

The Use of Devices in E-Learning as a Source of Literature at SMKN 1 Bakung

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Abstract

The Covid-19 epidemic, which started in Wuhan, China in 2019, has spread to a number of countries, including Indonesia. Learning from Home is another term for online learning (BDR). To show support for government policies and to assist students in meeting their educational needs, SMKN 1 Bakung adopts an online learning strategy using e-learning. The aim of this article is to show many types of literature and the use of devices in e-learning as a source of literature. Qualitative research is used for this research. After analyzing the data, it could be concluded that in e-learning SMKN 1 Bakung, there are some types of literatures. They are separated based on their characteristics and locations. Due to the characteristic, they are textual, non-textual, and mix documents. While based on the location, they are general and references collections. The literatures are mostly in form of pdf to make them easily accessed by students. The use of devices in e-learning are as follows: accessing course, accessing exams/tests as well as accessing teleconference.

Key words: Covid-19, E-learning, source of literature

INTRODUCTION

The Covid-19 pandemic, which began in Wuhan China in 2019, has impacted several nations, including Indonesia. The policy for implementing education during the Covid-19 epidemic is based on the Indonesian Minister of Education and Culture policy number 4/2020, which governs the implementation of the online learning process. This online learning is also known as Learning from Home (BDR). A variety of instructional media that may be accessible both online and offline to help students in the BDR are available. They are Rumah Belajar, Education TV Kemdikbud, Suara Edukasi, and the online journal. TVRI offers a variety of textual teaching materials, modules, and teaching aids, as well as offline learning media.

Since 2020, the online learning process has increased the number of smartphone users, particularly among school-aged youngsters. According to mediaindonesia.com, Ahmad M. Ramli, Director General of the Ministry of Communications and Information Technology, got data indicating that smartphone users will reach 89 percent of the Indonesian population by 2020. As a result of BDR, the minimum age limit for smartphone users has been lowered to 6 years old. Children can access a wealth of knowledge through the BDR process, including video, audio, podcasts, articles, encyclopedias, journals, dictionaries, and even e-books.

To show support for government policies and to assist students in meeting their educational needs, SMKN 1 Bakung adopts an online learning strategy. The existence of e-learning, which comprises a variety of courses and literature materials that can be used by all SMKN 1 Bakung students during the online learning process, enhances the use of the school website. E-learning can be accessed from any device owned by a student. The author believes that this is a great writing in which it informs the reader about the literature resources accessible at e-learning as well as how to use devices to access e-learning as a source of information.

Purwanti (2021) claimed in her work “The Role of Teachers in Strengthening Character Education during the Covid-19 Pandemic in Terms of Device Utilization” that devices can be utilized in the classroom and have a variety of positive effects. Devices that can be used for

enjoyment or to relax while learning, facilitate access to diverse literary media, provide a sense of comfort while learning, assist in time management, and help improve students' cognitive are some of the good effects. She also stated that using devices as a learning tool must be in accordance with learning needs and must be accompanied by instructors and parents.

Digital reading sources are also required to promote the implementation of the literacy movement for alpha generation learners, according to Setiawan et al. (2021). The alpha generation is one that has grown up with devices such as tablets, computers, and smartphones. The use of these diverse devices has the potential to help learners become more comfortable with literacy. VR (Virtual Reality) and AR (Augmented Reality) are two features that can make the smartphone useful as a literary medium (Augmented Reality). Literature is no longer solely available in textual form. Because of the existence of VR and AR technologies, the contents of the book can now become a three-dimensional experience.

The advantage of devices as a literary medium, according to Pramono & Setiawan (2019), is that when learners use devices in school reading activities, they feel eager and pleased. This is due to the fact that the concepts acquired are simpler to comprehend. Surandika (2020) also mentioned the usage of devices in learning. The epidemic of Covid-19 has had an impact on education. Distance learning, sometimes known as online learning, is a method of continuing education without direct contact between teachers and students. It is simple to use digital literature media such as YouTube into learning. Learners' understanding and knowledge can be enhanced via engaging video content. When compared to literary media in the form of text, digital literature media in the form of video encourages participation much more. Learning films help learners develop their critical thinking skills by allowing them to observe real-life learning items.

According to prior studies, e-learning, particularly online learning, is extremely beneficial in the implementation of learning. These articles, on the other hand, do not go into detail about how to use devices in e-learning or what types of literature are accessible in the field. It becomes a chance to conduct this study. So, this studies' purposes are to share the use of devices in e-learning as a source of literature and to give description an overview of many types of literature found in e-learning. The findings of this study should help readers have a good sense of how to use devices to access literary sources.

