

E-learning in the Implementation of Six Assignments on Sociology Course in the History Education Department

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Abstract. This research motivated by two things the empirical fact that there are lecturers who still teach with expository methods in a class with the teaching materials used by students in the form of booklets, 2. There is a lack of usage of science and technology by lecturers in the teaching-learning process so that 6 assignments given to students can't be valued effectively and efficiently. The purposes of this study are 1) The implementation of e-learning through the SIPDA program to support the assignment process and integrated character assessment., 2) Finding the results of e-learning program implementation used by lecturers in supporting the learning process. Find out the supporting and inhibiting factors of e-learning implementation used by lecturers. This study used qualitative research with data collection in class, the object of this study is the implementation of 6 KKNi tasks based on e-learning which integrated with characters. The time and place of the research were in the 3rd-semester students which took sociology courses in B class. The results of this research are 1) SIPDA e-learning program applied by lecturer and student in the process of sociology learning through implemented 6 KKNi tasks so that the assessment and assignment process can be carried out effectively and efficiently to build student character, 2) in the learning process the lecturer used the problem based learning model by using SIPDA program as e-learning media.

Keywords: Implementation of 6 KKNi Tasks, E-learning / SIPDA, Character

1 Introduction

The shift in curriculum from the 2008 Competency-based curriculum (KBK) to the 2016 Indonesian National Qualification Framework (KKNi) curriculum is a need and demand from the world of work (stakeholders) as a user of tertiary education alumnus, advances in technology and science (IPTEK) to face the 4.0 era, made every university must change its education system. This curriculum shift is an effort to develop innovation, creativity in the learning process both by lecturers and students in the Department of History Education Universitas Negeri Medan. Demands of Community and stakeholders in the 4.0 era were responded by Universitas Negeri Medan especially History Education Departement, to made shifts to this curriculum. It can be seen from rules that underpin the implementation of the new curriculum, namely the KKNi, for example, Law No. 14 of 2015 concerning Teachers and Lecturers, Law No. 12 of 2012 concerning Higher education, PT Act No. 12 of 2012 article 29 concerning alumnus competencies was determined by referring to the KKNi, Presidential

Regulation No.8 of 2012 concerning the Indonesian National Qualification Framework (KKNI), PT Law No. 12 of 2012 article 29 concerning the competencies of alumnus was determined by referring to the KKNI, Pemenristek and Dikti No. 44 of 2015 concerning National Standards of Higher Education.

Based on the regulations issued by the government in terms of educating the nation's children, universities must be able to describe the achievements of their alumnus and compile a graduation profile based on the competencies expected by stakeholders and the development of science and technology in Era 4.0. The implementation of the 2018 KKNI curriculum was a reference frame used as a measurement in the recognition of education levels [9].

The implementation of the 2018 Indonesian National Qualification Framework (KKNI) at University State Of Medan will strengthen the accountability of education implementation while guaranteeing the quality of alumnus, able to sharpen students' potential to become agents who are broad-minded and have the skills and character in accordance with the criteria needed by the community and stakeholders. Besides, the KKNI system also makes it easier for universities to determine the final destination of their alumnus as a result of learning outcomes that have been taught.

Evaluation and review of the 2008 Competency-based curriculum (KBK) is a strategic activity in the context of developing and improving education quality in Indonesia. Murray Print [9] said that the curriculum must always be reviewed in an attempt to update the curriculum. The 2018 KKNI at History Education Departement University State Of Medan encourages lecturers to design learning activities as outlined in the semester learning plan (RPS) for 1 semester, in which 6 tasks should be elaborated as follows: 1) routine tasks, 2) critical journal reviews, 3) critical book reviews, 4) mini researches, 5) engineering ideas, 6) Projects. What was done by a student, lecturers need to prepare the instruments and assessment rubrics, it was done as a benchmark to measure students' competency.

Attempts to improve the quality of learning, competence, effectiveness, and students' character, lecturers are encouraged to use technology such as Edmodo, and others to do e-learning, especially with the use of information and communication technology devices, which makes it possible to carry out learning and teaching activities more effective. The emergence of e-learning as a learning model is expected to have a major impact on improving the quality of learning to face the 4.0 era in the world of education. The parties that play a major role in the field of education also affected the impact of e-learning [7]. Students' access to information also increased, they can choose their learning that feels suitable to their personality when learning by using e-learning [3]. Educators (lecturers) also feel the impact of e-learning on the teaching methods presented which are certainly different from conventional methods. It also requires expertise in the use of e-learning, learning designs based on e-learning [4].

