

Seamless Learning Model; Teachers' Perception of Learning Adaptation in Madrasah

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Abstract: *The transition to learning, which was initially in the classroom and then at home, requires many parties to use technology as an online (online) learning medium. This displays the true concept of learning that must be adaptive to any situation. This study aimed to examine in-depth and determines the perceptions of madrasah ibtiddaiyah teachers to the seamless learning model at Madrasah Ibtiddaiyah Islamiyah in Rondokuning Village, Kraksaan. This research uses a qualitative approach with the type of case study. Data collection techniques used by researchers are observation and in-depth interviews. While the data analysis techniques used are data reduction, data presentation, and conclusion of research results. The research results show that the seamless learning model raises five general perceptions in the teacher paradigm as the impact of limited facilities and infrastructure. The implication of the teacher's perception of the Seamless Learning model makes it easier for students and teachers to implement Learning in schools.*

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Introduction

Currently, the development of the world in the era of globalization has significantly affected the world of education, so education has also changed (Wahid, Hidayati, and Bon 2021). Various advances in technology require educational institutions to build an intelligent nation, has morals, motivation, and enthusiasm to develop technology through science (Dewi, 2019; Rozi et al., 2021). Therefore, education is an essential key in preparing the nation's success to face globalization. But keep in mind, teachers also influence the success of educational institutions in preparing the nation's generation as directors and mentors, motivators, providers of facilities (science), and of course, as educators (Suwardi & Farnisa, 2018; Munif et al., 2021). Thus, educational goals will be achieved when teachers can carry out their duties properly.

In addition to the teacher, learning itself is a process that also plays a role in student learning success. Because, Learning becomes a reciprocal activity between teachers and students (Ardiyanto et al. 2020). In education, Learning is included in a strategic component that can affect student achievement (Santosa, Sampaleng, and Amtiran 2020). This requires teachers to be creative in managing Learning to achieve national education goals (Ghounane 2020). Still, the world is currently being hit by an outbreak called Covid-19 (Corona Virus Diseases-19). The outbreak has led to social distancing policies or social restrictions to reduce and prevent the spread of Covid-19 (Sari and Wisroni 2020). As a result, the world of education must also shift learning activities in the classroom to being at home, in front of a computer or

device, with the risk of stress and technology fatigue. (Dios and Charlo 2021). The transition of Learning which was initially in the classroom and then became at home, requires many parties to use technology as a learning medium in the network (online) with the Seamless Learning model (Anhusadar and Islamiyah 2020).

Seamless Learning is a continuation of learning with various scenarios. The Seamless Learning model was chosen as an alternative solution amid the Covid-19 pandemic because this Learning can be carried out continuously and is not limited to the classroom, but also outside the school, including within the family and community (Amhag, 2017; Hamid et al., 2019). Seamless Learning can be used in all activities with the characteristic of continuity of learning experience using android or smartphone and ubiquitous device technology (a new technology that makes it easier for users to do what they want) (L. Wong et al., 2017; Pecso & Abadiano, 2020).

Seamless Learning can make it easier for learners to move from one scenario to another (Fahyuni et al. 2020). However, this convenience must be accompanied by an understanding of collaborative social interactions in learning environments that are physically and socially different because Seamless Learning is carried out online (Safiah et al. 2020). So, the Seamless Learning learning model is also commonly known as online or online Learning, considering that this Learning requires an internet network. In this context, teachers must make students actively involved in complex social interactions using sophisticated devices.

The seamless Learning model is learning without face-to-face directly between teachers and students (Suasthi, Bagus, and Eka 2020). That is why teachers must ensure that Learning continues even when students are at home. As the Indonesian Minister of Education and Culture hopes, teachers should design online-based learning media as learning innovations during the Corona Virus Disease pandemic (Covid-19) (Mulyono 2020). So don't be surprised when Seamless Learning uses several applications such as Google Meet, Zoom Meet, and Whatsapp (Satrianingrum and Prasetyo 2020). As mentioned above, several online learning media are innovative and varied answers to the challenges of education during the pandemic.

