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**Implementation of Online Learning Lessons
in the Package C Program**

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Abstract

The use of internet media in the field of online education can create independence for students in learning. The purpose of this study is to obtain a full and in-depth description of the managers and tutors involved in implementing the online package C equality program organized by the Pioneer Community Learning Center. The research method uses this descriptive qualitative approach to describe the phenomenon experienced by the research subjects overall obtain information about the extent of the application of internet media in learning at school. The results of the online C learning package at Pioneer community learning centers in Karanganyar run well and following the stages, this can be seen through the fulfillment of the stages starting from planning, implementation, to assessment. Constraints related to educators and students who are not familiar with the internet. The solution is to provide motivation and literacy training for online learning to students and their teachers. Regarding the constraints of facilities and infrastructure are still minimal and the need for additional facilities and infrastructure that supports online learning such as wi-fi point access and speed, number of wi-fi points, affordable rooms with internet access. The usefulness and benefits of this research are to provide direction for institutions in implementing online learning, especially non-formal education, which so far has been using conventional learning.

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INTRODUCTION

The quality of education is an issue that must receive serious attention for the dignity of the nation and state. The role of education will affect the quality of human resources in terms of quality and quantity, so that it can improve the welfare and welfare of the people in a country and ultimately can increase the degree and dignity of the nation itself (Shofwan & Kuntoro, 2014). A nation or country can be said to be more advanced and also developed, among others, if in the development of education is given maximum attention by efforts to provide facilities, facilities, and infrastructure to meet the education of its people. (Imam Shofwan, Ghanis Putra, 2019). Education is an important part of human life because since humans are born until the end of their lives cannot be separated from the educational process (Vibriyanthy & Fauziah, 2014). As regulated in Law Number 20 the Year 2013 concerning the National Education System, it is explained that the implementation of education is carried out through formal, non-formal and informal channels.

Non-formal education through equality education in its implementation consists of the Package A program equivalent to primary school, Package B is equivalent to junior high school, and Package C is equivalent to senior high school. Understanding Program Package C is a secondary education program through non-formal education channels that has the right to eligibility equivalent to a senior high school called the General Package C. The Program Package C is organized to meet the learning needs of people who want to get an education in secondary schools. In programs and learning activities, the Package C Program is carried out through a tutorial approach, group learning, and independent learning using appropriate learning materials. One of the learning materials is in the form of modules that apply the principles of mastery learning and continuous progress

Minister of National Education Regulation No. 14 of 2007 concerning Equality Education Content Standards, related to the Package C Program curriculum which covers functional skills subjects and professional personality subjects. However, in the general Package C Program, it has not been specifically directed to achieving the competence of graduates who have a certain level of expertise to conduct independent business and / or work in the business and industrial world both at home and abroad.

Problems in the area of equal opportuni-

ties for education and quality improvement that affect the relevance and change of local, national and global culture, and the expansion of access to education are still the current community relations. Online learning is one of the programs carried out by the government to solve problems. Stipulated in the National Education System Law (UU-Sisdiknas) number 20 of 2003/ chapter VI (line, level, and type of education). The tenth part of distance education article 31 states that distance education functions to provide educational services for groups of people who cannot attend face-to-face/ regular education. Online learning allows students to learn to understand computers in their respective places without having to physically meet face to face with their teacher.

Blended learning is a face-to-face computer learning discussion conducted by teachers and students in the school with the hope that students can solve individual or group learning problems according to their abilities (Pohan, 2016). This brave learning media is expected to help organize learning materials, for example compiling syllabus, uploading material, giving assignments to students, receiving tests/quizzes to make work, giving grades, monitoring activities, evaluating grades, supporting students and looking for teaching teams, through forums discussion or chat, and more. After students can help by accessing assignments, learning material, discussion with students and teachers, viewing conversations and learning outcomes. Also, another advantage is learning to use e-learning that supports increased equity and access to education in a country.

The problem of learning package C so far in several community learning centers institutions, namely: learning in planning learning activities is still lacking, the methods used are also limited, learning media has not been used effectively, learning is not appropriate. In classical learning, student learning processes with dimensions of space and time, meaning students must be in the same space and time with classmates and teachers to carry out learning activities (Widiara, 2018). The learning media used today are only limited to modules that produce learning citizens who are also required to be bored with the conventional teaching and learning process. The interest and motivation of citizens to learn to date and attend face-to-face teaching and learning process is still below 50%, so learning outcomes are still lacking. Facilities that support institutions with several computers and projector devices can still be better utilized today.

