

THE EFFECTIVENESS OF LEARNING USING E-LEARNING MEDIA IN THE SUBJECTS OF PHYSICAL MOTORIC DEVELOPMENT IN EARLY CHILDHOOD IN THE 5.0 ERA

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Abstract

The Covid-19 pandemic has affected almost all aspects of human life, including education, economy, social and culture. In particular, the world of education is currently experiencing many changes caused by the Covid-19 pandemic, both changes to the spirit of learning, learning methods, learning media, social conditions and so on. There are so many solutions offered by related parties and the government, whether it's offering online learning media or easy access to information. In the early childhood Islamic education study program, there are many changes in terms of learning methods, both for theoretical and practical courses, in theoretical courses it will certainly be easier to adapt in terms of the learning process, however, the problem is changes to methods. practical learning courses. The purpose of this study was to determine the effectiveness of learning using e-learning media in the Physical Motoric Development Course for Early Childhood in Era 5.0. this research method is descriptive qualitative research. The subjects of this study were 40 students of Early Childhood Islamic Education, Faculty of Islamic Religion, University of Muhammadiyah North Sumatra. The method in this research is a closed questionnaire. From the results of research on the title Effectiveness of Learning Using Elearning Media in the Physical Motoric Development Course for Early Childhood in Era 5.0, it can be concluded that learning in practical courses is considered less effective because learning in these subjects requires practical activities so that they can make it easier for students to understand what is needed in children's physical motor development, e-learning media is a media that only directs and then provides learning facilities for students, e-learning media is more appropriate for theoretical subjects.

Keywords : Effectiveness of E-learning, Physical Motor Development, Era 5.0

Since the government announced the first case (Covid-19) in March 2020, Indonesia has faced a pandemic. Almost all sectors of life are affected, including the education sector. Covid-19 is spreading so fast and has spread to almost all countries, including Indonesia, so the World Health Organization (WHO) made this outbreak a global pandemic on March 11, 2020. In the education sector, the government through the Ministry of Education and Culture (Kemdikbud) has implemented a learning from home policy, especially for educational units located in the yellow, orange and red zones. For educational units in the green zone, they can carry out face-to-face learning while still paying attention to health protocols (Asmuni, 2020).

The Indonesian government issued an online learning policy as an effort to prevent the transmission of the spread of COVID-19 in schools, especially in classrooms. Therefore, this policy creates social restrictions and the waiver of the face-to-face learning system and will temporarily be replaced with online learning through several digital platforms that have been chosen by the teacher and each school (Nugraheny, 2020).

In response to this, so that education continues to run, it is done by doing learning in the network. One form of online learning is distance learning (PJJ). The online learning system is a learning system without face to face directly between teachers and students, but online using the internet network. Teachers and students learn together, at the same time,

using various applications, such as whatsapp, telegram, zoom meeting, google meet, google classroom, quipper school, teacher's room and aplikasi lainnya (Asmuni, 2020). Begitu juga mahasiswa pada setiap universitas juga melakukan pembelajaran jarak jauh menggunakan e-learning dan berbagai aplikasi lainnya.

Pembelajaran daring sangatlah berbeda dengan pelaksanaan pembelajaran konvensional. Perbedaan yang paling penting terletak pada penggunaan media dimana pembelajaran tersebut dilakukan. Pangondian (2019) menjelaskan dalam pembelajaran konvensional memberikan pembelajaran dengan kontrol penuh terhadap lingkungan, materi serta interaksi antara guru dan siswa, sedangkan pada pembelajaran online memberikan suatu pembelajaran yang dipisah dengan dunia maya sehingga kemampuan adaptasi serta perubahan-perubahan sudah tidak lagi tersedia. Terlebih lagi pada pembelajaran yang bersifat praktikum, yang notabene dilakukan secara tatap muka dan interaksi langsung. pada mata kuliah teoritis tentu akan lebih mudah dilakukan adaptasi dalam hal proses pembelajaran, namun demikian yang menjadi persoalan adalah perubahan terhadap metode pembelajaran mata kuliah yang bersifat praktikum.

