



EFFECTIVENESS AND EFFICIENCY TEACHING AND LEARNING PROCESS WITH COURSE LEARNING SYSTEM

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ABSTRACT- This study aims to determine the effectiveness and efficiency of problem-based language learning that utilizes asynchronous online media, such as the Course Learning System. The problems that are often faced in online lectures using online media are confusion and difficulty of students in accessing and using features on online media, especially material in the form of videos that are heavily accessed by students due to the minimum internet quota, and the choice of language used in online learning to make it easier understood by students.

This research uses descriptive analysis method. The work tools in the form of observation results and data collection techniques in the form of questionnaire techniques regarding the use of online media to support problem-based language learning by students during the Covid-19 pandemic. The research subjects are students from various study programs who use the asynchronous online media Course Learning System. Based on the results of data processing, there are 47.7% less able to access and understand the material in lectures and there are 65.9% stated that they easily get language learning material and understand it. The findings of this study are the use of the Course Learning System can increase the effectiveness and efficiency of problem-based learning programs in lectures.

Keywords: language learning, Course Learning System, online media

I. INTRODUCTION

In the current digital era, we are faced with challenges that we must manage, especially during the Covid-19 pandemic, namely the implementation of learning from home programs. That way learning activities have to be done at home. All students are required to do online learning using online media. In its application, learning and teaching using online media such as the Course Learning System (CLS) is often faced with various difficulties, such as: the quality of the internet network that is owned by students is still less supportive of the learning process coupled with lecturers who are not maximal in explaining learning material due to changes in learning methods and systems learning,

According to Nurkholis (2013), it is stated that education is a process of knowledge transfer and value transformation, and personality formation with all its implications. So, learning which is part of education must have a perspective on forming individuals who have balance and perfection both in their development as individuals and in their existence in society. Permendikbud Number 22, 2016 states that learning materials must contain relevant facts, concepts, principles and procedures, and be written in the form of items in accordance with the formulation of indicators of competency achievement and learning methods, used by educators to create an atmosphere of learning and the process. learning so that students achieve basic competencies that are tailored to the characteristics of students and the basic competencies to be achieved.

In previous studies, mentioned by Ajai et al. in the Journal of Education and Practice that learning will be effective if the material is presented in the form of problems so that students are able to understand the material through experience to form thinking patterns and develop students' cognition. Problem-based learning has an impact on the cognitive, affective, and psychomotor enhancement of students. The implementation of problem-based learning is the optimization of metacognitive skills so that students can increase their interest in learning independently and actively. Students become individuals who dominate the learning process and activities. In maslaha-based language learning, students not only listen, take notes, then understand the learning material, but can also explain, analyze data, and conclude. With this they actively use their brains, both to find main ideas from the subject matter, solve problems, or apply what they have just learned in real life. In addition, in problem-based language learning, participant

activities are identified in the planning, implementation, and evaluation processes of thinking in providing solutions to problems.

According to KBBI V, effectiveness is a state of influence; success about an action, while efficiency is the accuracy of the method or action in carrying out something that is oriented to time, energy, and cost. The effectiveness of learning (Sudjana and Ibrahim, 2004) can be interpreted as an act of success for students to achieve certain goals that can bring optimal learning outcomes. The effectiveness and efficiency of learning correlate with the steps taken to achieve goals in an optimal, precise, fast, and directed manner.

In the learning process during the pandemic, online media is the *prima donna* because students do the learning process from home. Online media (Romli, 2012) is a learning material using internet technology in the form of text, photos, video and audio as learning media online. Learning with digital media is mentioned by Daryanto (2010) as learning that utilizes information technology, the internet, and electronics.

The Course Learning System (CLS) is a platform that can be used in e-learning. The concept of the Course Learning System (CLS) is an online media that provides learning material that is accessed with the help of the internet and provides space for educators and educators to interact. (Picciano 2002). CLS is an online learning media that applies asynchronous communication, that is, the learning process is not carried out in real time ((Branon & Essex 2001) and (Murphy et al. 2011)

Based on the results of observations, students become familiar with information technology both synchronous and asynchronous for learning using online media; There are students who have difficulty using online media. Students learn to understand the use of online media in language learning; Students sometimes find it difficult to find more effective and efficient ways of learning in language learning. In this study, an overview of students will be discussed in understanding problem-based learning material in the Course Learning System (CLS) and the steps taken by the lecturer so that the problem-based learning program takes place effectively and efficiently.