The learning process at home is not an obstacle because Seamless Learning can indeed be done anytime and anywhere. Seamless Learning requires an internet network and utilizes electronic devices (Yudiawan 2020), which can also cause other problems. This learning model entirely depends on internet access has become the only medium for delivering material (Risdianto et al. 2021). The transfer of the learning system, which was initially face-to-face to online, has created a learning emergency due to the teacher's surprise in dealing with the situation. This situation makes it difficult for teachers because they have to understand online learning platforms as well to be able to deliver materials, assignments, and enrichment to students (Didenko et al. 2021). Because online learning platforms such as Google Classroom, Zoom, Whatsapp groups, and several other platforms become the main bridge as a liaison between teachers and students in online Learning to implement social distancing (Wong, Milrad, and Specht 2015).

To deepen the study of the material in this study, the researchers reviewed several previous studies. On research (Anggianita & Rizal 2020), It was explained that Seamless Learning conducted online made the learning objectives not fully conveyed. This is because many teachers do not master the technology so that Learning becomes a little hampered and less attractive. In addition, the unavailability of android devices and internet quotas are obstacles to facilities and infrastructure. At the same time, research (Wulandari & Murtiyasa

2021) shows the research results that Mobile Seamless Learning influences learning activity and student achievement of SMP Negeri 1 Gemolong Sragen.

Apart from previous relevant studies, this research has a novelty that distinguishes it from the earlier studies above. This study emphasizes the perception of a teacher who teaches at Madrasah Ibtidaiyah institutions or equivalent elementary schools to the Seamless Learning learning model to apply it effectively. Because the location of Madrasah Ibtidaiyah Rondokuning is in a village where the majority of the population works as farmers, their economic capacity is limited, and parents lack understanding in accompanying children to study from home.

Not only that, Madrasah Ibtidaiyah Islamiyah Rondokuning is one of two schools located in the Rondokuning village area. This output is located in the middle of a village where the majority of the people work as farmers. This condition makes most of its citizens unfamiliar with new technologies such as intelligent devices/smartphones. However, Madrasah Ibtidaiyah Islamiyah Rondokuning is the only educational institution in the village that continues to carry out Seamless Learning as a form of anticipating Covid-19 prevention. This is the unique point of this research.

This research is considered very important to note, because the teacher's perception of the Seamless Learning learning model is crucial to study, considering that not all teachers, students, and students' guardians themselves can follow Seamless Learning well. There are many obstacles related to infrastructure and the ability to apply devices to participate in seamless Learning. With the perception of Madrasah Ibtidaiyah Islamiyah Rondokuning teachers whose majority of students come from farming families with limited facilities and infrastructure, it can help other educators implement Seamless Learning that is more flexible and relevant to the surrounding environmental conditions. However, the main thing is how a teacher can do online Learning with the background conditions of students who have difficulty accessing the internet to shape the teacher's perception of the Seamless Learning model.

Research Method

In this study, the researcher applied a qualitative approach with the type of case study. This study aims to examine in-depth and determine Madrasah Ibtidaiyah teachers' perceptions of the Seamless Learning learning model. Qualitative research with the kind of case study was chosen to describe a condition in a case so that the uniqueness and peculiarities of the case can be discussed in detail. The research location is Madrasah Ibtidaiyah Islamiyah which is located in Rondokuning Village, Kraksaan District, Probolinggo Regency.

Informants in this study were principals and teachers because principals and teachers are the suitable sources of information to conduct this research in obtaining an overview of the perceptions of madrasah ibtidaiyah teachers on the seamless learning model. The data collection technique used by the researcher is observation and in-depth interviews to complete the data related to the material that the researcher is studying.

Meanwhile, in analyzing the data that has been obtained, the author starts by presenting the data as a whole. After that, proceed to the reduction or sorting and selection of the data that has been collected according to the theme. Finally, the data that has been reduced is summarized again to draw research conclusions so that research findings are obtained.



