

The Influence of the Use of Mobile Media Facilities in Online Learning During the Covid-19 Pandemic on the Learning Outcomes of Social Studies Subjects at UPT SMP N 2 Koto Salak

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Abstract

This research is motivated by the use of mobile media facilities in the online learning process which is still not optimal. Based on the phenomenon found by researchers in the field, internet network access which is still difficult to reach makes students less understanding of the material given by the teacher. The purpose of this study was to determine the effect of using mobile phone media facilities in online learning during the covid-19 pandemic on student learning outcomes for social studies subjects at UPT SMP N 2 Koto Salak. This type of research is quantitative. The population of this research is the students of SMP N 2 Koto Salak with as many as 43 students taken with the slovin formula. The data was processed using simple linear regression using a questionnaire. The results showed that the implementation of online learning was considered sufficient with a TCR value for learning outcomes of 71.91%, mobile media facilities were considered sufficient with a TCR value of 75.38%, the use of mobile media facilities (X1) had a positive and significant effect on learning outcomes (Y) students at UPT SMP N 2 Koto Salak with a regression coefficient value of 0.334 with tcount 2.082 > t table 2.019 and a value (sig 0.044 < 0.05).

Keywords

media mobile; online learning;
learning outcomes



I. Introduction

Currently, education held in schools, such as elementary schools, junior high schools, high schools and high schools is undergoing changes. From the beginning, education was conducted face-to-face, now it is done online through computers, laptops, cellphones and other electronic devices. For example, the use of mobile media in the online learning process.

Online learning is very well known among the public and academics with the term online learning. Online learning is learning that takes place in a network where teachers and those being taught do not meet face-to-face. According to Isman (2016) online learning is the use of the internet network in the learning process.

Current technological developments bring the younger generation, especially students, to have many opportunities as well as challenges to do and develop better. For example, the use of mobile phones in the current learning process. Mobile phones are one of the results of technological developments that have sophistication that are not only consumed by young people or students but have entered elementary school age. Mobile is not only a communication tool but for other purposes such as browsing the internet, reading e-books, shopping, money transfers, games and various other features that can facilitate human work activities.

Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020). The outbreak of this virus has an impact of a nation and Globally (Ningrum *et al*, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020).

Mobile is a tool that must be owned by students and students. During the Covid-19 pandemic, cellphones play an important role in human life, in the field of education, currently cellphones have a major influence on the learning process, the learning process can be done at home through the use of cellphone media facilities contained in cell phone devices without having to do face-to-face learning that referred to as online learning. Facilities are everything that can facilitate and expedite the implementation of a business and are the facilities and infrastructure needed to carry out or facilitate an activity. Such as the facilities found on mobile media in online learning.

Online learning means that learning is done online using learning applications and social networks. Online learning is learning that is done without face-to-face, but through media that is on mobile devices. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online. The online learning system at UPT SMP N 2 Koto Salak is assisted by several media, such as Google Classroom and Whatsapp.

Judging from the phenomena in the field, the problems that exist are as follows: The online learning process at UPT SMP N 2 Koto Salak is predominantly done by giving assignments through the WhatsApp application. Access to the internet network that is difficult to reach makes students less understanding of the material given by the teacher and lack of student motivation in learning. Financially, students do not have the same good economic situation. Many of the students could not follow the lesson because of material constraints. Like not being able to buy internet quota. Psychologically, teachers are less creative in delivering material because teachers tend to only give assignments to their students with a very limited grace period. Students also do not understand the material given how to do it. In terms of the environment, one of the causes is Covid-19, so learning is carried out online.

As an alternative the author takes online learning in the form of whatsapp. Whatsapp is one of the media applications found on mobile devices. Whatsapp is an instant messaging application for smartphones, when viewed from its function, whatsapp is almost the same as the SMS application that is commonly used on old cell phones. Although it is an instant messaging application, there is something unique about WhatsApp. So, the contact recognition system, verification and sending of messages is still carried out through a mobile number that has been registered beforehand.

