesson courses on education programs of teachersmadrasyahibtidayah in STAIN Metro. Product development of this online learning model can facilitate lecturers and students to do the learning process with time and space are not limited. Therefore it is important to make the attention of the stakeholders that the products that have been developed can be widely used, especially for lecturer of MadrasyahIbtidayah Teacher Education program at STAIN Metro

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