Dari paparan diatas, maka tujuan diadakannya penelitian ini yaitu untuk mengetahui seberapa efektif pembelajaran menggunakan media e-learning, maka judul penelitian adalah “Efektifitas Pembelajaran Menggunakan Media E-Learning Pada Mata Kuliah Pengembangan Fisik Motorik Anak Usia Dini Di Era 5.0”

Method

This research uses descriptive qualitative method. Data collection techniques used in the study were interviews and questionnaire collection. Questionnaires are used as a means of finding data related to student responses in participating in network-based learning. The questionnaire contains several statements that will be assessed by students regarding what they experience during the learning process. Meanwhile, interviews were used to strengthen data related to their answers taken from the questionnaire.

The focus of this research is to see the effectiveness of learning using e-learning media in physical motor development courses for early childhood in the 5.0 era. This research was conducted at the Early Childhood Islamic Education Study Program, Muhammadiyah University of North Sumatra. The distribution of the questionnaire took place from September 30 to October 9, 2021. The research subjects were 40 students. Sources of data in qualitative research (Sukmadinata (2015:60) a study aimed at describing and analyzing phenomena, events, social activities, beliefs, thoughts of people individually or in groups.

Descriptive research is used to describe or describe facts about the population systematically, and accurately. In descriptive research, the results of data collection are presented as they are in accordance with the results obtained from informants. This study was to determine the effectiveness of learning using E-Learning Media in the Physical Motoric Development Course for Early Childhood in Era 5.0, due to the covid-19 pandemic.

The data collection technique used is filling out an online questionnaire via google form. The researcher prepared a questionnaire with several statements aimed at informants. Statements prepared are those relating to online learning that is being implemented. The questionnaire sheet uses a scale of 1-5, students give a check mark on one of the options according to the existing conditions. This questionnaire is used to determine student responses.

Findings and Discussion

The Effectiveness of Learning Using Elearning Media in the Physical Motoric Development Course for Early Childhood in Era 5.0

The research used is descriptive qualitative method. Information obtained by distributing closed questionnaires and interviews with several students. The research took place from September 30 to October 09, 2021. In the first stage, the researchers distributed questionnaires via google form to 10 students from each batch of the Early Childhood Islamic Education Study Program. From the data obtained through the google form, the researcher continued by conducting interviews with 3 students, these 3 students were selected based on fundamental differences in the answers given.

Based on the results of research that took place through filling out questionnaires for 40 students, each batch was represented by 10 students who had been doing online learning for approximately one year. Research shows that lecturers have carried out learning activities in network effectively. Based on the results of the study, students stated that the lecturer could explain the material well and was easily understood by students. Lecturers also make good use of technology to support learning. In addition, students stated that they strongly agreed that the lecturer had time to respond to questions posed by students. The questionnaire was filled out to facilitate data collection during the COVID-19 pandemic which did not allow direct interaction between researchers and informants. In this study, the researcher made 10 statements with a scale of 1-5 for the answer choices.

Tabel 1

Skala	Skor
1	1
2	2
3	3
4	4
5	5

The results showed that most of the students had been able to use learning tools well so as to reduce obstacles during lectures. Based on the results of the interviews, students also felt that they lacked experience because the practice that should be done face-to-face had to be replaced with online practice, in this context the physical motor development course for early childhood which should have been practicum changed to using e-learning media was finally hampered. The majority of students experience obstacles related to practical courses, especially networks and other obstacles during the learning process in this network.

Based on the questionnaires that have been collected, it can be seen that 55% of the informants carry out online learning activities at private homes (with parents, siblings). Lectures at home do not mean letting activities that take place on campus disappear, but students must remain productive in carrying out online activities. Students are expected to be able to learn independently, but still need guidance from the lecturer. The student stated that he had been able to use learning devices (laptop, smartphone, internet) well so that he was able to support the online learning process during the covid-19 pandemic.