Figure 1. Research Flow

Result

Seamless Learning Model

Regarding the Seamless Learning model itself, the following are the efforts to implement it at Madrasah Ibtidaiyah Rondokuning: *First*, the teacher prepares the required lesson plans (RPP). *Second*, the teacher creates a Whatsapp group for each class. Those who are members of the group are the homeroom teacher, the teacher of the related subject (if the homeroom teacher does not teach the subject), and all students. *Third*, the teacher conveys the subject matter via Whatsapp voice messages and then gives assignments related to the material. Sometimes, teachers give examples of how to do tasks by sending pictures or short videos. *Fourth*, the teacher gives students a period to collect assignments. This period is adjusted to the weight of the work presented. If the task is easy and not much, then the teacher gives one day. However, if the job is heavier, such as asking students to memorize and sing the national anthem and then send it in a video, the period is around three days to one week. *Fifth*, once a week, the teacher will make learning variations by using Google Meet. Usually, Google Meet is used in Learning that requires many examples and explanations such as math and English subjects.

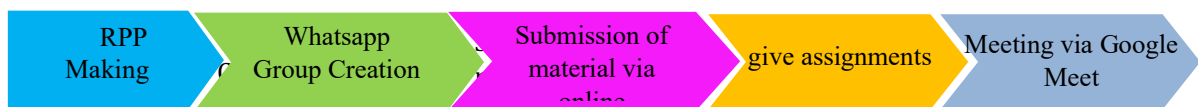


Figure 2. The implementation flow of the Seamless Learning Model

Teacher's Perception of Seamless Learning

The Seamless Learning model has the advantage that it can be done without limits of place and time (Dakir, El Iq Bali, et al. 2021). The implementation of Seamless Learning with an online or online system has challenges for the academic community, especially teachers as educators. The unavailability of the right curriculum for the implementation of online Learning, the unavailability of adequate facilities and infrastructure, and the unpreparedness of human resources are also challenges in Seamless Learning. From these various challenges, implementing the Seamless Learning model at Madrasah Ibtidaiyah Rondokuning during the pandemic resulted in five general perceptions that dominated the teacher paradigm: *First*, Seamless Learning must be accompanied by the adaptability and innovation of teachers in delivering materials and assignments. *Second*, Seamless Learning makes the subject matter unable to be conveyed in-depth or in line with what the teacher has targeted. *Third*, Seamless Learning makes teachers confused about whether teachers should limit their role as facilitators or expand their roles online because not all students are fully accompanied by their parents

when learning at home. *Fourth*, Seamless Learning increases the knowledge of teachers and students to take advantage of technological sophistication in a positive way, but this also requires additional costs and energy. *Fifth*, Seamless Learning is not effectively implemented 100% for rural areas with technologically stuttering people, and their economy is middle to low.

Table 1. Teacher's Perception of Seamless Learning

Teacher's Perception of Seamless Learning	Reason
Improving the adaptability and innovation of teachers	Students are not able to understand the material well
The material is not conveyed in-depth	There are still students who are negligent in doing assignments
Confuse the teacher regarding his role as a facilitator	Not all parents can accompany their children during Seamless Learning
Requires additional cost and effort	Some teachers have not been able to master technology well
Not effective in the village	Internet quota constraints and unstable internet network

In general, the Seamless Learning model for the Madrasah Ibtidaiyah level seems to lead to the type of teacher-centered Learning (Mastur, Afifulloh, and Dina 2002). This fact is reinforced by the difficulty of conducting online discussions for Madrasah Ibtidaiyah students. Even if there is a short discussion through voice notes, there are always students who are not active (silence readers) or only give quick responses. In addition, interactions that are usually carried out for controlling the classroom environment significantly influence students. Students who are always enthusiastic when they are in the classroom environment can be unmotivated when Learning is done at home. In face-to-face Learning, the teacher's body language, facial expressions, and voice can be the main attraction for students. However, when learning switches to online platforms, students only see text, pictures or listen to teacher explanations so that Learning becomes less expressive (Bao 2020). Thus, Seamless Learning also affects students' learning motivation. So, the Seamless Learning model with an online system is strongly influenced by facilities, internet access, learning planning, and collaboration with parents (Fauzi et al. 2021).