Here the student is only a student who is told to do assignments and then collected through the whatsapp application, so the learning process that demands active and innovative students can no longer be carried out, besides that, student learning outcomes during the Covid-19 pandemic are also different, some are different. get good learning outcomes and some students get poor learning outcomes.

The use of cellphone media is very important for students in online learning during the Covid-19 era to support student learning outcomes. Based on the author's observations during PPLK at UPT SMP N 2 Koto Salak, it is known that there are still many students who score below the KKM and student learning outcomes are not optimal.

Table 1. Average Results of Mid-Semester Exams for Class VII, Class VIII and Class IX for Social Studies Subjects at UPT SMP N 2 Koto Salak

No.	Class	Number of Students	Average Score	KKM Midterm	Exam			
					Completed		Unfinished	
					Total	Percentage	Total	Percentage
1.	VII	20	46.55	60	12	60%	8	40%
2.	VIII	10	64.6	60	5	50%	5	50%
3.	IX	13	57.69	60	5	38%	8	62%

Source: Social Studies teacher for class VII, class VIII and class IX

In table 1 regarding student learning achievement, it can be seen that from the results of the midterm exams at UPT SMP N 2 Koto Salak, the percentage of students who have completed social studies scores in class VII is 60%, class VIII is 50%, and class IX is 38%. Meanwhile, students who have incomplete social studies scores in class VII 40%, class VIII 50%, and class IX 62%.

In the table, it can be seen that the UTS score at UPT SMP N 2 Koto Salak is still low, there are still many below the KKM (minimum completeness criteria) applied, which is 60. This can be seen from the average student score which is still less than the ideal score.

II. Research Method

In this study the author uses a type of quantitative research. Quantitative research is research to answer problems that require in-depth understanding in the context and time concerned. It is carried out fairly and experienced according to the actual conditions in the field without any manipulation, as well as the types of data collected, especially quantitative data. The research process in question includes observing people in everyday life, interacting with them, and trying to understand their language and interpretation of the world around them. Our research uses quantitative methods because the data collection method uses questionnaires.

The study was conducted for three months. From June 2021 to August 2021. Research activities are carried out at UPT SMP Negeri 2 Koto Salak which is located at Jln. Ampalu Koto Salak, Kec. Koto Salak Kab. Dharmasraya, West Sumatra Province.

The population in this study were students at UPT SMP N 2 Koto Salak class 2020/2021, namely class 7 as many as 20 people, class 8 as many as 10 people, class 9 as many as 13 people. So the total number of students is 43 students. The sampling technique used is saturated sampling, which is a sampling technique where all members of the population are used as samples. This technique can be used if the population is relatively small or the researcher wants to make generalizations with small errors. Saturated sampling is also known as a census which makes all members of the population as a sample.

In this study, the instrument used was a questionnaire (questionnaire) containing questions and statements. The instrument grid is obtained from operational definitions of each variable based on theoretical studies and then developed into indicators which are then elaborated into questions or statements.

Table 2. Grid of Instruments for Using Mobile Media Facilities

No.	Variables	Indicator	No. Item	Number of Items
1.	Use of Mobile Media facilities	1. Teacher gives instructions for doing assignments	1	1
		2. Use of whatsapp media in online learning.	2,3	2
		3. Online learning gives students freedom of opinion.	4, 12, 13	3
		4. A comfortable atmosphere in learning.	5	1
		5. Utilization of mobile media.	6, 7, 8, 9, 11, 14	6
		6. Discipline in online learning.	10, 15	2
		Total	15	15

Table 3. Grid of Learning Outcomes Instrument

No.	Variable	Indicator	No._Item	Quantity Item
1.	Learning Outcomes	1. Cultivating good attitudes and behavior for students.	1, 2, 5, 9, 11	5
		2. Students understand the learning material.	3, 4, 6, 14, 15	5
		3. Interest in social studies learning	8	1
		4. Students do not understand the learning material.	7, 10	2
		5. Student ethics in learning	12, 13	2

III. Results and Discussion

The description of the research variables is aimed at knowing and assessing how far each variable has been applied and felt by students at UPT SMPN 2 Koto Salak. The description is measured by calculating the respondent's level of achievement (TCR).

