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by

Submission date: 17-Sep-2020 11:28AM (UTC+0700)

Submission ID: 1389204239

File name: 8._PROCEEDING__ICRACOS-2019__LEGWO.pdf (1.33M)

Word count: 3885

Character count: 21573



PROCEEDING

International Conference on Research and Academic Community Services

ICRACOS 2019

Tema

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Saturday, September 7th 2019

07.00 a.m. – 05.00 p.m.

at Golden Tulip Legacy Hotel

Mayjend HR. Muhammad Street No. 294

Surabaya, Indonesia



Publisher :

**Faculty of Mathematics and Natural Sciences,
Universitas Negeri Surabaya**

Development of E-Learning Introductory Political Science Courses in Multiple Paradigm

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Abstract— This research begins with the objective conditions of lectures in tertiary institutions using online lecturing methods, between students and lecturers having the obligation to conduct face-to-face meetings 16 times including midterm and end semester exams. Objectively, students cannot attend lectures in full because of student activities, so also the lecturers sometimes run tri dharma of other tertiary institutions so that they cannot teach one hundred percent face to face. This study uses qualitative methods to clearly describe the research subjects. The result e-learning as a lecture facility presents a dilemma, between a method that makes it easy for lecturers to deliver material to students based on technology, or a lecturer escape from face-to-face meetings because of carrying out other tri dharma assignments, or lectures awaited by students because there is no need to meet face to face. in class, or lecture that plunges because students cannot discuss directly with their lecturers to respond to a case. E-learning has a minimum of four paradigms, it can develop more depending on the relationship between lectures and students on campus.

Keywords— E-learning, lecturers, daring, dual paradigm, student university

I. INTRODUCTION

Introduction to Political Science is a general course that must be taken by some students in several study programs. This subject is a course that provides guidelines for each student to study, analyze, and solve problems regarding phenomena in everyday life related to politics [1], [2] and policy.

Introduction to Political Science some people see a science that is frightening because according to experience in political life that often presents conflict and conflict. [3] Even though the conflict is a theory needed by students to advance the campus, local government and the state. Conflict triggers competition between humans to bring civilization to the best of the various offerings of existing civilizations.

The lectures so far have been using the conventional system, namely lectures with the teaching process between lecturers and students with the classical system. Lecturers conduct lectures by starting with explaining introductory courses in political science to students, or lecturers giving questions as introductory lectures then students are given the opportunity to answer. The lecture has been running for

years with the ending of students' understanding of the introduction to political science can be known after lectures. If students already understand the material taught at the meeting, lectures can be closed, whereas if they cannot, then there is a clarification or final explanation about the material by peeling which is not yet understood by students. [4], [5]

The conventional lecture requires special time between lecturers and students must meet in class. If the lecturer has a tri-dharma assignment for other universities, for example the research that is highly awaited by the results, then the lecturer must take the day off lecture so as to prejudice the students who should get course material in accordance with the meeting that is so. This is a student who is disadvantaged by the lecturer, even though the lecturer does not personally want to leave the learning process except because there is another *tri-dharma* task of the tertiary institution. Conversely, some students are busy and busy with the world of campus, such as intra or extra-campus organizations, this results in them sometimes being disturbed in their desire to attend lectures so that students are sometimes disadvantaged in absenteeism and material because of participating in student activities. [6]

In order to increase knowledge and broad insights for students, it is necessary to develop learning by utilizing media based on electronics through the use of the internet which is commonly called e-learning or online learning. The development of internet-based learning is currently a necessity because online learning can reach a wide range of material to be delivered. [7]–[10]

E-learning or online learning as one of the media in learning has an important role in overcoming the limitations of space and time in the learning process. E-learning is learning with the help of electronic devices that facilitate students to gain access to learning resources in achieving learning objectives [11, pp. 58–65]. Based on the understanding of E-learning which is explained as a learning concept which is interpreted as the use of internet technology used to access the curriculum along with learning resources that contain information and knowledge outside the conventionally organized education system. E-Learning facilitates interaction between lecturers and students in the midst of the tri dharma task of higher education.

One of the uses of E-Learning is that the use of e-learning is seen as an effort to obtain information and

knowledge that has provided several benefits for its users, among others 1) giving pleasure in learning; 2) make the learning process more efficient; 3) opens up opportunities to learn information and knowledge from a variety of globally available sources; 4) create dynamic learning interactions; 5) encourage user creativity in utilizing information and knowledge. This opinion many people agree.

The positive advantages of online learning can take place in various places and at any time, not bound by space so that students who learn can adjust their conditions. Various information and knowledge will also be easily obtained through the existing web. Learning online can also help students to be trained and accustomed to managing their study time independently. Students do not need to be present in class to attend lectures but can still attend lectures.

