

Utilization Of E-Learning Based On Dalihan Na Tolu: Anticipatory Efforts For Pandemic Impacts With The Concept Of Local Wisdom Of The Toba Society

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Abstract

During the Covid-19 pandemic, learning in Indonesia was carried out online or e-learning. There are many negative perceptions of students, lecturers and society towards e-learning in general. The purpose of this study is to analyze the perceptions of students, lecturers and the community towards e-learning based on dalihan na tolu. This research method is a quantitative and qualitative descriptive method that aims to describe the situation objectively. The sample of this research is 40 students and 32 lecturers of Tarutung State Institute for Christian Studies who have experienced the e-learning process for two years. The perception data of lecturers and students were obtained by using a questionnaire. In addition, as many as 13 people, as parents of elementary, middle and high school students, were interviewed to obtain data on public perceptions of dalihan na tolu - based e-learning. The results showed that the perceptions of students, lecturers and society. E-learning based on dalihan na tolu tends to be more effective in improving the learning process and outcomes compared to the random/conventional system.

Introduction

Online learning or e-learning is generally used in Indonesia for approximately two years since March 2020, because the government requires working and studying from home to suppress the spread of Covid-19. There are many public perceptions about learning from home, both positive and negative perceptions. Teachers, lecturers and parents of students and students also have their own perceptions of electronic learning (e-learning) or online learning (on the network). Perception is the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. But what a person receives can basically be different from objective reality. According to William Ittelson (1976), perception is part of a living process, in which each person, from his own point of view, creates his or her world, in achieving satisfaction.¹ Satisfaction in this case relates to feeling satisfied or happy with e-learning that is carried out, when educators can fulfill all that is needed in the learning process. Satisfaction is an emotional response of students

¹ William H Ittelson, Leanne G. Rivlin, and M. Proshansky Harold, *The Use of Behavioral Maps in Environmental Psychology. In Environmental Psychology: Man and His Physical Setting*, Harold M. (New York: Holt, Rinehart, and Winston, 1976).

which can be in the form of a negative or positive response to their learning process.

E-learning is system online learning that is done without face-to-face, but through learning apps like the Zoom Cloud, Google Classroom, Schoology, and application WhatsApp as well as other applications. E-learning is distance learning that does not require a classroom, enough with the app and the internet to communicate with students and lecturers, as well as using laptop, cellphone and others.

Destination e-learning is for meet educational standards by utilizing information technology use Internet, device computer and gadget which each other connected between students and lecturers, so that by using technology this information is a learning process teaching can be done well. With advances in information technology, education is carried out anytime and anywhere without restricted room and time.²

This is certainly not an easy thing for all elements of education, especially the community or parents to face the transition in this learning system. Prior to this situation, there was not much time for parents to guide their children, even to the point where parents only fulfilled the material requirements. However, during the COVID-19 pandemic the situation changed, parents were obliged to set aside more time in guiding their children, so that emotional closeness was established more than before. The role of parents in this home learning system is undeniable. Parents, both father and mother, must be at the forefront of guarding their children to continue studying at their respective homes. That is why strong social ties are needed so that the learning process with e-learning can be successful. For the Toba Batak people, this kind of social bond is very close to the philosophy of *dalihan na tolu*.³ This study aims to analyze the perceptions of students, lecturers and the community towards e-learning based on *dalihan na tolu*.

Doubts in the world of education about the downward trend as a result of the pro-longed pandemic, which forces learning to be carried out through e-learning media, can be balanced by placing an emphasis on aspects of social relations. Social closeness is seen as an effort to provide a balance for student behavior that tends to be asocial. In particular, for the Toba Batak people, the philosophy of *dalihan na tolu* is the key to staying connected with one another in a very thick kinship.

