Distance Learning Planning in Hindu Religious Education

Ni Putu Sri Pinatih[1], Santang[2]
[12]IAHN Tampung Penyang P. Raya
[1]sri.pinatih@gmail.com, [2]santang.putir@gmail.com

ABSTRACT

Planning is something that must be prepared before the main thing is carried out. Planning is needed to assist in realizing the learning objectives that have been previously set. Careful planning will be able to determine the outcome of learning activities carried out by a teacher or educator. Learning planning is the design of learning activities which can be in the form of a syllabus, learning implementation plan (RPP), and SAP. These three things are the development of the curriculum.

Learning planning during the COVID-19 pandemic, namely learning activities carried out remotely or often referred to as distance learning. Teachers and students are not in the same place. To prepare for distance learning there are three main tasks in designing and implementing distance learning, where these three things must also be applied in planning Hindu religious education. The three things are 1) What (Content); 2. Who (Learning Profile, Current Conditions, and Needs); and 3. How (Design and implementation of learning). Keywords : learning planning, distance learning, Hindu religious education

I.   **Introduction**

The world of education is facing serious problems related to the teaching and learning process. It is because there are health protocols that must be obeyed by all circles of society, including educators and students. It aims to minimize the spread of the COVID-19 virus, which has become a plague for almost two years in Indonesia. One solution suggested by the government in dealing with this is to implement a distance learning system.

Distance learning is a learning activity carried out outside of school. It is known as learning from home. Distance learning can be done online and offline. In

general, distance learning relies heavily on the internet network. It means that all components in teaching and learning activities must be technology literate, especially educators and students.

Distance learning has become one of the solutions in the world of education so that students can still get maximum service during this pandemic. However, this solution also has various challenges that must be faced, especially in online distance learning. Several obstacles have been found related to the implementation of online learning. One of which is the uneven signal acquisition in certain areas in Indonesia. It also causes some students to have difficulty in following the learning process.

Furthermore, for the explanation of the material by the teacher, either through video, voice messages, or explanations carried out during virtual meetings, it is also not as easy as when learning face to face. Students who access material from areas where it is difficult to get a network will certainly find it difficult to understand certain parts of the material or assignments from the teacher if they still need further explanation. Although when students experience difficulties related to learning materials, students are still allowed to ask questions, it is not as easy as doing it face-to-face. In addition, direct interaction with friends and teachers can present their motivation for students in learning.

The distance learning system which is carried out online has indirectly affected the teaching style of teachers and students' learning styles. Careful planning must be prepared by the school involving teachers and parents directly toward various challenges that must be faced in the process of teaching and learning activities, as well as with various obstacles, of course. Therefore, distance learning planning is deemed necessary to be discussed to correct deficiencies during distance learning. In this case, the author is interested in raising the title, namely Distance Learning Planning in Hindu Religious Education.

II.   Discussion

Distance learning, in general, can be interpreted as a learning activity where the teacher and students do not meet face-to-face directly, wherein these learning activities technology and internet networks have a very important role. This is following the notion of distance education according to Permendikbud Number 109/2013 is "The teaching and learning process carried out remotely through the use of various communication media". So in this case the teaching and learning process is expected to be carried out without limiting the sources and learning media that can be obtained by students.

The definition of distance education itself is explained in the material shared by Ristekdikti related to Distance Education and E-Learning Policies in Indonesia as follows:

a. An organized educational process that bridges the gap between students and educators and is mediated by the use of technology and minimal face-to-face meetings.

b. Distance education is offered across space and time so students have the flexibility to study at different times and places and to use varieties of learning resources.

c. Usually in the form of mass education. (Ristekdikti, 2016).

The reason why distance learning needs to be implemented, from the website of the Directorate of Elementary Schools of the Ministry of Education, Culture, Research, and Technology, is stated that the world of education applies the teaching and learning process from school to home to break the chain of the spread of the coronavirus.

"There are two methods of Belajar Dari Rumah or BDR (Learning From Home), namely "PJJ Online" or Pembelajaran Jarak Jauh Online (Online Distance Learning)

and "PJJ Offline" or Pembelajaran Jarak Jauh Offline (Offline Distance Learning). "PJJ Online" specifically combines electronic technology and internet-based technology, while "PJJ Offline" can be done through television broadcasts, radio, self-study modules, printed materials, and learning media from objects in the surrounding environment." Directorate of Elementary Schools (2020).

