e-ISSN: 2548-4613

PUBLICATION OF THE ASSESSMENT LEARNING OUTCOMES THROUGH SOCIAL MEDIA

Andy Sapta
STMIK Royal, Kisaran, Indonesia
Corresponding author: sapta@royal.ac.id

Abstract-The low outcomes of mathematics learning is a problem encountered nowadays. The effect of the low learning outcomes is caused by several factors such as the learning process, especially in assessment learning outcomes. From the observations of researchers, there are several teachers errors in its assessment of learning outcomes, which considers asessment learning outcomes as the demands of the curriculum, not corrected, do not even do a summative tests. Social media today is not a stranger anymore. Moving on from this and respond background of the problem, the researchers devised a form of publication of the results of learning through social media. Social media used in this study is a blog. The use of blogs because they are familiar and simpler to access it. It is predicted to increase the self-efficacy of students. It is expected to increase in self-efficacy of students, it can improve student learning outcomes, especially in the mathematics subjects.

Keywords: assessment of learning outcomes, publications, social media, blogs, self efficacy

1. INTRODUCTION

Learning outcomes are indeed key to a meaningful education, and focusing on learning outcomes is essential to inform diagnosis and improve teaching processes and student learning. While there is a long tradition of learning outcomes' assessment within institutions' courses and programmes, emphasis on learning outcomes has become more important in recent years. Interest in developing comparative measures of learning outcomes has increased in response to a range of higher education trends, challenges and paradigm shifts [1].

Results of learning mathematics is one indicator of the effectiveness of the learning of mathematics. High mathematics learning outcomes showed that the mathematics learning process effective. Conversely, a low mathematics learning outcomes indication of the ineffectiveness of the process of learning mathematics. The result of learning is very important in education and can be seen as one measure of student success in school education. Assessment of learning outcomes is the education of the students' progress in all things learned in school regarding the knowledge, skills or skills that are declared after the vote [2]. The results of this study be used as guidelines or a material consideration in determining the ability of the student. The learning result is one of the indicators in view of achievement of the objectives of learning mathematics in school. Understanding learning is (a) Learning is a change in behavior, which changes it can lead to better behavior, but also it is likely to lead to more bad behavior. (b) Learning is something changes through training or experience; within the meaning of the changes caused by the growth or maturity is not considered as a result of learning; such as occurs in a person perubahanperubahan baby. (c) To be called learning, then the change should be relatively steady; should be the end of the period of time that is long. Some long period of time it lasts is difficult to determine with certainty, but the change should be the end of a period which may last for days, berbulanbulan or many years. (d) Behavior undergoing changes due to learning related to various aspects of personality, both physically and psychologically, such as: changes in terms of solving problems / thinking, proficiency skills, habits, or attitudes [3].

The low outcomes of mathematics is a problem encounted nowadays. The effect of the low outcomes is caused by several factors such as the learning process, especially in assesment learning outcomes. From the observations of research, there are several teachers errorrs in its assessment of learning outcomes, which cinsiders assessment learning outcomes as the demands of the curriculum, not corrected, do not even do a formative test.

2. SOCIAL MEDIA

Social media today is not a stranger anymore. Social media is given to the information technology that permits users to be active creators and sharers of online information, rather than simply absorbers of information. Currently, the most popular examples of this technology include

micro blogging (Twitter), social networking (Blog, Facebook), wikis (Wikipedia), multimedia (YouTube). An effect of social media is of great significance interms understanding how they are utilized in courses and how students benefit from them in their learning processes.There are many features of social media tools for the improvement of educational processes.

Social media can be used in education processes for improving communication skills of students and teachers, expanding participation, empowering peer support, realization of collaborative learning. Social media also provides facilities which are enriching the learning and teaching processes with text, video, audio materials, supporting learning processes of students and supporting teachers' teaching and evaluation processes [4].

These researcher also add that the internet of these days provide many interactive items like Facebook, Blogs and YouTube. Students use social media in general for the purpose of interactive engagement in the social environment [5]. Recently, Higher education is shifting attention to the use of social media in teaching and learning after highlighting research community in the traditional view. mentions some conditions under which the use of social media can lead to active collaborative learning in higher education [6]. These conditions are represented by the active collaborative learning and the motivation of cognitive skills reflection and metacognition. Some researcher like Larusson and Alterman [7] reported the positive influence of social media on the process of learning leading to a better level of performance.

[8] The Web 2.0 revolution has certainly entered education, carrying with it the notion that users add value through their participation. It has changed the web browsing culture from passive to participatory with easily-created user-generated content. This call to users to become content creators radically challenges the traditional authoritatively-driven teaching and learning model. When students actively participate in knowledge creation for themselves and their peers by employing the tools they use every day, they are changing the flow of information from "unidirectional to multidirectional," (Grover & Stewart, 2010, p. 10-11) [8] and defining a new Learning 2.0 paradigm . Lee and McLoughlin (2007) [8] noted that this reality is one where teachers/educators relinquish some control to embrace the informal leaner-centered pedagogies empowering twenty-first century learners; they went on to state, "these changes are inevitable and unavoidable, given the morphing nature of higher education."

