Implementation of E–Learning Holistic Education in First Middle School:
Bosowa School, Makassar Province of South Sulawesi, Indonesia

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1. INTRODUCTION

Islamic education today is experiencing increasingly severe challenges. Today's social reality shows the increasingly severe degradation of the morality of society in general, this is assumed from the lack of balance between the inner life and the outer life. So that one of the things that is expected to be a solution is that Islamic education needs to strive anticipatively to always guard and guide individuals towards the formation of a superior and noble human person. The reality of education today only prioritizes the scientific and intelligence aspects of students. The moral and ethical aspects as the basis for forming the nation's character and culture are increasingly marginalized.

The mental condition, character, character, and morals of the nation are concerning such as deviant behavior, behavior that is not in accordance with the values of noble character and behavior as if there is no positive legal order in accordance with the order of Indonesian cultural norms. Character and culture in the life of the nation can bring about a setback in the civilization of the nation, on the contrary the life of people who have strong character and culture will further strengthen the existence of a nation and state. The problem of education in Indonesia is very complex because in all its aspects there are problems that need to be solved. Moral degradation has been rampant in the world of education so that it has become a blurry portrait in the world of education. This can be seen from the widespread circulation of pornographic videos played by students, rampant fights between students, cheating in national exams, the number of drug cases that ensnare students, the number of motorbike robbers played by students, chili

peppers, school farewells with students. bikini clothes, and various other negative roles (Kompasiana, 2021; antarnews.com, 2022).

Responding to the various behaviors mentioned above, raises questions related to the role of education today. Education is a process of changing the behavior of students so that they become adult humans who are able to live independently as members of society in the natural environment around their homes. Real education does not only include intellectual development, but is more emphasized on developing the character of students as a whole (holistic in nature) so that children become more mature. Many researches on holistic education have been carried out (Nur Zakiyah, et al., 2021; Elisabeth Sarinastitin, 2019; Asmaul Husnah, 2017; Niya Yuliana, et al., 2020; Muhamad Restu Fauzi. 2019; Iffan Ahmad Gufron, et al., 2020) However, Research on holistic education that is realized at Bosowa Scholl Middle School Makassar has never been done, especially with the development of communication and information technology that is increasingly rapidly.

This research is based on the background of the thought that education in the contemporary era should refer to holistic education so that it requires reformulation of thinking in the world of education that includes all aspects of the students themselves. Students can have character according to what is aspired by the school, family, community, state and nation. The existence of students as a generation that is a future leader candidate certainly requires adequate competence so that later they are truly able to develop the mandate given by religion, family, nation and state on their shoulders.

To realize this educational goal, the researchers tried to study about (1) What is the nature of holistic education at SMP Bosowa School Makassar?; (2) What is the form of implementation of Holistic Education in SMP Bosowa School Makassar?; (3) What are the implications of implementing Holistic Education in SMP Bosowa School Makassar? This research is expected to give birth to concepts that can be applied in the world of contemporary education so that students do not experience split personalities, produce students who are fully competent both intellectually, emotionally and spiritually, and have resilience in the face of changes and developments that are very fast.

Since the beginning of 2020, all countries in the world have been in the period of the Covid-19 Pandemic, which resulted in drastic changes in education. The Indonesian Minister of Education swiftly responded to the situation by issuing a policy and following up on the implementation of education during the pandemic, namely issuing circular letter No. 4 of 2020 concerning the implementation of education policies in the emergency of the spread of Covid-19. In this policy, it is stated that the teaching and learning process is carried out from home over a distance and is carried out to provide a meaningful learning experience for students without being burdened with demands to complete all curriculum achievements for class promotion and graduation.

Distance learning policy, or what is commonly called online learning, is learning that is carried out by electronic means, usually with an internet network, and can also be done by video conferencing via satellite networks (Triyono & Utami, 2017).

The same thing was done in other countries such as China and Turkey. The Chinese government launched a policy to continue teaching and learning activities because schools were closed, suspending classes without stopping learning (Zhang et al., 2020). Likewise, the Turkish Ministry of National Education issued a similar policy of closing schools and replacing them with online learning (Özer, 2020). The two countries' policies show that it was not only the Indonesian government that launched a new education policy in an emergency period of the spread of Covid-19. This policy does require a quick response so that learning at school continues, even though the school is closed. A book entitled "E-learning a guidebook of principles, procedure, and practice" explains that online learning is commonly referred to as the intentional use of networked information and communications technology in

teaching and learning. Several other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, network, and web - based learning (Naidu, 2006).