Strategies to help develop a workforce that has this expertise one of them needs to develop

learning programs that are complex, practical and able to accommodate the needs of a constantly developing world, namely through the use of online learning media package programs. Electronic devices consist of television, radio, telephone, and computer. Even though online learning networks are keywords in learning activities. Both the Local Area Network (LAN), Wide Area Network (WAN), wireless networks, internet and intranet (Rahmi, 2014). The use of internet media in the field of education also allows students to learn according to the abilities needed and speed in approving and processing information. Students can also determine the material to be studied so that it uses media that can facilitate independence for students in learning. Limited space and time are one of the challenges in efforts to improve the quality of learning. Increasing the number of students can reduce the quality of interaction between educators and students so that the expected learning outcomes cannot be obtained optimally.

The impact of the development of information technology is directly in the world of education. But there are still many non-formal educational institutions such as community learning centers, studio learning activities that have not used e-learning even though information technology is increasingly easy to find now, and the government supports the use of information technology as in 2017 for equality tests will use computers or better known as the computer-based national exam. The government is also encouraging the use of instructional media for equality education which is currently only compiled and designed.

METHODS

This research is descriptive qualitative research. This study is designed to obtain a complete and in-depth description of managers and tutors involved in the implementation of the thick C package equality program organized by the Pioneer community learning centers. This study discusses the actions and words to describe the phenomena discussed by the subject. This information was extracted through records and records based on observations, interviews, and documentation. The subjects in this study were the organizers, tutors, and target programs of the bold C package equality program at the Pioneer community learning centers. As for the technique of data collection using observation with a collection of learning and facilities used by the internet. Interviews with managers, tutors and network officers and document review. Data analysis with

the stages of data reduction, data presentation, verification.

RESULTS AND DISCUSSION

Implementation of online C package learning at Pioneer community learning centers in Karanganyar

Online learning, in general, is a learning system that utilizes electronic media as a tool to assist in learning activities. Understanding online in general is in line with the definition of e-learning according to Daryanto (2013: 168) which shows that most of the assumptions that electronics referred to here are more directed at the use of computer technology and the internet so it does not have to be in the LMS (Learning Management System) format, although currently the assumptions or public understanding of online is already in the form of Learning Management System applications, such as e-learning namely Equal online, webbed, google classes, Microsoft OneNote, Moodle and so on.

Online learning at Pioneer community learning centers has used electronic media such as computers that have been connected to the internet. Tutors typically use software applications such as blogs, e-mails, power points, and other social media but have recently used Moodle and an equivalent online system from the education ministry to support distance learning and periodic evaluations. Online-based learning is used based on the needs of community learning centers for electronic-based learning. Implementation of online-based education because it has been regulated in the National Medium-Term Development Plan 2010-2014 which contains the equal distribution of quality educational opportunities that affect the relevance and change of local, national and global culture.

Policy, in general, is a formal written rule, binding organizational decisions that govern behavior intending to create new values in society. The policy is generally in line with policy understanding. According to the United Nations (UN), the policy is a guide to action. These guidelines can be very simple or complex, general or specific, broad or narrow, unclear or unclear, detailed or loose, qualitative or quantitative, public or private. Policy in its meaning like this can be in the form of a declaration of basic action guidelines, direction of certain actions, programs regarding certain activities or plans (Arif Rohman, 2012: 86).

The gift policy at community learning centers are also supported by, CHAPTER V Long

Term Development Plan for the Year 2005-2025 Ministry of National Education, Pages 81-84, as well as the implementation of the 2013 Curriculum. The school policy that underlies its formation is an online-based promotional assistance program. The manager has the right and obligation to implement the policy because in its implementation community learning centers have provided facilities and training on the internet, procurement and maintenance of infrastructure, management related to policy implementation following courage, and role makers who provide good direction and support. tutor, if learning citizens can take advantage of bold learning based on that. Therefore, Pioneer community learning centers in Karanganyar decided to use online-based learning because it was supported by facilities.

