

Elearning Model Implementation to Improve the Learning Quality in Iain Sulthan Thaha Saifuddin Jambi: (Case Study on eLearning Model of Guidance and Counseling Subject English Study Program 3rd Semester)

Iskandar

Lecturer of Education and Teacher Faculty Institut Agama Islam Negeri, Sulthan Thaha Saifuddin Jambi

Abstract: *The need to use information technology to improve the quality of the learning process becomes a necessity. Trend-based learning, eLearning can affect the transformation of learning with traditional and conventional approach be based learning utilization of digital media are bridged by technology and internet information. Studying process-based e-learning provides great opportunities more intensive interaction between lecturers and students, students with students in the classroom and outside the classroom without the limit of time and place. The process of developing and implementing models of the lecture model eLearning course on guidance and counseling can be role models to be developed in the application of the flexibility and effectiveness of the broader process of lecturing in IAIN STS Jambi to support the lecture that is convened so that the lecture is not limited to the classroom and time. Implementation model of eLearning in the course of Guidance and Counseling in English Education Study Program 3rd semester in accordance with the conditions that occur by having a variety of options and facilities which can be utilized in applying the learning patterns right, causing the quality of college students with patterns of interaction that is active, creative, innovative and dynamic in the absorption of knowledge conveyed better in this eLearning system. The support of the lecturer of the course and also fellow students are also regarded quite high because of the lectures in addition to the interaction of direct (face to face), lecturers also give students an opportunity to interact through e-learning system in the form of discussion forums, quizzes and chat, email, online exams, so there is no misinterpretation of the material submitted by the lecturers.*

Keywords: Implementation, e-learning, the quality of learning activities

1. Introduction

Law of the Republic of Indonesia Number 20 of 2003 on the National Education System, Article 1, paragraph 15 and Article 3, paragraph 1 states that the provision of education is encouraged to use a variety of learning resources through information communication technology and communications, and other media as well as the standard infrastructure of education, and other learning resources needed to support the learning process, including the use of information and communication technology.

In line with the presidential decree No. 8 of 2012 on the national qualifications framework Indonesia, equalizing learning outcomes generated through managed education college, entered in the levels of qualifications to 6, 7, 8 and 9. Process in higher education requires infrastructure support services to achieve the highest quality in the form of infrastructure soft skills and hard skills. ELearning based learning process by utilizing information and communication technology is a necessary soft skills profile of graduates to compete globally, regionally, especially the Asian Economic Community (Asian Economic Society).

Elearning refers to the use of information and communication technology to enhance and support the activities of learning interactions in college, one of the advantages offered by the learning with the support of Internet technology is to make the center of attention in

learning focused on the learner, and not rely entirely on the lecturer (Munir: 2008). The learning method that has been done is to full-time teaching methods in the classroom is by lectures, discussions and exercises work on the problems. In this method of faculty and students guided by textbooks and lecture modules developed by the lecturer. There are times when professors use learning media based interactive multimedia computer program that is displayed via the LCD screen Viewer, but because of the limitations of existing equipment and the amount of material that must be submitted, teaching methods lectures in the classroom with instructional media often cannot be implemented properly, teacher more focused on material gain imposed on the syllabus.

Based on the observation of the learning process in IAIN Sultan Taha Saifuddin Jambi before implementation models specifically on learning, eLearning Counseling in English education department of the 3rd semester, first; learning is used only rely on classical learning, which requires in-person meetings between students and professors in a classroom on the other side of the academic year in Indonesia has a lot of holidays and the course runs for 5 days (Monday- Friday). This has a considerable influence on the quality of learning activities that have an impact on the lack of competence of students in the mastery of course material, second; interaction of students and lecturers in the lecture very limited and rigid because in the classroom and the time limit, so that the learning is more to the routine; Third: the

Volume 5 Issue 12, December 2016

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

implementation of the activities of lecturing less effective and efficient, especially the class discussion, the collection task is still effectively and efficiently, the fourth faculty and students are not using the Internet facilities to support the lecture, the lack of available sources of reading for students and lecturers in the lecture actually can be overcome by using the internet. The Internet has not become a new anymore for the lecturers and current students. If faculty and students can carefully utilize the Internet media and all sources of the information contained in it, well, it is not possible internet can motivate and assist faculty and students in the lecture in a creative, innovative and independent, five Infrastructure internet access campus is still limited (bandwidth, server, Wi-Fi, computer) and students access to internet facilities are also limited, (computer, laptop, iPad, mobile, modem).