The term e-learning or electronic learning is often referred to as distance learning, an education system whose implementation separates educators from students, who are separated due to distance and time factors (Triyono & Utami, 2017). From the above definition, it can be concluded that distance learning is an educational system or concept that utilizes information technology in the learning process carried out without having to face to face directly between educators and students.

The policy issued by the Minister of Education of the Republic of Indonesia was the right decision to prevent the spread of Covid-19 in the school environment and to keep education going even though it was a distance. This policy's realization needs to be studied and considered at every formal education level, including a vocational school. Vocational School is a school that prioritizes and focuses on the skills of students who are prepared to enter the world of work.

Regarding the Covid-19 pandemic, learning at vocational schools in all majors has also been affected. Learning at vocational school requires essential skills taught through basic practices following vocational to productive subjects, a vocational school in hotel accommodation expertise. They cannot do practical learning at school to enter the industrial world, such as carrying out learning related to the hospitality sector, namely housekeeping, front office, food & beverage, and laundry. Hard skills are a science, and each student's ability is following their respective fields. In contrast, soft skills are student skills during practice in the field, extracurricular activities, and character training. Soft skills are special abilities that can improve a person's job performance and career prospects (Abdullah-Al-Mamun, 2012). As we know, vocational school is one of the school levels that focuses on student competency skills to provide a hands-on practical learning experience as capital to enter the world of work.

Therefore, learning at a vocational school not only on students' hard skills but also on students' soft skills because soft skills have a strategic role in determining someone's success in their work (Wagiran, 2008). The implementation of policies in schools requires schools to continue to implement learning even though schools are closed. In a pandemic like today, all activities require digitization, including learning. Teacher competence in providing online lessons to students needs to be considered to foster students' hard skills and soft skills. Teaching in vocational school requires certain strategies, especially teaching strategies related to computers. It takes the skills of a teacher to operate an e-learning plan as a learning medium. Teachers must know the appropriate learning design for vocational school and what is needed in implementing e-learning based learning (Triyono, 2015). A study from Lucas et al. (2021) reveals that teachers' proficiency in digital competencies is still low and needs improvement. Teacher skills in implementing digital learning determine the meaning of online learning for students, while currently, students feel alack of conversation between studentsand teachers in online learning (Aydin et al., 2015). Therefore, teachers' digital competence is the main factor in determining online vocational school learning success.

Another factor that can support implementation is student motivation. Student learning motivation in participating in distance learning is the focus of teacher attention. Learning through e- learning, student interest, and motivation need to grow to not get bored following the learning process. The Covid-19 pandemic impacts student learning because many of them are not used to doing distance learning.

2. METHODOLOGY

This research is qualitative research using the field research method (Field Research). Researchers in this case determine the place of research in SMP Bosowa School Makassar with primary data sources are school principals and teachers at SMP Bosowa School Makassar, Sumer secondary data are documents related to holistic education. The focus of the research is aimed at the implementation of holistic education in SMP Bosowa School Makassar. Researchers in this study attempted to explore and collect data related to the implementation of holistic education at Bosowa School Junior High School through in-depth interviews, observation and documentation. After collecting data, the reduction process is carried out, the display then concludes.

3. RESEARCH RESULTS, AND RESEARCH DISCUSSION

Historically, holistic education was a wise response to ecological, cultural, and moral challenges so that young people at that time could be wise and responsible in a society and play a role in community development. In addition, holistic education has the aim of helping to develop individual potential in a learning atmosphere that is more fun and exciting, democratic, and humanist through experience in interacting with the environment. It is hoped that through holistic education they can become themselves (*Learning To Be*).

Holistic education is education that provides an understanding of global issues such as human rights, social justice, multiculturalism, religion, and global warming, so that it is able to give birth to students who have global insight and character and are able to provide solutions to humanitarian and peace problems.

According to Henzell-Thomas holistic education is an effort to build a complete and balanced for each student in all aspects of learning, which includes spiritual, moral, imaginative, intellectual, cultural, aesthetic, emotional and physical that directs all these aspects towards achievement. an awareness of his relationship with God which is the ultimate goal of all life on earth.

The broader concept of holistic education related to the development of the cognitive, affective, and psychomotor domains is also easily realized through a project-based learning approach. Project-based learning is an experiential learning method that builds on authentic, real-world situations and has been found to increase learners' motivation and enhance their ability to apply technical knowledge and skills to real-world problems.

Miller formulated that holistic education is education that develops all the potential of students in a harmonious (integrated and balanced) manner, including intellectual potential (*intellectual*), emotional (*emotional*), physical (*physical*), social, aesthetic (*esthetic*), and spiritual. Each potential should be developed in harmony. Do not let his intellectual abilities develop far beyond his attitudes and skills. The purpose of holistic education is to help develop individual potential in a more fun and exciting, democratic, and humanistic learning environment through experience in interacting with their environment.