Discussion

Seamless Learning can be interpreted as learning without face-to-face, which is a continuous learning experience across contexts. It is said so because this learning model provides opportunities for learners to interact and collaborate with friends, learning resources, and the natural world through the virtual world (Ulfa 2017). In essence, the Seamless Learning model utilizes technology as a learning medium between the learner and the learning environment (Durak and Çankaya 2018). In Seamless Learning, several applications or online platforms used include Whatsapp, Zoom Meeting, Google Meet, and Google Drive (Mahmud,

Widat, and Fuadi 2021). Social media applications such as Whatsapp are one of the leading choices as media in Seamless Learning because they are practical and easy to access (Dakir, Sholihin, and Faisol 2021). This learning model is indeed appropriate to do during a pandemic that requires social distancing so that Learning has to be done at home (Muali et al. 2021).

The five general perceptions as above are caused by the following factors: a). Many students are not able to understand the material well. Samsul (2021), one of the teachers at Madrasah Ibtidaiyah Rondokuning, explained that Seamless Learning which requires internet access, cannot deliver material optimally to students. Studying in class face-to-face, which then switches through an application or online platform, becomes meaningless for students. One factor that makes learning pointless is the learning process that only focuses on assignments to students and is dominated by text (Satrianingrum and Prasetyo 2020). That is, only visually stimulated children. Moreover, after doing online Learning, children play more with their cellphones after learning.

b). Students are negligent in doing assignments. Students' independence in doing chores cannot be measured precisely because students still do projects with full help from their parents or siblings. In addition, some students often do not submit assignments for various reasons. One of the most fundamental reasons is that the online Seamless Learning model makes it difficult for students to adapt to new learning patterns (Zahro and Amalia 2021). As a result, students become lazy to do their assignments at home. c). Not all parents can accompany their children during Seamless Learning. Parents of Madrasah Ibtidaiyah Rondokuning students, primarily farmers, do not have time to attend their children to study in the morning until noon. Some parents do not understand what their children are learning. This often happens when teachers ask their parents to guide their children in opening and studying the material sent in the form of PowerPoint, Word, PDF, or Youtube video links because not all parents can apply the device properly (Riadil et al. 2020). Thus, many materials or tasks are neglected due to the lack of understanding between parents and children in using technology.

d). Some teachers have not been able to master technology well, so Seamless Learning applied to MI students is only limited to material explanations (lectures via voice notes) and assignments. Generally, teachers find it challenging to apply Google Meet or spread large video or video links via Whatsapp (Nurhayati et al. 2020). The use of technology in Learning is as relevant in the millennial era as it is today (Rosyadi et al. 2021). However, limited human resources are indeed the main obstacle. e). Constraints on internet quotas and unstable internet networks, students from middle to lower economic class families often don't have the cost to buy rations or even have an Android device to access online learning media properly. This is in line with the explanation Nurul (2021), one of the teachers of Madrasah Ibtidaiyah Rondokuning, who stated that some of the guardians of students did not use adequate equipment.

Conclusion

Madrasah Ibtidaiyah Rondokuning, one of the educational institutions that strive to continue implementing the Seamless Learning model even though most of its students come from farming families with various limited facilities and infrastructure. The limitations of these facilities and infrastructure give rise to five general teacher perceptions of the Seamless Learning model, namely requiring teacher adaptation and innovation, difficulty in delivering material in-depth, teacher confusion regarding his role as facilitator, the ineffectiveness of Learning, and additional costs and energy. Such perceptions indicate that the implementation

of the Seamless Learning model must be adapted to the conditions and backgrounds of students and teachers at the institution. The implication of the teacher's perception of the Seamless Learning model makes it easier for students and teachers to implement Learning in schools. Furthermore, there is a need for an in-depth study related to this research. Therefore the researcher hopes that there will be further research from different perspectives and characteristics.

Recommendations

Research on Seamless Learning, subjectively there are some deficiencies in its application in the world of education. This provides an opportunity for future researchers to study and research with different cases and characteristics.

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