

# **Student Learning Independence in Distance Learning at Madrasah Aliyah Negeri (A Review of Teacher Professionalism in Urban and Rural Areas)**

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## **Abstract**

The spread of Covid-19, which has penetrated almost all regions in Indonesia, requires the government to temporarily stop the learning process in schools and replace it with an alternative PJJ at home. Various efforts are made to ensure that learning activities take place properly despite the absence of face-to-face sessions in person. Thus, this study aims to find out the difference in learning independence of MAN learners in Distance Education in urban and rural areas after being controlled by teacher professionalism variables. The approach in this research is a quantitative approach using survey methods. The sample in this study amounted to 392 students who attended school in the urban and rural areas of South Kalimantan Province. Data collection techniques in this study use questionnaires and documentation. The questionnaire instrument is theoretically validated using the Delphi technique while empirically using a static test of factor analysis. As for testing the hypothesis, the requirements test is carried out as follows: (1) normality test; (2) homogeneity test; and (3) linearity test, which is then followed by a covariance analysis test (ANAKOVA). The results of this study proved that there was no significant difference in the learning independence of MAN learners in PJJ between urban and rural areas after controlled teacher professionalism variables. However, if you look at the magnitude of the influence, it is known that there is a

significant influence on teacher professionalism on the learning independence of MAN students in PJJ in urban and rural areas of South Kalimantan Province. For further research can be studied on how the variable relationship of learners' learning independence in PJJ with the level of self-adjustment or with the level of stress of learners or conduct further analysis of other dimensions related to learning independence. Other options can also be studied how the comparison of participants' learning independence in PJJ in able and underprivileged families and many others with qualitative approaches or methods.

**Keywords:** Student Learning Independence, Distance Learning, Teacher Professionalism, Urban and Rural Areas

### **Introduction**

2020 is a year that has an impact on changes in almost the entire world order, including Indonesia. Since it first entered on March 2, 2020, Covid-19 cases are still developing in Indonesia. Covid-19 brought many changes in all sectors of life, not least in the education sector. One of the policies issued by the government in the field of education is the Distance Learning policy (hereinafter called PJJ) for all students in all corners of Indonesia. Seeing the increasing spread of Covid-19, the Ministry of Education and Culture made a decision to postpone all school activities and establish PJJ at home through circular letter Number 4 of 2020. The Ministry of Religious Affairs (Kemendiknas), which oversees all forms of Madrasah policy, also carried out the appeal and issued Circular Number B- 686.1 / DJ. I.I/PP.00/03/2020 (Azzahra, 2020).

The spread of Covid-19, which has penetrated almost all regions in Indonesia, requires the government to temporarily stop the learning process in schools and replace it with an alternative PJJ at home. Various efforts are made to ensure that learning activities take place properly despite the absence of face-to-face sessions in person.

The changes that have occurred in the education sector are very significant. The learning process that should be done face-to-face in the classroom becomes PJJ which is only done at home. The consequences of this PJJ policy require students to have high learning independence. Learning independence plays an essential role in the implementation of PJJ because there are no face-to-face sessions between students, and learning instruction is only delivered by teachers through the online learning system. Limitations in this learning require learners to be more independent in managing to learn. Students who have high learning independence will strive to make changes and learn habits by organizing and planning all forms of activities so that the goals of learning are achieved (Ali & Asrori, 2021).

However, data obtained from various studies state that the independence of students in the implementation of PJJ is still low (Kurniawan, 2020). This indication is evidenced by the number of students who rarely set learning goals and strategies, rarely make study schedules, rarely do exercise questions, and rarely use free time to learn learning materials.

Nonetheless, there are many factors that affect the learning independence of learners, both internal and external factors. One of the factors that affect independence from within (internal) learners themselves is self-concept. In contrast, the outside (external) influence that also contributes to the independence of students is the parenting of parents and the competence of teacher professionalism in managing to learn (Djaali, 2007).

