

Implementation of Block System Learning in Al Hikmah Penajam Integrated Islamic High School

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Abstract: This study aims to describe the learning activities at Al Hikmah Penajam Integrated Islamic High School, which implements a block learning system. The block system is a process of student interaction with the teacher and learning resources by grouping material, grouping time, and implementing schedules. The research method used is descriptive qualitative with sources from school principals, teachers, and students. In addition, researchers also made direct observations to gather data related to block system learning which was carried out at SMA IT Al Hikmah and studied data documentation related to information on the implementation of the learning block system. The data analysis technique is interactive data analysis, data reduction, data presentation, and verification. The results of this study indicate that learning using the 2013 curriculum with the implementation of this block learning system is 2 to 3 meetings (1 meeting consisting of 4 hours of lessons x 45 minutes) combined into one session with 8 to 12 hours of lessons x 45 minutes a week. This calculation is based on the accumulated hours per syllabus. Obstacles in implementing learning are the application of blocks, conditions for students, sources of teacher background, and student learning media, including books, wi-fi, and LCDs.

Keywords: Block System Learning, Implementation of Learning, Integrated Islamic High School.

Introduction

In the Act 2003, Education is one of the cornerstones of the progress of a country. The better the quality of education in a country, the better the quality of that country. Education is essential in Indonesia because it plays a significant role in realizing a dignified nation's civilization. Therefore, Indonesia needs quality human resources, one of which is through formal education in schools. Educational improvement can be made by educational institutions, one of which is legal education institutions such as schools.

Formal education is an educational process organized in a way and a school environment. This follows the statement of Notoadmodjo formal education in an organization is a process of developing the ability towards the desired by the organization concerned (Notoadmodjo, 2003). According to Pasal 1 ayat 6 Peraturan Pemerintah Nomor 17 Tahun 2010 concerning Management and Implementation of Education, Formal Education is a structured and tiered education pathway consisting of primary education, secondary education, and higher education (Ilmi & Rukun, 2020).

Education is a system consisting of several components, including goals, educators, students, materials, methods or learning media, and the educational environment. Each piece has its function, and each part affects the other. In the current era, there are many problems caused by various kinds of changes, such as social and cultural changes and technological changes that impact education's progress and development (Yulasri, 2018).

Education is necessary for national development (Primawati & Ramadhani, 2017). Education is also to improve mentality. Everyone must be taught, and we hope schools can create a sound learning system for students (Sari, Mutmainah, Yulianingsih, Tarihoran, & Bahfen, 2020). Education is a significant factor in the progress and development of this nation and is needed to be able to improve the mentality and abilities of students and be able to realize their potential of students.

Formal education is not only organized by the government but also by the private sector. In Indonesia, private schools existed even before Indonesia's independence. Private educational institutions benefit the government by improving the quality of education in Indonesia. Private schools are academic units organized by community organizations or foundations that are legal entities. Private schools are independent, meaning that as long as independent private schools are not managed by the local government or the central government, unlike public schools, which the government and education funds govern are borne by the government.

This role of educators is vital and has great potential in advancing or improving the quality of Islamic education and vice versa (Ikhwan, 2018). Therefore, educators must continuously improve their abilities both pedagogically, professionally, socially and personally so that in carrying out their duties, they can improve the quality of education,

student achievement and the progress of Islamic educational institutions (Ikhwan, 2019).

One of the formal educational institutions that exist in society is SMA (High School). SMA is a secondary education level that prioritizes the preparation of students to continue higher education with specialization (Kusnandi, 2017). SMA IT Al Hikmah is one of the private high schools in Penajam Regency, East Kalimantan, located on Jl. H. Tatta km. 7 RT 04, Nipah-Nipah, PPU, East Kalimantan, with operational permit based on SK. SMA IT Al Hikmah as a service in the field of education. At SMA IT Al Hikmah, all existing subjects use a block system in learning to achieve KD and the current indicator goals.

The purpose of education in high school is to form students into human beings who: 1) have faith and fear of God Almighty, have a noble character, and have a noble personality; 2) are Knowledgeable, capable, critical, creative, and innovative; 3) Healthy, independent, and confident; and 4) Tolerant, socially sensitive, democratic, and responsible (Muhadi, Umi, Wawan, & Sopian, 2017);(Anwar, 2021).

It is impossible to separate learning success from educational goals. Learning in secondary schools is based on the idea that attitudes, knowledge, and skills must be acquired and mastered. The following learning concepts should be developed for holistic learning: (1) Learning by doing, which is transformed into production-based learning, refers to learning through practical activities that offer meaningful learning experiences. (2) Individual learning, or learning that emphasizes each student's individuality (Sudira, 2016).

