Development of Integrated Online Learning Content Distribution Module Based on Social Media for Beginners Online Teachers in Creating Learning Content Due to The Covid-19 Pandemic

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Abstract. The Covid-19 pandemic has brought many changes in the field of education, and the need for teaching for teachers or lecturers has increased. The habit of teaching directly in the classroom changed by having to create learning content and dealing with social media to distribute the content. Instead of modernizing education, many are confused and only teach by giving a sign that there is an adequate explanation of the material. Guidelines that are easy to use even for teachers or lecturers who are lay and fast so that the ongoing Covid-19 pandemic is balanced with learning that also continues. The guideline contains procedures for using the screencast O-Matic application and AZ screen recorder then using YouTube media to post content and WhatsApp as a communication medium. This study uses the ADDIE type development research method with the validity testing phase of experts and testing 32 teachers to determine the feasibility and effectiveness of the learning system guidelines. The results showed that the quality of the content was 81.8%, 83.3% showed easy language to understand, 80% showed interest in using illustrations, 76.7% showed easy interaction on WhatsApp, 70% showed clear task instructions, and 70% showed the system is easy to access.

1. Introduction

The period of the Covid-19 pandemic has entered a new chapter in the territory of the Republic of Indonesia. The first case entered Indonesia on March 2, 2020, with President Joko Widodo announcing that two Indonesian citizens were positive for Covid-19. They are thought to have interacted with Japanese nationals in the previous weeks. The news was also followed by the news of the death of the first victim of Covid-19, an Indonesian citizen on March 11, 2020. A 59-
year-old Solo wara was caused by attending a seminar on February 25-2 2020 in Bogor. The development of the number of Covid-19 victims is increasing every day, even on July 26, 2020, the total of all of Indonesia has been recorded, namely 98,778. If explained, this number recorded 1,492 cases in one day with 4,781 people having died due to Covid-19 and 56,655 patients having been declared cured. Covid-19 has spread to 34 provinces and 416 districts / cities in Indonesia.

All good, subtle ways, even decisive action has been taken by the government to reduce the spread of Covid-19, one of which is inviting people to stay at home and reduce activities outside the house. In fact, several companies have also welcomed the government's policy by establishing a work at home or work from home system for their employees. The policy may only last 2-3 months. The Covid-19 pandemic, which has started to enter its fourth month, in June, has forced companies to return their employees to work due to economic demands.

In line with offices that have started to normalize but still adhere to health protocols, gathering places such as restaurants, banks, shops, markets, and even entertainment venues have also started to get crowded. This is of course due to the economic demands affected by Covid-19 and does not allow holidays for too long. Like a two-headed knife, starting to turn the wheels of the economy again is also very swampy for the massive development of Covid-19 in society again.

In contrast to other sectors, education still operates a distance system or online. This still feels relevant compared to other fields because the impact of economic risk is the smallest. In addition, technological developments form the basis that it seems that education can still be carried out and the results are not much different from face-to-face meetings in general. According to the definition, Kyriacou argues that effective learning consists of two important aspects, namely active learning time and quality of instruction[1]. This learning time is related to the amount of time that students devote or use to study. It can be long or it can be short, but the main purpose of learning can be conveyed well. Then the quality of learning, this is related to the actual quality of learning which means the relationship between students, teachers, and learning materials. The teacher acts as a material provider as well as delivering material with the right method to convey learning to students. Students also have enthusiasm and seriousness in learning.

Government policy through the ministry of education is contained in Circular No. 4 of 2020 concerning the Implementation of Education Policies in an Emergency Period of the Spread of Corona Virus Disease (Covid-19). In this circular, it can be explained that Indonesia is in a condition that requires students to learn via online and long distance. In addition, the circular also regulates the cancellation of national exams, adjustments to school examinations, and new student registrations. This step was taken to reduce the spread of Covid-19 which could occur to existing educational elements if they continued to carry out face-to-face learning in class as usual.

Online learning or e-learning is not a new thing in Indonesian education. This is stated in several regulations at the elementary school to university level that want teachers and lecturers to have e-learning. Furthermore, e-learning owned by teachers and lecturers is also expected to be developed for learning. But the policy is still ineffective due to face-to-face obligations for lecturers and students at the university level. This learning habit that only meets and teachers / lecturers deliver material spontaneously is one of the problems in developing e-learning. E-learning implementation should not only be considered as voluntary advice. Support from school principals must be translated into regulations. The formation of a community of e-learning users both inside and outside the school (or between schools) should be pursued as a catalyst for the mimetic process. Mimetic pressure can be realized by providing incentives for teachers or lecturers to use the e-learning system both in the form of material and or social recognition[2].
Students and parents also feel complaints about the pile of online assignments given by teachers or lecturers without a comprehensive explanation of the material. The use of e-learning is the best thing that can be done for learning because of Covid-19. But problems occur with ignorance, minimal creativity of teachers or lecturers in creating learning content, and a system that is still not organized to be able to use e-learning. This results in confusion either from students or students or from teachers or lecturers, causing learning to be even more difficult and tedious than face-to-face learning as usual. The impact of learning is not maximized and effective.

The main motor of e-learning is learning content. Without learning content, e-learning is only a tool and cannot be used to convey learning. Priyanto explains that E-learning is not a targeted object (learning about e-learning); On the contrary, e-learning is positioned as a facility to be used for the learning process [2]. But in practice, the lecturers only shared material via social media in the form of Microsoft Word, Microsoft Power Point, and PDF files. Without a virtual explanation, these materials will only become learning materials without knowing the purpose of learning to improve student and student understanding. Optimal use of social media and the creativity of teachers or lecturers is commonplace to overcome the Covid-19 situation. There is also a need for a reference for how to create learning content for students or students.

