

The Utilization of E-Learning in Order to Improve Students Learning Outcomes on Indonesian Economic Lessons at Economic Education Department, Faculty of Teacher Training and Education, University of Almuslim

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ABSTRACT. Imprecise application of learning models will affect the student results when the assessment was conducted, many students obtain scores below the completeness criteria that has been arranged. This is because the students are not interested with the studies that are taking place. Hence, the lecturer are hoped to be able in choosing and implementing a learning models that are accordance with the subject matter and students condition, thus the students are capable in achieving a good grades and also increasing student activities in asking questions, discussions, and looking for the answers of the questions. Consequently, students will be giving a positive response toward the ongoing lessons. The aim of this research is to describe the advantages of e- learning in improving students learning outcomes on Indonesian economics courses at economic education department, Faculty of Teacher Training and Education, Al-Muslim University. E-learning is a learning that is performed by online, students can access lessons anywhere and anytime. This type of research is classroom action research in which seven of students at economic education study program as research subjects. This research consisted of one cycle. Observed by two observers who observed the activities of lecturers and students. At the end of every cycle, a test was performed to determine the increasing of students learning outcomes. The instruments used in this studies were RPS, LKM, tests, observations sheets, and interview guides. The results of data analysis indicate that the use of e - learning (1) can improve the learning outcomes of students at 3rd semester in Indonesian economy courses. At the 100% cycle, (2) increasing the activity of lecturers and students, in the activity cycle of lecturers the average scores were reached at 95.00%, while the average score of student activities were 88.50% (3) the use of e-learning to improve results of students learning obtains a good response from students. Most of students admitted that they are interested in learning using e-learning.

Keywords: *The advantages of E-Learning, learning outcomes.*

1. INTRODUCTION

Education is regarded as one of the most important sectors in national development that can improve the quality of life of Indonesian people. Education is a conscious effort to prepare students through guidance, teaching, and training for their great role in the future. Moreover, education is a forum to create and train the qualified human resources so that they will be trained as well-educated, critical, rational, skilled, and creative people in the future.

Today, various ways are carried out in order to improve the quality of education in Indonesia. First, providing many educational facilities and infrastructure. Second, increasing the competence of the lecturers through upgrading and lecturer's certification Besides, changing and developing curriculum as well as reforming the education system. It is suggested that these various ways of

education can be contributed for a better change in the future. One of the reforms in education is the utilization of technology in applying e-learning. By using more sophisticated technology and electronic devices, it can make the pupils easier to access online learning. The students can maintain the information not only by offline learning but also online. They can access the learning materials anywhere and anytime as long as they are connected to the internet access.

The presence of education is having interaction in the classroom both educators and students. It is important to choose the right materials and topics as well as the appropriate method, too. Therefore, the teaching and learning process will be well-organized and the students will be motivated in learning. The more students feel interested to the lessons being taught, the more they can acquire the knowledge, indeed. This view leads a positive response in teaching and learning

process. Thus, the success of learning can be determined by the students' responses.

Furthermore, the course used in this study is Indonesian economics course. This subject is taught in odd semester only, so that the 3rd semester students of economics education of Almuslim University (2019/2020 Academic year) are considerably chosen to participate in this study.

2. METHODS

The research approach in this study was done through several repetition cycles. Based on the action research cycle that has been conducted before. Here are the meanings of each component: (1) Plan: a research planning is used to conduct the research in order improve and promote a better change of education, behavior, and attitude. (2) Action: Something what is done by the lecturer or researcher as their effort to improve or remake the expected changes of educational context. (3) Observation: Observing the results or impacts on the action carried out or imposed toward the students. (4) Reflection: Researchers assess, see, and consider the results or impacts of various criteria. Thus, the four stages in action research are the key elements to form a cycle, named as "one round of consecutive activities, which returns to its original steps. [1] (2016).

2.1 Researcher's presence

Based on the approach and type of research that has been stated previously, the presence of the researchers at the location is very important. Apart from being the main instrument, the researchers are also as action providers. As the main instrument, the researchers acted as research planners, observers, interviewers, and data collectors. As an action provider, the researcher acts as a lecturer who constructs the lesson plans and then delivers materials to the students. The researcher is assisted by 2 collaborators in order to observe the teaching and learning process.