II. METHOD OF RESEARCH

This research is a research development, aimed at developing E-Learning media for introductory subjects in political science using qualitative methods.[12] The development model with 4-D consists of four stages, namely Define, Design, Develop, and Disseminate in introductory courses in political science.

The activities carried out at each stage of developing the 4-D model of learning tools can be explained as follows: a) Define Phase. The purpose of this stage is to define and define learning requirements beginning with the analysis of the objectives of the boundaries of the material developed by the device and the analysis of students' abilities carried out by the study of documentation and reviewing theories of intellectual development. b) Planning Phase (Design), at this stage will be carried out the preparation of e-learning teaching material which is a guide for students in following the learning process. The distinctive feature of the e-learning material to be compiled is the presentation of tasks based on the constructivism learning model. c) Development Phase (Develop). The purpose of this stage is to produce e-learning material that has been revised based on input from experts. d) Disseminate, Thiagarajan divides the dissemination stage into three activities, namely: validation testing,

packaging, diffusion and adoption. In the context of the development of teaching materials, the dissemination stage is carried out by means of socialization of e-learning teaching materials through distribution in a limited amount to students. [8] - [10]

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III. DISCUSSION

There are 14 lecture materials made in e-learning introductory courses in political science by making each meeting based on the lecture grid as delivered in conventional class meetings. All 14 material meetings are very important, but researchers took 3 meetings that will be tested in a trial class meeting so that it can be evaluated whether the material of e-learning lectures introducing political science is feasible to be used as a standard online lecture on introduction to political science or there needs to be improvement. [16][17]

On fourteen introductory material on political science which studied together in class, including election organizer material from center of government until lowest organizer (KPU, province KPU, district KPU, PPK, PPS and KPPS).[18] accommodative politics in village governance as run well at any place[19] and deliberative politic as fasilitations for all election contestant [20]

To answer the needs that facilitate the delivery of material introductory courses in political science, online lectures are needed. It is not only to follow the trends of the times, but more importantly is to facilitate the lecture process so that students more easily understand the course.

The Level of Technology Preparedness (TKT) synergizes with the development of democracy in Indonesia and the Surabaya State University campus strategy looks for ways that facilitate teaching and learning processes that make it easier for lecturers and students to interact.

Online research in the form of virtual learning, especially in the Introduction to Political Science course, is a step in the equalization of the perception and uniformity of the material and learning resources as teaching material on the Introduction to Political Science at Unesa. The equalization of learning materials and resources in the form of e-material in the Introduction to Political Science becomes one of the main things at Unesa, although it is not required for all students. Equation of material in the form of e-materials and online lectures is one of the learning strategies in the environment of the Faculty of Social and Law Study Program at the Surabaya State University to provide standard learning materials and resources for all lecturers in the Introduction to Political Science at Unesa.

The equalization of learning materials and resources in the Introduction to Political Science courses online Unesa vi-learn is one of the solutions for the same learning materials for all lecturers of this course. The similarity of learning materials in the Introduction to Political Science courses which consists of 14 meetings with 2 evaluations in the form of midterm and final exam becomes more uniform learning outcomes in accordance with the objectives and

description of learning in the introductory course in political science.

The urgency of E-Learning research in introductory courses in political science is to facilitate the lecture process as a means of transfer of knowledge from lecturers to students while continuing to follow the obligations of the Higher Education Tri Dharma. When the lecturer is burdened with a rush because of the task of the Tri Dharma of higher education, the glory can still work because there is E-Learning. Likewise, when a student is preoccupied with intra or extra campus activities where he personally has difficulty entering time to divide, then by E-learning by being proposed to lecturers supporting the course, the lecture continues without reducing the various student activities.

The research roadmap based on the position of introductory courses in political science among other subjects, the explanation is as follows:

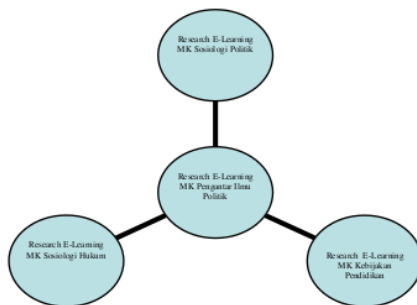


Fig.1. Outstanding Research in E-Learning Development MK Introduction to Political Science for Students at Surabaya State University

E-learning as learning is able to enable students to learn without being limited by time and place. Learning has long been a motivation in learning in the electronic age. Students in using e-learning must prepare three important things as a requirement for teaching and learning activities, namely: (a) the network or the internet is used in learning activities, (b) campus institutions need to prepare learning service support for students, such as External Harddisk, Flaskdisk, CD -ROM, or printed material, and (c) the tutorial has been prepared by lecturer supporting the course to make it easier.