Dalihan na tolu itself is a cultural system in which it contains values that provide guidelines for orientation, perception, and definition of the reality they face. For the Toba Batak people, there is a very strong functional kinship, between family relatives (*dongan tubu*), relatives who receive the wife (*boru*), and relatives who give the wife (*hula-hula*). The manifestation of this relationship requires the individual's obligation to behave and be-have generously towards people who have kinship relations, namely *dongan tubu*, *boru*, and *hula-hula*. This is the entry point for the e-learning pattern based on *dalihan na tolu*. A high level of obedience accompanied by obedience is an absolute requirement for the acceptance of individuals in society. This can be used as a basis for

² E Liza and Firdaus, "Aplikasi Mobile Learning Sebagai Sarana Pembelajaran Abad 21 Pada Era Revolusi Industri 4.0," *JURNAL EDUCATIVE: Journal of Educational Studies* 5, no. 1 (2020): 28–40.

³ Armaidly Armawi, "Kearifan Lokal Batak Toba *Dalihan Na Tolu* Dan Good Governance Dalam Birokrasi Publik," *Jurnal Filsafat* 18, no. 2 (2008): 157–166.

student learning in groups with a mentor who has a dalihan na tolu kinship. The learning method can be adjusted to the age level, for example for junior high and high school age project-based learning can be used. The use of this kind of learning strategy does not only have an impact on the achievement of learning objectives, but also on aspects of cultural values and local wisdom that remain sustainable.

Research methods

This type of research is classified as quantitative and qualitative research. This research is descriptive research that aims to describe systematically and measurably on the whole object of research regarding the perceptions of students and lecturers of the Christian Education Management Study Program towards e-learning. In addition to students and lecturers, the community was also interviewed in a semi-structured manner to obtain data about their perceptions of e-learning. The community in question is the parents of elementary, middle and high school students.

The number of samples of Class 2020 students is 40 people, lecturers are 32 people, and the community as parents of elementary, junior high or high school students is 13 people. The parents of the students who were interviewed all had undergraduate education and consisted of 7 (seven) mothers and 6 (six) fathers. To collect data on perceptions of students and lecturers on e-learning learning, a questionnaire was used and to obtain data on public perceptions as parents of students, the interview method was used.

Result

Perceptions of Students and Lecturers on E-learning

During the covid-19 pandemic, there is no choice to carry out the teaching and learning process other than having to use online or e-learning methods, because they have to keep their distance and reduce direct meetings between lecturers and students, as well as students and students. However, there are as many as 12.5% of students and 9.375% of lecturers who do not agree with e-learning, which may experience problems during the teaching and learning process. This is in accordance with the results of Sakti's research (2021), which concluded that there are obstacles experienced by students, teachers, and parents in online learning, namely limited mastery of technology, unstable internet network, very minimal variety of teaching materials, and unlimited working hours for teachers.

A total of 35% of students and 21.875% of lecturers stated that e-learning is not able to increase knowledge about the material taught by lecturers, possibly due to the lack of flexibility for students to ask lecturers, discuss fellow students, so that understanding of the material being discussed is not optimal. One thing that needs to be considered regarding the not increasing knowledge in e-learning is the opinion of Leidner, that students who do not have basic skills and high self-discipline can do better learning with conventionally delivered methods, while intelligent students who have

discipline and high self-confidence will be able to carry out learning by online methods.⁴

Lecturers find it easier to explain the material in face-to-face learning, compared to e-learning. This is in accordance with the results of the Leidner study, there are three things that can make e-learning more effective, namely: technology, characteristics of educators, and characteristics of students.⁵ Educators play a central role in the effectiveness of e-learning, it is not technology that is important but the instructional application of technology from educators that determines the effect on learning.⁶

If the e-learning teaching and learning process is in progress, then the internet connection is not stable, then learning activities must be disrupted, so that time runs out and can result in student learning outcomes not being optimal. This is in accordance with the opinion of Nursalam (2008:140), that not all places have internet facilities (perhaps this is related to the problem of the availability of electricity, telephones, or computers).⁷ One of the weaknesses of e-learning is the instability of the internet network connection, where if the internet network is problematic, then e-learning does not run smoothly, lecturers can-not listen to what students are saying, and vice versa.⁸

As many as 12.5% of students and 15.625% of lecturers also feel awkward if students are at home when e-learning takes place, due to a lot of noises, maybe there are other people talking and so on that can interfere with the learning.