Devices

Devices are a type of media that can be used to boost social connection (Witarsa et al., 2018). Aside from being a means of communication, devices are also a way of socialization and education (Chusna, 2017). The device has the ability to quickly expand relationships as a form of socializing. While the term "means" in education refers to the device as a tool for quickly accessing information.

Further, a device is an electrical device with a specific function. Devices, according to Setyowati & Widiati (2014), are objects that have been designed with a variety of advanced capabilities for news, entertainment, and social media. Jati & Herawati (2014) had a different point of view. They claimed that the device provides a simple way to communicate. Users may exchange voice messages, images, voice calls, and even face to face with the video call capability through a variety of applications.

Devices are often employed as a literary medium for obtaining digital versions of numerous sources. This media material enables quick and easy access to teaching and learning

activities. The device has a variety of entertainment options that can be used to help users relax. The device also offers a variety of entertainment applications such as games, YouTube, music players, and even social media platforms such as Facebook, Instagram, and Twitter.

Definition of E-Learning

The abbreviation e in e-learning does not exclusively mean electronic, according to Nana S. (2007: 206-207). Another meaning is experience, which is the same as experience, extended, which is the same as extension, and expanded, which is the same as enlarged. E-learning, according to Rusman (2012: 293), is a type of learning that uses the internet. In e-learning, learning resources are obtained through a variety of electronic media, along with the internet, intranet, video, and audio.

Twigg (2002), for example, described the e-learning method as “focused on the learner” and its design as “interactive, repetitive, self-paced, and configurable.” Welsh et al. (2003) defined the phrase as the use of computer network technology, mostly the internet, to offer persons with information and training.

On the basis of descriptions of its features, Liaw & Huang (2011) defined e-learning. They propose, first and foremost, a multimedia environment. Second, they incorporate a variety of data sources. Third, e-learning platforms encourage collaborative communication, allowing users complete control over their own learning conditions. E-learning support networks for information access are ranked fourth. Fifth, e-learning permits systems to be freely built on a variety of computer operating systems.

This is in line with Chandrawati (2010), who noted that e-learning is a technology-assisted distant learning strategy. So that no face-to-face learning between teachers and students are required for e-learning (Ardiansyah, 2013). In conclusion, e-learning is a type of learning that makes use of technology such as the internet, audio, and video to assist in the learning process.

Purpose of E-Learning

Students can use e-learning to complete their studies without having to worry about time or space constraints. This remark is in line with the goal of e-learning, which is to increase student involvement and independence in learning. Because students' absorption capacity has improved as a result of employing e-learning, an increase in student participation will serve to enhance the effectiveness of learning (Putra & Putri, 2019).

The positives of e-learning are stated by Rohmah (2020). E-learning allows students to have access to a variety of learning tools at any time and from any location. Learning time is more effective with e-learning. Students become independent learners (independent learning) as a result of e-learning, and the success of learning is determined by the individual (Hartanto, 2016).

Types of E-Learning

The various types of e-learning can be classified in a variety of ways. There have been certain classifications based on the extent of their involvement in education. Some classifications are based on the order in which interactions occur. They were distinguished between two forms of e-learning: computer-based and internet-based e-learning (Algahtani, 2011).

Further, he stated that Computer-based learning entails the use of a wide range of hardware and software that are generally available for the use of Information and Communication Technology, and each component can be used in one of two ways: computer-

managed instruction or computer-assisted learning. According to him, computers are employed instead of traditional ways in computer assisted learning by delivering interactive software as a support tool within the classroom or as a tool for self-learning outside of the classroom. Computers, on the other hand, are used in computer-managed-instruction to aid in the management of education by storing and retrieving information.

According to Almosa (2001), internet-based learning is a little further forward from computer-based learning in that it makes content available on the internet with the availability of links to related knowledge sources, such as e-mail services and references, that can be used by learners at any time and place, as well as the presence or absence of teachers or instructors.

By the level to which such characteristics are used in education, Zeitoun (2008) divided it into four categories: mixed or blended more, assistance mode, and entirely online mode. As needed, the assistance mode augments the usual way. A short-term degree for a somewhat conventional technique is available in mixed or blended mode. The most comprehensive enhancement is the entirely online mode, which entails the entire use of the network for learning.

