



Elementary Madrasah Teachers' Perceptions of the Seamless Learning Model

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Abstract

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This study aims to examine in depth and determine the perceptions of madrasah ibtidaiyah teachers towards the seamless learning model. This research applies a case study qualitative approach. 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 results of the research show that the seamless learning model among others raises five general perceptions in the teacher paradigm as the impact of limited facilities and infrastructure. The implications of the teacher's perception of the Seamless Learning model makes it easier for students and teachers to implement learning in schools.

Keywords: Teacher Perception, Seamlees, Learning Model

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INTRODUCTION

This moment, the development of the world in the era of globalization has significantly affected the world of education so that education has also changed. Various advances in the field of technology require educational institutions to be able to build a nation that is intelligent, has morals, motivation, and enthusiasm to develop technology through science.(Dewi, 2019;Rozi et al., 2021). Therefore, education is an important key in preparing the success of the nation to face globalization. However, it should be remembered that the success of educational institutions in preparing the nation's generation is also influenced by teachers as directors and mentors, motivators, providers of facilities (knowledge), and of course as educators.(Suwardi & Farnisa, 2018;Munif et al., 2021). Thus, educational goals can be achieved when teachers are able to carry out their duties well.

Besides Teachers, learning itself becomes a process that also plays a role as a determinant of student learning success. Because, learning becomes a reciprocal activity between teachers and students.(Ardiyanto et al., 2020). In the world of education, learning is included in the strategic components that can influence student learning achievement.(Santosa et al., 2020). This then requires teachers to be creative in managing learning in order to achieve national education goals.(Das et al., 2020).

But, The world is currently being hit by an outbreak of a disease called Covid-19 (Corona Virus Diseases-19). The outbreak has given rise to a policy of social distancing or social restrictions to reduce and prevent the spread of Covid-19.(Sari & Wisroni, 2020). As a result, the world of education must also shift learning activities from being in class to being at home, in front of a computer or gadget with the risk of stress and technological fatigue.(God & Charlo, 2021). The transition from learning in the classroom to being at home requires many parties to utilize technology as a medium for online learning with the Seamless Learning model.(Anhusadar & Islamiyah, 2020).

Seamless *Learning* is a continuation of learning with various scenarios. The Seamless Learning model was chosen as an alternative solution in the midst of the Covid-

19 pandemic because this learning can be done continuously and is not limited to the classroom, but also outside the classroom, 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 gadget technology and ubiquitous (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 a learning environment that is physically and socially different, because Seamless Learning is done 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.(Hasnine et al., 2020). In this context, teachers must be able to make students actively involved in complex social interactions using sophisticated gadgets.

Model Seamless Learning is learning without direct face-to-face interaction between teachers and students.(Suasthi et al., 2020). That is why teachers must ensure that learning continues even though students are at home. As expected by the Indonesian Minister of Education and Culture, teachers should be able to design online-based learning media as an innovation in learning during the Corona Virus Disease (Covid-19) pandemic.(Mulyono, 2020). So it is not surprising that Seamless Learning then utilizes several applications such as Google Meet, Zoom Meet, and Whatsapp.(Satrianingrum & Prasetyo, 2020). Several online learning media as mentioned above are innovative and varied answers to educational challenges during the pandemic.

The learning process that takes place at home is not an obstacle because Seamless Learning can be done anytime and anywhere. However, Seamless Learning requires an internet network and utilizes electronic devices.(Fauziyah, 2020)can also cause other problems. This learning model that is completely dependent on internet access has become the only medium for delivering material.(Risdianto et al., 2021). The transition of the learning system from face-to-face to online has caused a learning emergency due to the shock of teachers in facing the situation. This situation makes it difficult for teachers because they must also understand the online learning platform in order 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 group, and several other types of platforms are the main bridge as a link between teachers and students in online learning to implement social distancing.(LH Wong et al., 2015).