As many as 40% of students stated that e-learning does not help understand the explanations from friends during presentations, because even students when explaining their papers are not optimal, as well as students who ask questions, which may be caused by not interacting directly. This is in line with the opinion of Nursalam (2008:140), that e-learning has weaknesses, including the lack of interaction between teachers and students or even between students themselves, and students can feel isolated.⁹

Amount of 55% students and 50 lecturers stated that e-learning was not able to increase concentration, because if the internet connection for the lecturer or the student was disrupted, then concentration would definitely be lost, and finally focused on the internet connection that was having problems, not on the material being discussed. Thus, the teaching and learning process in e-learning does not increase concentration.

As many as 30% of students and 25.6% of lecturers stated that e-learning did not provide material

⁴ Murtiah Siti Awanti, "Pengaruh Pembelajaran Daring Terhadap Kemampuan Berpikir Kritis Siswa Pada Mata Pelajaran Fiqih Di MTs Ihyaul Ulum Wedarijaksa Pati Tahun Ajaran 2020/2021" (IAIN Kudus, 2020), <http://repository.iainkudus.ac.id/id/eprint/3448>.

⁵ Ibid.

⁶ Immanuel Elsy, M. Boose, and Sandy Ariawan, "Mengembangkan Karakter Kristen Mahasiswa Dari Belajar Etika Kristen Dengan Metode Self-Directed Di Perguruan Tinggi" (2021): 1–10.

⁷ Nursalam, *Manajemen Keperawatan: Aplikasi Dalam Praktek Keperawatan Professional*, 2nd ed. (Jakarta: Salemba Medika, 2008).

⁸ K Kristyana et al., "Reorganizing Christian Education After the Pandemic in Indonesia: A Need for Learning Management," *IJECA (International Journal of Education and Curriculum Application)* 4, no. 2 (2021): 58–63.

⁹ Rahmati and Fauzi, "Developing An Extended Flipped Classroom For Teaching English At Primary School: The Plan, Flip, Assess, Reflect (Pfar) Model," *Exposure: Jurnal Pendidikan Bahasa Inggris* 9, no. 2 (2020): 332–351.

properly, so it did not make it easier for students to understand the material, it is most likely that students understood the material in face-to-face learning compared to e-learning or online learning, students can access references via mobile phone, laptop, or computer during the face-to-face learning process or outside the network, not during the e-learning process. This is in accordance with the results of research by Rahmatih and Fauzi (2020), the perception of elementary school teacher students in responding to online learning is less effective, students do not understand the material given by the lecturer.¹⁰

A total of 17.5% of students stated that e-learning this can be done only in certain places, because when students or lecturers are in crowded places, e-learning can not be carried out properly. If the position of the student or lecturer is in a location that does not have a good internet connection or is in a crowded position, e-learning also cannot be carried out optimally.

A total of 47.5% of students and 75% of lecturers stated that e-learning was not able to increase knowledge about practical learning or those that required tutorials. This is because courses that require tutorials or practical are important to be guided by the lecturer, observed and immediately given input if something deviates from what is done by students. Thus, learning that is practical in nature or that requires tutorials is most likely more appropriate to use face-to-face learning rather than using e-learning.

One of the weaknesses of e-learning is that lecturers or students must prepare sufficient quotas/data packages in carrying out the learning. If not enough, then learning can stop. Gavrilova (2006) says that e-learning requires additional equipment.¹¹

As many as 20% of students stated that not only e-learning can expand knowledge because they use the internet to find information about learning. This is because in face-to-face learning, the internet can also be used to access material, to broaden insight or knowledge, not necessarily in e-learning. Hasjiandito, Haryono and Djunaidi (2014), Widyaningsih, Binadja and Rifai (2013) and Aeni, Prihatin and Utanto (2017) say that blended learning is effective in improving learning outcomes.¹²

A total of 72.5% of students stated that in e-learning the material is not easier to understand than face-to-face learning. This is because in face-to-face learning, students and lecturers can interact directly, as well as students can interact directly with students, so that when discussing the material, they are freer to discuss the material, can see directly, hear original voices and so on. The results of Anhusadar's research (2020), the perception of students preferring face-to-face learning to online

¹⁰ Ibid.