By employing flexible scheduling of contact, Algahtani (2011) termed the entirely online mode as “synchronous” or “asynchronous.” The synchronous timing entails alternate on-line access between teachers or instructors and learners, or between learners, while the asynchronous permits all participants to communicate with each other over the internet. The synchronous form allows students to communicate with instructors and other students through the internet at the same time using technologies like videoconferences and chat rooms. According to Almosa and Almubarak (2005), this form has the benefit of instantaneous feedback. Learners can also use the asynchronous mode to communicate with instructors or teachers as well as among themselves over the internet at different times. As a result, contact occurs later, by the use of tools such as thread discussion and emails, rather than immediately. The positive is that learners can learn whenever it is convenient for them, but the negative is that they will not be able to obtain immediate feedback from instructors or fellow students.

Definition of Literature

“Literature is reading material that is employed in a variety of activities, both intellectual and recreational,” according to the American Library Association’s Glossary of Library and Information Science. Further, Suwandi (2017) explained that literature is a collection of references and sources or references used to get information. Literature is utilized to assist users in obtaining proper information. Another reason for using literature is to supplement and enhance information obtained from an analysis or hypothesis.

Types of Literature

There are several literatures (Suwandi, 2017), along with:

1. The location of the collection
 - a. A collection of general items
This is literature that is freely available to the general public as reading material, such as comic books, novels, or journals.
 - b. A reference library
This literature has a wide range of specific details. Encyclopedias, dictionaries, and biographies are examples of this type of literature.

2. Analytical Depth

a. Primary Sources of Information

This research is the product of fresh hypotheses or thoughts that have never been published before. Theses, theses, dissertations, publications, journals, and research reports are only a few examples.

b. Secondary Sources of Information

This material is based on citations or references from the source literature.

c. Tertiary literature

This literature offers a wide range of data that can be utilized to find secondary sources of information.

3. Documents from its characteristics

a. Textual document

Literature in the form of written text is found in textual documents.

b. Non-textual document

Documents that aren't textual. This literature is presented in a non-textual format: audio, video, and graphics.

c. Mixed document

Textual and non-textual writings are mixed together in mixed documents.

RESEARCH METHOD

Design and Sample

The study is conducted by qualitative research. Creswell, J (1998: 24) states that qualitative research is research designs using data in form of descriptive and resulted in both written and digital records. This source of study is e-learning at SMKN 1 Bakung. This e-learning uses Moodle. The study offers on describing the various of literature found on e-learning and the way to access it. Non-instrument test is used in gathering the data.

Procedure and Instruments

In line with the preceding statement, qualitative research entails the collection and analysis of non-numerical data such as video, audio, and text in order to comprehend concepts, views, and experiences. This method is extensively utilized in anthropology, sociology, education, history, and health sciences, among other disciplines of study.

The researcher acted as a full observer in this study. Researchers documented Moodle-based e-learning, which formed the subject of the study. The following are the reasons why this object was chosen: During a pandemic, learning takes place online through the use of e-learning. Furthermore, there are many literatures available in this e-learning that students may access using their unique devices. This observation entails looking at the various e-learning menus and learning how to use them. So that a thorough image of what types of literature are available in e-learning and how to access these sources utilizing devices may be achieved.

The research takes part at SMKN 1 Bakung in the Blitar Regency, and will endure for two months during online learning beginning in the odd semester of the 2021/2022 school year, from July to August. The information gathered through observations and documentation was analyzed in a descriptive way.

Data Analysis

In analyzing data, the writer conducted several steps. First, the writer conducts the observation on e-learning repeatedly. Then, the writer focused on various e-learning menus. Next, some references which are relevant to this study were added. The last, the writer searched various sources from the internet to support in analyzing the data.

RESULTS AND DISCUSSION

E-learning at SMKN 1 Bakung provides students with access to a variety of literature sources. There are a variety of sources of literature based on the sorts of literature outlined previously, including:

A Variety of Sources of Literature

Due to the Characteristic of IT

Textual literature refers to literature that is presented in the form of a written text. SMKN 1 Bakung discovered some literature in the form of e-books in e-learning. E-books are electronic books that may be read on a variety of devices, including smartphones and tablets. E-books which are available e-learning employ the PDF format. Even if the device is not connected to the internet, the students can still read e-books in this format.

This e-book is available in useful subject courses for each department, including arts and culture, civics, Indonesian language, physics, and chemistry. The material from each of these lessons is described in this e-book.

There are numerous benefits to using e-books that are available to SMKN 1 Bakung students, including the ability to study the content in more depth for each course. Furthermore, because e-books in these many courses may be downloaded for free, students do not need to spend additional money on reference books and exercises. Students have a lot of flexibility with this e-book because they may open it and learn whenever and wherever they want.

Aside from e-books, there are other articles that can be used as a source of student literature during the learning process. The links provided on the course will take the students to these articles.