The results of the description of respondents' answers are grouped into 5 categories to find out how many respondents' ratings are in each percentage range for the use of cellphone media facilities and learning outcomes. The following are the results of grouping the descriptions of respondents' answers. The description of the respondent's level of achievement (TCR) in each variable is described as follows:

Table 4. Respondent's Level of Learning Outcomes (Y)

Variable	No item	N	Total score	Mean (mean)	TCR (%)	Criteria
Learning Outcomes	1	43	150	3.49	69.77	Enough
	2	43	155	3.60	72.09	Enough
	3	43	145	3.37	67.44	Enough
	4	43	155	3.60	72.09	Enough
	5	43	163	3.79	75.81	Enough
	6	43	144	3.35	66.98	Enough
	7	43	145	3.37	67.44	Enough
	8	43	168	3.91	78.14	Enough
	9	43	155	3.60	72.09	Enough
	10	43	146	3.40	67.91	Enough

	11	43	157	3.65	73.02	Enough
	12	43	162	3.77	75.35	Enough
	13	43	150	3.49	69.77	Enough
	14	43	147	3.42	68.37	Enough
	15	43	177	4.12	82.33	Good
Average indicator		43.00	154.60	3.60	71.91	Sufficient

Source: Primary data processed with SPSS 24.0(2021)

Table 4 above shows that the TCR value for the learning outcome variable (Y) is 71.91% with sufficient category. This means that learning outcomes are in the sufficient category with the highest statement with a TCR of 82.33%. The category is sufficient that students are able to do the assignments given by the teacher.

Table 5. Respondents' Level of Achievement in Using Mobile Media Facilities (X1)

Variable	No item	N	Total Score	(mean)	TCR (%)	Criteria
for Using Mobile Media Facilities (X1)	1	43	167	3.88	77.67	Enough
	2	43	151	3, 51	70.23	Enough
	3	43	170	3.95	79.07	Enough
	4	43	161	3.74	74.88	Enough
	5	43	169	3.93	78.60	Enough
	6	43	155	3.60	72.09	Enough
	7	43	173	4, 02	80.47	Good
	8	43	162	3.77	75.35	Enough
	9	43	164	3.81	76.28	Enough
	10	43	170	3.95	79.07	Enough
	11	43	153	3.56	71.16	Enough
	12	43	165	3, 84	76.74	Sufficient
	13	43	154	3.58	71.63	Enough
	14	43	161	3.74	74.88	Enough
	15	43	156	3.63	72.56	Sufficient
Average indicator		43.00	162.07	3.77	75.38	Enough

Source: Primary data processed with SPSS 24.0 (2021)

Table 5 above shows that the TCR value for the variable use of mobile phone media facilities (X1) is 75.38% with sufficient category. This means that the cellphone media facilities are in the sufficient category with the highest statement with a TCR of 80.47% in a good category that students prefer to find information related to lessons using the internet on their cell phones rather than information from books.

The results of the research that have been carried out show that for student learning outcomes the TCR value for the learning outcome variable (Y) is 71.91% with sufficient category. This means that learning outcomes are in the sufficient category with the highest statement with a TCR of 82.33% in the sufficient category that students are able to do the tasks given by the teacher.

Many factors that affect student learning outcomes such as internal and external factors. Internal factors are factors that occur within students. Various factors contained in each student that affect learning outcomes. Among the factors that can influence learning outcomes are attitudes towards learning, poor study habits, and a student's self-confidence. Things like this need to be considered by an educator in order to be able to encourage students to learn better. Several internal factors that influence learning outcomes are:

attitudes towards learning, learning motivation, learning concentration, processing teaching materials, achievement abilities, student self-confidence, intelligence and student success, study habits, and student goals. Some of these things often affect student learning outcomes. Therefore, teachers must guide their students well. Sari, (2019).

External factors are factors that affect student learning outcomes that occur from outside the student. Many things happen from outside each student, such as the student's social environment. The environment plays an active role in the ways and processes of student learning. The school environment must of course be supported by good teachers and adequate facilities and infrastructure or that are sufficient to suit the needs of students. Therefore, the teacher is a facilitator who provides these facilities and infrastructure. Several external factors that can influence student learning outcomes are: teachers as coaches, learning facilities and infrastructure, assessment policies, students' social environment, and school policies. Sari, (2019).