Thus, holistic education has a goal to form students who are loyal to understand the problems around them and try to be directly involved in efforts to solve local and global problems. This is what requires adequate competence and militancy from each student towards himself, the social environment and technology, information, and communication (ICT).

The Nature of Holistic Education plays a very important role in the process of improving the quality of human resources. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources. Recognizing the importance of the process of improving

the quality of human resources, the government and the private sector have jointly been and continue to strive to realize this mandate through various efforts to develop higher quality education, including through the development and improvement of curriculum and evaluation systems, improvement of educational facilities, development and procurement.

Teaching materials, as well as training for teachers and other education personnel. Education is a series of human activities aimed at young people as responsible fellows in social and togetherness situations, where efforts to influence are carried out with respect and a personal approach. Law Number 20 of 2003 concerning the National Education System, states that: "National education is an important part of national development, which means that the law is the basis for the formal legality of education in this country. As a system, national education always makes adjustments and improvements to find new things that are considered more appropriate in the implementation process.

Educational content about the life of today's nation provides a foundation for education to always be related to people's lives in various aspects of life, the ability to participate in building a better nation's life, and positioning education that cannot be separated from the social, cultural and natural environment. The content of education about the life of the nation today will give a more meaningful meaning to the superiority of the nation's culture in the past to be used and developed as part of today's life. Education is not just to develop the intellectual potential and skills of students, but education must also be able to instill good ethics and morals in life. Education will be balanced and as expected if all aspects of the environment are interconnected and are responsible and play a role in it.

The environment includes family, community, and school. The three environments have an attachment to one another, in other words every learning will be influenced by all three. Holistic education is an educational method that builds human beings as a whole and intact by developing all potentials that include socio-emotional potential, intellectual potential, moral potential or character, creativity and spirituality. The purpose of holistic education according to Rubiyanto and Haryanto in a holistic learning strategy in schools is to help develop individual potential in a more fun and exciting, democratic and humanistic learning atmosphere through experience in interacting with their environment, through holistic education, students are expected to be themselves (learning to be). Students can gain psychological freedom, make good decisions, learn in a way that suits them, acquire social skills, and can develop their character and emotions. Holistic education as an effort to improve education in schools needs to understand school culture as the basic capital.

Actualization of holistic education will be related to the cultural conditioning formed among school members. Achieving holistic education requires efforts to change the perspective, way of thinking, working or behavior of school residents, and school supporters, therefore the dimension of school culture becomes very central. The practice of holistic education views education as a multilevel process of cultivating students (cognitive, emotional, social, physical, artistic, creative and spiritual). The development of holistic education must be designed (by design) in a learning and schooling system that involves and is supported by all school members. That is, the implementation of holistic education must be glued together by the school culture system as its operational basis so that it will be able to run based on an agreement and understanding with the school community.

Schools as a leading sector seek to utilize and empower all existing school residents to make the holistic education process successful in schools. There are a number of problems that underlie the need to initiate holistic education, including: 1. As the impact of the globalization era which is driven by a Western ideology based on pragmatic understanding, hedonism, positivism, rationalism and materialism rooted in anthropo-centrism which does not involve the role and power of God at all.

As a result of the global community culture and n urban society that tends to want fast, instant, rational, efficient, then there has been a higher level of competition in fighting over various necessities of life. As a result of the development process which emphasizes more on material aspects and things that are short-term needs, it has encouraged the birth of various businesses in the industrial and service sectors. Observing the causes of the importance of holistic education, especially related to the problems of education today, one that can be a solution is character-based holistic education.

The Indonesia Heritage Foundation (IHF) introduced "Character-based Holistic Education". Humans with character are humans who develop all of their dimensions as a whole (holistic) so that humans can be called holy (holy and wise). The root of the word holy is whole (whole) so that the meaning of holyman is a human who develops as a whole and is balanced in all its dimensions. The purpose of this educational model is to build a holistic/whole person who is capable in dealing with a challenging and rapidly changing world, and has emotional and spiritual awareness that he is part of the whole (the person within a whole).

The holistic approach taken by the IHF (Indonesia Heritage Foundation) in the Character School can be applied with Islamic values as its core value. Character schools that instill values as a whole will be more optimal when the values are based on Islamic values. At least, a character- based holistic approach with Islamic values can be fully applied in Islamic schools. Forms of Holistic Education at SMP Bosowa School Makassar The current implementation of education tends to prioritize the cognitive aspects and leave the affective and psychomotor aspects. Education places too much emphasis on intellectual intelligence, skills and the five senses, and pays little attention to emotional, spiritual, social and various other intelligences.