To deepen the study of the material in this study, the researcher conducted a review of several previous studies. In the study (Anggianita & Rizal 2020)it is explained that*Seamless Learning*conducted online makes learning objectives not fully conveyed. This is because many teachers do not master technology so that learning becomes a little hampered and less interesting. In addition, the unavailability of Android devices and internet quotas is an obstacle to facilities and infrastructure. While research (Wulandari & Murtiyasa 2021)showThe results of the study show that Mobile Seamless Learning has an influence on the learning activity and achievements of students at SMP Negeri 1 Gemolong Sragen.

Apart from previous studies that have relevance, this study has a novelty that distinguishes it from the previous studies above. This study emphasizes more on the perception of a teacher who teaches at an elementary school or equivalent elementary school towards the Seamless Learning learning model so that it can be effectively implemented. This is because the location of MI Ihyauddiniyah which is in a village with the majority of its population working as farmers makes their economic capabilities limited and the lack of parental understanding in accompanying children to study from home(Husna et al., 2020).

Not only that, Madrasah Ibtiddaiyah Islamiyah Kecil is one of two schools in the Kecil sub-district. This sub-district is located in the middle of a rural area where the majority of the population works as farmers. This condition makes most of its residents

unfamiliar with new technologies such as smart devices/smartphones. However, MI Islamiyah Kecik is the only educational institution in the sub-district that continues to carry out Seamless Learning as a form of anticipation of preventing the Covid-19 virus. This is the unique point of this study.

Teachers' perceptions of the Seamless Learning learning model are crucial to study considering that not all teachers, students, or guardians of students themselves are able to follow Seamless Learning learning well. There are many obstacles in the field related to facilities and infrastructure and the ability to apply gadgets to follow seamless learning. With the perception of MI Islamiyah Kecik teachers, the majority of whose students come from farming families with all the limitations of facilities and infrastructure, it can help other educators in implementing Seamless Learning which is more flexible and relevant to the conditions of the surrounding environment. However, the main thing is how a teacher can conduct online learning with the background conditions of students who have difficulty accessing the internet, thus forming the teacher's perception of the Seamless Learning model.

RESEARCH METHOD

In this study, the researcher applied a qualitative approach with a case study type. This study aims to examine in depth and determine the perceptions of Madrasah Ibtidaiyah teachers towards the Seamless Learning learning model. Qualitative research with a case study type was chosen in order to describe a condition in a case so that the uniqueness and distinctiveness of the case can be discussed in detail (Hidayat, 2019). The location of the research is the Islamic Elementary School located in Kecik Besuk Probolinggo Regency.

Informants in this study are the principals of grade I teachers and grade VI teachers. Because the principal and teachers are the right sources of information in conducting this research. To get an overview of the perceptions of elementary madrasah teachers towards the seamless learning model. The data collection techniques used by researchers are observation and in-depth interviews with principals and teachers in data collection, in order to complete data related to the material that researchers are studying.

Temporary That, in analyzing the data that has been obtained, the author begins with the presentation of the data as a whole. After that, continue to the reduction stage or sorting and selecting the data that has been collected according to the theme. Finally, the reduced data is summarized again in order to draw research conclusions so that research findings are obtained.

RESEARCH RESULTS AND DISCUSSION

Research Results

Seamless Learning Model

Seamless *Learning* can be interpreted as a seamless learning experience that is a continuation of cross-context learning experiences. It is said so because this learning model provides opportunities for learners to interact and collaborate with friends, learning resources and the real world which is done through cyberspace. (Ulfa, 2017). In essence, the Seamless Learning model utilizes technology as a learning medium between learners and the learning environment. (Durak & Çankaya, 2018). In Seamless Learning, several online applications or platforms used include Whatsapp, Zoom Meeting, Google Meet, and Google Drive. (Mahmud et al., 2021). Social media applications such as WhatsApp are one of the main choices as a medium for Seamless Learning because they are effective and easy to access. (Baharun, Rozi, et al., 2021). This kind of learning model is indeed appropriate to be carried out during a pandemic that requires social distancing so that learning is forced to be done at home. (Baharun, Muali, et al., 2021).