2.2 Research Location and Time

This research was conducted from September to December, 2019. The participants of this study are the 3rd semester students of economics education study program of Almuslim University (2019/2020 Academic Year).

2.3 Data dan Data Sources.

In this study, the data and data sources required include: (a) Learning outcomes: The Learning outcomes were obtained from the tests given after taking the teaching and learning process. The test given was in the form of a student learning outcome test containing 10 questions in the form of

an essay. Learning outcome test kits were given to all students. (b) The activities of lecturers and students: The activities of lecturers and students were obtained in this study using observation sheets. The researcher observed the lecturers and students activities in the classroom whether there was a communicative and creative learning or not during the teaching and learning process by using the observation guidelines provided. (c) Student Response: The Students' responses were obtained from interview guidelines that have been distributed to the students. After the learning activity finished, the researcher distributed the interview guidelines to all students who participated in this research. The data sources in this study were from all the 3rd semester of economics education students of Almuslim University (2019/2020 academic year).

2.4 Data Collection Techniques

The data collected in this study were about the students' learning activities. The data collection techniques were obtained by the tests, observation sheets, and interview guidelines.

(1) Test: The test in this study was used to measure the students' abilities to master Indonesian economic materials. The test was conducted at the end of each cycle meeting individually. The test given was in the form of an essay with 10 items. Arikunto [2] (2010) grading the score can be determined as following:

$$\text{Score} = \frac{\text{score obtained}}{\text{maximum score}} \times 100\%$$

Observation: The observation used in this study was used to obtain data on the level of students' activities during the teaching and learning process. They were, observed using the observation sheets that contained many indicators and each indicator consisted of several descriptors.

(2) Interview guidelines: The interview guides were intended to determine the students' responses during the learning carried out.

2.5 Data Validity Check

The validity of the data was analyzed and checked by a trusted technique developed by Moleong [3] (2007). Here are the following steps:

(1) Triangulation is a data checking technique that utilizes other data beside this research data which is used for checking purposes or as a comparison data between this research. (2) Observation provisions are carried out by the researcher by holding other observers followed by intensive interviews so that the data result is avoided from unwanted things, for example the subject is lying, or pretending to be deceiving. (3) Peer examination is to discuss the

process and results of research with supervisors, peers, and teachers in the field of economics studies.

2.6 Data Analysis Techniques

2.6.1 Analysis of Learning Outcomes Tests

The analysis of the learning outcomes test was carried out by giving a score to each student's answer. The scores were calculated based on the percentage and proportion of the students' answers. Therefore, the students' completeness criteria of learning were determined by the results obtained. According to [4] (2012) to determine learning completeness (individual) can be measured using the following equation:

2.6.2 The completeness of learning criteria:

$$= \frac{\text{total score obtained}}{\text{total score}} \times 100\%$$

Based on the instructions of teaching and learning process. The student could be considered "passed" in learning if the student was able to achieve the score of $\geq 75\%$. Meanwhile, the classical completeness criteria suggested that if the learning absorption capacity of the student reaches $\geq 85\%$, it is called successful or passed. The formula used to analyze learning outcomes is as follows:

2.7 The Classical completeness of learning criteria:

$$= \frac{\text{Number of students passed}}{\text{Total number of students}} \times 100\%$$

2.7.1 The Analysis of Lecturers and Students Activities

The activity data of lecturers and students were obtained through observation using the observation format. The activity data both the lecturers and students were analyzed using percentage techniques as follows:

Score Percentage (SP)

$$= \frac{\text{Total Score}}{\text{Maximum score}} \times 100\%$$

Note:

Total score: total score of the observers
Maximum score: ideal score x indicator

3. RESULTS AND DISCUSSION

3.1 Results

Based on the predetermined research schedule, the preliminary test was conducted at the beginning of month 9. Before applying e-learning in this research, the pre-test was carry out. The purpose of conducting the pre-test of this research was to get an overview of students' prior knowledge. The subject of the initial test included prerequisite topics and the subject of the Indonesian economy. The test results are used to determine students' initial abilities and to determine interview subjects. The initial test was attended by 7 students. The initial test results obtained by students in the 3rd semester of 2019/2020 academic year that can be seen in the following table:

TABLE 1. The Table Scores Of Students' Pre-Test

No.	The Students' names	Score	Ability level
1	2	3	4
1	HY	40	Low
2	RJ	30	Low
3	NJ	0	Low
4	MZ	50	Low
5	ML	50	Low
6	YL	30	Low
7	SA	70	Moderate