E-learning is an attempt to improve education in the field of technology. It is expected that e-learning will facilitate the learning process activities, hone the ability of students and lecturers in the use of informatics technology, increase students' activity in learning and complete assignments given by lecturers and to make it easier to interact with lecturers anywhere and anytime so that make it as an alternative solutions to improve the quality of learning. The implementation of the Indonesian National Qualifications Framework curriculum (KKNI) in the history education department that used e-learning guides lecturers to be innovative and creative in providing teaching materials, learning resources, media usage, assignments and assessments of students' work. Based on the problems stated above, the writer wants to conduct research that aimed to improve the quality of learning, character

cultivation through internet media, namely e-learning in sociology courses in the history education department.

2 Theoretical review

Implementation leads to activities, activities, actions, or the existence of a system mechanism. Implementation is not just an activity, but a planned activity that aims to achieve the objectives of the activity [8]. Therefore implementation does not stand alone but is influenced by the next object. The understanding of implementation is a process of implementing ideas, a set of new activities in the hope that other people can accept and make adjustments for the achievement of a goal.

Definition of implementation as described above, the implementation of the 2018 KKNi curriculum that is based on character and competence, lecturers have a role as a creator of students' character and competence, who must be creative in selecting and sorting, as well as developing lecture methods, models and materials. Lecturers must be professional in shaping the character and competence of students according to their characteristics and must be pleasant in front of students. The implementation of the 2018 KKNi in the learning process carried out 6 tasks, namely: 1) routine tasks, 2) critical journal reviews, 3) critical book reviews, 4) mini researches, 5) engineering ideas, 6) projects.

The curriculum is the spearhead for the implementation of educational activities. Without a curriculum, education can't be able to run well, effectively and efficiently as expected [13]. In line with this definition, [11] states: 'curriculum as a systematic group of courses or sequences of the subject required for graduation or certification in the field, for example, social studies curriculum, physical education curriculum. "

A very broad understanding of the curriculum [13] which views the curriculum not as a group of subjects, but curriculum is all the experiences expected of students under the guidance of teachers "curriculum, not as a group of courses but as all the experiences children have under the guidance of teachers "Based on this understanding, there are two dimensions of curriculum, the first is the plan and arrangement of objectives, contents, learning materials, while the second is the way used for learning activities.

E-learning or electronic learning is now increasingly recognized as one way to overcome the problem of education, both in developed countries and in developing countries [1]. Many people use different terms about e-learning, but in principle, e-learning is a learning process that uses electronic services both offline and online, e-learning electronic services are used as a tool [2]. So e-learning means learning by using the services of electronic devices. In the implementation, e-learning used electronic circuits such as LAN, WAN or computer devices (internet) or a combination of the three [2]. The use of e-learning will facilitate interaction between students and teaching materials, students and lecturers or fellow students, they also can shorten the time, distance in the learning process [1].

The benefits of e-learning consist of 4 things, namely: 1) Increasing the level of learning interaction between participants and educators, 2) enabling the interaction of learning from anywhere and anytime. 3) reach out to students in a broad scope; 4) make it easier to improve and keep the learning material [2].

Character is a way of thinking and behaving that becomes the identity of every individual to live and work together in the family, community, nation, and state [5]. Meanwhile, according to Darmiyati [11] character is a way of thinking, behaving and acting that identifies someone whose habit displayed in the community. This definition defines character education as a term that is commonly used to describe the curriculum and organization of schools that

support developing fundamental values of children in school [6]. Based on some understanding above, it can be concluded that character education is education provided intentionally to develop good character through integration in all courses.

3 Methods

This research can be classified into field research because the data obtained by the author is the result of direct observation in the field or research location. This research is a qualitative study, which was a research procedure that produced descriptive data in the form of narration or writing and behavior that can be observed from the people (subjects) themselves (Mayer, 2009). The object of study is the implementation of 6 KKNI-based e-learning tasks that are integrated into character, starting from the preparation, implementation, and evaluation and what are the supporting factors, obstacles when implementing e-learning in the teaching-learning process. The subjects in this study were students who took sociology courses in 3rd semester and lecturers who taught using e-learning.