Some research results show that there is a relationship or influence of self-concept and parenting patterns on students' learning independence (Mirawati & Yunita, 2018; Marfuati & Suharto, 2019). Likewise, the relationship or influence of teacher professional competence on learning independence, from several research results also indicate the influence of teacher professionalism on student learning independence, or a qualitative approach shows that teacher professionalism has a role to shape student learning independence (Aslihah, 2012; Safitri, 2017; Tasaik & Tuasikal, 2018). Teacher professionalism is a condition, direction, value, purpose and quality of an expertise and expertise in the field of education and teaching related to the work of a person who is a subject. Professional teachers have the competencies required to carry out educational and teaching tasks (Kunandar, 2007).

Teacher professionalism referred to in this study is the student's perception of the ability or quality of religion subject teachers in the management of PJJ at MAN in South Kalimantan Province, which consists of four competencies, namely: (1) pedagogic competencies related to the teacher's ability to manage learning; (2) personality competence related to the teacher's ability to act as a role model; (3) social competence related to the teacher's ability to communicate and interact well; and (4) professional competence related to the teacher's ability to master learning material broadly and in depth.

In accordance with the government's provisions in the Law in classifying urban and rural boundaries in South Kalimantan. Based on data from the Central Statistics Agency of the south Kalimantan Region, the number of villages or sub-districts located in this region as many as 2008, with the division of 264 urban villages (urban) and 1744 rural areas (rural) (Statistik 2019). PJJ is expected to be carried out well in all regions in Indonesia. It does not distinguish between urban and rural boundaries. However, it cannot be denied that the condition of the area and the environment will affect the course of the learning process.

Looking at the topography of the South Kalimantan region consisting of plains, swamps, islands, and mountains, gives a considerable distance between villages/sub-districts. Each of these scattered areas requires internet procurement for the implementation of far-flung PJJ. However, adequate internet coverage is mainly concentrated in urban areas only because mobile telecommunications service providers are highly dependent on the market, prioritizing urban regions over rural areas with not-so-large populations. Therefore, this study is designed to analyze differences in the learning independence of learners who are in urban areas and the rural regions if analyzed through the point of view of factors that affect the independence of learning learners, namely teacher professionalism.

In accordance with the geographical location of South Kalimantan Province, there are 13 regencies with 2008 villages/villages. The determination of the number of populations and samples based on area clusters was obtained by a total of 42 Madrasah Aliyah Negeri (hereinafter referred to as MAN) in 13 regencies, divided into 17 MAN into urban areas and 25 MAN in rural areas that will be involved in this study. Determination of the number of samples seeks to reach all urban and rural areas in South Kalimantan Province so that the data obtained can represent aspects that will be researched from the point of view of the geographical conditions of the learners.

## Method

The approach in this research is a quantitative approach that collects data in the form of numbers which are then analyzed statistically. Furthermore, this study uses the survey method, which is a method used to obtain or collect information data about large populations using a relatively smaller sample.

The population in this study is all MAN students located in South Kalimantan Province, which amounts to 18,308 students. In determining the number of representative samples, the researchers used statistical calculations with the formula Slovin at an error rate of 5%. From the results of the calculations obtained a sample size of 392 learners with details of 222 learners in urban areas and 170 learners in rural areas. Sampling techniques use cluster sampling and random sampling. The research was conducted in 13 MAN Schools in each District and Municipality of South Kalimantan Province, with school clusters in urban and rural areas. The school is selected randomly according to the number of student samples needed in each cluster. Here is a table of research locations at 13 MAN schools in South Kalimantan Province:

Table 1

*Research Locations based on Urban and Rural areas in South Kalimantan Province*

No	Regency	School Name	District	Village/Village	Region
1.	Balangan	MAN 1 Balangan	Batu Mandi	Hamparaya	Rural
2.	Banjar	MAN 4 Banjar	Martapura	Sungai Paring	Urban
3.	Batola	MAN 2 Batola	Alalak	Balandean	Rural
4.	HSS	MAN 1 HSS	Simpur	Wasah Hulu	Rural
5.	HST	MAN 4 HST	Labuan Amas Selatan	Hambawang Timur	Rural
6.	HSU	MAN 2 HSU	Amuntai tengah	Antasari	Urban
7.	Banjarbaru	MAN Kota BJB	Cempaka	Bangkal	Rural
8.	Banjarmasin	MAN 2 Kota BJM	Banjarmasin Timur	Banua Anyar	Urban
9.	Kotabaru	MAN Kotabaru	Pulau Laut Utara	Semayap	Urban
10.	Tabalong	MAN 3 Tabalong	Pugaan	Tamunti	Rural
11.	Tanah Bumbu	MAN Tanah	Kusan Ilir	Pagatan	Urban

		Bumbu			
12.	Tanah Laut	MAN IC Pelaihari	Pelaihari	Ambungan	Rural
13.	Tapin	MAN 1 Tapin	Tapin Utara	Tapin Utara	Urban

The data collection techniques used in this study are documentation and questionnaires. Documentation is used to obtain secondary data in the form of records, data, or archives with regard to an overview of the research location, which includes: (1) the geographical location of the school; (2) The vision and mission of the school; (3) Data on the state of teachers, educators, and students; and (4) Supporting advice data. Furthermore, questionnaires are used to obtain primary data related to the variables of learners' learning independence and teacher professionalism.

The data collection instruments used in this study are questionnaires to collect data about learners' learning independence and teacher professionalism.. Instruments used with aspects to be validated, namely: learner learning independence and teacher professionalism.with attitude inventory using the Likert scale. The Likert scale is used to measure learners' attitudes or opinions about learners' learning independence and teacher professionalism.

Research instruments in the form of questionnaires are validated theoretically and empirically using the validity of constructs. Theoretically, the validity of the construct is done through the Delphi method with experts (expert judgment). Theoretically, the validity of the construct is done through the Delphi method with experts (expert judgment). Delphi is a widely used and accepted method of achieving a convergence of opinions about the knowledge requested from experts in a particular topic field. This method is carried out before the instrument in the form of a questionnaire is tested on the subject of the trial in the field.

There are several notes from experts related to instruments that have been developed. Then the researcher revised the record and reapplied it to the expert who has provided the record, until the researcher gets an expert approval agreement that the instrument is worth using. Empirically, construct validity is carried out through statistical tests using factor analysis with a confirmatory factor analysis (CFA) approach. This approach is used to test whether the number of factors obtained empirically corresponds to the number of factors that have been theoretically compiled as well as to answer the question of whether the number of factors that have been extracted can be used to explain the relationship between indicators significantly (Yusrizal, 2008).

Instruments that have been declared valid will be looked at again. Instrument reliability testing in this study was conducted using the alpha coefficient (Cronbach's Alpha) with the help of the SPSS for Windows program, namely by looking at the alpha value in the Reliability Statistics table with a determination of the magnitude of the reliability coefficient.

Furthermore, empirical validation is carried out through the trial of research instruments in the field. The trial in the form of questionnaires was given to class X and XI MAN 2 Banjarmasin students, as many as 40 students. From the results of the trial, an empirical construct validity test was conducted using factor analysis. The results of the CFA

factor analysis test are known that all questionnaire items on variables: (1) learners' learning independence; (2) teacher professionalism. is valid where all items of questionnaires that are declared valid have represented all dimensions/indicators on each variable.

Then the reliability test using the Alpha Cronbach formulation was carried out on all items that were declared valid. The result is known that the value of the instrument reliability coefficient on variables: (1) learners' learning independence; (2) teacher professionalism; It is known  $> 0.7$  of this result it is stated that the instrument on each variable has qualified reliability. This means that research instruments in the form of questionnaires are qualified and feasible to be used to collect data in the field.