The block system is a grouping of effective learning hours in summarized time units that allow students to follow and receive learning materials optimally and intact. According to Asril Majid in the technology and vocational journal, the block system is learning that combines hours of study for each face-to-face subject that was previously carried out once a week until it is completed in one whole week or more until the issue is finished, with benchmarks Measuring material can be delivered optimally and by the implementation of the curriculum (Majid, 2011).

According to Governors, block scheduling sets fewer effective days but longer learning time or duration. The class period (longer time) allows flexibility in teaching activities. According to him, the block scheduling program's purpose is to improve students' academic performance. In block scheduling, it is necessary to formulate a

schedule where the scheduling will significantly affect the success of the learning process in educational institutions (Rifa'i, 2020).

Bromley argues that block scheduling is a way of structuring the school day so that students have fewer classes for a longer time. The most common type consists of courses lasting 90 minutes alternating two or three days a week, in contrast to the traditional schedule of classes that run 45 to 55 minutes and are held daily.

The block system is a complete subject system with the accumulation of lesson hours determined in the curriculum that was made and mutually agreed upon by the school. The characteristic of this block system lies in the addition of lesson hours and the number of face-to-face meetings in the learning process. The block learning system organizes the learning process in fewer meetings. Still, the sessions will be held for a longer time to increase the flexibility of instructional activities" (Masbahah, Kustono, & Patmanthara, 2014). "In practice, practice meeting blocks are carried out successively with a relatively short time interval between meetings" (Prasetyo, Yudha, & Yoto, 2016).

In 2018 the government required every school in Indonesia to implement the 2013 Curriculum with the concept of the Kurikulum Tingkat Satuan Pendidikan (KTSP) by having to produce productive human resources and be ready to work in the field. Each school must think about their strengths. What methods should they take to outperform other schools in creating quality human resources? Al Hikmah Islamic High School chose the block system as its strategy to top other schools regarding the quality of the human resources produced. The problems often faced by Al hikmah Islamic School that implement the block system are; difficulty arranging lesson schedules so that no two programs with the same teacher because each class will learn different subjects and some teachers have considerable teaching skills in many issues, for example, productive teachers who have solid working hours also have science skills will be given Lesson hours in all departments.

One of the curriculum systems developed by SMA IT is the block system learning schedule. The learning system used in this high school uses a block system. Block system learning is a type of learning that combines students' study time in a more extended period but with fewer sessions. Learning with this block system can increase the flexibility of teaching activities. Studies that have been conducted show that students who use block scheduling systems tend to achieve

higher levels of achievement than students who use conventional scheduling systems.

Method

This research was conducted at SMA IT Al Hikmah in the even semester of 2021/2022. The type of research used is descriptive qualitative, describing the findings related to implementing the learning block system. Data collection techniques using interviews, observation and documentation. The resource persons in this study were the head of the high school, educators and student SMA IT Al Hikmah. In addition to interviews with resource persons, researchers also collect data through observation and study of data documentation related to information on implementing the learning block system. The data analysis technique, namely interactive data analysis, consists of three flows of activities that co-occur, namely: 1) data reduction, 2) data presentation, and 3) conclusion drawing/verification (Ikhwan, 2021).

Result and Discussion

Result

Based on the results of the research that has been done about the Implementation of Block System Learning in Al Hikmah Integrated Islamic High School in all subjects, from the results of the analysis obtained on the research data carried out, it can be described in the form of descriptive analysis.

The application of the block system lesson hours in grades 10 and 11, as well as daily learning in the classroom by utilizing discussion lecture techniques followed by question and answer, is a learning process in this research. This method consists of 5 subject blocks. Learning with a block system contains science, mathematics, English, Indonesian, and social studies lessons. To provide reference materials as effectively as possible by the curriculum, the study time, which was previously conducted once a week at each meeting, is combined into one full day or more until the subject is completed. The use of block system learning, that is, 2 to 3 meetings (1 meeting consisting of 4 lesson hours x 45 minutes), is combined into one session using 8 to 12 lesson hours x 45 minutes in the first week. Thus, this system is expected to provide an in-depth learning experience for students. The

use of this block system can provide space and time for students to have a complete experience for a learning process.

The learning process must be carried out as well as possible in a careful planning format so that when the learning process takes place, there are no errors caused by the selection of inappropriate components, including teachers who do not understand the curriculum, do not master teaching materials, and arrange learning tools such as syllabus, prota, promissory notes, RPP, KKM (learning administration) and subject matter will be delivered to students.

According to the LAB of Governors, there are several types that schools can apply to develop a block system, including the 4x4 plan or the A/B plan. 4x4 block plan With the 4x4 block plan, students take four lessons or courses for 90 minutes daily.

1. 4x4 Block Plan

With the 4x4 block plan students take 4 lessons or courses with a period of 90 minutes every day.