¹¹ L Gavrilova and Marina, "Computational Science and Its Applications," in *ICCSA 2006: 6th International Conference* (UK: Springer, 2006).

¹² W Widyaningsih, A Binadja, and A Rifai, "Pengembangan Pembelajaran Blended Menggunakan Mobile Learning Berbasis Flash Lite Untuk Meningkatkan Hasil Belajar Mata Pelajaran Teknologi Informasi Dan Komunikasi Pada Peserta Didik Kelas VII SMP 1 Kudus," *Innovative Journal of Curriculum and Educational* 2, no. 2 (2019): 153–157; N Aeni, T. Prihatin, and Y Utanto, "Pengembangan Model Blended Learning Berbasis Masalah Pada Mata Pelajaran Sistem Komputer," *Innovative Journal of Curriculum and Educational Technology* 6, no. 2 (2017): 84–97; A Hasjiandito, Haryono, and Djuniadi, "Pengembangan Model Pembelajaran Blended Learning Berbasis Proyek Pada Mata Kuliah Media Pembelajaran Di Jurusan PGPAUD Unnes," *Innovative Journal of Curriculum and Educational Technology* 3, no. 2 (2014): 38–43.

learning because students do not understand the explanation of the material by the lecturer.¹³

As many as 20% of students and 59,375 lecturers' interaction between lecturers and students, students and students are more well connected in face-to-face or offline learning compared to online learning or e-learning. This is because in face-to-face learning, students and lecturers can directly face each other, hear the original voice and mimic or gestures/body language. One of the weaknesses of e-learning according to Nursalam (2008) is that students can feel isolated.¹⁴ Rahmatih and Fauzi (2020), responded that online learning was less effective, due to lack of interaction, frequent miscommunication between students due to long distances, and lack of understanding of the material provided by the lecturer.¹⁵

A total of 65.625% of lecturers stated that e-learning makes it difficult for lecturers to assess attitudes students during the teaching and learning process, because in e-learning, lecturers cannot see directly what students are doing during the teaching and learning process. In addition, students are often not on camera, to save on the data package used. In fact, sometimes students are often on their way during the teaching and learning process. This shows that students' ethics are not good, so that in e-learning, lecturers cannot accurately assess student attitudes.

As many as 71.875% of lecturers stated that e-learning is not more effective than face-to-face learning, which means that lecturers agree that face-to-face learning is more efficient than e-learning. This is in line with the results of Hanum's research (2013), the implementation of e-learning as a learning medium is not fully effective for all teachers at SMK Telkom Sandhy Putra Purwokerto.¹⁶ In addition, it is also in line with Pour Hosseinzadeh, Azar, and Taheri (2017) who view that e-learning used by educational institutions is considered ineffective, so an evaluation of the e-learning system is needed.¹⁷

As many as 65.625% of lecturers stated that e-learning was worried about eye health, because teaching in front of computer screens, cellphone, gadget, and tablet, which sometimes have to force the eyes to see small letters let alone use mobile media.

A total of 53.125% of lecturers stated that e-learning make it difficult for lecturers to check student assignments. Lecturers find it difficult to check the lecturer's assignments in e-learning, because they are limited by the ability to read digitally, and provide corrections that have to be typed again, in contrast to if the student's assignment is given a hard copy.

A total of 71,875 lecturers stated that e-learning able to provide a different teaching experience than usual for students, where previously what was done was direct face-to-face learning, and after

¹³ Anhusadar, "Persepsi Mahasiswa PIAUD Terhadap Kuliah Online Di Masa Pandemi Covid 2019," *KINDERGARTEN: Journal of Islamic Early Childhood Education* 3, no. 1 (2020): 44–58.

¹⁴ Nursalam, *Manajemen Keperawatan: Aplikasi Dalam Praktek Keperawatan Professional*.

¹⁵ Rahmati and Fauzi, "Developing An Extended Flipped Classroom For Teaching English At Primary School: The Plan, Flip, Assess, Reflect (Pfar) Model."

¹⁶ N. S. Hanum, "Keefektifan E-Learning Sebagai Media Pembelajaran (Studi Evaluasi Model Pembelajaran E-Learning SMK Telkom Sandhy Putra Purwokerto)," *Jurnal Pendidikan Vokasi* 3, no. 1 (2013): 90–102.