A general implementation of agreed and agreed actions to achieve stated goals or targets to provide positive results for everyone. Efforts to realize the learning very dependent on the teacher can develop learning strategies and can choose the right strategy in learning activities. Strategy is an effort to achieve success and success in achieving goals. Related to there are 3 types of strategies that discuss learning that must be mastered by teachers, namely: (a) learning organizing strategies, (b) learning delivery strategies, and (c) learning management strategies (Mulyono & Wekke, 2018).

Combining face-to-face meetings with web-based learning can increase contributions and interactivity between students. Through face to face, learners can get to know fellow students and their accompanying teachers. This familiarity strongly supports its virtual collaboration work (Lawanto, 2001). Online implementation is community learning centers' effort to provide better learning and easier to understand. The influential factor in implementing the implementation seen from Human Resources reviewed in the online implementation is the tutor and occupant of Pioneer community learning centers in Karanganyar who are online equivalent users in each lesson.

Tutors have an important role in their application because tutors are those who provide direction in the learning process. Tutors strongly support the overall use during the learning process, because it facilitates the learning process. But, of course, anchoring is limited by age. The age of teachers who have advanced learning is one of the inhibiting factors of online-based learning. Around 80-90% of the total tutors at Pioneer community learning centers in Karanganyar can operate computers, but some tutors cannot use computers related to age, and they are reluc-

tant to learn.

The use of teaching materials originating from the internet is usually processed first by the tutor before being used as a learning medium because if the tutor directly opens the internet in front of the class sometimes the internet page gives rise to unwanted site searches such as an inappropriate picture. Tutors process material at leisure or home, so it can be said that the ability of Pioneer community learning centers in Karanganyar to use computers is good but their use in learning is still very limited. Application and use of online equivalent programs by tutors are limited to the use of the internet in the learning process and also the use of e-learning following technical instructions.

E-learning and the role of technology in workplace learning have been the main topics in academic publications and HRD practitioners for several years. In practice, e-learning has often been implemented by maintaining a focus on delivering existing content, even inflexible multimedia packaging (Margaryan, Collis, & Cooke, 2004). The use of internet media as learning is applied in courage-worthy media in Pioneer community learning centers Karanganyar. Online Equivalence is a term used for learning that utilizes communication and information technology in various ways to support and improve the learning process. Various technologies can be used, ranging from online and offline computer applications, presentation technologies such as Microsoft PowerPoint or projector applications, World Wide Web, web conferences, multimedia materials such as photos or animations, tools to access student work, games, Moodle, online equivalents, and others.

The process of applying online equality learning is used in the Pioneer community learning centers Karanganyar from PAUD and DIK-MAS PPs in Central Java and then developed into a valuable program from the PAUD Directorate and DIKMAS Ministry of Education and Culture. This program is designed to address students who have limitations in meeting the requirements of good education due to dropping out of school, as well as working.

The Pioneer community learning centers in Karanganyar online package C equality program are face-to-face and online. Blended learning has been defined by various researchers as a combination of traditional learning characteristics and e-learning environments (III, Lowe, & Dutsch, 2006). Blended learning is achieved through a combination of face-to-face instruction and e-learning. Attendance training consists

of 60 lecture hours in which the main concept of the measurement system is developed (Poncela, 2013). This program is aimed at disadvantaged students, not attending school, dropping out of school, dropping out of school, and productive age who want to improve their knowledge and life skills as well as other citizens who need special services to meet their learning needs as a result of changes in improving living standards, knowledge and technology.

The learning media developed in this model are printed and audiovisual. Print Learning Media in the form of modules following the principles of learning This C Package Program is the individual learning needed for independent learning. Audiovisual learning media are developed using video scribe and Screencast O-Matic (SOM). Learning media in this model are not limited to media that have been developed, educators can use other learning resources to support the learning media available. In the online equivalent technical guidelines, the role of the educator or tutor is explained, namely: creating subjects in the LMS, creating a learning flow, filling in learning tools, determining the weight of grades, assessing student assignments. The Development of Learning Media will be discussed in Model E of the Development of Equality Education Program Package C and for the learning module that has been developed by the directorate of equality, it can be accessed through <http://sumberbelajar.seamolec.org>.