Social media such as Whatsapp groups and YouTube can be a place for content distribution. Whatsapp is a medium for providing learning instructions, while YouTube is a medium for placing content so that it can be opened many times and without saving it. Ideally, content creation media can be used easily by teachers or lecturers so that even though they have never used them before, they can be used immediately without much instruction and immediately produce content. The application that is used must also be light so that it does not make the laptop or cellphone slow down due to the overload of the application. The media for creating the content chosen were Screencast O-matic for laptop users and AZ Screen Recorder and Kinemaster for mobile users.

Online meetings using online media such as the Zoom application and the Google Meet application are alternatives offered by teachers or lecturers to students and students. This application allows teachers or lecturers to meet virtually with students or students so that the explanation of the material can be better. Constraints arise when the speed and strength of internet access in a region varies. Moreover, it is also possible that during the Covid-19 pandemic, students would return to their hometown with difficulty to signal. In addition, the cost of purchasing internet quota is large because the application requires quite a lot of bandwidth.

The development of online learning is indeed an obstacle on the teacher's side. Too often face-to-face learning in class or practice in the Laboratory makes it unaccustomed to facing online learning. Even though it is a rule that online learning in the form of e-learning must be owned by educational institutions. Not much use because there is no system integration that connects it at the same time does not have a legal umbrella from the leadership to it as an obligation. Sahin states that even though technology has spread widely, most schools are still left behind due to the lack of integration between technology and classroom learning [3]. Covid-19, which forces everything to be online, creates confusion for teachers because of the content that usually occurs in class. Currently, learning content is related to the internet and foreign media.

It is necessary to provide instructions and online learning guidelines. These guidelines not only regulate the delivery methods and tools that can be used for teaching, but also the student learning flow. Tepai also students and students must also try to adapt to the learning system because it could be that their confusion makes learning ineffective. This online learning module guide is a solution and aspect to reinforce the needs of online learning. This research generally focuses on: (1) testing the module at the media validity level and (2) testing the feasibility of the user.
2. Materials and methods

The development method used is using the EDDIE system. The EDDIE system development phase is Analysis, Design, Development, Implementation, and Evaluation. The subjects in this development research were 46 students of Madrasah Diniyah MTA Yogyakarta. The data collection media used a questionnaire and presented in tabular form. Meanwhile, the usage period of the integrated online learning system is 3 months. Starting from June, July and August 2020.

Feasibility was calculated using a questionnaire and analyzed using descriptive statistics. The questionnaires were distributed using a Likert scale. The Likert scale functions to measure the perceptions and attitudes and opinions of individuals or groups of social situations[4]. The nominal scales used are 1, 2, 3, 4, and 5 with 1 being the lowest score[5]. The results of the Likert scale score are then averaged using the formula[6]. Likers scale intervals are as follows:

| Interval  | Criteria          |
|-----------|-------------------|
| 0% - 20%  | Very Inadequate   |
| 21% - 40% | Not worth it      |
| 41% - 60% | Decent enough     |
| 61% - 80% | Well worth it     |
| 81% - 100%| Very Worth it     |

3. Results and discussion

3.1. Results of Identifying Potentials and Problems

Learning is vacuum due to Covid-19 forcing innovation and the creation of a new learning system to suit the situation. The system is an accumulation of proposals from the Madrasah Diniyah MTA Yogyakarta guardians. Then the proposal system was refined by the management and the teachers. The main principle of this integrated online learning system is that it is easy for students to enjoy and easy for teachers to make. This principle was triggered because not all walisantri were sensitive to technology and management. Madrasah Diniyah MTA Yogyakarta did not have online learning modules such as e-learning. The development of the system uses existing social media that is familiar to use, but is assembled into an integrated system.

3.2. Results of Designing Products

The integrated online learning system product is a combination of three social media, namely: whatsapp group, O-matic screen cast or AZ screen recorder, and youtube. Content creation through a screen recorder that displays the material and the face of the teacher. The screen recorder uses the O-matic screen cast when using a laptop and AZ screen recorder when using a cellphone. The video content that has been created will be uploaded on youtube media. This upload is due to the large size of the content which will make it difficult for students to learn. In addition, if it's on YouTube, it can be opened many times without downloading. The interaction between teachers and students is fully carried out using WhatsApp media. The WhatsApp media allows teachers to share YouTube links containing learning video content, check the work of the students, call the students for sema'an, and present the students who have done their assignments in an orderly manner.
The system product is first tested by a media expert. The following is the validation results from media experts:

**Table 2. Instrument Validity by Experts**

| Aspec               | Validity Score |
|---------------------|----------------|
| Format              | 78.9%          |
| Attractiveness      | 75%            |
| Language            | 58.9%          |
| Appearance          | 66.7%          |
| Ease of Distribution| 75%            |
| Ease of Making      | 75%            |

3.3. Development and Implementation

During the three months of implementing integrated online learning, it shows that the highest assessment (Table 3) falls on the use of language by the teacher when interacting in the WhatsApp group with students at 83.3%.

**Table 3. Instrument Validity by User**

| Aspek                      | Nilai Validitas |
|----------------------------|-----------------|
| Content Quality            | 81.8%           |
| Language                   | 83.3%           |
| Use of Illustrations       | 80%             |
| Whatsapp interaction       | 76.7%           |
| Task instructions          | 70%             |
| Easy to access             | 70%             |

4. Conclusions

The integrated online learning system is at the appropriate and very feasible value intervals, namely at the percentage of 61% - 80% and 81% - 100%. The integrated system combines the O-matic screen cast application and AZ screen recorder as a medium for learning content creation, youtube as a medium for displaying learning content so that it is easy to access and does not have to download, and group WhatsApp as a medium for interaction and evaluation between teachers and students.

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