II. RESEARCH METHODOLOGY

The method used in research on the effectiveness and efficiency of the Course Learning System (CLS) is a descriptive method with a quantitative approach and a verification method. The descriptive analysis method includes processing research results, data analysis, and conclusions based on the results of the analysis in the form of alternatives and problem solutions. This research method emphasizes its analysis on numerical data (numbers), by using this research method a significant relationship will be identified between the variables studied so as to produce conclusions that will describe the object under study. Descriptive analysis method is a method that also uses statistics to analyze data by describing or describing data that has been corroded as is and making general conclusions (Sugiyono, 2014).

III. RESULTS AND DISCUSSION

Based on observations, the Course Learning System (CLS) can contain complete and adequate learning material data. Data in the form of teaching materials, learning videos, assessments, uploading of students' assignments in the form of solutions to problem solving in the form of online text, voice PPT, access to download RPS, filling out questionnaires, and so on can be facilitated, as in the example below.

Figure 1 Upload Solutions to Problems from Students in CLS

The image shows a screenshot of a Course Learning System (CLS) interface. It displays a table with columns for 'No', 'Judul', 'Diposting', 'Ditutupi', and 'Status'. The table lists various assignments and their corresponding solutions, including dates and times. The interface is in Indonesian and shows a list of student assignments and their solutions, with columns for 'No', 'Judul', 'Diposting', 'Ditutupi', and 'Status'. The data in the table is as follows:

No	Judul	Diposting	Ditutupi	Status
1	Soal PBT-001	11/11/2020 10:00:00	11/11/2020 10:00:00	Solusi
2	Soal PBT-002	11/11/2020 10:00:00	11/11/2020 10:00:00	Solusi
3	Soal PBT-003	11/11/2020 10:00:00	11/11/2020 10:00:00	Solusi
4	Soal PBT-004	11/11/2020 10:00:00	11/11/2020 10:00:00	Solusi
5	Soal PBT-005	11/11/2020 10:00:00	11/11/2020 10:00:00	Solusi
6	Soal PBT-006	11/11/2020 10:00:00	11/11/2020 10:00:00	Solusi
7	Soal PBT-007	11/11/2020 10:00:00	11/11/2020 10:00:00	Solusi
8	Soal PBT-008	11/11/2020 10:00:00	11/11/2020 10:00:00	Solusi
9	Soal PBT-009	11/11/2020 10:00:00	11/11/2020 10:00:00	Solusi
10	Soal PBT-010	11/11/2020 10:00:00	11/11/2020 10:00:00	Solusi

Figure 2 Learning Materials in the Course Learning System (CLS)