Using technology to accommodate students' different learning styles is not novel. The strength of social media applications is that they offer an assortment of tools that learners can mix and match to best suit their individual learning styles and increase their academic success (Grover & Stewart, 2009) [8]. Further, such technologies are typically freely accessible, easy to incorporate, and have a minimal learning curve to master. Learning environments can become personalized, and faculty can enhance their pedagogical techniques by using tools to extend class engagement beyond designated class time and to increase the quality and quantity of participation in online courses (Grover & Stewart, 2009) [8].

Some faculty members are still reluctant to use their campus learning management systems, and others are frustrated with the limitations and proprietary nature of such systems (Dalsgaard, 2006). The growth of courses, and even complete programs, being taught online has challenged educators to develop effective delivery methods that move beyond 'read and click' while enhancing the learning of all students. Advocates feel that the wide acceptance of social media sites outside the higher education arena establishes a congruity easily transferable to community building in e-learning, which has the potential to transform higher education as a whole (Hoffman, 2009) [8]. Hoffman (2009) also argued that case studies demonstrate "multiple benefits for using SNS [*social networking software*], including, retention, socialization, collaborative learning, student engagement, sense of control and ownership" (p.3), along with a list of other perks for students and instructors [8].

3. PUBLICATION THROUGH SOCIAL MEDIA

The requirement to pre-specify learning outcomes at the outset of a programme or module can also have potentially detrimental effects on the student learning experience [9]. This can be attributed to a number of factors. Publication of pre-specified learning outcomes in course materials may inadvertently stifle creativity and originality in both staff and students. Used rigidly, there is a danger that learning outcomes become the driver of classroom interactions and prevent discussion of ideas or questions that do not clearly relate to the set outcomes for the course/module. Such a system may create what A 'subtle form of closure on ideas about what is important in learning' with critical or esoteric outcomes and discourses being marginalised. Rather than encouraging learner autonomy and

deep engagement with the subject, learning outcomes may serve to restrict learning and encourage a reductionist approach where students merely aim to meet minimum threshold standards as specified in the learning outcomes. In pedagogic terms, good learning requires students to construct their own insights and understanding through questioning and interacting with the teacher, and too tight a focus on learning outcomes can lead to instrumental reasoning and surface learning . Concern with pre-specification of learning outcomes therefore creates a tension with the realities and complexities (i.e. the constructive ambiguity) of the classroom.

Moving on from the background of the problem, researchers focused on learning outcomes. From the observations of researcher, generally unpublished student learning outcomes in general. Student learning outcomes are only given to the students concerned, even less so the teacher does not convey the results of student learning to the students concerned. Allegedly this causes students are not motivated to work on achievement test. Especially the achievement test in the form of homework, as well as other tests that are not the final test (test summative).

Responding to this, the researchers designed a publication of student learning outcomes. This publication is not only given to students who are concerned but this publication is given to the public. This publication can be expected to increase the self-efficacy of students. Publications used in this research is through social media.

Social media used in this study is a blog. Blogs are used because they are familiar and simpler to access it. In addition to access blogs do not require access passwords and even friendship. Teachers can design to suit his blog as well as the character of their students. So it is better to make students happy in accessing the blog. [10] To the teachers themselves, the publication of learning outcomes is an opportunity to train themselves hold responsibility for the tasks and exercise patience.

4. SELF-EFFICACY

Self-efficacy is the belief or one's belief that he can master the situation and produce positive results, while according to [11-12] self-efficacy is a condition where a person's trust and believe that they can control the outcome of the efforts made , Students with low self-efficacy may avoid subjects that many duties, especially for challenging tasks, while students with high self-efficacy have a great desire to do his duties.

Self-efficacy has four kinds of functions that determine the choice of behavior, the second is to determine how much level of commitment, effort, and diligence effort, the third is to influence the mindset and emotional reactions, and the latter is setting standards that will do next [11].

Mentions to improve self-efficacy of students [11], there are some strategies we can do is teach the students a special strategy so that it can improve its ability to focus on his duties, guiding students in setting goals, especially in making short-term goals after they create long-term goals, reward for the performance of students, combining training strategies with emphasis on objectives and provide feedback on the students about the results of learning, provide support or support to students, ensuring that students are not overly aroused and anxious because it will actually lower the self -efficacy students, and provide the students a model that is positive. Modelling effective to increase self-efficacy, especially when students observe the success of their peers who actually have the same ability with children.