¹⁷ M.J Pour et al., "Developing a New Framework for Evaluating E-Learning System: Integrating BSC and FAHP," *Kybernetes* 46, no. 8 (2017): 1303–1324.

The Covid-19 Pandemic, E-Learning Was Carried Out.

Public Perception of E-learning

From the results of interviews with parents of students (subject 1), it was found that the obstacles experienced when learning e-learning were limited quotas and the network was not smooth. Parents are required to supervise children when learning, the material presented by the teacher is not understood by the child. Children can manage their own time, children can lie, learn to use gadget, play games or something else.

From the results of interviews with parents of students (subject 2) that signals and computer equipment are obstacles to e-learning, and funds must be available to buy packages. She can supervise her child to study when she comes home from work, and her child studies an effective two hours on average.

From the results of interviews with parents of students (Subject 3) that not all materials can be understood by children in the e-learning process and children's creativity is lacking. One of the negative impacts is children's lack of discipline in learning, although the positive side is that children can learn to be flexible with time. Children are less effective in learning, because sometimes they focus on games, e-learning cannot shape children's character and cannot be a benchmark for measuring children's abilities.

From the results of interviews with parents (Subject 4) that the obstacles experienced by students include a network that is not good in accessing the internet, not all students have cellphone that can access the internet, and some students do not understand the learning material taught through explanation from teachers who are only verbal. Parents also cannot supervise children in learning forever, because they are busy with work.

From the results of interviews with parents of students (Subject 5) that there are obstacles or weaknesses experienced in the e-learning process, in addition to inadequate signals, the material cannot be understood by children as a whole, children cannot develop their creativity to the fullest, children become rare, reading books, e-learning ineffective, e-learning also cannot shape children's character, and e-learning cannot be a bench-mark for children's abilities.

From the results of interviews with parents of students (Subject 6) that there are obstacles or weaknesses experienced in the e-learning process, in addition to the network which is sometimes unfriendly, that the value of e-learning cannot be a benchmark for children's abilities. E-learning is effectively used if it can be monitored its use for learning, not anything else.

From the results of interviews with parents of students (Subject 7) that there are obstacles or weaknesses experienced by students in the e-learning process, among others, the unstable internet network and time for parents who only cannot always accompany children in learning.

From the results of interviews with parents of students (Subject 8) that there are obstacles or weaknesses experienced in the e-learning process, in addition to an unstable internet network, children need supervision but parents cannot always supervise, the material presented by the

teacher is not fully understood. understood, children are not optimal in developing their creativity, when children feel bored, parents cannot always motivate, e-learning is considered less effective, e-learning cannot shape children's character, e-learning cannot be a benchmark of ability children, eyes get tired easily, lack of enthusiasm due to lack of reward, so they don't try to get maximum results and the teacher explains the material in less detail and less focus.

From the results of interviews with parents (Subject 9) that there are obstacles or weaknesses experienced in the e-learning process, children sometimes cannot develop their creativity to the fullest, children often use cellphones during learning, apparently not for learning, but playing games, for example, e-learning is not effective for children, unable to shape children's characters, cannot be a benchmark for children's ability to learn and concentration is disturbed when there are applications that appear on cellphones and if there is chat with children's friends.

From the results of interviews with parents of students (Subject 10) that there are obstacles or weaknesses experienced in the e-learning process, in addition to occasional problems with media or learning tools, parents must always supervise children in learning, children are less than optimal in developing their creativity, there is no positive impact from e-learning, children are less disciplined in everything, children are increasingly addicted to technology and forget basic things, less effective, where children need direct teacher guidance in their learning, cannot shape children's character, cannot be used as a benchmark for children's abilities because they can see the answers directly from Google, and many children complain because there is no real practice.

From the results of interviews with parents of students (Subject 11) that there are obstacles or weaknesses experienced in the e-learning process, in addition to internet facilities that are not available, children must be supervised, in the case of parents not always being able to, children are less able to develop their creativity maximally, lack of understanding and ethics, morals and social of the child, activities carried out by children after finishing learning are playing games, not looking for material related to learning, less effective because the child is less able to use time in learning, less effective in shaping the child's character, cannot be a benchmark for children's ability to learn, lack of facilities used in receiving learning and lack of understanding of the material presented by the teacher.

