The Development of Self-Regulated Learning Media for the Students of Anthropology Education Department

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Abstract. This research aimed to students' knowledge about the local ethnic culture that has not been maximized. In a greater context, the local ethnicity is increasingly marginalized because the younger generation, including students, prefers foreign cultures. Therefore, it is necessary to develop a website–based self-regulated learning as a solution. The research objective is to determine the development and feasibility of the developed self-regulated learning media. The research was conducted at the Anthropology Education Department, Faculty of Social Sciences, Universitas Negeri Medan. The data analysis techniques were quantitative data using the R&D (Research and Development) method, simply known as the ADDIE method. The result of this research showed that there was a significant development by using self-regulated learning media, especially on cultural topics. It was shown by the material experts was 93,7%, media experts were 92,3% and operational test respondents' responses were 91,5%. While the results for the percentage of respondents' responses to the limited field test was 89,75% with significantly developed.

Keywords: self-regulated learning, learning media, cultural knowledge

1. Introduction

Culture is the capital of national development, especially in the tourism and creative industries. For instance, Bali is the world's favorite tourist destination not only because of its amazing nature but also because of its cultural resources. Likewise, tourism in the Lake Toba area is supported by regional cultural peculiarities such as dances, traditional ceremonies, music, myth, traditional houses, and various Batak cultural artifacts. This cultural urgency is more broadly stated in Law no. 5 of 2017, the Republic of Indonesia concerning the Advancement of Culture. Under Article 4, the Law states that the objective of Cultural Advancement is to a) improve the values of the national culture; b) enrich the diversity of the nation; c) strengthen the national identity; d) strengthen the unity and integrity of the nation; e) educate the nation's life; f) improve the image of the nation; g) create civil society; h) improve people's welfare; i) preserve the nation's cultural heritage; j) influence the direction of development of world civilization, until culture becomes the direction of national development.

The value of culture gets challenged by the diffusion of foreign culture and people's view that think foreign culture is better than their own culture. This challenge getting stronger due to globalization through ethnoscapes, mediascapes, technoscapes, ideoscapes, and finanscapes [1], the foreign culture exchange adopted by today's younger generation such as K-Pop, Punk, and so on.

It can not say that not all foreign cultures are bad. However, since the younger generation doesn't know their ancestral culture and loves foreign cultures more, then automatically we lost the cultural development as mentioned above.

The aims of keeping the culture are one of the tasks of the Anthropology Education Department, Social Faculty, Universitas Negeri Medan, which has a concentration of studies in the field of culture. In addition to developing academic abilities, Anthropology Education Department also basically plays a role in passing on local and national cultural knowledge to the students.

The obstacle then arises because the number of cultures that must be studied reaches 1,340 ethnic groups (Indonesian Information Portal, 2017). In every ethnic, there is very abundant cultural knowledge. In fact, to study one ethnicity in depth is not one semester enough. This is evidenced by the existence of Departments such as Javanese Culture and Literature, Batak Culture and Literature, Malay Culture and Literature, and so on. The Students who are studying in these departments study the culture of an ethnic group for seven semesters.

In the context of the Anthropology Education Department, there are only two courses that specifically study ethnic culture, namely Institutional/Local Cultural Wisdom of North Sumatra, and Indonesian Ethnography. The existence of this course has not been able to encourage students to master the local ethnic knowledge of North Sumatra and Indonesia in depth. Therefore, it is necessary to design a self-learning model that helps students to learn about the ethnic culture.

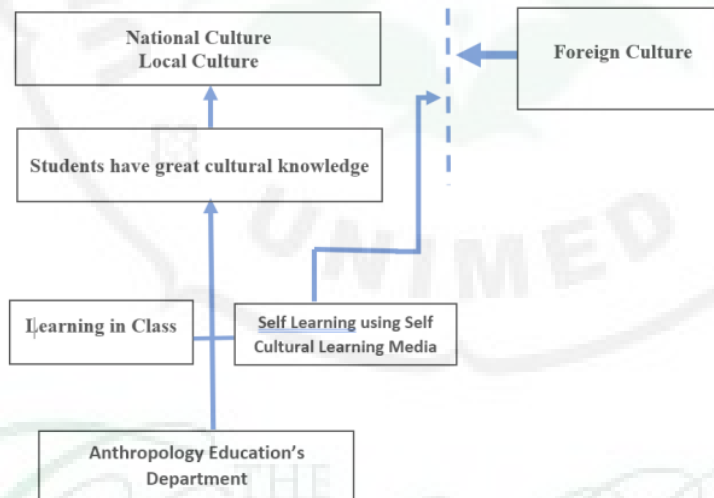An overview of the problem is presented in the figure below:

Fig. 1. The Diagram of Research Problem Background

Self-regulated learning is active learning to give students the opportunity to find new interests and their hidden talents, besides that it allows students to learn according to the pace of learning and their responsibilities. According to Haris Mudjiman [2], self-regulated learning is an active learning activity that is driven by the intention or motive to master competency to overcome a problem and is built in the knowledge or competencies possessed. According to Hamzah [3], a self-learning method is a method that creates students so that they can learn according to their learning speed and responsibilities. The form of activity varies with a variety of interrelated learning resources. It is known that not all students learn at the same rate. Therefore, students must be obtained to learn according to the appropriate time and also determine their own pace. Someone may want to take a longer time to learn certain learning materials and more quickly with the materials he has learned. The most important thing in a self-learning process is the willingness and skills of the students themselves in the learning process without the help of others so that in the end, students can learn the material provided without depending on teachers, mentors, friends, or others in learning. For this reason, support for self-learning in the form of learning media is needed.

Therefore, to strengthen students' knowledge of ethnic culture, it is necessary to create a website–based learning media. The learning media developed is in the form of an e-learning website and can be accessed at http://belajarbudaya.com. The purpose of this study is to determine the feasibility of cultural learning media.

2. Method

The research method uses Research & Development (R&D) which refers to the development model according to Dick and Carey [4]. Research and Development (R&D) is a research method used to produce and test the effectiveness of a product. Research refers to the process used in developing and validating products where research findings are used to design products and procedures that are systematically tested, evaluated, and revised until they meet predetermined criteria of effectiveness, quality, or standards.

The ADDIE development model has 5 stages, namely: aspect to analyze (analysis) aims to identify problems that exist in learning; the design is useful for designing learning media in the form of e-learning websites; develop, namely the process of assembling web pages to become a unified whole media that is ready to be tested; implement (application), carried out to test the learning media on respondents; and evaluate (assessment), carried out to determine the quality of the products produced [5].

The research instrument used in this study was a product feasibility assessment questionnaire given to a team of experts and students as potential users on a limited scale. The questionnaire instrument assesses quantitatively and qualitatively the products developed regarding the material and the construction of learning media.

The data obtained from the research, namely qualitative data is the result of suggestions from material experts and media experts while quantitative data is the result of a questionnaire assessment of material experts, media experts, and students.

This research was conducted at the Anthropology Education Department, State University of Medan. The learning media that has been created is tested on the Class of 2022 students.

3. Results and Discussion

The product developed in this study is a website–based learning media using CMS Moodle. At the trial stage, the available materials are knowledge of the local ethnic culture of North Sumatra, namely: Mandailing, Simalungun, Toba, Karo, Angkola, Pakpak, Nias, and Malay. The researcher presents a description of the product prototype on the web or known as web-based education (WBE), which is adapted to the ADDIE learning device development model (Analyze, Design, Develop, Implement, Evaluate).

3.1 Analyze

At this stage, the main activity is to analyze the need to develop self-regulated learning media and analyze the feasibility and requirements. The development of learning media begins with problems in learning that have been applied. The need analysis method is carried out to identify problems by conducting interviews with the course lecturers. It aims to determine the learning process and learning media used in lectures. Based on this analysis, it is known that students have difficulty understanding ethnic culture in North Sumatra. The reasons are, among others, learning materials that have not been systematically arranged, and less learning time. Therefore, we need learning media that students can use flexibly, wherever and whenever they are ready to learn.

The results of the analysis also concluded to choose of e-learning media by utilizing the Moodle CMS. Besides being free, this software also has many advantages over other software.

3.2 Design

This stage aims to design media products that will be used based on the problems found from the analysis stage, namely using a website–based learning media. The steps of the product planning (design) stage include the preparation of materials and system design. The website design contains the following menus:

a. Home, is the initial view of the website. This page includes general information such as the available ethnic culture modules and a slideshow of image designs to attract the interest of website visitors.
b. Guide, contains procedures for registering to get a certificate, and general guidelines for using the websites.
c. About Us, contains information on the purpose of making the website, and the parties who support website development.
d. Contact, contains the email information and phone number of the website manager.
e. Register, is a menu that can be used by students to register on the website.
f. Login, is a verification menu to enter the learning course.

3.3 Development

The development stage is the stage of making the product that has been designed. This development aims to produce the final product of learning media, which has passed the revision stage and input from material and media experts.