Outcome expectancies and self-efficacy often are related, because students who perceive themselves as capable of performing well expect (and usually receive) positive reactions from their teachers following successful performances, which in turn promote self-efficacy [12]. Outcome and efficacy expectations are separable where outcomes are only loosely tied to level of performance through social contingencies such that variations in demonstrated capabilities do not produce differential outcomes (Bandura, 1982b) [12]. Such partial independence of competence and outcomes does not arise often in classroom activities except when very lenient standards are used so that different levels of performance produce similar reactions (Schunk, 1984) [12].

5. CONCLUSION

The strategy used in improving self-efficacy in this regard is the use of social media in publicizing the results of student learning. With the publication of these students will know the effort and perseverance that have been done that would directly affect the mindset and emotional. In addition to the student in question with the help of the motivation of the teachers, the other students can also increase the level of commitment and effort to better results at the next test. This has certainly become

a standard of self-efficacy. It is expected to increase in self-efficacy of students, it can improve student learning outcomes, especially in mathematics.

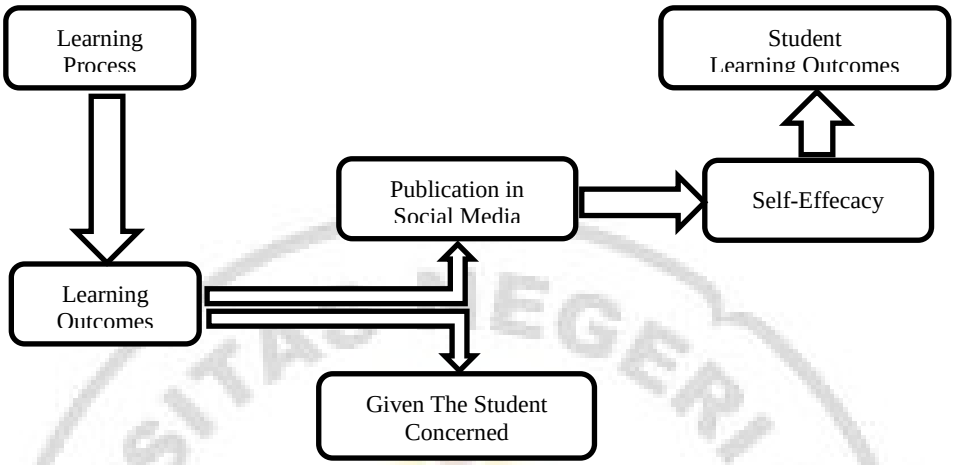

Figure 1. Publication of Assessment Learning Outcomes Through Social Media

REFERENCES

[1] Tremblay, K., et all. Assessment of Higher Education Learning Outcomes. OECD Publications. 2012
[2] Djamarah. SB. 2002. Psikologi Mengajar. Jakarta. PT Rineka Cipta.
[3] M. Ngalim, Purwanto. 2007. Psikologi Pendidikan. Bandung: PT. Remaja Rosdakarya
[4] H.I. Gurcan, "Contribution of Social Media to the Students' Academic Development," *International Journal of Information and Education Technology*. vol. 5, no. 12, pp. 965-968, 2015.
[5] Bercovici, J., 2010. Who coined ''social media"? Web pioneers compete for credit. Retrieved from <http://blogs.forbes.com/jeffbercovici/2010/12/09/who-coined-social-media-web-pioneers-compete-for-credit/>
[6] Anderson, Q., Millennia's will benefit and suffer due to their hyper connected lives. 2012.
[7] Larusson, J., Alterman, R., Wikis to support the collaborative part of collaborative learning. Int.J.Comput.-Support. Collab. Learn. 4, 76. 2009.
[8] Rodriguez, J.E. Social media Use in Higher Education: Key Areas to Consider for Educators. Vol. 7 no. 4. 2011
[9] Maher, a. Learning Outcomes in Higher Education: Implications for Curriculum Design and Student Learning. J. Of Hospitality, Leisure, Sport and Tourism Education. 3(2) pp. 46-54. 2004
[10] A. Sapta, Perbedaan Hasil Belajar Matematika Siswa yang Diberi Umpan Balik Berupa Angka Saja dengan Umpan Balik Berupa Angka Disertai Komentar, *J. AGMASU Research*, vol. 1, no. 1, pp. 85-92
[11] J.W. Santrock, *Life Span Development: Perkembangan Masa Hidup*. J. Damanik, A. Chusairi, penerjemah. W.C. Kristiaji, Y. Sumiharti, editor. Jakarta(ID): Erlangga, 2002.
[12] F. Pajares, *Self-efficacy Beliefs Of Adolescents*. Greenwich Connecticut: Information Age Publishing, Inc. 2006.
[13] Schunk, D.H. Self-Efficacy and Classroom Learning. J. Psychology in the Schools. Vol. 22 no. 2 pp. 208-223. 1985