Along with textual document, there are non-textual document and mix document found in e-learning. Non-textual literature seen in e-learning is in the form of YouTube-integrated videos. There are films from the BBC news in England and audio about biographies in the English course that can help students learn more.

Furthermore, there is mix document combining video and written content. Students will find it easier to construct concepts from the material presented with the help of this video. There is a diverse document of literature in the productive course of Fisheries. Moreover, the students can discover some literature packaged in entertaining game learning in this combined document, so students can learn in a relaxed and enjoyable manner.

Depending on the Location of the Collection

The site for the placement of the literature collection is separated into two types based on the preceding description, namely general collections and reference collections. The first one provides some reading materials such as novels as well as comics. Those collections are in form of pdf. It helps the students to easily access them. The topic matter is conveyed in the form of comics in some cases. The English class is one of them. The text of oral and written interpersonal exchanges such as congratulations, self-introductions, asking and offering opinions, and making ideas is the subject of discussion.

Whilst reference collections provide a variety of specific information. There is a collection of references in e-learning SMKN 1 Bakung, mainly an online dictionary, Cambridge Dictionary. Students can utilize the online dictionary by going to the URL provided in the course. Electronic encyclopedia is presented to enrich students' insight. This encyclopedia is mainly in productive subjects such as fisheries.

Use of devices as literature sources in e-learning

E-learning at SMKN 1 Bakung uses Moodle, a web-based learning management system, which can be easily accessed from any device, including gadgets. This gadget allows you to access a variety of e-learning menus, including courses, exams/tests, and teleconferences.

Accessing the Course

The students can easily access e-learning through a web browser such as Chrome or Mozilla Firefox, by using their device. In the search page, type "e-learning SMKN 1 Bakung" or the URL <https://esinau.smkn1bakung.sch.id/> and hit enter. Choose the e-learning website for SMKN 1 Bakung, and it will direct the students to a page with a variety of courses to choose from. Students must first "Log-in" in order to access the course. Students must get a username and password from the school administrator in order to log in. All students at SMKN 1 Bakung have their own login and password, which are distinct from one another.

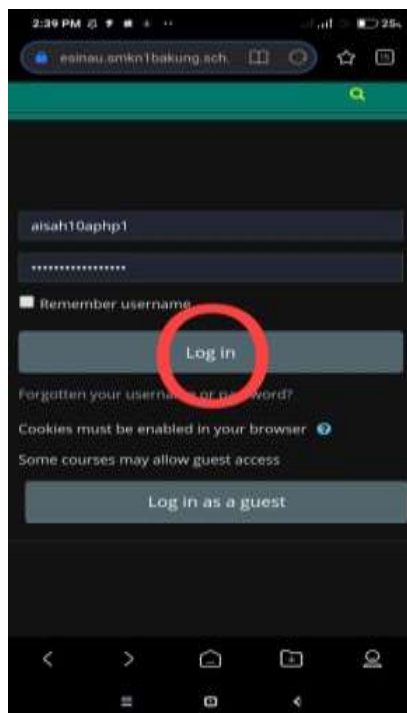


Fig. 1 login menu

Students will be directed to the dashboard page after successfully logging in. To access the appropriate course, students should click on the arrow icon, which will take them to a navigation menu where they can choose the course.



Fig. 2 Navigation Menu

Accessing the test

One of the aspects in e-learning of SMKN 1 Bakung is the installation of testing, which includes daily tests, mid-semester tests, and end-of-semester tests. The test can be taken on any device by each student. The tutor for each subject can quickly specify test parameters such as day, date, time, test duration, KKM (*Kriteria Ketuntasan Minimal*), and test attempts.

For accessing the test, the students select the course from the navigation menu after entering the dashboard page. Then they should choose the course or subject that will be evaluated. They simply pick whether to take a daily test, a mid-semester test, or an end-of-semester test after enrolling in one of the courses. When they have finished working on the test, the button “Submit” must be pushed, and they will be able to get the results right away. Students can also go over the results of the test they just took to see which answers are correct and which are incorrect.