Issues that require businesses described above solution is not easy to do. ELearning model implementation is expected to contribute to providing solutions to improve the quality of activities of faculty and students at the lecture in IAIN Sulthan Taha Saifuddin Jambi that has been done in the classical style. Through a blended model of eLearning (combination of classroom learning and e-learning), the learning process is not just limited to the classroom, but can be developed outside of class without being obstructed by space and time. Position eLearning does not replace the process of lectures in classical yet eLearning course can reinforce and support the strengthening of the learning process that is classical, the program eLearning apart in doing class also can performed by students and faculty can make the learning process without having to meet in class but simply through media computers in the network in the form of a discussion of online students asking and answered and responded to by the lecturers, post assignments online, so that the program eLearning intensity activities students in the learning course can be followed effectively and flexibly in accordance with the contract lecture or agreements between faculty with college student.

E-Learning is learning that utilizes Internet technology support. In e-learning, teachers do not just upload learning materials that can be accessed online by students, but teachers also evaluate, communicate, collaborate, and manage other aspects of learning. Learning materials are placed in e-learning not just from books or Diklat file is converted into a web page, but it should be noted aspects of instructional design and web design (Surjono: 2013).

Implementation of e-learning system at this time is very varied, but all of it is based on a principle and the concept that eLearning is intended as learning material distribution effort by electronic media or the internet so that learners can access it anytime from around the world. Characteristics of learning with eLearning is the creation of a learning environment that is flexible and distributed (I Kadek: 2014)

E-learning program developed using LSM (Learning Management System) Moodle (Modular Object-Oriented Dynamic Learning Environment) is one Learning Management System, eLearning that can be modified (Sukari: 2014) was designed and developed based on the philosophy of "social constructionist pedagogy", which

combines four related concepts, namely (1) the schools of constructivism, (2) understand constructionism, (3) social constructivism, and (4) the schools connected and separately (connected and separated). Learning with Moodle LMS applications put forward their learner's interactions with the environment, in which the learner is expected to learn by themselves to build his own knowledge; share knowledge with fellow the learners; and also discuss mutual respect differences of opinion which is prevalent in a community.

Pedagogical concepts that underlie the development of Moodle can be taken into consideration in determining what is appropriate experience gained by learners in online learning, not just display information or learning materials according to the lecturer needs to be known by the learner. The concept can also help to realize that between lecturers and learners have an equal position in online learning, where the role of a teacher is no longer a 'source of knowledge' alone but also as a role model and motivator that facilitate the learners move to meet the learning needs in order to achieve the objectives of expected learning.

Learning Management System (LMS) is often referred to is called the e-learning platform or Learning Content Management System (LCMS). LMS in general has the standard features of electronic learning, among others:

- a) Learning completeness Features: List of subjects and categories, course syllabus, course materials (based Text or Multimedia), a list of references or reading material.
- b) Features Discussion and Communication: discussion forums or mailing lists, Instant Messenger for real-time communication, bulletin boards, and the profile file and directory sharing
- c) Exam Features and Assignment: online exam (Exam), independent assignment (Assignment).

The role of the faculty in the application eLearning in lectures at universities is central very strategic role as captain to bring the course into a virtual classroom, though in a different time in the system of e-learning applications. Lecturers and students can either learning process wherever and whenever appropriate instructions as facilitator lecturers in learning. In detail McCracken (2002) explains that the role of the faculty in eLearning based learning, as follows: (a) respond to any information submitted learners, (b) prepare and present treaties and various sources (reference) others, (c) Provide guidance and encouragement for learners to interact with each other, (d) Provide feedback individually and continuously to all learners, (e) Evocative or encourage learners and, (f) In order to remain active learning and following the discussion.

Implementation of the system, eLearning in IAIN STS Jambi use (blended Learning Model) combining various learning models aimed to optimize processes and service learning good distance away, traditional, conventional and computer-based, with examples of students learning in class but use the facilities of teaching materials online then printed and downloaded and studied in the classical style in the classroom, after which they discuss with the help of print and electronic media, and even online through eLearning (Deni: 2014).