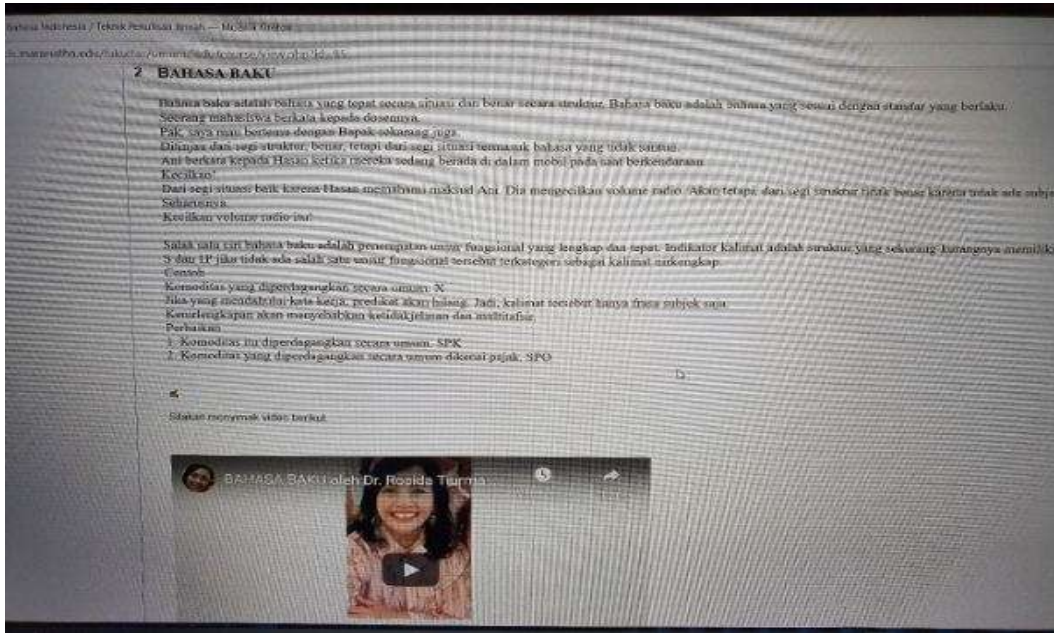
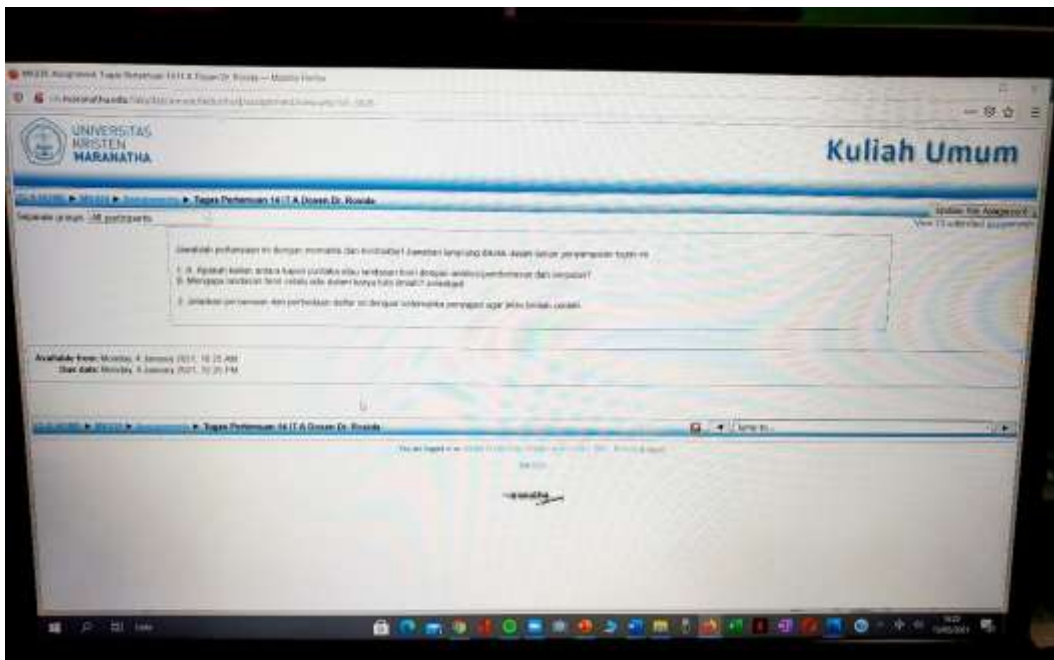
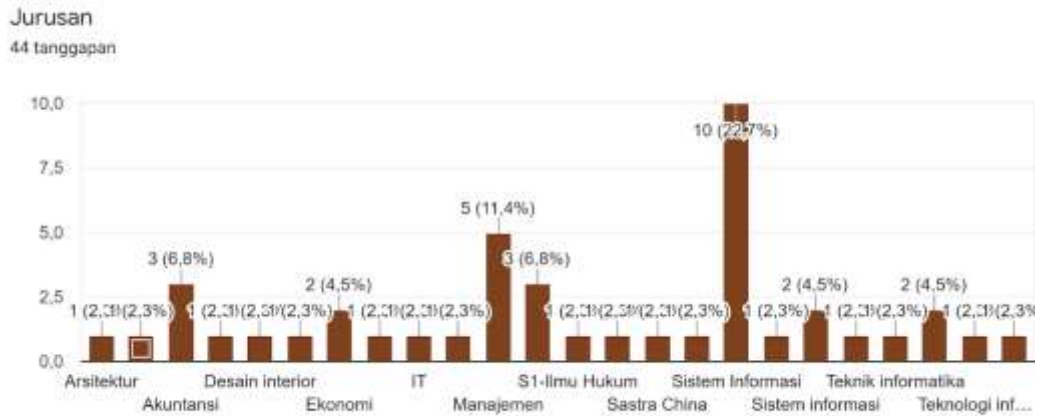