3.3.1 Material Validation

Material validation aims to determine the suitability of the material listed on the website–based learning media. Material validation (Figure 2) was carried out by two material experts in the field of Indonesian cultural ethnography, with the validation results as shown in Figure 3

Fig. 2. Malay Cultural Material on the Learning Website

Fig. 3. Material Expert Validation Results

The average score of the aspect of material content in website–based learning media is 93.7%, including the category very suitable for use in the learning process.

3.3.2 Media Validation

This expert validation of website–based learning media aims to assess the layout design (Figure 4), program, and website function. Validation was carried out by two web development experts with validation results as shown in Figure 5. The percentage of validation results for media experts obtained an average score regarding aspects of website media assessment, the result obtained was 92.3% including the category very suitable for use in the learning process.
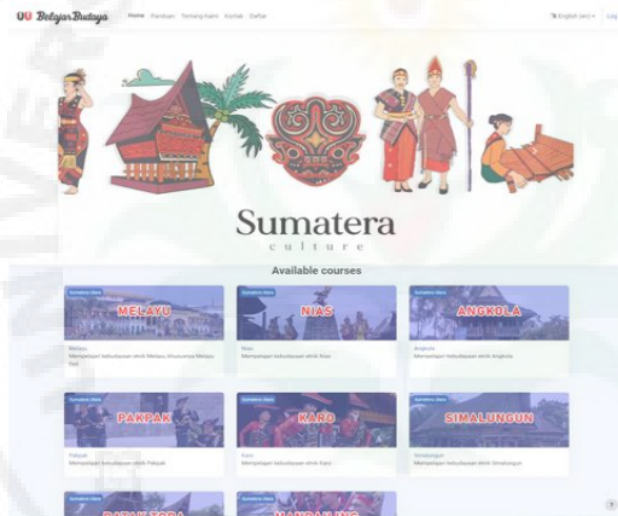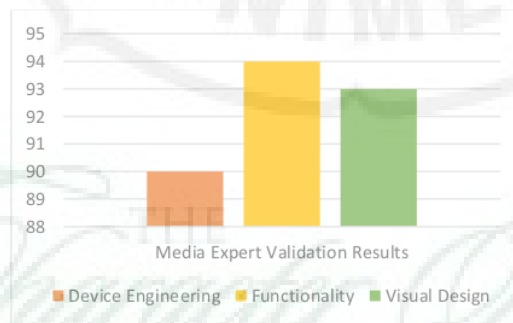

Fig. 4. Website Frontpage View

Fig. 5. Media Expert Validation Results

3.4 Implement

Learning media that have met the validation test are implemented as learning media for Class 2022 students. The product trial is carried out two times, namely a limited field test (test results are shown in Table 1) and operational field tests (test results are shown in Table 2).

Table 1. The Results of the Small–Scale Trial Student Questionnaire Responses

Aspects	Lists of Questionnaire	Mean Scores	Percentages	Categories
Language	1	89	89%	Significantly Developed
Display and Presentation	4	92	92%	Significantly Developed
Material Feasibility	5	91	91%	Significantly Developed
Benefit	7	94	94%	Significantly Developed
Total		366		
Mean		91,5	91,5%	Significantly Developed

The sampling technique in this study used a simple random sampling technique. The response to the small class field test results obtained results of 91.5% so it can be concluded that the website–based cultural learning media is feasible to be developed for learning. Inputs and suggestions from students become the next consideration in large–scale tests.

Table 2. The Results of the Large–Scale Trial Student Questionnaire Responses

Aspects	Lists of Questionnaire	Mean Scores	Percentages	Categories
Language	1	90	90%	Significantly Developed
Display and Presentation	4	91	91%	Significantly Developed
Material Feasibility	5	88	88%	Significantly Developed
Benefit	7	90	90%	Significantly Developed
Total		359		
Mean		89,75	89,75%	Significantly Developed

Based on the results of the percentage of large–scale trials, the results were 89.75%. these results indicate that a self-cultural learning media that has been tested is feasible to use.

3.5 Evaluate

Researchers conduct formative evaluations and revise learning media based on suggestions and input from material experts and media experts. Then, an evaluation is carried out using a discrepancy model to compare the gaps. Based on formative evaluation, the results were categorized as very feasible with results of 89.75 on a large scale and 91.5 on a small scale. Based on the Likert Scale, the category is very feasible with results of 81 – 100%.

4. Conclusion

Based on the research results, it is known that the development of a self-regulated learning media website– based adopts the RnD method referring to the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). Learning media is made using CMS Moodle.

Based on the assessment conducted, it is known that the media is suitable for self-regulated learning students of the Anthropology Education Department. Through the use of self-learning media, it is hoped that it can increase students' knowledge, especially on the topic of ethnic culture in Indonesia.

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