From the results of interviews with parents of students (Subject 12) that there are obstacles or weaknesses experienced in the e-learning process, besides children must be supervised in learning, but parents can only sometimes accompany children only if there is an opportunity, children are less can develop their creativity to the fullest, children often lack focus, activities that children do after learning are playing games, not necessarily a benchmark for children's ability to learn, disturbed signals and children are less social.

From the results of interviews with parents of students (Subject 13) that there are obstacles or weaknesses experienced in the e-learning learning process, in addition to signals that are not yet strong and evenly distributed, the material delivered by the teacher is only partially understood by children. This causes children to have additional explanations from their parents and children's social attitudes are less developed, they tend to think about themselves, do not care about the

surrounding environment.

Conclusion

Based on the results of research and discussion, conclusions are obtained about the perceptions of students, lecturers and the public, that e-learning based on *dalihan na tolu* tends to be more effective than random/conventional e-learning to improve the learning process. The effectiveness of the use of random/conventional e-learning is described in detail as follows: first, during the covid-19 pandemic, there is no choice to carry out the teaching and learning process other than having to use online or e-learning methods, because they have to keep their distance and reduce direct meetings between lecturers and students, students and students; Second, unable to increase knowledge of the material taught by the lecturer; Third, the instability of the internet connection makes it difficult to access the material given by the lecturer; Fourth, e-learning does not help understand the explanations between students when presenting lesson materials; Fifth, unable to increase concentration when the teaching and learning process takes place; Sixth, unable to increase knowledge about practical learning or those that require tutorials; Seventh, it costs a lot to buy a quota or data package; Eighth, the interaction of lecturers with students, students with students, is not well established; Ninth, e-learning cannot improve learning outcomes from direct or conventional face-to-face learning; Tenth, e-learning does not make it easier for lecturers to explain the material; Eleventh, disturbing concentration during the teaching and learning process, if the internet connection is interrupted; Twelfth, lecturers find it difficult to assess student attitudes during the teaching and learning process; Thirteenth, e-learning is not more effective than face-to-face learning; Fourteenth, e-learning make it difficult for lecturers to check student assignments; Fifteenth, e-learning is not able to relieve students' boredom when explaining the material.

From the results of interviews with the parents of 13 (thirteen) elementary, middle and high school students, it can be concluded that the perception of weaknesses or obstacles in e-learning is as follows: First, equipment that must be complete, for example a computer, laptop, android phone, gadget, or iPad; Second, limited quota and network that is not smooth or unstable; Third, parents are required to supervise children when studying because they fear that children will not focus on lessons, but carry out other activities, such as playing games, working parents who cannot supervise their children will be worried; Fourth, the material presented by the teacher is often poorly understood by children, so it requires additional explanation from parents. If parents are not able to explain, the child will be left behind from other children whose parents are able to explain. Fifth, children cannot develop their creativity to the fullest, most children lack the discipline to learn, let alone not supervised by their parents; Sixth, unable to form the child's character accurately; Seventh, cannot be a benchmark for measuring children's abilities; Eighth, eyes get tired more easily because they are dealing with laptop, cellphone, computer and other media, compared to reading books; Nineth, children's concentration is often disturbed when there is an application that appears on the cellphone as a learning medium, and if there is a chat with

the child's friends; Tenth, children are increasingly addicted to technology and forget basic things let alone lack of parental supervision, children complain a lot because there is no real practice, lack of ethical, moral and social formation of the child; Eleventh, children's social attitudes are less developed, they tend to think about them-selves, do not care about the surrounding environment. Based on the conclusions obtained, it is recommended as follows: First, because there are still many obstacles or weaknesses in the e-learning process, it is better to use a combination of face-to-face learning with e-learning (blended learning) to obtain maximum results; Second, if you are forced to use e-learning, you should first carefully prepare learning tools or media, including laptop, cellphone, computer, sufficient quotas and so on; Third, implementing e-learning based on dalihan na tolu.

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