The data analysis techniques in this study used covariance analysis. The variable of teacher professionalism to the independence of learning learners between schools located in urban and rural areas is statistically controlled. Before the data analysis is carried out, first test the requirements of the hypothesis. The hypothesis requirement test consists of a normality test, a homogeneity test, and a linearity test. This data analysis technique is performed using SPSS (Statistics Program for Social Science) software.

### Finding and Discussion

Research questionnaires that have been declared valid and reliable both theoretically and empirically have been distributed and filled by students located in 13 MAN schools in urban and rural areas of South Kalimantan Province. Based on the data obtained from the 13 schools, the data is then processed using the help of a computer, namely by using SPSS software.

The results of the hypothesis requirement test calculation using SPSS software obtained a value stating that the data for all variables studied was from a normally distributed population. Furthermore, based on the homogeneity test obtained, all variant results between groups are the same, so it can be concluded that the groups that have been tested are homogeneous. Then based on the linearity test obtained, the result between variables has met the assumption of linearity, so the distribution of data that has been tested has a distribution that corresponds to the linear line. From the results of testing these assumptions, it can be known that the data used in this study has met the assumptions that must be met in anakova (Covariance Analysis). In this study, the anakova test was conducted three times. The SPSS output of its test results can be seen in the following table:

Table 2

*Anakova Test Results 1, 2, and 3*

Source	F	Sig.
Teacher Professionalism	320.533	0.000
MAN	0.389	0.533

*Dependent Variable:* Learner Learning Independence

Based on the table above, it is known that the results of the F test in MAN located in urban and rural areas after being controlled by the teacher professionalism variable show a value of 0.389 with Sig. 0.533. Because the sig  $>$  significant level = 0.05,  $H_0$  is accepted, meaning that it can be concluded that there is no significant difference in the learning



independence of MAN learners in PJJ between urban and rural areas after being controlled by teacher professionalism variables. Furthermore, the F anakova Test showed the magnitude of the influence of teacher professionalism on the learning independence of students in MAN schools in urban and rural areas, obtaining an F score of 320,553 with a Sig score. 0.000. This means that there is a significant influence on teacher professionalism on the learning independence of learners.

So, it can be concluded that there is no difference in student learning independence when viewed from the geographical location of the school (urban and rural) after being controlled by teacher professionalism, then parenting and professionalism of teachers. On the other hand, if you look at the amount of influence between teacher professionalism towards the independence of learning learners found that there is a significant influence between these variables. These results show that although the geographical location of MAN schools does not have an effect/impact on the learning independence of students in PJJ. However, teacher professionalism in MAN schools have an effect/impact on the independence of students' learning in PJJ.

For example, MAN 2 Banjarmasin schools are geographically located in urban areas. This school is also one of the MAN Models in South Kalimantan Province. This school has many achievements both from academic and non-academic aspects; besides that, this school also has good facilities and internet networks that are easily accessed by teachers and students. If the aspects of academic and non-academy achievements and facilities owned by the school are compared to the MAN 2 Batola school located in rural areas, then this condition is very different from the conditions in the MAN 2 Banjarmasin school. Not to mention the internet network is quite difficult to access for its students because of the geographical location of the school in the rural area. But this difference did not have an impact on the learning independence of learners in distance learning. This is because although geographically the location of the school is different when the self -concept of the learner is high, then the parenting of the parents is right and the professionalism of the teacher is good, and then wherever the learner goes to school, the learner will have the independence to learn in distance learning.

This is justified by the principle of MAN 2 Batola, who said that when viewed from the geographical location of the school, the state of students, teachers, and parents who be in rural areas is much different from the state of learners, teachers, and parents who be in man urban areas. He stated that many problems were experienced by schools in his area during the implementation of distance learning took place. Starting from the difficulty of internet access experienced by MAN 2 Batola schools because of the geographical state of the school located in rural areas. Then, the lack of awareness among parents about the importance of education until the existence of mobile phones, which become the main tool in following distance learning.