As a result, educational outputs and outcomes are partial. This is caused by the concept of education that follows the Western perspective and does not involve religious and philosophical approaches. The concept of education that is applied today is sometimes only based on certain scientific approaches. Like the psychological, economic, social approach which is also very partial. This situation causes education to become fragmented, considering that each science tends to be specific, and prioritizes its own approach. This is different from the approach of religion (Islam) and philosophy which see a problem as a whole as a living system that is integrated, related, and connected. Therefore, the idea of holistic education based on religious and philosophical approaches is important. This happens because only religion (Islam) and philosophy have a holistic view. The reality of the educational process proves that holistic education in Indonesia is increasingly important for its actualization and should not just be a fading trend. Whereas the main idea of education lies in the view of every human being who has positive values about intelligence, creative power, and nobility.

The role of education is how this positive value grows stronger, so that smart, creative, and virtuous individuals grow. If it's not right, it can grow negative traits such as violent behavior, not caring about others or other crimes. This negative nature is the impact of incomplete positive values developed in education so that it makes split personality in students' subjects. Education in the era of globalization is faced with a number of contemporary events and the complexity of changes in various aspects of life. The complexity of irregular interests gives rise to symptoms of value disorientation, social disharmony, system disorder, and dysfunction of roles and professions. For example, education through various institutions and media has not achieved the expected results and has not been correlated with social behavior.

As a result, negative actions, irregularities and crimes still color the life of the nation. The world of education so far has focused on IQ and EQ, this is probably because there is an assumption that intelligence is needed to live in order to achieve material and social capital. One example of the existing case is the case of a student at a private junior high school in Gresik Regency who challenged his teacher when he

was reminded by his teacher not to smoke. In that case, a student held the teacher's collar while smoking and throwing impolite words. Although the case ended peacefully because the teacher had forgiven the student, this case was a slap in the face to the world of Indonesian education which is currently is being heralded and the application of character education for Indonesian children.

Even in Permendikbud No. 20 of 2018 Article 2 states that strengthening character education is carried out with Pancasila values in character education. By strengthening character education, it is hoped that it can instill noble character for students through school environment education considering that currently the character values of students are increasingly fading. The case of students' challenges to teachers is a clear example of the decline in the morale of students in the school environment. Bosowa School Makassar Foundation is one of the private educational institutions that uses 2 curricula (National and International) to develop an education that focuses on the formation of all aspects of the human dimension so that it becomes a holistic human being. The holistic curriculum developed by the Bosowa School Makassar Foundation is based on the 2013 curriculum using several approaches including the BCCT (Beyond Centers and Circles Time) approach, Student Active Learning, Integrated Learning, Learning Projects, Practices, Contextual Learning, and Multiple Intelligences.

All of these things can create an effective and fun learning atmosphere and can develop all aspects of the human dimension holistically. From all aspects of the approach taken is expected to develop well in accordance with human development ranging from cognitive, affective, psychomotor, language and social. Furthermore, students at Bosowa School Makassar in studying the subject matter taught by the teacher use the intelligence that stands out in themselves, whether it is audio, visual or audio visual types as well as other types of learning. Students who are fostered by the Bosowa School Makassar Foundation, unlike other students in different institutions, their ability to access education at affordable costs is a very strong supporting and motivating factor. This is very helpful in the effectiveness of educational goals combined with the application of holistic education for students at Bosowa School Makassar.

The forms of holistic education applied at SMP Bosowa School Makassar are "by covering all domains, both affective, cognitive and psychomotor. The end of semester report also covers all areas by focusing on the process." In addition, based on the results of interviews, forms of holistic education can be analyzed from several interviews which are described as follows; The Holistic

Education that we apply is based on the stages of child development. In our school, apart from the curriculum set by the adami government, we also have an individual curriculum where this curriculum adapts to the stages and needs of children. So that learning activities will be fun because according to the needs of each child. In addition, in its application, teachers are role models for students at Bosowa School Makassar Junior High School. Another statement can be seen as follows: Since the school was first established, in 2013, all elements have supported the holistic education, but the challenge is that there are community groups who do not understand and agree about holistic education, all teachers have implemented holistic education. All subjects are included in a holistic education program.