Defining e-learning is discussed in detail in this article. While the design of the implementation of e-learning for introductory subjects in political science is a challenge in itself because so far it has never been done. Those who are able to understand the understanding of this subject by providing a real example of political life in each discussion, for example when raising a political theme, then presents an example of a political party that is active and involved in the contestation process on the election agenda, making it easier for students to understand political parties. This understanding is more immediately obtained by students by their visit to political party institutions by looking closely.

E-Learning as a learning tool [21, pp. 278–289] is an educational system or concept that utilizes information

technology in the teaching and learning process can be referred to as an E-learning. While the meaning of the acronym "e" is divided into five can be explained as follows: 1) Exploration, students access the website to obtain information and sources of knowledge, 2) Experience, the website provides flexibility for students to gain a total learning experience, 3) Engagement, the website can attract student interest through creative approaches in collaborative and socialist learning, 4) Ease to use, the website must be easy to use and can be compatible with various types of platforms (windows, unix, mac, linux), and 5) Empowerment, the website has the ability to be used by students personally.

The development of e-learning in learning to students becomes one of the development models carried out to achieve a maximum or easier understanding for students. Practice learning in one class, can be an evaluation to prepare e-learning in other classes. The classes used for development are three classes, making it easier to evaluate and develop e-learning lecture material. Differences in understanding between the three classes, because clarification in recruitment is different, this does not reduce evaluation and development.

E-Learning is useful [22, pp. 17–21], namely changing the traditional learning model into visual and without face to face. The lecturers can provide learning materials for students (students), control the material taught, explore the activities of each participant such as our online attendance, task collection, and others. In more detail, the benefits of e-learning can be seen from 2 angles, namely: 1) From the Student's Angle: e-learning enables the development of high learning flexibility. That is, students can access learning materials at any time and repeatedly. Students can also communicate with lecturers at any time. With these conditions, students can strengthen their mastery of learning material. 2) From the Lecturer Corner, e-learning provides many benefits for lecturers.

Dissemination of the results of e-learning introductory courses in political science is the key strength of the course understood by students in other classes, outside of the three classes that are the subject of research. The lecturer is helped in spreading the subject if dissemination goes well in other classes that have the obligation to organize introductory courses in political science. The lecturers supporting this subject, only need to synergize the spread of political science.

To be able to produce interesting and attractive e-learning [23, pp. 143–152] three things must be fulfilled in designing e-learning, namely: simple, personal, and fast. A simple system will make it easier for students to utilize existing technology and menus, with the convenience of the panel provided, will reduce the introduction of the e-learning system itself, so that participants' learning time can be streamlined for the learning process itself and not in learning to use e-systems -learning it. Personal requirements mean the teacher can interact well like a teacher who communicates with students in front of the class. With a more personal approach and interaction, students pay attention to their progress, and are helped by all the problems they face. This will make students feel comfortable for long in front of the computer screen. Then this service is supported by speed, fast response to

complaints and other student needs. The improvement of learning can be done as quickly as possible by the instructor or manager.

Technically, the mobile version of e-learning application based on Android is designed to integrate Android with Moodle web using the client-server concept [24, pp. 76–81]. This concept is useful for the design, development and dissemination of courses

In e-learning research in the introductory subject of political science produces a minimum of four answers, each of the lecturers who teach there are two reasons, while the students as the subjects of the study produce two explanations.

The explanation for the lecturer as a teacher has two explanations or can be more. The first explanation as a method that makes it easier for lecturers to deliver material to students based on technology, technological progress has a positive impact on the learning and teaching process in the world of higher education.

The second explanation is that a lecturer escape from face-to-face meetings because there are other activities that cannot be elevated, such as carrying out other tri dharma assignments.

Explanations for students have two or more explanations as well. The first explanation is that it is a fun lecture because students do not need to meet face to face in class for their lectures. There are times when students are not interested in studying because of personal or organizational activities that take up a lot of time, sometimes these activities coincide with lecture hours, so the presence of e-learning provides the first type of student solutions.

The second explanation is that it is a lecture that plunges because students cannot discuss directly with their lecturers to respond to a case, or cannot find a solution to a problem that requires a solution. This explanation is the opposite of the first explanation for the students. In fact, the two explanations for students are the differences in the way students look at the implementation of e-learning in introductory subjects in political science.

III. RESEARCH ANALYSIS

E-learning products for lecture material Introduction to Political Science for all students of the Faculty of Social Sciences and Law, Surabaya State University have a positive impact on the development of science for students. Although he has four different explanations, the positive impact is greater. A positive impact can be achieved with the conditions of conducting e-learning lectures with a maximum of one third of lectures (maximum of five times face to face). All lectures are made with e-learning lecture material although the implementation is not all. There is continuity between lecture meetings, so that lectures that have not been solved online can be followed up on conventional lectures

IV. ACKNOWLEDGMENT

I would like to say thank you very much to the students who have helped in class Introductory of Politic in Sociology

Study Program Social Science Department FISH University State of Surabaya who help this research.

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