Table 1. Sample of a basic 4x4 block Plan for eight lesson

Fall	Spring
Course 1	Course 5
Course 2	Course 6
Course 3	Course 7
Course 4	Course 8

Some advantages of the 4x4 block plan:

- a. Students concentrate on only four courses per semester.
- b. Teachers work with fewer students during the semester.
- c. Students and teachers prepare for fewer courses each semester.
- d. Students may retake failed courses.
- e. Fewer textbooks are required.

2. A/B Plan

An A/B plan, also called an alternate day plan, organizes each day into four 90-minute periods but has a total of eight class meetings over two consecutive days ("A Day" and "B Day"). While this alternate-day schedule allows for developing new teaching strategies, teachers still have many students, and teachers and students have as many classes to prepare.

Table 2. Sample week of Plan A/B

Monday A-Day	Tuesday B-Day	Wednesday A-Day	Thursday B-Day	Friday A-Day	Monday B-Day
Course 1	Course 2	Course 1	Course 2	Course 1	Course 2
Course 3	Course 4	Course 3	Course 4	Course 3	Course 4
Course 5	Course 6	Course 5	Course 6	Course 5	Course 6
Course 7	Course 8	Course 7	Course 8	Course 7	Course 8

Some advantages of the A/B plan:

- a. Students receive increased instructional time.
- b. Students have fewer classes, quizzes, and homework assignments each day.
- c. Cool down time for problem classes is increased.

The application of the block system lesson hours in this study, namely, 2 to 3 meetings (1 meeting consisting of 4 lesson hours x 45 minutes), were combined into one session with 8 to 12 lesson hours x 45 minutes in the first week. This calculation is based on the accumulated hours by the syllabus.

With the implementation of this block system lesson hours, it becomes like this, subject A for the 1st week for four total hours, then subject B for the 2nd week for four total hours. When entering week 3, then return to subject A and so on. The interludes were also carried out by alternating theory and practice with an allocation of 2 hours for the presentation of view first and the next 2 hours for preparation.

The Block System has several advantages (1) it provides sufficient time for students to study material in depth; (2) it takes more time for children to study, and this allows children to work end; (3) with longer blocks, teachers have more time to complete lesson plans and to examine and re-evaluate practices and longer time blocks allow for an in-depth study like an individual student project, peer collaboration, and one-on-one work between teachers and students (Suwati, 2008).

However, in the implementation of learning using this block system, there are advantages and disadvantages. Therefore, evaluation is needed (Regina & Eko, 2018). Arikunto and Jabar say that evaluation describes seeking and providing helpful information for decision-makers in determining alternative decisions (Arikunto & Jabar, 2018).

The factors that cause obstacles in learning the block system used at SMA IT Al Hikmah are 1) Students, which include conditions in themselves, 2) Teacher conditions, and 3) Sources of learning media used, including modules, wi-fi, and LCD limited. At the same time, the obstacles faced by teachers in learning at SMA IT Al Hikmah are the, first, the limited time allocation.

First, the background of teachers who are not from majors often occurs, especially in that school is a new school which makes some teachers double in holding subjects that are not by their direction, so teachers can only download lesson plans on the internet, looking for material on the internet. Because this school is new, it makes teachers in the school teach more than one field and subjects that are not by their majors.

Second, the teacher's delivery of material must be more regular or by order of the chapters in the student book or module. The material in this rare student book or module confused the teacher because it was not by the syllabus. In addition, the order and arrangement of the material could be more precise and different from the ones in the books or modules used previously.

Third, more learning resources and media, such as the availability of LCD and reference books for the new 2013 Curriculum, still need to be improved. *Fourth*, the teacher needs help in evaluating students, as well as in making questions and grids, because of the lack of available resources.

Factors that hinder students from learning with the block system include students quickly forgetting assignments and schedules because they need to be more disciplined. Changing blocks for a week should require self-discipline, but learners fail because they need to get used to it. Regarding assignments, students need to remember, so they are often late in collecting duties.

Barriers can also arise when students need more time to read or review the material the teacher has taught. The number of topics that must be studied sometimes makes students lazy to read and less interested in being involved in learning because students need help understanding the material. Students may lack resources and use of learning media because they are limited, especially in boarding schools.

Based on the results of observations made by researchers at SMA IT, Al Hikmah is learning by conditioning study time, namely combining study hours at each subject meeting that was previously

carried out once a week until it is completed into one full day or more until the subject is completed.

Discussion

Learning using the block system is often found in Vocational High Schools and the University level. Still, in this study, researchers conducted research in high schools where analysis was rarely carried out using the block system in learning systems. Thus, this system is expected to provide an in-depth learning experience for students.