The other information is; Holistic education at SMP BSM is applied based on a curriculum domain adapted from holistic education applied in Florida, United States of America. The curriculum covers eight domains such as affective development, cognition, language, physical development, social development, role playing, construction and aesthetics. However, in SMP BSM only six domains are applied, namely the development of affection, cognition, language, physical development, social development, and aesthetics. Learners can apply holistic education in their daily lives.

According to other information submitted by Mirna Kartika, it is stated that: Every student who violates the rules will receive the consequences that have been set by the school and have been socialized beforehand. So that every student knows and will accept the consequences of the violations they

receive. The consequences given are educational consequences. Our learning is done online through the zoom application. The teacher continues to do the same learning as offline where the teacher continues to explain directly / live even though online. For students who experience internet problems during the learning process, the teacher has prepared back up material that children can learn and can discuss via WhatsApp. The statement illustrates that the forms of Holistic Education implemented by SMP Bosowa School Makassar are by adjusting to child development, integrating every.

The education dimension which includes affective and psychomotor in addition to the applied curriculum blend is also a form of holistic education method. In its implementation, holistic education is supported by various factors such as the readiness of teachers and students in implementing it, in addition, the applied curriculum is also an important aspect of supporting the successful implementation of holistic education. In addition to supporting factors, there were also obstacles in the implementation of holistic education such as the existence of community groups who did not understand and agree about Holistic education, in addition, other obstacles were found as described from the following interview results;

The obstacle faced is the learning culture of children who are different because the previous school did not have the same pattern as the one we applied. The demands of parents vary which sometimes exceeds the capabilities of their children. The effort we are currently implementing is to provide mentoring classes for children at the beginning of the year through the Foundation Class program and for parents there will be intense communication and for teachers and parents at One Bosowa School we have PTLP (parents teacher learning program) so that the application of the approach to same child. The various descriptions above illustrate that the implementation of Holistic education at SMP Bosowa School Makassar has been going on for a long time, starting with the operation of SMP Bosowa School Makassar in the field of education in 2013. There were several obstacles found in its implementation, but stakeholder support and curriculum made the implementation of holistic education running smoothly and is expected to reap maximum results.

The implication of learning with a holistic approach (*whole language*) is that students are expected to be able to explore and develop their potential without any pressure in learning. A comfortable atmosphere by themselves approaching students, the material taught will be well understood because the material provided is in accordance with the needs of each student and in accordance with the stages of development. Moreover, the material that is taught is deliberately presented with a single unit so that there is no overlapping material. Reflection on the material taught will be well applied in the community.

To achieve the goal of holistic education, the curriculum that is designed must also be directed to achieve the goal of forming a whole person as well. This includes forming children into true learners, who always think holistically, that everything is interrelated or related.

The advantages and disadvantages of holistic education, especially those related to the curriculum, are as follows:

The advantages of a holistic education curriculum:
1. That everything that students learn is closely related, inseparable from the others.
2. Students are faced with serious problems in human life
3. The curriculum allows a close relationship between the school and the community.
4. The activity of students increases because they are always stimulated to think alone, work alone, or cooperate with groups.
5. The curriculum is adjusted to the interests and abilities of students.

Disadvantages of a holistic education curriculum:
1. There are still teachers who are not ready to implement a holistic education curriculum

2. This curriculum does not have a systematic organization.
3. This curriculum burdens the teacher's task.
4. This curriculum does not allow for a general purpose, because there is no unformity in schools between one another.
5. Students are still doubtful about being invited to determine the curriculum
6. In general, schools still lack the tools to implement this curriculum.

4. CONCLUSION

E- learning Holistic education is a form of educational method that aims to develop human beings as a whole by developing all their potential including socio-emotional potential, intellectual potential, moral potential or character, creativity and spirituality.

The purpose of holistic education is to help develop individual potential in a learning atmosphere that is more fun and exciting, democratic and humanistic through experience when interacting with the environment. E- learning Holistic education in its application expects students to be themselves (learning to be), gain psychological freedom, make good decisions, learn in a way that suits them, acquire social skills, and can develop their character and emotions. The forms of holistic education applied at SMP Bosowa School Makassar are covering all domains, both affective, cognitive and psychomotor, semester-end reports and also covering all domains by focusing on the process by adjusting to child development.

This is constrained by several things, such as the existence of community groups who do not understand and agree about e-learning Holistic education and the learning culture of students from early school which is not in line with the learning culture at Bosowa School Junior High School. However, despite facing various challenges, the implementation of holistic education at SMP Bosowa School went smoothly because it was supported by stakeholders and the applicable curriculum.

A. Suggestion

E-learning Holistic education is a method of Islamic education but is not well known by the public because it is important to be massive in terms of socialization.

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