Related with the Seamless Learning model itself, here are the efforts to implement it at MI Ihyaudiniyah : First, the teacher prepares the required lesson plan (RPP). Second,

the teacher creates a Whatsapp group for each class. Those who are included in the group are the homeroom teacher, the related subject teacher (if the subject is not taught by the homeroom teacher), and all students. Third, the teacher delivers the lesson material via Whatsapp voice messages and then gives assignments related to the material. Sometimes, the teacher gives examples of how to do the assignment by sending pictures or short videos. Fourth, the teacher gives students a time period to collect the assignment. This time period is adjusted according to the weight of the assignment given. If the assignment is easy and not much, then the teacher gives a time period of one day. However, if the weight of the assignment is heavier, for example asking students to memorize and sing the national song and then send it in the form of a video, then the time period given is around three days to one week. Fifth, once a week, the teacher will create variations in learning by utilizing Google Meet. Usually, Google Meet is used in learning that requires many examples and explanations such as mathematics and English subjects.

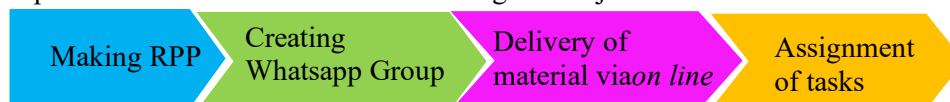


Figure 1. Flow of implementation of the Seamless Learning Model

Teachers' perceptions of Seamless Learning

Model Seamless Learning has the advantage of being able to be done without any place or time limits. However, the implementation of Seamless Learning with an online system has its own challenges for academics, especially teachers as educators. The unavailability of an appropriate curriculum for implementing online learning, the unavailability of adequate facilities and infrastructure, and the unpreparedness of human resources themselves are also challenges in Seamless Learning. From these various challenges, the implementation of the Seamless Learning model at MI Ihyauddiniyah during the pandemic resulted in five general perceptions that dominated the teacher paradigm as follows: First, Seamless Learning must be accompanied by the ability to adapt and innovate teachers in delivering materials and assignments. Second, Seamless Learning makes the lesson material unable to be conveyed in depth or is not in line with what the teacher has targeted. Third, Seamless Learning makes teachers confused about whether teachers should limit their role as facilitators or should expand their role online because not all students are fully accompanied by their parents when learning at home. Fourth, Seamless Learning increases the insight of teachers and students so that they can utilize the sophistication of technology positively, but this also requires additional costs and energy. Fifth, Seamless Learning is not 100% effective when implemented in rural areas with technologically challenged communities and lower-middle class economies.

Five The general perception as above is caused by the following factors: a). Many students are unable to understand the material well. Samsul (2021), one of the teachers at MI Ihyauddiniyah explained that the implementation of Seamless Learning which requires internet access cannot deliver material optimally to students. This is because the habit of learning in class face-to-face which then switches through an application or online platform becomes meaningless for students. One of the factors that makes this learning meaningless is the learning process which only focuses on assignments to students and is dominated by text. This means that only the child's visuals are stimulated. Moreover, after doing online learning, children play more on their cellphones after learning. b). Students are negligent in doing assignments. Student independence in doing assignments cannot be measured precisely because there are still students who do assignments with full assistance from their parents or siblings. In addition, some students often do not collect assignments for various reasons. One of the most basic reasons is that the online Seamless Learning model makes it difficult for students to adjust to new learning patterns. As a result, students become lazy to do their own assignments at home. c). Not all parents can accompany their children during Seamless Learning. The parents of MI Ihyauddiniyah students, who are mostly

farmers, do not have time to accompany their children to study from morning to afternoon. In fact, some parents do not understand what their children are studying. This often happens when teachers ask 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 gadgets properly. Thus, many materials or assignments are neglected due to the lack of understanding of parents and children in using technology. d). Some teachers have not been able to master technology well so that Seamless Learning applied to MI students is only limited to explaining the material (lectures via voice notes) and assignments. Generally, teachers have difficulty applying Google Meet or how to distribute video links or large videos via Whatsapp(Nurhayati et al., 2020).In fact, the use of technology in learning is already relevant in the millennial era like today. However, limited human resources are indeed the main obstacle. e). Internet quota constraints and unstable internet networks, students who come from lower middle class families often do not have the money to buy quotas or even do not have an android device to access online learning media properly. This is in line with the explanationThe Little Mermaid (2021), one of the teachers at MI Ihyauddiniyah , stated that some of the parents did not use adequate equipment.