According to Siahaan (Waryanto, 2006: 11) online learning is one of the uses of the internet in education. In the research conducted, lecturers have used Whatsapp and zoom in online learning. Whatsapp is used to provide material and information related to lectures. This media is used because all lecturers and students are familiar and able to use it. While zoom is used for the interaction process for lecturers and students when explaining the material. The use of the internet in the digital era needs to be developed, especially in the field of education. Through the internet, we can access the web every day without being limited by space and time.

The provision of material before the lecture took place went well, as shown in the diagram it showed 47.5%. The material given before the lecture is intended to facilitate interaction between lecturers and students so that active reciprocal communication occurs. During lectures, which often occur, when the lecturer provides material, the students just stay silent without responding to the questions asked so that the lecturer finds it difficult with the material presented whether it is well received or not.

The understanding of students when given the material by the lecturer is good, because the lecturer has provided the material before the lecture coupled with interesting variations in its delivery both in the LMS, and the method used. The methods given are often in the form of power points, illustrated videos, and lecturer delivery videos that are made by themselves and then uploaded to the Youtube page. The presentation given sometimes does not always make it easier for students to respond to this, so students sometimes ask the lecturers questions related to materials that are not understood. If they feel that time is not enough, they often ask their fellow students. But this is also a problem too, because they are used to direct discussions on campus but because of covid they can only ask virtual questions.

Effectiveness becomes a guide for the success of a learning activity. One of the existing statements contains the learning process to be more effective when online learning takes place. These results show as many as 32.5% of students feel enough with the statement. This can be interpreted that the informant still does not feel the benefits of the positive impact and also feels the negative impact of this online learning. Another thing is because students feel that online learning can replace direct learning, online learning can replace direct learning.

Conclusions and Suggestions

The COVID-19 pandemic has forced the government to implement Large-Scale Social Restrictions (PSBB) to reduce the spread of this virus. This online learning system has become a government decision as an effort to prevent the spread of the corona virus. The online learning policy is stated in the Circular of the Minister of Education and Culture of the Republic of Indonesia Number 36962/MPK. A/ HK/ 2020 regarding online learning and working from home in order to prevent the spread of Corona Virus Disease (Covid-19). With this government policy, all educational activities are carried out at home, thus causing educators to be more creative in making teaching materials. This is because there are still many areas that do not have access to an internet connection which can make learning difficult.

Online learning is a program for organizing online learning classes to reach a massive and broad target group. Through the network, learning takes place massively with unlimited students. This online-based learning certainly has various challenges, one of the obstacles is the effectiveness of online learning for students because they do not do direct learning. The use of online media is also an effort to increase effectiveness in the learning process so that the quality of student learning outcomes also increases. This indirect learning has many challenges, including the focus of students being disturbed because the process of delivering material is not done directly. With online learning, students are expected to be able to take responsibility for their duties. In the implementation of online-based learning, media is needed that is able to increase the enthusiasm of students to always focus on learning.

After conducting research on the Effectiveness of Learning Using Elearning Media in the Physical Motoric Development Course for Early Childhood in Era 5.0, there are suggestions put forward by researchers, namely:

1. Conduct online learning interspersed with face-to-face learning. This pandemic has indeed encouraged universities to shift learning entirely online. This needs to be accompanied by face-to-face meetings approximately once a week, especially for those

- in the Jogja area. This is also based on the class of 2020 students who have never experienced face-to-face lectures to get to know the state of the campus more directly.
2. Increase the creativity of teachers. In the process, teachers are required to be able to improve learning media that make it easier for students to more easily understand the material provided either using documents or by using videos made by the teacher. In addition to this media, it is also used to save student expenses, especially the very large quota during the implementation of online learning. As a suggestion, lecturers can use power points in the form of videos, so that students can directly see the lecturer's process of explaining in detail because often lecturers only explain through voice.
 3. Students need to build motivation in themselves to be able to carry out online learning responsibly, because lecturers cannot guide directly.
 4. Students need to seriously pay attention to every lecture given by the lecturer, so as not to miss the latest material and information

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