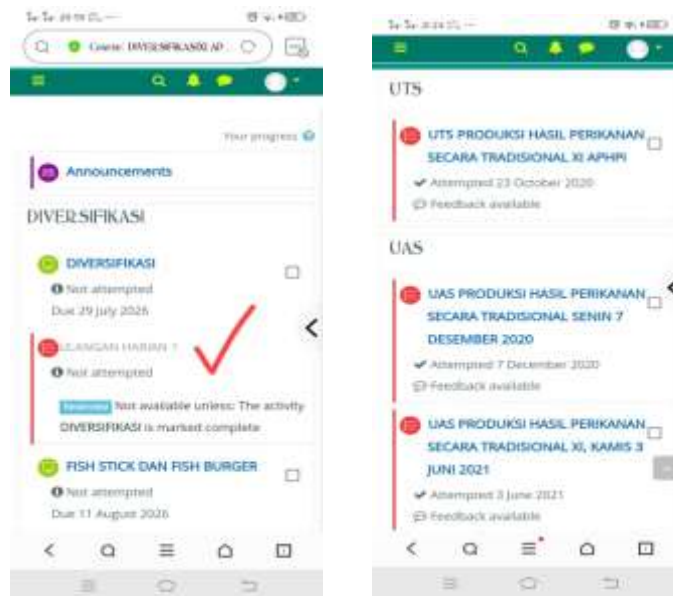


Fig. 3 test menu

Accessing Teleconference

E-Learning SMKN 1 Bakung has teleconference features such as zoom application, WebEx meeting, or google meet. This function can be used for meetings, discussions, or to directly convey topics to students. Here are some steps to access teleconference: decide on a topic for which a teleconference has been set. Then, highlighted (BigBlueButton button), click “Join Session”. The teleconference is ready to be started.

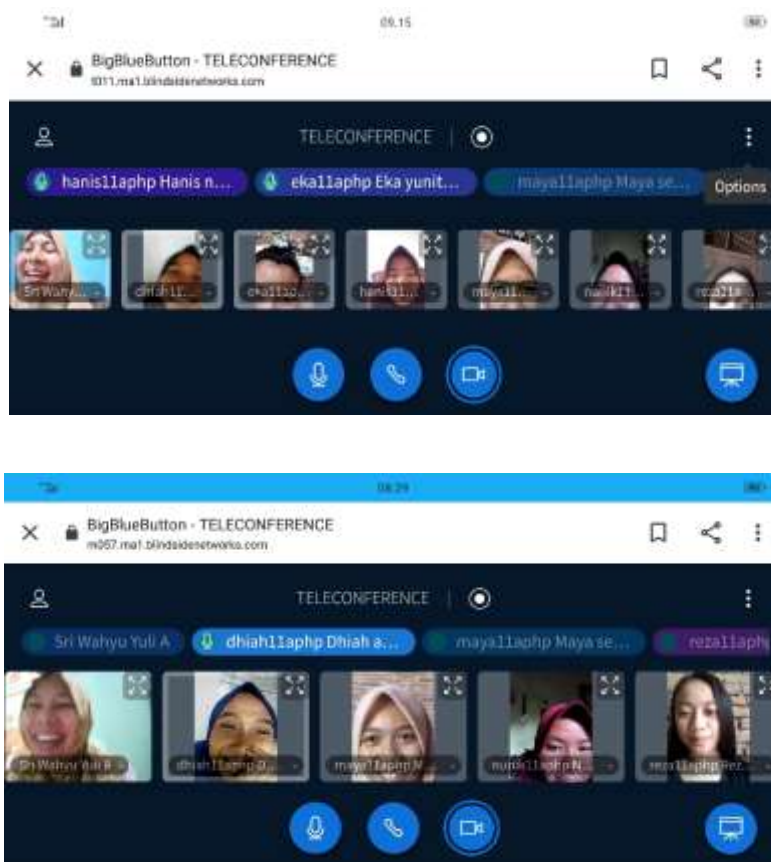


Fig. 4 Teleconference Session

According to the findings of the study, various literatures identified in e-learning provide benefits to students. These works can be used as learning resources in a variety of formats, including documents and videos. Students can use an online dictionary to help them learn English by following the link provided in the e-learning. E-learning provides access to a variety of courses and tests on a single platform. Teleconferences can also be facilitated using e-learning with no need to download any application.

CONCLUSION

After conducting the research and analyzing the data, it could be concluded that in e-learning SMKN 1 Bakung, there are some types of literatures. They are separated based on their characteristics and locations. Due to the characteristic, they are textual, non-textual, and mix documents. While based on the location, they are general and references collections. The literatures are mostly in form of pdf to make them easily accessed by students. The use of devices in e-learning are as follows: accessing course, accessing exams/tests as well as accessing teleconference.

Some suggestion proposed as follows. First, the use of e-learning should be used to help the teachers manage the teaching and learning process. They can equip the course with a variety of literature in the form of documents, encyclopedias, articles, journals, videos, and others ensuring that students have all of the necessary learning materials. Next, the students should use their device wisely to access e-learning for supporting their learning. Last, the researcher

suggested that the next researcher undertake a similar study by looking into other areas of e-learning.

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