Techniques of data collection were carried out through: (1) interviews with students, lecturers about the implementation of 6 e-learning based KKNI tasks used in the teaching-learning process at History Education Departement, (2) Documentation. Data analysis is performed in the results of data collection through writing, editing, classifying, reducing, presenting and drawing conclusions or verification [10]. The data analysis technique used in this study was an interactive analysis model from Miles and Huberman [11] which divides analysis activities into four parts, namely, data collection, data reduction, presentation and drawing conclusions or data verification, where the process took place circularly during the research.

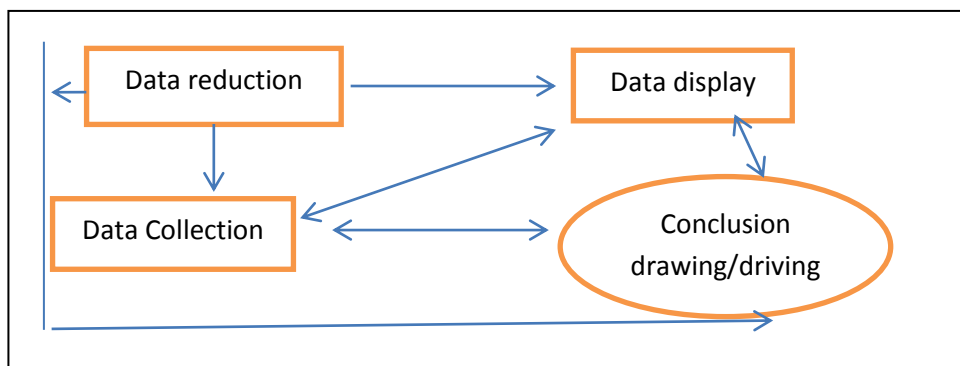


Fig. 1. The data analysis component of Miles & Hub Interactive Model

The e-learning development session will begin using Sipda University State Of Medan as a Course Management System (CMS) in conducting lectures with the Multi-Access Learning (MAL) method at Universitas Negeri Medan. The discussion in this session is made step by step so that it is expected to be able to provide sufficient information for Managers, course lecturers, students, and other parties related to the implementation of e-learning at Universitas Negeri Medan. The preparations you made before you could use the e-learning system that has been made by the admin were as follows: (1) make sure you already have an account (username and password) on the web <http://sipda.unimed.ac.id>, and (2) make sure you are already registered as a user ("Teacher" level) on the e-learning web, by contacting the e-

learning admin or ICT. Make sure the computer you were using has minimum specifications, such as (a) computers must be connected to the Internet, and (2) there are web browsers such as Google Chrome, Mozilla Firefox, Internet Explorer, etc. (recommended using Chrome or Firefox). After the preparation above was complete, then open the web browser on the computer, for example, Google Chrome, by accessing the Start menu -> All Programs -> Google Chrome.

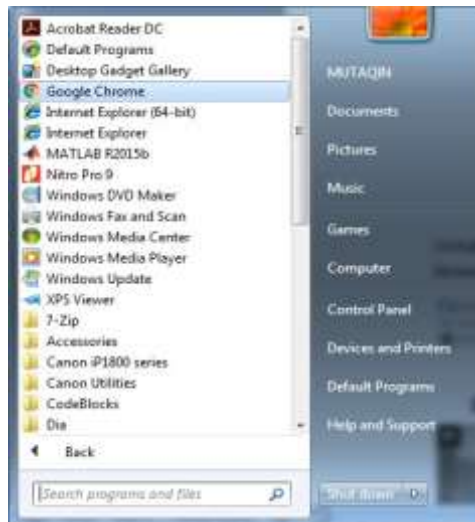


Fig. 2. Internet Menu Display Options

To access the Universitas Negeri Medan e-learning web, enter the Universitas Negeri Medan e-learning web address in the web browser namely <http://sipda.unimed.ac.id> Then there will be a display as follows:

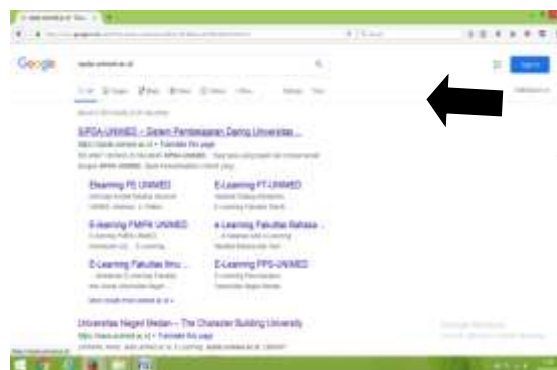


Fig. 3. Display options E-learning web system



Fig. 4 & 5. Display menu SIPDA E-Learning Universitas Negeri Medan

When scroll below and press the “Elearning fis”, the web is seen the <http://elearningfis.unimed.ac.id>. Then enter the username and password that have been given. When the login process into the e-learning web was complete then the display will be shown in this form for admin (Lecturer) & Student.