Table 1. Teachers' Perceptions of Seamless Learning

Teachers' Perceptions of Seamless Learning	Reason
Requires teacher adaptability and innovation	- students are unable to understand the material well
The material is not conveyed in depth	- There are still students who are negligent in doing their assignments
Leaving teachers confused about their role as facilitators	- Not all parents can accompany their children during Seamless Learning
Requires additional costs and effort	- Some teachers are not yet able to master technology well
Not effective to do in villages	- internet quota constraints and unstable internet network

In generalIn general, the Seamless Learning model for the Elementary Madrasah level seems to be directed towards a teacher-centered learning model. This fact is reinforced by the difficulty of implementing online discussions for MI students. Even if a short discussion is held via voice note, there are always students who are inactive (silent readers) or only give short responses. In addition, the interactions that are usually carried out to control the classroom environment have a significant impact on students. Students who are always enthusiastic when in the classroom environment can become unenthusiastic when learning is done at home. In face-to-face learning, the teacher's body language, facial expressions and voice can be a special attraction for students. However, when learning switches to an online platform, students only see text, images, or listen to the teacher's explanation so that learning becomes less expressive. Thus, Seamless Learning also affects students' learning motivation. So, the Seamless Learning model with an online system is indeed greatly influenced by facilities, internet access, learning planning, and cooperation with students' parents.

Discussion

Based on the findings regarding the implementation of the Seamless Learning model at MI Ihyauddiniyah , it appears that this approach does provide opportunities for flexible cross-context learning by utilizing technology, but its implementation has not been fully optimal(Mastur et al., 2002). Teachers have tried to carry out learning through various

platforms such as WhatsApp and Google Meet with fairly systematic stages, starting from preparing lesson plans to collecting student assignment (Fauzi et al., 2021).s. However, challenges arise from both technical and non-technical aspects, especially related to limited devices, internet network quality, and the ability of teachers and students to use technology (Bao, 2020). In addition, efforts to vary learning through Google Meet for subjects that require more explanation have not been able to match the quality of face-to-face learning interactions that have so far been the hallmark of elementary education.

From the teacher's perspective, Seamless Learning does require high adaptation and innovation in delivering material, but several structural constraints also influence their perceptions of the effectiveness of this model (Rosyadi et al., 2021). Teachers feel that the material cannot be conveyed in depth and student involvement has decreased due to lack of guidance from parents and confusion about the role of teachers in the online system (Dakir et al., 2021). In addition, limited understanding of technology from both teachers and guardians is a major obstacle in the implementation of technology-based learning (Riadil et al., 2020). On the other hand, Seamless Learning indirectly encourages teachers and students to improve their digital literacy (Zahro & Amalia, 2021). However, the inequality of access and infrastructure readiness makes Seamless Learning less effective to be implemented evenly, especially in rural areas with lower middle economy (Satrianingrum & Prasetyo, 2020). This shows that the success of implementing this model is highly dependent on the support of facilities, HR readiness, and collaboration between teachers, students, and parents.

CONCLUSION

In the midst of the Covid-19 pandemic, the world of education was forced to completely change the learning model from being in class to being at home with an online system. This learning model is called Seamless Learning which requires internet access for both teachers and students. MI Ihyaudiniyah, one of the educational institutions that strives to continue implementing the Seamless Learning model even though the majority of its students come from farming families with various limitations in 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 about their role as facilitators, ineffective learning, and additional costs and manpower. These perceptions indicate that the implementation of the Seamless Learning model must be adjusted to the conditions and backgrounds of students and teachers at the institution. The implications of teacher perceptions of the Seamless Learning model make it easier for students and teachers to implement learning at school. Furthermore, there needs to be an in-depth study related to this research. Therefore, researchers hope that there will be further research from different perspectives and characteristics.

SUGGESTIONS/RECOMMENDATIONS

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