Figure 3 Tasks in Problem Based Learning



In accordance with the respondent's answer, it was obtained an overview of the effectiveness and efficiency of problem-based language learning with the Course Learning System (CLS) platform which includes E-learning media.

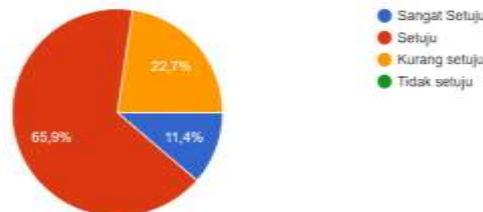
Figure 4 Distribution of Respondents in terms of the Field of Science



The questionnaire was filled in by 44 respondents. Age range used 18-23 years. The distribution of respondents obtained at the department level was 11 majors and had a different percentage. Department of Chinese Literature has 1 respondent (2.3%). The Departments of Economics, Law, Civil Engineering each have 2 respondents (4.5%). The Department of Architecture, Interior Design, and Psychologist each has 3 respondents (6.8%). The Department of Accounting and Informatics each had 4 respondents (9.1%). Management Department has 5 respondents (11.4%). Department of Information Systems has 15 respondents (34.2%).

Figure 5 Use of Institutional CLS for Access to Materials

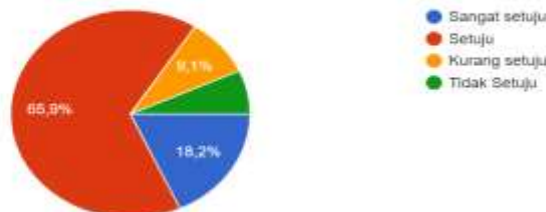
Pada saat anda menggunakan CLS, apakah anda merasa mudah dalam mendapatkan materi pembelajaran bahasa?
44 tanggapan



As many as 65.9% of respondents stated strongly that they easily obtained language learning materials from CLS, only 11.4% of respondents said they did not agree with getting language learning materials from CLS.

Figure 6 Importance of CLS as an Asynchronous Platform

Menurut anda, apakah CLS penting untuk pembelajaran bahasa?
44 tanggapan



As many as 81.4% of respondents stated strongly that CLS as an asynchronous platform is important to support language learning, while 18.2% of respondents stated that they did not agree that CLS is important to support language learning.

Figure 7 Feature Appeal in CLS



As many as 68.1% of respondents stated that they strongly agree and agree that each feature has an appeal that makes them want to try it, while only 13.6% of respondents stated that they did not agree to try every feature contained in CLS.

Figure 8 The Role of E-learning in PBM during the Pandemic Period



As many as 81.8% of respondents stated that they strongly agreed and agreed with the existence of E-Learning during the Covid-19 pandemic which could help students in language learning, while 18.2% of respondents stated that they did not agree and disagree with the existence of E-Learning during the pandemic. Covid-19 can help students in language learning. Thus, the existence of the Course Learning System (CLS) is very useful and becomes an absolute in online learning.

IV. CONCLUSION

Based on the results and discussion, it can be concluded that problem-based learning through the Course Learning System (CLS) platform is effective and efficient. Although there are still students who find it difficult to understand language learning through CLS online media, most students say that the use of CLS is considered to make it easier to support language learning and material. In addition, there is a CLS feature that makes students interested in trying to learn, making it easier and supporting language learning.

Most students can understand learning material using E-Learning. In order for the effectiveness and efficiency of learning to be maintained, it is necessary for the efforts of lecturers to guide and provide tutorials for using E-learning so that students can easily do online learning. It can be concluded that the CLS platform as a category of E-Learning is also considered to be able to balance face-to-face offline learning even though from the perspective of identifying a sense of empathy and caring among students it is not registered.

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