In addition to the availability of teaching materials from learning, residents are also allowed to take other learning resources. In blended learning, the face-to-face part is carried out in class led by the instructor while the online learning part can be given as synchronous or asynchronous. Online synchronous elements can be in the form of online chat, video conferencing, and / or conference calls, and asynchronous elements can be in the form of online discussion boards, online tutorials, online self-assessments, electronic texts, and e-mails (Alebaikan & Troudi, 2017). In this case, the learning community not only depends on the material provided by the tutor, but can also search for material in various ways, including finding a library or community reading park, asking classmates or online friends, opening a website, looking for learning material through a machine searchers, portals, and blogs, or it can be with other media consisting of learning software and learning tutorials.

The results of online C package learning at Pioneer Community Learning Centers in Karanganyar

Non-formal and informal education (PNF), as an integral part of the national education system, has a different style from formal education. Style can be seen from (1) students, (2) program/learning curriculum, (3) educators and education staff, (4) learning strategies, (5) program objectives, and (6) program forms (Sadid, 2012)). Equivalent online provides complementary learning from design, learning implementation, to assessment. Because Final Assessments such as PTS (Mid Semester Assessment), PAS (Final Semester Assessment), and PAT (End of Year Assessment) can be done online. As a Learning Management System (LMS), online equivalents provide learning completeness ranging from design, learning implementation, to assessment. Because Final Assessments such as PTS (Mid Semester Assessment), PAS (Final Semester Assessment), and PAT (End of Year Assessment) are carried out in schools, SIAJAR only provides learning material and questions developed by teachers as training tools to deal with End of Year Assessment and The True Citizenship Exam.

The research journal Annisa Ratna Sari (2013) states that other impacts of the use of classical learning concepts with the lecture method will cause students' critical thinking skills to be less honed because learning citizens are not accustomed to thinking outside the context delivered by the tutor and being passive in choosing additional learning resources outside of the learning resources provided by the lecturer. Traditional teaching methods from typical management classes will include lectures, invited speakers, case studies, and perhaps small projects all of which are handled by a single instructor (Tan & Joan, 2019). Therefore, the learning strategy of blended learning is one alternative in improving the learning outcomes of learning citizens.

Constraints faced in implementing online C package learning in Pioneer PKBM Karanganyar

Constraints in online equivalent training for tutors and learning citizens related to human resource development, namely the ability and willingness of tutors to use online equivalents is still lacking, there are still many tutors who do not understand the meaning of online learning. This is contrary to the ability of tutors and learning citizens who can use relevant methods and media because they are accompanied intensively from the PP PAUD and DIKMAS Central Java teams. They stated that they had no difficulty in using the same program from the Ministry of Education and Culture and PAUD and DIK-

MAS PP. Mentoring is also conducted regularly by the Ministry of Education and Culture of SEAMOLEC.

Constraints related to infrastructure owned in implementing online equivalent learning are almost not found because most of the infrastructure facilities support online equivalent applications. Infrastructure is a component that needs to be owned by community learning centers in supporting learning. In this case, internet-based learning certainly must have the supporting infrastructure, in addition to the use of good and right infrastructure, it will also have a good impact on learning.

Although other facilities such as computer rooms, internet access are available, the utilization of this facility has not been going well. The lack of use and maintenance of facilities that have not been considered to make the implementation not going well. Infrastructure facilities are very adequate but have not been optimal in the utilization of this matter also proven by researchers about the existence of good infrastructure facilities, but the benefits in terms of needing to be optimized. This is following the opinion of Sanjaya Wina (2015: 18) that learning facilities are all things that support the smooth learning process. It can be concluded that facilities are important in the learning process to support the learning process. So, if learning facilities do not support it will have an impact on the learning process and also student learning outcomes.

The solution to the obstacles encountered in implementing online C package learning in the Pioneer PKBM in Karanganyar

The solution in the training on compensation for tutors and learning citizens is related to the development of human resources, one of which is that tutors who have implemented this bold learning can provide direction or assistance to fellow tutors who need improvements in the application of e-learning. In utilizing internet-based learning must be good at sorting out where the needs and which are desired, in using it for education must be adapted to the material and teaching materials. To match what is expected, the use of the internet for education needs to be improved and adjusted to the needs.

