

LEARNING MEDIA VARIATION: STUDENTS' PERCEPTION

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ABSTRACT

Covid-19 has changed the ways of the teaching-learning process. Classroom activities are done with the use of technology and its varied platforms. This research aimed at describing the learning media variation for the learning process by considering the students' perceptions. The participant is one class of eight grade students of SMP (SLUB) Saraswati 1 Denpasar. This research is a descriptive study. The data was collected by filling out an online questionnaire with Google forms and interviews. The result showed the indication of having variation in the learning media and, interestingly, the use of Google Classroom is considered effective for the students, but the teaching-learning process is done in face-to-face learning. It implies that learning variation is needed to support and facilitate classroom practice. Further study needs to be conducted for the sake of having in-depth studies related to learning variation in a face-to-face or hybrid context with a bigger number of participants.

Keywords: Learning media, perception, variation

ABSTRAK

Covid-19 telah mengubah cara pelaksanaan proses belajar-mengajar. Kegiatan kelas dilakukan dengan penggunaan teknologi dan beragam platformnya. Penelitian ini bertujuan untuk mendeskripsikan variasi media pembelajaran untuk proses pembelajaran dengan mempertimbangkan persepsi siswa. Pesertanya adalah satu kelas dari siswa kelas delapan SMP (SLUB) Saraswati 1 Denpasar. Penelitian ini merupakan penelitian deskriptif. Data dikumpulkan dengan mengisi kuesioner secara online dengan formulir Google dan juga wawancara. Hasil penelitian menunjukkan indikasi adanya variasi media pembelajaran dan yang menarik adalah penggunaan Google Classroom dinilai efektif bagi siswa, namun proses belajar mengajar dilakukan secara tatap muka. Hal ini menyiratkan bahwa variasi pembelajaran diperlukan untuk mendukung dan memfasilitasi praktik di kelas. Perlu dilakukan penelitian lebih lanjut demi adanya kajian mendalam terkait variasi pembelajaran dalam konteks tatap muka atau hibrida dengan jumlah peserta yang lebih besar.

Kata kunci: Media belajar, persepsi, variasi

INTRODUCTION

The Covid-19 has changed the ways of the teaching-learning process. The process is done in variative ways with the presence of technology. The implementation of technology provides significant opportunities for teachers to use online applications for their teaching (Khatoony & Nezhadmehr, 2020).

Unfortunately, at the same time, teachers and students find challenges. It influences school students' motivation to learn. As the consequence, they need to be assisted during their learning (Pramerta et al., 2021). Motivation is influenced since

there is a lack of knowledge in using technology. Teachers' challenges are in the use of technology for teaching, providing suitable instructional technology, and effective training support (Rasheed et al., 2020). Their obstacle is how teaching and learning activities must be carried out (Damayanthi & Rahmawati, 2022).

The educational field is significantly changed. The deployment of online learning forces teachers and students to improve their ability in using technology with the presence of learning media variation. Until then, the new experience is taken by the teachers and students: well-

designed asynchronous learning could create a flexible learning experience (Teräs et al., 2020). It shows that flexibility is the core of change. Flexibility in using learning media will facilitate the students' learning.

The flexibility could be considered as there are problems in online learning. They are decreasing students' motivation in learning (Khatoony & Nezhadmehr, 2020), the inability to monitor students (Sputra et al., 2021), and lack of access in terms of finance, knowledge, and age issues (Haase et al., 2021). Those problems should be handled in such a way so that the pedagogical aspects could be addressed during the activities.

Teachers have to be able to improve their abilities by putting the variation of learning media into practice. There are a lot of common learning platforms that could be used, such as Zoom, Google Meet, Google Classroom, Edmodo, WhatsApp, and other learning media. Currently, those platforms are used by teachers and students. A recent study found that the variation could increase students' interest and learning outcomes significantly (Prasetya, 2018).

In the post Covid-19 pandemic, those platforms are still used so that learning materials could be given effectively. The face-to-face learning process is conducted as usual with the use of e-learning, in which it can be accessed remotely. This makes the use of technology as a necessary to support the face-to-face learning (Qiao et al., 2021).

Those well-liked and user-friendly platforms enables communication at any time and any location with an effective and accessible learning system. Through the use of technology, it also allows for having classroom practice with interactive digital media remotely. Those supporting media could lead to interactive activities. Students will actively talk in the classroom with the

help of interactive media, such as video (Pramerta, 2018) and interactive multimedia (Topano et al., 2021).