The teacher uses various learning methods to support teaching and learning activities. Learning methods used by teachers such as lecture methods, discussions, questions and answers, and projects. For learning resources used by students at SMA IT Al Hikmah are resumes made by teachers, modules, ebooks, and online learning. In addition, students are also given material from the module, which is photocopied and then summarized by the students themselves. Students can also dig up information from the internet. In learning, teachers have used learning media to support teaching and learning activities, such as showing pictures on PowerPoint and showing learning videos.

With the use of block system learning, grouping effective learning hours in summarized time units and allowing students to follow and receive learning materials optimally and intact. Students will get learning experiences continuously and repeatedly. In addition, the learning process is supported by critical thinking, social sensitivity, and a scientific approach. Of course, it will be more in-depth and contextual.

The form of giving assignments by teachers to evaluate student learning outcomes uses various ways through existing mechanisms, such as written tests, including daily tests, mid-semester tests, and end-of-semester tests. The oral form is usually through question-and-answer activities and assignments/practice given to students, such as working on existing questions, making reports, and summarizing/summarizing books. To evaluate students' level of understanding, three aspects are used by teachers: cognitive or knowledge aspects, psychomotor aspects or attitudes, and affective aspects or skills.

Then in learning by using this block system, the teacher gives a resume of material from long to only important material because, with this block time, it is impossible for the teacher to focus on explaining all the material in the book. Although school facilities and infrastructure are not supportive of providing LCDs, teachers also use

drawing media by drawing on the blackboard themselves. If the teacher's creativity is shown in the classroom, students will be happier in learning, not monotonous, and become more interested without having to spend a lot of time or more costs.

To improve the quality of learning, SMA IT has the right to apply block system learning in scheduling the teaching and learning process for both exact and non-exact subjects. In the block system, dividing the lesson schedule is based on the number of accumulated hours determined in the syllabus. The technical implementation of the block system is the number of classes in one batch when learning is divided into two groups, namely the same subject group and the non-exact subject group. The two groups took turns where the exact subjects had their schedule arrangement and were usually preceded at the beginning. In contrast, the non-exact issues were scheduled after discussing the same matters.

To overcome the factors that cause obstacles in learning the block system used in SMA IT Al Hikmah, teacher problems in learning and lesson plans, teachers continue to follow the material topics in the students' books that are by the learning objectives. To overcome the background or foundation of non-professional teachers, teachers use basic knowledge of fields of study that are not by their majors to enrich teaching materials. Attending MGMP meetings in schools so that other teachers can help and discuss with each other. Then, for irregular material in the student's book, the teacher will handle it according to the order of the material in the student's book but still refer to the existing syllabus.

In overcoming delays in collecting student homework and time delays in entering class, teachers pay more attention to changes in the block-like student system, strengthen it by teaching students to use time, and punish students who make mistakes when necessary so that students are disciplined. Work hard to overcome lazy reading and students who are not interested in the class, stimulate interest in learning by not making students like and forcing students to read and come to the front of the course. Overcoming the limitations of internet network access to find module references or references on the internet, with students being active or creative in looking for learning resources or other ways on their own.

Advantages of block scheduling, much effort has gone into studying block scheduling and its extensive impact on student learning. Researchers have interviewed students, teachers, administrators, parents, and educators. They have administered

surveys to collect data on individuals' perceptions and uncover the hard facts about block scheduling. As part of the inquiry process, researchers in the field have gathered stories of real experiences; this help illustrates the change process that occurs as schools move toward block scheduling. According to the findings of these researchers, there are pros and cons to block scheduling.

Concerns about Block Scheduling Even those schools that have already successfully introduced block scheduling expressed initial concerns over the effectiveness of an approach that would challenge the conventional time management methods. Often the most prevalent problems relate to the basic need to manage class time while following the same specific teaching and learning requirements. Block scheduling transforms the way one teaches the usual topics by introducing a new way of looking at the time, often requiring a shift in the approach to teaching and learning.

Conclusion

Based on the analysis and discussion above, we can see that the context aspect is included in the excellent category, the input aspect is included in the good category, the process aspect is included in the medium type, and the product aspect is also included in the excellent category. The average of the four elements shows promising results. This showed that each part needs to be running optimally. Therefore it is necessary to make improvements in each of these aspects to implement the block system to run better. Based on the results of the study showed that the implementation of the block system at the SMAIT Al Hikmah is in a pretty good category for the high school level.

Based on the discussion above, the researcher concludes that the learning that can be carried out at SMA IT Al Hikmah is different from senior high schools in general because this school, when learning uses a regular learning system, has implemented a learning block system. Block scheduling, also known as the block system, adjusts the class time to be shorter but more prolonged, allowing for more flexible learning activities. Students also should remember their assignments and study learning because the subjects in this school are mandatory subjects that must be studied in Islamic High School.

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