3.2 The result of Post-test

After the implementation of e-learning activities in Indonesian economics course, the researcher conducted a final test. The final test of cycle I was conducted on Thursday, October 17, 2019, the implementation of the final test of cycle I was supervised by a researcher and 2 observers. The number of students who took the final test of

cycle I was 7 students. The time provided was 60 minutes with 10 questions in essay form. This final test was conducted to see the student's ability in learning Indonesian economics course. The learning completeness score used in this study was 70, while the final test results of cycle I can be seen in the following table:

TABLE 2. The Post-Test Results Table Of Cycle I

No.	The Students' names	Score	Result
1	2	3	4
1	HY	90	Passed
2	RJ	90	Passed
3	NJ	90	Passed
4	MZ	90	Passed
5	ML	90	Passed
6	YL	80	Passed
7	SA	80	Passed

Based on the table above, the results of the final test of cycle I are 100% completed/passed. Thus, it shows that the teaching and learning process is categorically successful.

3.3 The observation Results

In the implementation of the material delivery cycle, the lesson plan is appropriate enough to the learning system used. The lecturers applied e-learning in Indonesian economics course while teaching and learning process. The observation was done by their peers, fellow lecturers. The observation was made based on the observation sheets provided, the observation was conducted during the teaching and learning process that observed the activities carried out by the lecturers and students.

3.4 The interview results

After the implementation of learning in cycle I, the interview was conducted on Friday, November 15, 2019. The interview was done to determine the students' responses to Indonesian economics course using e-learning. The researcher conducted the interview with 7 students as the interview subjects.

Based on the interview transcripts, it is found that it is easier for the students to understand Indonesian economics course by having a discussion in their respective groups. This is because they can exchange ideas with a group of friends. Sharing experiences and knowledge with e-learning makes them easier to access information or course materials that they want to search. In addition, the students can ask directly online using a discussion forum. The students are free to ask questions and access materials online. Thus, it can

be concluded that Indonesian economics students in Teacher Training and Education Faculty of Almuslim University give a positive response to the e-learning system, indeed.

3.5 Discussion

Based on the description of the research results from the beginning of the cycle to the end, observation, and interview guidelines, it is found that learning by e-learning in Indonesian economy courses received a positive response from students. In addition, the use of e-learning can also increase the lecturers' and students' activities in teaching and learning process. This can be seen from the results of the observation made by 2 observers. The results of the cycle observation on the lecturers' activities obtained an average percentage of 95.00% and the students got 88.50% in the term of the final cycle test results.

The result of the observation on the lecturers and students' activities in the cycle obtained an average percentage of 88.50%. Furthermore, in the implementation of the final cycle test, it was seen that the students received the percentage of 100%. Thus, it can be considered that the implementation of the cycle is successful.

The result of the interview showed that students are motivated to learn Indonesian economics course. Many students are excited enough to learn using e-learning. Thus it can be concluded that the use of e-learning can improve the students' learning outcomes especially in Indonesian economics subject.

From the result of this research, it is found that the e-learning applied in the Indonesian economics course of Almuslim University can improve the students' learning outcomes. It can be

seen from the learning atmosphere, the students are more actively participated in the learning process. Dealing with the results, all students can complete the questions well based on the students' scores.

Thus, it can be concluded that the use of e-learning is one of recommended alternatives to increase the students' responses and also their learning outcomes.

E-learning is one of the learning methods for students who use online learning. It is easier for the students to access and learn online through the lecture materials anywhere and anytime they want. Moreover, it can generate the students' enthusiasm in learning, support their critical thinking, and also receive the student's learning responses.

4. CONCLUSION

Based on the research that has been conducted regarding the use of e-learning of Indonesian economics courses at Almuslim University, it can be concluded that: (1) The use of e-learning can improve the students' learning outcomes on Indonesian economics course in particular. The students in cycle I are 100% completed/passed with the level of learning completeness criteria. (2) The use of E-learning can increase the activities in teaching and learning process both the lecturers and students. In the first cycle, it is found that the lecturers' activities obtain the average score of 95.00%, while the students get the value of 88.50% in average. (3) The use of E-learning receives a good response from the students. Most of the students admitted that they liked learning using e-learning system.

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