There is a renewed pandemic-transformed pedagogical approaches incorporate s blended learning and individualized instruction (Code et al., 2020). Thus, it is undeniable that mobile devices as a tool for facilitating the teaching-learning process, even in a face-to-face classroom practice.

RESEARCH METHODS

This study used a descriptive study. The study demonstrates how the students learn with the use of technology and its kinds of platforms. The participants of this study were one class of the eight grade students of SMP (SLUB) Saraswati 1 Denpasar. There were 40 students of all. For the interview, convenient sampling was used to ease accessibility of target audience. Data collection techniques used was filling out an online questionnaire with Google forms and conducting interview with the students. Moreover, the data analysis uses descriptive analysis, considering on the collected data.

RESULT AND DISCUSSION

Based on the result of the online questionnaire that was done through Google Forms, it was found several interesting findings. The participants are provided with 11 learning media, such as Edmodo, E-Mail, Google Classroom, Google Meet, Schoology, WhatsApp, Zoom, Kahoot!, Quizizz, Padlet, and Flipgrid. Of those media, Google was the highest percentage on the use of learning media during the teaching-learning process. It shows 75% of them for chosing Google Classroom, followed by WhatsApp (10%), and the rest of all are the other media.

The result was supported by the second item which concerned on the effectivity of the learning media. Google Classroom was chosen by 40% of the students. Then, other media are WhatsApp (22.5%), Google Meet (20%), Quizizz (12.5%), and the others got small percentage of choice distribution. It shows that Google Classroom has the highest response of all in terms of effectivity for their learning.

Related to the use of the technology as the learning media, the decision of using the learning media was based on the teacher's decision. It is the highest percentage (52.5%). Meanwhile, the agreement between teacher and students was shows on the second line. There are 47.5% of them decided to have the agreement before using the learning media. Slightly, the disparity of the percentage is not too high.

Interestingly, the chosen learning media was not 100% responded as the thing that they knew and could do well. 50% of the respondents knew enough on using the learning media. 35% of them knew how to use it. 10% of them know it well and the rest had limited knowledge in knowing the way to use it. This clearly show the heterogeneity of the students' knowledge in using the learning media used during the teaching-learning process.

Further on, the Covid-19 pandemic that shifted the face-to-face learning into online learning does not a model that totally represents the students' choice of learning mode. Based on the questionnaire, 70% of the students chose to have face-to-face learning. 22.5% of them shows their position as those who wanted to have a hybrid learning. Unfortunately, none of them (0%) chose online learning as their preference. This is the fact that must be facilitated by the teachers and stakeholders in the post pandemic classroom activities.

Even though most of them wanted to have face-to-face learning, regarding on the learning media variation, 72.5% of the respondents need to be provided with variation during their learning. 27.5% of them did not know whether it is needed or not. Then, there are no respondents said that they did not know at all.

Further on, the result of the questionnaire is supported with students' responses that were obtained from interview. There are some highlights from their responses related to the use of technology as the learning media. It confirms that Google Classroom is the platform that is mostly used by the students. They said that Google Classroom is easy to use and effective for all students. They just send assignments and get notification afterwards. This shows that Google Classroom is useful for teachers and students (Subandi et al., 2018) which make them satisfied in the classroom activities (Rahmawati, 2020).

The learning media used is based on the result of agreement between teacher and students. They get the agreement by voting or lottery. If they have the decision, they will conduct the learning by having online mode. However, they have high preference in running the teaching-learning process in face-to-face mode. They said that it helps them in understanding material because they could confirm directly to the teacher. This result is in line with the previous study. The majority of respondents feel uncomfortable with online learning and expect for face-to-face learning (Widodo et al., 2021).

Regarding on learning media variation, they responded in different perspective. The learning media variation is needed in the learning process since it is important to minimize the students' boredom. In

addition, there will be various information from variative learning media, so that it improves their learning (Liliana et al., 2020). Meanwhile, in another side, variation in learning media is not needed because in-person learning could facilitate the students in understanding the material given. They could interact with the teachers. Thus, it implies variation on learning activities are considered to be useful for them.

CLOSING

Conclusion

In conclusion, learning media variation is a reality that must be faced, even in the context of after the pandemic. The students could learn from different kinds of media. One of the effective media that mostly chooses is Google Classroom. It is an effective learning media that could be integrated in the teaching and learning process even in the post-pandemic.

Suggestion

Future researches should be addressed to study the learning media variation with its learning modality. It is to explore the effectiveness of the online learning media to support the face-to-face learning situation.

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