Fig 6. Home screen entry to E-Learning account

Then click on this section to enter your username and password as follows:



Fig. 7. Display menu choice of courses



Fig. 8. Display course search

When your account has been set to be a Student, the system will go to the Student page and search for the History Education course then search for "Sociology" courses and enter the code obtained from the Lecturer who's supporting the course, as shown below:

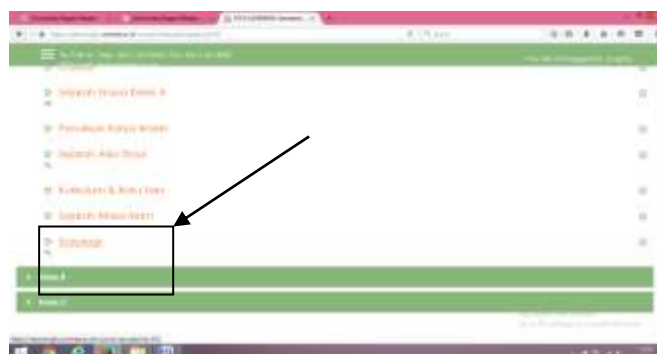


Fig. 9. Choice of sociology courses

What can be done by students on Universitas Negeri Medan e-learning web?

In general, e-learning can be used by other students to:

- a. Open or download lecture material.
- b. Following the discussion forum.
- c. Following the quiz or Assignment held by the Lecturer.

Open or download lecture material

After the student entered the [Http://elearningfis.unimed.ac.id](http://elearningfis.unimed.ac.id) webpage, when the student had been registered to follow a course (MK) than in the Course Overview > Course tab will be shown a list of courses that can be accessed.

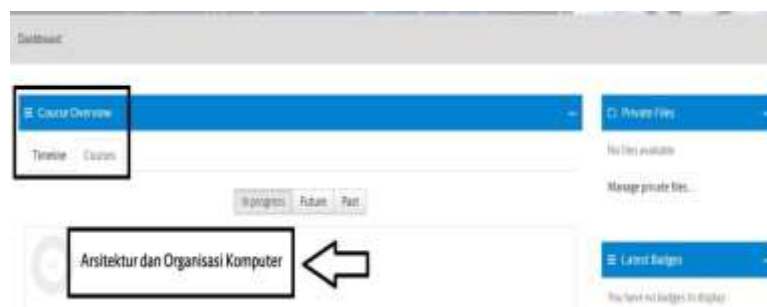


Fig 10. Menu sociology

Click the course name (MK) to open the MK page. After that, students will enter the MK website, so the display will be shown as follows:



Fig. 11. The initial appearance of the course

Students can scroll down to see the meetings in the MK. The title of each meeting can be shown in the form above (MEETING 1 - Name of Sub Discussion). Look for the number of

meetings or dates where the lecture was held. The standard form of a valid meeting was as follows:



Fig. 12. Learning display

It can be seen from the picture above that at the first meeting with several examples of learning videos, there were several links, such as: (1) learning contract (in the form of word), (2) learning video (Material in the form of video) (this material is optional), (3) e-book Writing Format (Material in pdf format), and (4) assignment of learning video task collection As an example, please click on the Learning contract to open or download lecture material, it will immediately download the material, you will find the following display:

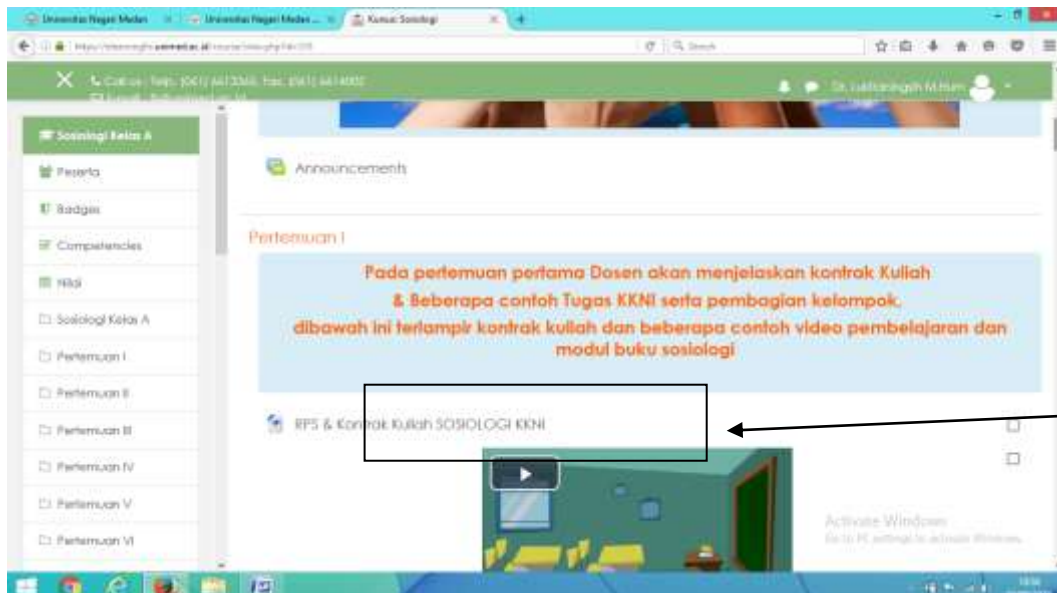


Fig 13. Sociology college contract

Click on the black box shown in the picture above to download the lecture contract material. Then henceforth Students can use this e-learning system as one of the accesses to develop technology in learning. In this Sociology Course, there are 16 meetings, each of which is explained about the examples of lecture sub materials, assignment schedules, and midterm/midterm exams, along with an overview:



Fig. 14. Display learning schedule

The entire schedules, Assignments, lecture materials, learning videos are prepared by lecturers, of course, students only need to access University State Of Medan e-learning's web.

4 Result and discussion

Learning strategies are one factor that influences the achievement of alumnus competencies. Learning strategies have experienced quite rapid development along with the development of Information and Communication Technology (ICT) (Fadlilah.M, 2014). One of them is e-learning. E-learning has become a necessity for the academic community, considering that lecturers, students, and educational institutions have used computer technology in the teaching and learning process (Peter F.Olivia, 1992).

Universitas Negeri Medan, as a university that commits to improve the quality of education which is superior in quality and beneficial, has the opportunity and ability to implement e-learning that can penetrate institutional and state boundaries. Through university-level policies, Universitas Negeri Medan had implemented an e-learning based teaching program with an implementation that varies with face-to-face meetings and is referred to as Blended-Learning.

E-learning is a web-based learning tool that has been provided by Universitas Negeri Medan in a server of ICT Directorate unit. The University State Of Medan e-learning Web and Database is managed by ICT Directorate unit, while the Learning Material and e-learning Development (PMPel) unit is responsible for its use for Lecturers and Students in the learning process in all study programs at the University State Of Medan. One of PMPel's tasks is to conduct socialization events about e-learning and encourage all University State Of Medan Lecturers to use this tool in the learning process through training activities and consultation/complaint services.

This tutorial presented general usage of methods in hope that readers will get the basic knowledge about University State Of Medan e-learning and then be able to develop it according to the needs of their respective classes and fields of study. University State Of Medan lecturers and students are users who can access Sipda University State Of Medan e-learning. Every University State Of Medan lecturer and the student will be given an account (username and password) to access the e-learning web.

Based on the login, University State Of Medan e-learning will direct users according to their capacity/ rights. A lecturer will be directed to a page that contains courses (courses) that are guided according to the database in the academic system of the current semester (according to the plotting set in each study program). The management and content of course pages are carried out entirely by the Lecturer to add/edit descriptions, topics, sub-topics, teaching material files, discussion forums, quizzes/assignments, references related material, etc.

Students will be directed to a page that contains course that is traveled/programmed in the current semester. Students can only read or download material presented by the lecturer, follow and respond to discussion forums, take quizzes, upload assignment files, do online responses to the activities made by lecturers, and others. The teaching system is carried out with face-to-face meetings (in class), online meetings (on e-learning web) or unlimited space and time via the internet, Midterm Exams (in class), and the Final Semester Exams (in class).