MAN 2 Batola school there are students who only have one cellphone but are used together with two other siblings. Even more concerning, there are learners who cannot follow distance learning because they do not have hp. So, in this case, it can be known even though the government has given a free quota for distance learning but when the child does not have a cellphone, then still the child cannot follow distance learning. In addition, there is a threat

of dropping out of school experienced by students because the child's parents invite their children to work rather than participate in distance learning. Children were forced to work to help family finances in the midst of the Covid-19 pandemic.

Circumstances like this are certainly a big problem in the implementation of distance learning, but when the teacher professionalism is high or good, then the child's learning independence will appear. Learners who experience such conditions will still try to give their best in participating in distance learning. Then parenting also plays an important role here. How parents behave (parenting) to children during learning is done online. It takes a high awareness among parents of the importance of education. And here, the MAN 2 Batola school has also provided a room for teachers to accompany their students in learning because these students do not have a cellphone to participate in distance learning online.

The situation experienced by MAN 2 Batola during distance learning is a typical picture that occurs in several other rural schools located in South Kalimantan Province. However, the difference in conditions experienced by MAN schools in urban and rural areas does not make a difference in the learning independence of students when the school is able to overcome the problems faced by its learners. In this case, the efforts of learners, then parenting, and teacher professionalism becomes the main factors in building the independence of learning of their learners in distance learning.

This finding is in accordance with the results of research conducted by Aslihah noted that there is a relationship and impact of teacher professionalism on learning independence (Aslihah 2012). The findings of this study further strengthen the theory that learners' learning independence is influenced by teacher professionalism.

The results of this study prove that there is no difference in the learning independence of MAN learners in distance learning when viewed from the geographical location of the school, but teacher professionalism can affect the learning independence of learners in distance learning in South Kalimantan Province.

## **Conclusion**

Based on the results of research and discussions conducted, through the process of collecting and analyzing data, it can be concluded that there is no difference in the learning independence of MAN learners when viewed from the geographical location of both urban and rural after being controlled by teacher professionalism. On the other hand, if you look at the amount of influence between teacher professionalism on student learning independence, it is found that there is a very significant influence between these variables. These results show that although the geographical location of MAN's existence does not have an impact on the learning independence of learners in the implementation of PJJ. However, the teacher professionalism has an effect on the autonomy of learning students in the performance of PJJ.

Furthermore, if viewed from the problems of students in building learning independence in distance learning, the research implications are found as follows: (1) Internet access difficulties experienced by some MAN schools due to the geographical state of schools located in rural areas (rural); (2) The implementation of distance learning in some schools does not run smoothly because the tools to follow distance learning in the form of computers



and mobile phones are not owned by students, even though the internet quota has been accessible by the government; (3) Students are threatened with dropping out of school because they are forced to help their parents work to meet the family economy during the pandemic; (4) Factors that affect the learning independence of learners in distance learning in Provinsi South Kalimantan is not from the geographical location of the school but because there are other factors that have a strong influence on the formation of learner learning independence.

Recommendations that can be submitted with this study, related to the learning independence of MAN learners in PJJ are as follows: (1) the Ministry of Religious Affairs in the field of education may ensure that policies issued related to the implementation of PJJ can pay attention to the diversity of learners with various conditions experienced by them in MAN both urban and rural areas; (2) The Central Government and Local Government ensure the implementation of PJJ by providing good digital-based learning facilities and adequate allocation of education budgets, then increasing their use capacity in the region (urban and rural); (3) each educational unit is essential to build intensive communication between parents and teachers so that the implementation of PJJ is in accordance with the principles of its implementation; and increase the competence of teacher professionalism in the implementation of PJJ; (4) teacher efforts are needed to increase their professionalism so that it has a greater impact on student learning independence. It can be studied how the variable relationship of learners' learning independence in PJJ with the level of self-adjustment or with the level of stress of learners or conduct further analysis of other dimensions related to learning independence. Other options can also be studied how the comparison of participants' learning independence in PJJ in able and underprivileged families and many others. The limitations of research, in this case, are related to the sharpening of data with qualitative approaches or methods.

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