The relevant solution relates to students who cannot implement learning correctly. Therefore, there needs to be awareness and willingness of students and teachers to do learning so that students can learn independently, find learning resources from everything they meet, starting from the internet, books. Solutions to answer

questions that occur in bold implementation in terms of human resources need the help and commitment of all tutors to use and utilize internet-based learning so that the competencies and abilities of tutors can be improved. High motivation also needs to be provided by the head of management, tutors, and learning citizens for the application of online-based learning. There needs to be a demand for learning citizens to be able to apply learning using this online. Community learning centers are required to provide learning facilities and an understanding of learning citizens related to online use in learning. Besides, increasing human resources needs to be improved.

Solutions related to infrastructure owned by implementing online equivalent learning related to still not maximizing the use of facilities at Pioneer community learning centers, there needs to be a policy to utilize the learning space for all citizens to learn to use what is available so that they can be maximized and used correctly. The addition of access points at each wi-fi/hotspot point so that each room can be reached by internet access, so online or internet-based learning can facilitate learning. Good and supportive infrastructure will result in learning that is more easily accepted, adequate facilities and good access will make it easy to use it. Likewise, the infrastructure owned by community learning centers that need to be added such as wi-fi access points and speed, the number of wi-fi points, affordable rooms with internet access, it becomes homework for community learning centers so that this facility is easier to use and easier to apply in the learning process.

Learning motivation can arise due to intrinsic and extrinsic factors. Intrinsic factor, which consists of desires and desires to succeed and learning needs, hopes for dreams. While the extrinsic factor is the existence of appreciation, a conducive learning environment, and interesting learning activities. External encouragement by Pioneers community learning centers to motivate participants in the learning process, program organizers motivate uniforms, learning facilities such as computers, wi-fi, classrooms, libraries, and other learning resources that support student learning processes. Also, educators or tutors are required to provide motivation to students on the sidelines of learning and enter character values, give prizes and motivation to load stories that are shown by students.

CONCLUSION

Pioneer Karanganyar the online commu-

nity learning centers program with the needs of citizens learning is very high because most residents learn to work, students who take package C at Pioneer community learning centers, the majority are workers who must be dividing time for work and study. Learning using the online equivalent learning management system application from the Ministry of Education and Culture makes it easy for students or citizens to learn to understand the contents of learning materials, and the application of the 2013 IT-based curriculum also supports teacher competence.

The brave learning outcomes of Package C at Pioneer community learning centers in Karanganyar went well and following the stages, this can be seen through the fulfillment of the stages starting from planning, implementation, up to. Evidenced by the existence of lesson plans, syllabus, and readiness of learning materials, preparation of learning resources, learning media, and everything related to facilities and infrastructure. The implementation consists of two methods, e-learning, and face-to-face. Face-to-face learning that has been scheduled by the organizer. Good student skills in lessons and access to pages must be good but need help. Evaluation is given two evaluations consisting of program evaluation conducted by PP PAUD and DIKMAS Central Java, and evaluation of learning conducted by facilitators and tutors through a portfolio of portfolios for each subject, final semester, and final exam.

The constraints faced in implementing online C package learning at Pioneer community learning centers in Karanganyar terms of human resources, namely tutors and learning citizens can use relevant methods and media because they are very accompanied by the PP PAUD DIKMAS Central Java team. They stated that they had no difficulty in using an equivalent program from the Ministry of Education and Culture and the PP PAUD DIKMAS. Mentoring is also conducted regularly by the Ministry of Education and Culture of SEAMOLEC. In terms of infrastructure at Pioneer community learning centers, this is very adequate because there are several PCs, internet networks, wi-fi, conducive classrooms, adequate buildings. The majority of learning citizens also have smartphones and data packages.

The solution to the obstacles encountered in implementing online C package learning at Pioneer community learning centers in Karanganyar in terms of human resources is that PKBM increases motivation to study C package at the Pioneer Karanganyar community learning centers. Online equivalent learning allows students

to do practical and dynamic learning so that it is easier to learn compared to previous learning models. In terms of infrastructure, good and supportive infrastructure will produce learning that is more easily accepted, adequate facilities and good access will make it easy to use it. Likewise, the infrastructure owned by community learning centers that need to be added such as wi-fi access points and speed, the number of wi-fi points, affordable rooms with internet access, it becomes homework for community learning centers so that this facility is easier to use and easier to apply in the learning process.

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