The details of the e-learning teaching system at the University State Of Medan are as follows: (a) Face to Face Meeting, Face-to-face learning between students and lecturers in class is required with content and various learning methods and approaches used by lecturers. Students are required to be present and active in every class meeting. Meeting activities include lecture activities, laboratory activities, tutorial activities, field studies, and invite guest lecturers, (b) online meeting, Learning through University State Of Medan e-learning web is required in one semester. Opportunities for meetings in e-learning University State Of Medan are not limited by time and place so that the possibility of meeting via the internet is far more than meeting in class. Students and lecturers are required to actively access learning material, dialogue with lecturers/students, dialogue with friends via the University State Of Medan e-learning website. learning through University State Of Medan e-learning includes: (1) accessing learning materials, (2) working on assignments, (3) discussions, (4) reading assignments, (5) presentation of materials, (6) dialogues between lecturers and students, (7) dialogues between students and learning resources, (8) dialogues between students through University State Of Medan e-learning, (9) students can access lecture material or other material that is appropriate to the lecture material to answer questions in discussion or do assignments by accessing online resources.

Evaluations are intended to conduct an assessment (assessment) for students who take the learning process through e-learning, and (3) activities at online meetings, what is meant by 1 online meeting activity is an activity carried out within 4 days according to the schedule

according to the SIA. For example, lectures are scheduled for Monday, the range of activities is Monday to Thursday. Students are free to carry out activities such as gathering assignments, forums, and quizzes within that time frame. There are no certain days and specific times to carry out learning between lecturers and students. Activities need to do when learning online are: (1) forum, this activity must be carried out by lecturers in charge of subjects to substitute face-to-face. The purpose of this activity in the forum is to conduct discussion of cases activities, theories learned, answer questions or issues that can be raised according to the subject and theme of each meeting, and (2) **assignment**, this activity must be carried out by lecturers who take a course every online class scheduled per week. The assignment page displays a list that can be used as a means of testing the ability of the absorption of selected subject learning materials. So it can analyze the ability of students absorption from the existing lecture material. Student attendance calculation is built for the characters in commitment, responsibility, honesty in the form of students being present at online meetings if they meet the following obligations, such as (1) discussion forum, giving responses at least 1 time, and (2) working on assignments

For the achievement of CLO in students majoring in history education, learning achievement must be based on performance, teaching-learning process based on the product. Therefore lecturers must design a semester learning plan consisting of 6 tasks. In this study, the 6 tasks will be carried out and the results reported through e-learning media that directly integrate student character. This is done to make efficient and effective time and space/place. The six tasks are carried out in the form of face-to-face, blended or e-learning. The face-to-face form is carried out in routine assignments such as discussions (class presentations), Critical Book, Critical Journal, mini-research reports carried out through e-learning, engineering ideas, projects carried out in 2 stages, through the local government network and face-to-face. In this study, characters that were built by students when working on 6 curriculum assignments for the Indonesian national qualification framework (KKNI) are:

Table 1. List of characters that are integrated with doing the 6 tasks of KKNI

No	Characters	Explanation
1	Religious	Life obedient to the Almighty God, based on religious norms following those adhered to
2	Honest	Right, and justify the truth. Acting according to the truth of your heart's content
3	Confident	Convinced of the potential possessed and produced great achievements. Confident to develop self-potential and improve existing deficiencies
4	Discipline	Behave following applicable regulations
5	Critical Thinking	Think firmly and thoroughly in responding and assessing things
6	Creative Thinking	Having the ability to create, utilize everything available to be efficient.
7	Innovative Thinking	Always make updates that bring progress
8	Logic Thinking	Think about things in a way/method that is acceptable to common sense.
9	Analysis	Being able to decipher something
10	Entrepreneur	Having an independent soul, and trying to meet their needs

Based on the character values mentioned above, in this study, the characters that will be assessed when working on 6 KKNI assignments are 10 character values. These characters are closely related to the research conducted by the author.

5 Conclusions

The 2018 KKNi curriculum is implemented in History Education Department through 6 assignments with blended learning (e-learning) to improve alumnus competencies to face the 4.0 era in national or international work competition. The implementation of learning with a blended system through the SIPDA program programmed by the University State Of Medan is expected to affect the competence of students to always be innovative, creative, productive, analytical, and have an entrepreneurial attitude.

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