Based on the article from the Directorate of Elementary Schools above, it can be understood that distance learning does not mean that students have to be online at the same time as the teacher during the learning process. This is known as PJJ Offline. In addition, PJJ online can also be carried out if the conditions of students and teachers allow it. So that teachers can do both online learnings together with students or share material remotely for students to study on their own at home if the online learning process is not possible. If online learning is felt to be able to be carried out, then the possibility for online questions and answers can also be done. However, if there is a signal problem so that the explanation from the teacher is unclear, intermittent, or cannot be accessed during the learning process, offline learning can be a solution for this. This can be done by distributing materials through various media that allow students to access them.

Based on the explanation above, it is stated that distance education is expected to be able to bridge between teachers and students to allow the teaching and learning process to continue by utilizing existing technology. In addition, distance education also provides flexibility for students to study at different times and places by utilizing various learning resources.

2. Hindu Religious Education

Hindu religious education is an education that must be given to Hindu students at every level of formal education, both public and private. This is because religious education is the foundation of other education. According to Sudarsana (2018) , what is meant by Hindu religious education is a conscious, planned, sustainable

effort to develop students' abilities to strengthen faith, have a noble character, and increase spiritual potential following the teachings of Hinduism.

Similar to other religious education whose existence is recognized in Indonesia, Hindu education also has a very important role in creating a generation of people who have noble character and uphold Indonesian national values. The Ministry of National Education (in Sudarsana, 2018), explains that the purpose of

Hindu religious education is to develop and improve students' Sradha (faith) and Bhakti (devotion) to Ida Sang Hyang Widhi Wasa through training, appreciation, and experience of Hindu religious teachings so that students become a dharmika Hindu person who is able to realize the noble ideals of Moksartham Jagadita.

Regarding the purpose of Hindu religious education, it is also explained in the set of interpretation unit seminar decisions on aspects of Hinduism I-XV (in Sudarsana, 2018), which explains that the objectives of Hindu religious education are:

1. Forming a Pancasila human who is astiti bhakti to Ida Sang Hyang Widhi Wasa / God Almighty.

2. Embedding the teachings of Hinduism into a belief and foundation for all people's activities in all aspects of life.

3. Forming moral ethics and spiritual students following the teachings of Hinduism.

4. Harmonize and balance the implementation of parts of Hindu religious teachings in society between tattwa, ethics, and rituals.

Regarding the curriculum, Hindu religious education is also based on competency standards and basic competencies that reflect religious needs nationally. Hence, to realize the goals of national education, Hindu religious

education continues to develop an existing curriculum adapted to the needs of the times. Thus, in planting Hindu religious education, it can be well received by the generations that existed at that time. It is the same at times like today, where all educational activities are expected to be able to continue to present meaningful teaching and learning activities for students, even though these learning activities are carried out by distance learning.

3 . Lesson Planning

Planning is very important in doing something. This is because planning is a determinant and at the same time as a guide to the goals to be achieved. Planning, in KBI (2021), is "the process, method, and act in planning (designing)". Meanwhile, Sarbini and Lina (2011: 17) explain that "Planning is an effort to explore the parties responsible for certain activities to achieve common goals". Based on this opinion, it can be said that planning is a design that is prepared to achieve the goals to be achieved.

Planning in learning generally consists of RPP (Learning Implementation Plan), syllabus, and SAP (Learning Event Unit) for universities. All of those must be prepared in advance before a learning activity is carried out. According to Jumhana and Sukirman (2008), what is meant by learning planning is a process of making decisions which are the result of rational thinking about learning goals and objectives, namely changes in behavior and a series of activities that must be carried out as an effort to achieve these learning goals. Meanwhile, based on PP No.19 Article 20 of 2005 explains that "Learning process planning includes syllabus and learning implementation plan that contain at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes".

It has been mentioned earlier that the syllabus is part of the lesson planning. The syllabus is a reference for developing lesson plans that include the identification of subjects or subject themes, competency standards (SK), basic competencies (KD),

learning materials, learning activities, indicators of competency achievement, assessment, time allocation, and learning resources. The syllabus is developed by the education unit based on content standards, graduate competency standards, and the applicable curriculum (Fachri, 2020).