E-learning programs are developed and implemented in IAIN Sulthan Thaha Saifuddin Jambi use Moodle software developed by the National Consortium for Implementing eLearning (NCIE). In collaboration with the Quality Assurance Agency facilitate training to lecturers in IAIN STS Jambi which was directly assisted by a team of eLearning higher trainer MORA Republic of Indonesia, with output indicators of training as follows: (1) setting online courses, (2) the course process material online, (3) create a parallel class online, (4) Create a link to a submit online, (5) Making question and answer forum and online discussions, (6). Interact socially with students online, (7). Integrates social media such as Facebook into subjects, (8). Make the evaluation of learning outcomes online, (9). Correcting assignments and tests students online, and (10). The value of the process sailed to students online by academic guidance each college.

Referring to the above description, the focus of this research is to answer the question of how implementation of the model eLearning in improving the quality of learning in IAIN STS Jambi.

2. Contents and Discussion

The implementation process model of e-learning in the lecture facilitate interaction between faculty and students with the material or subject matter, the interaction between students and faculty and among students is not limited to the classroom, students can share information or opinions about various matters relating to the activity academic nor the needs of self-development students, then teachers can put learning materials and tasks that must be done by the students in a particular place on the web eLearning to be accessed by the students, the students can ask questions to lecturers and fellow students, students can also give an opinion on the question of lecturers and questions fellow students.

Implementation eLearning demanding lecturers technically requires the preparation of documents lecture in softcopy (file) in a variety of formats including formats multi-media by lecturers to upload to a server e-learning (SAP, lecture materials, Power Point, Problem examinations thus enabling interaction between lecturers and students through e-learning program services for download lectures, upload coursework, interact with fellow students.

At the first meeting, the students were briefed on the definition, use and application of eLearning through the site elearning.iainjambi.ac.id website. As for e-learning applications are applied include the stages (1) enter the site elearning.iainjambi.ac.id, (2) click on "Create new account to register follow eLearning, (3) register fill out the form, (4) confirmation of registration, (5) select Course Categories Faculty of MT and Science Teaching, (6) select sub categories Education Program English, (7) select courses Assessment (Counseling), (8) enter enrollment key given by the lecturer of the course, (9) enter the username and password, (11) press Log in, the registration process of students to e-learning takes time, due to the limited facilities of an individual student and facilities institutions so that students apply eLearning beyond today's session went pretty smoothly, students in using the internet, there are using personal modem, Internet service and there is a use Wi-Fi hotspot IAIN STS Jambi.

ELearning programs applied have a variety of complex features that can be used by faculty and students to interact in the learning process. Implementation blended eLearning shaped learning models will give a positive added value to the quality of the learning process in college (Ridwan: 2015). Based on the survey process eLearning implementation courses Counseling can be described as follows:

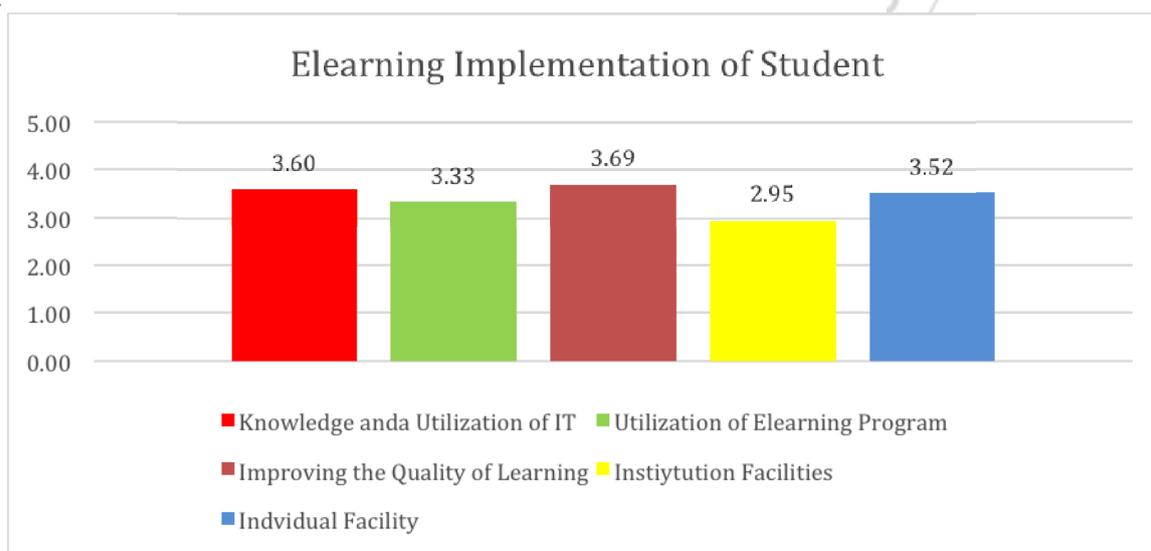


Figure 1: Survey Implementation Readiness Students in Class-based e-learning course on counseling