The RPP (Learning Implementation Plan) is an elaboration of the syllabus which aims to direct students' learning activities to achieve KD (Basic Competence) in one or mor/e friends. An educator prepares a lesson plan for each meeting that is adjusted to the schedule in the education unit. According to Fachri (2020), the RPP consists of several components, namely:

a. Subject identity, which in this identity consists of: education unit, class, semester, study program, subject or subject theme, number of meetings.

b. Competency Standards, which are the minimum qualifications of students' abilities that describe the mastery of knowledge, attitudes, and skills that are expected to be achieved in each class or semester in a subject or course.

c. Basic competencies, namely several abilities that must be mastered by students in a subject/course which is a reference in compiling indicators.

d. Competency Achievement Indicators, namely behaviors that can be measured or observed to show the achievement of certain basic competencies which are the reference for assessing subjects. Learning indicators are prepared using observable and measurable verbs that include knowledge, attitudes, and skills.

e. Learning objectives, which are a description of the learning process and outcomes that are expected or to be achieved by students following KD.

f. Teaching materials, which contain relevant facts, concepts, principles, and procedures, and are written in the form of points under the formulation of competency achievement indicators.

g. Time allocation, namely the duration that will be used during learning activities.

h. Learning method, which is a method used by educators to realize predetermined learning objectives. The selection of learning methods is adjusted to the situation and conditions of students as well as the characteristics of each indicator and competence to be achieved in each subject.

i. Learning activities, in this learning activity, are divided into three stages, namely introduction, core, and closing. The introduction is the initial activity in a learning meeting that aims to generate motivation and focus the attention of students to actively participate during the learning process. The core activity is the learning process to achieve KD. Learning activities are carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for the initiative, creativity, and independence following the talents, interests, and physical and psychological development of students where each activity is carried out systematically through the process of exploration, elaboration, and confirmation. Finally, closing activities are activities carried out to end learning activities that can be carried out in the form of summaries or conclusions, assessment and reflection, feedback, and follow- up.

j. Assessment of learning outcomes is procedures and instruments for assessing learning processes and outcomes adjusted to indicators of competency achievement and referring to assessment standards.

k. Learning resources, the determination of learning resources is based on SK and KD, as well as teaching materials, learning activities, and indicators of competency achievement.

Meanwhile, the learning program unit (SAP) is usually used at the tertiary level which is a development of the curriculum. SAP is a description of activities or activities during learning activities. Similar to lesson plans, SAP is also made in one

or several meetings for one subject of learning material. In SAP it contains components of competency standards, basic competencies, competency indicators, lecture materials and their descriptions, learning experiences (learning strategies), learning media/tools, assessment systems, and references.

4. Distance Learning Planning on Hindu Religion Subjects

Learning planning during a pandemic like now certainly has a very important role in achieving the educational goals that have been set. Learning at this time requires careful planning because learning activities are different from before, namely where learning activities are carried out remotely. This means that educators and students do not meet face to face directly. Planning the implementation of distance learning can be done by following the Distance Learning Guide for Teachers during school closures and the Covid-19 pandemic period in the spirit of Independent Learning from the Directorate General of Teachers and Education Personnel.

Ristekdikti (2016) explains that in a lesson plan there are three main tasks in designing and implementing distance learning and this must also be applied to Hindu religious education. The three main things are 1) What (Content/Content); 2. Who (Learning Profile, Current Conditions, and Needs); and 3. How (Design and implementation of learning).

1. What (Content/Content)

The first part of the three main tasks in designing and implementing distance learning is "What" i.e. what material should be taught by the teacher. In this case, the teacher must align with superiors regarding the material being taught. In addition, teachers must also adapt the material to changes in curriculum, policies, and guidelines. Teachers should always monitor and make notes on learning progress and obstacles encountered during the learning process. In addition, teachers should communicate with fellow teachers so that they can share experiences and solutions to problems during teaching.

Therefore, teachers need to follow government directives in determining learning priorities that are as complete as possible according to the curriculum. Teachers should also provide learning experiences without being burdened by the demands of completing all curriculum achievements. If the curriculum has not been fully achieved, an evaluation of the curriculum will be carried out at the end of the entire teaching process. Teachers should teach science that includes core knowledge and skills. The most important thing is that teachers provide material that focuses on content and activities that will help students overcome the current crisis.

2. Who (Learning Profile, Current Conditions and Needs, and Parental Support)

The design and implementation of distance learning in the second part is "Who". This concerns the learning profile, current conditions, and needs, as well as parental support.

a. Study Profile

In the learning profile, the teacher should have a deep understanding of students and how students learn. This will certainly be very helpful for teachers in designing distance learning. In addition, teachers must adjust to the level of students' understanding, knowledge, strengths, and weaknesses.

Moreover, if there are special conditions that require teachers to carry out distance learning, such as the current pandemic situation, teachers should pay more attention to which students can learn independently and which need more guidance. In addition, students' ability to use technology must also be taken into account so as not to make it difficult for students and parents to access learning. This will then assist the teacher in designing appropriate learning strategies for students.

a. Current Status and Needs

Ideal learning can only be carried out if students are in a safe, comfortable living environment. Also adequate basic needs are available. In addition, the mental and

emotional conditions of students are in a stable state and have support from their families or at home or in their community. Students' access to technology should also be taken into consideration by teachers. This includes the costs required to access learning.

c. Family support

The support of parents and guardians of students is one of the important factors in the implementation of distance learning. However, the task given to students is not a task that is too difficult for students considering that in this case, parents will play a role in guiding their children. Parents should not be burdened because even if parents can understand the material, parents are not necessarily trained to guide their children on complicated materials. Therefore, teachers should provide learning guides to parents of students.

3. How (Design and Implementation of Distance Learning)

In distance learning, the teacher acts as a facilitator. This means that the teacher provides material that aims to develop students' creativity. Teachers will be more creative and flexible because they adapt to the circumstances of students. Indeed, in its implementation, it takes quite a long time to adapt for teachers to get used to it because the current situation tends to change and develop rapidly. Especially the teacher that is still new in adapting to the latest technology and class conditions. Therefore, it is important for fellow teachers to help each other and share experiences.

Teachers should pursue the development of resources that are accessible to both teachers and students. The resources referred to include technology, platforms, equipment, print, audio, video, internet-based, and others. The next thing the teacher has to do is structure the distance learning. This includes:

a. Scenario A: complete, structured lessons following the curriculum.

b. Scenario B: complete, structured lessons focused on core knowledge and skills

c. Scenario C: learning content and activities are selected to help students cope with the current crisis.

Before the implementation of learning is carried out, the teacher must clarify the tasks and expected results. During the implementation of learning the teacher monitors progress and learning through periodic reflection. In addition, teachers provide feedback and support to students. After learning is complete, the teacher assesses the overall ability of students and provides feedback to students.

Planning distance learning in Hindu religious education is certainly not much different from other education. It's just that in Hindu religious education the difference is the learning objectives to be achieved. All distance learning designs must still be applied to Hindu religious education so that the Hindu religious learning system continues to develop and can meet the needs of children at this time. According to Wiana (in Sudarsana, 2018) explaining that in the preparation of learning planning for Hindu religious education, it must contain the subject of Hindu religious learning, namely Panca Sradha which is packaged according to the concept of three basic frameworks, namely tatwa, ethics, and rituals.

In planning distance learning in Hindu religious education, the ability to use or utilize technology is needed. So that an educator or learning staff, although able to provide learning media that can maintain and even increase students' interest in learning to continue learning materials, is not delivered directly by educators. Then the use of varied learning methods will make students not feel bored quickly. With the increasingly sophisticated technology, educators can use it to find content about Hindu religious education that is in accordance with the subject matter to be delivered.

The selection of learning applications in a distance learning plan for Hindu religious education is also very important. An educator must be able to choose an application where the application will not make it difficult for students and the educators themselves.

III. Closing

Planning is a plan to achieve the maximum goal. A learning activity also requires planning as a guide during the learning process. Learning planning can be said as a direction that is arranged systematically and structured to achieve maximum learning objectives. Learning planning can be said as a determinant of direction or guide during learning activities so that learning activities cannot be separated from the learning objectives that have been previously set. Learning plans are made before the learning activities take place, where these learning plans can be in the form of syllabus, lesson plans, and SAP, the arrangement of which is developed from the applicable curriculum.

Distance learning planning is needed in times like this, where educators or teaching staff and students are not in the same room or meeting face to face. Likewise, Hindu religious education currently must implement distance learning planning. In Hindu religious education, there is an important point that should not be forgotten in the preparation of learning plans, namely the subject of Hindu religious learning in the form of Panca Sradha. It is packaged according to the concept of three basic frameworks, namely tatwa, ethics, and rituals. There are three main tasks in designing and implementing distance learning and these should also be applied to Hindu religious education. The three main things are 1) What (Content/Content); 2. Who (Learning Profile, Current Conditions, and Needs); and 3. How (Design and implementation of learning).

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