Based on the analysis of questionnaires in figure 1. indicates that the readiness of the students in the implementation of the program eLearning courses in English Education Study Program in semester 3 classes A, B, C, and D Tarbiyah Faculty and Teaching of five indicators of the questionnaire

showed that the learning process can run well, of 5 indicators 4 indicators in value by students on a scale of 3 and only one indicator that gets scale 2 with the following numbers: (1) improving the quality of learning (3.69); (2) Knowledge and utilization of IT (3.60); (3) Utilization of

eLearning program (3:33); (4) Individual Facility (3:28); and (5) Institutional Facilities (2.95).

Based on analysis of the survey in Figure 1 above for each category of questions can be concluded that the five indicators show that, first: the readiness of students in the learning-based e-learning course on counseling can improve the quality of learning activities, this is indicated by going high communication for students in interacting online discussion (intensity inquired and found the students) in learning; The second: the knowledge and utilization information technology and technology in supporting and supporting the learning process has been done in the classical style, so that the lecture was not limited to the classroom and time in accordance with the agreement between the faculty and students, the third: the use of e-learning in the lecture can management planning ease, implementation, evaluation of the course, so that the effectiveness, efficiency and flexibility of the lecture can run well, (the collection of duties, the interaction between faculty and students, and students with a student can go online), fourth: to deploy an eLearning in support of lectures, students have the facility to be owned by individuals is very important as (laptop, netbooks, modems, mobile) a means nowadays. Indicators of individual facilities owned by the students showed that the majority of the

students still lack of them and become a problem in the application of e-learning on campus IAIN Sulthan Thaha Saifuddin Jambi because the majority of the economic status of students IAIN Sulthan Thaha Saifuddin Jambi derived from economic class medium, but for students who do not have falsities their computer can cooperate with colleagues to access the internet to follow the lecture-based eLearning, fifth: the infrastructure facilities of information technology institutions are the main assets in the application of eLearning IAIN STS Jambi, such as (labor computer, bandwidth, internet access to the class to be met, it is still a The problem IAIN STS Jambi to be overcome and fulfilled by the leadership.

The results of the analysis on the implementation of eLearning courses Counseling in English Education Study Program Semester 3 Faculty and Teaching Tarbiyah IAIN STS Jambi academic year 2015-2016 at the local A, B, C and D based on the results survey who use online questionnaire is based COLLES MODEL contained in the eLearning program IAIN STS Jambi applied according to the six categories of questions (1) relevance; (2) reflection; (3) An interactive; (4) support for teachers; (5) Support among fellow students; (6) interpretation, with the following results:

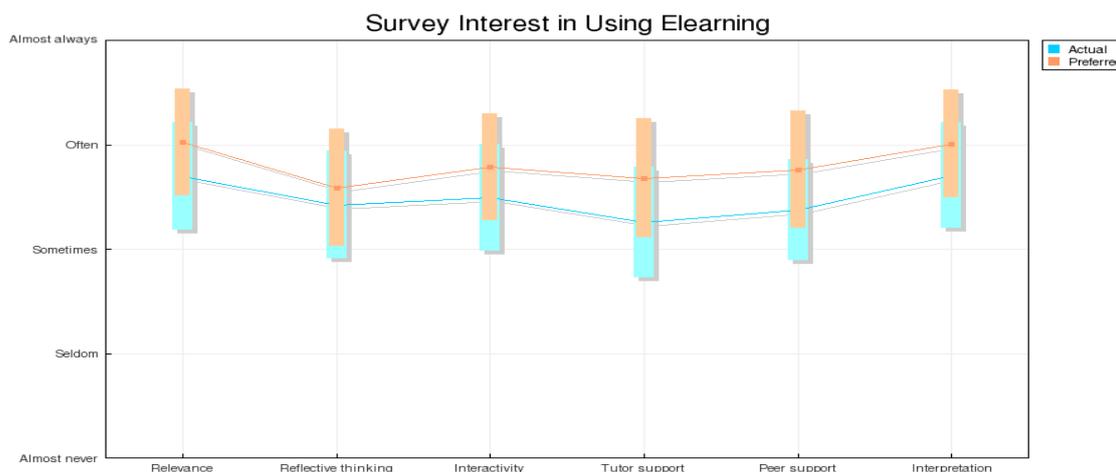


Figure 2: Conclusion based eLearning Learning Quality Survey

Based on the analysis of the results of the questionnaire for each category of questions in Figure 2 above shows that the lecturing process using eLearning activities can improve the quality of the learning process by faculty and students in terms of:

- 1) Relevance mastery learning materials theoretically and practically students become focused and measurable, this is indicated by eLearning based learning, faculty and students can focus on the theme of the lecture material, input, process and output of the lecture can be seen and measured and access directly by Lecturer and students through the medium of eLearning.
- 2) The material loaded in eLearning lecture can be understood and interpreted jointly by students and faculty.
- 3) Lecturer of course acts as a facilitator in encouraging discussion and knowledge sharing that do pass through forums made by the lecturer of the course of a week, so

that student learning activities can be monitored systematically both in class and outside of class.

- 4) There was communication among the students so that the discussions of the topic or issue given by the lecturers to run well so as to encourage students to think critically. Communication advance of students in class and outside the class is going well.
- 5) In the process of learning-based eLearning happen flexible and dynamic interaction between lecturers and students, student fellow students in discussions, tasks, asking and responding to issues raised both in class and outside the classroom without being limited to space and time.
- 6) eLearning based learning course on counseling can stimulate students in critical reflective thinking in terms of online discussions between lecturers and students, students and students, as well as students and lecturers.

3. Conclusion

The implementation process model of e-learning in Counseling course on roll can be a role model to be developed in a broader implementation in the lecture in IAIN STS Jambi in improving the quality of lecturing process that is not limited by class and time so that the flexibility and effectiveness of learning can be achieved.

The support of the lecturer of the course and also fellow students are also regarded quite high because of the lectures in addition to the interaction of direct (face to face), lecturers also give students an opportunity to interact through e-learning system in the form of discussion forums, quizzes and chat online exams, so there is no misinterpretation of the material submitted by the lecturers.

References

- [1] Deni Darmawan,. (2014) *Pengembangan E-Learning Teori dan Desain*. Bandung: Remaja Rosdakarya.
- [2] I Kadek Suartama & I Dewa Kade Tastra, (2014). *E-Learning Berbasis Moodle*. Yogyakarta: Graha Ilmu.
- [3] McCracken (2002). *The Importance of Learning Communities in Motivating and Retaining Online Learners*". University of Illinois at Springfield.
- [4] Mukhtar & Iskandar (2009). *Desain Pembelajaran berbasis Teknologi Informasi Komunikasi*. Jakarta: GaungPersadaPress
- [5] Munir. (2008). *Kurikulum Berbasis Teknologi Informasi dan Komunikasi*, Bandung: Alfabeta.
- [6] Rusaman Dkk. (2013) *Pembelajaran berbasis Teknologi Innformasi dan Komunikasi. Membangun Profesionalitas Guru*. Jakarta: RajaGrafiBdo Perasada.
- [7] Riduan Zain. Dkk. (2015). *Manajemen Perkuliahan Berbasis Elearning di Perguruan Tinggi*
- [8] Sukari. (2014). *Mengembangkan E-Learning Sekolah: Step by Step Implementasi Moodle*. Jakarta: Erlangga
- [9] Surjono, Dwi, Hermawan. 2013. *Membangun Courses E-Learning Berbasis Moodle*. Edisi Kedua. Jogyakarta: UNY Press
- [10] Taylor, Peter Charles and Maor, Dorit. 2009. *The Constructivist On-Line Learning Environment Survey (COLLES)*. Curtin University of Technology, Perth, Western Australia <http://surveylearning.Moodle.com/colles>. Diakses pada tanggal 12 Maret 2016.
- [11] Rita Rismiati (2012). *Elearning Pembelajaran Jarak Jauh untuk SMA*. Bandung: Yrama Widya.
- [12] Undang-Undang Republik Indonesia Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional, Pasal 1, ayat 15 dan Pasal 3 ayat 1.
- [13] Peraturan Presiden Republik Indonesia Nomor 8 tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia, Pasal 5.
- [14] Program Elearning IAIN STS Jambi. <http://elearnig.iaianjambi.ac.id>. Diakses pada tanggal 10 Maret 2016.
- [15] [http:// Moodle .org/stats](http://Moodle.org/stats) Moodle Statistics
- [16] <http://surveylearning.Moodle.com/colles>
- [17] <http://journal.uui.ac.id/index.php/Snati/article/viewFile/2930/269>