Based on the descriptive analysis of handphone media, the TCR value for the variable of using cellphone media facilities (X1) is 75.38% with sufficient category. This means that the cellphone media facilities are in the sufficient category with the highest statement with a TCR of 80.47% in a good category that students prefer to find information related to lessons using the internet on their cell phones rather than information from books.

In the era of the pandemic, smartphones are one of the means as a suitable learning medium for students in learning based on distance learning. In general, learning media based on the theory that has been described are tools in the learning and teaching process. Everything that can be used to stimulate thoughts, feelings, attention and abilities or learning skills through communication activities and so that it can encourage the learning process can be said to be a learning medium. In its development in educational activities the media is used as a learning resource that can provide a real understanding for students, the type of media that is widely used in learning activities is media with the type of multimedia.

The use of technology as a child's learning media is very effective in the current pandemic era. According to Kitchenham, (2011) argues that the use of smartphones in educational programs makes this device as a form of device that can be used as an alternative in media development. The use of smartphones in education is known as mobile learning technology (m-Learning). The use of m-Learning stated by González et al., (2015) can make a positive contribution to participants in accessing learning materials or as learning media. In addition, Laurillard, (2007) argues that by using smartphones in education, this technology has a central role to be used as a means of conveying information to students through mobile device technology.

According to Yulian (2010), the use of the internet as an educational medium is very important and supports the world of education, which is expected to be able to improve quality human resources. Understanding the correct function of the internet can straighten out the function of the media as an educational medium, in addition to making it easier for students to access the information needed in learning, in addition to understanding the correct function of the internet can also lead to a good perception of the internet so that students do not feel bored. in using it so that internet media has benefits for students in improving learning achievement. So it can be concluded that the functions and benefits of the internet in the world of education are important and must be really known by students, because using the internet as an educational medium really supports the world of education.

Based on the research, the results showed that there was an influence between the use of cellphone media facilities (X1) on learning outcomes (Y). It was obtained that the use of cellphone media facilities (X1) with a count value of 2.082 > table 2.019 and a sig value. of 0.044 (sig <0.05), meaning H_a is accepted and H_0 is rejected with the regression coefficient of the variable use of mobile media facilities (X1) of 0.344. This means that if the use of mobile media facilities increases by one unit, the learning outcomes will decrease by 0.344 in each unit. Assuming other variables do not change or are constant and R square is 0.096, it means that 9.6% of the variables using cellphone media facilities affect learning outcomes and the remaining 90.4% is influenced by other variables outside the research variables.

The results of the calculation of the tcount show that count > table. This explains that the hypothesis used previously that H_a is accepted means that there is a relationship between the use of cellphone media facilities and student learning outcomes, thus, during the Covid-19 pandemic, the use of cellphone media facilities is a very useful tool for smooth online learning to improve learning outcomes.

The results of this study are in line with the research of Sauhendra et al, (2019) regarding the effect of using cellphones on students' learning achievement in Indonesian. HP has a positive and significant effect on the learning achievement of Indonesian students at YPPGI Gerardus Adii Junior High School in Merauke, Papua, it was found that smartphone media is very influential in the teaching and learning process of students in the pandemic era and is an appropriate medium for distance learning, and this study found several benefits of using smartphone media as a learning medium, namely as a teaching and learning media for teachers and students, as a communication tool, as a tool for finding information and adding insight, will certainly make it easier for students to learn from home in the era of the covid 19 pandemic.

After the opinion of Wiguna (2015) stated the following the benefits of using HP are as follows: (a) as a means of communication between people: HP is one of the latest developments of wireless telephone technology. Through a cell phone, one can communicate with family, friends, and acquaintances in faraway places in a matter of seconds; (b) as a means of seeking information/science, surfing the internet is much faster and more convenient when using a mobile phone that is automatically connected to the latest generation of wireless internet, such as 3G and 4G; (c) as a means of entertainment.

However, despite the important role of mobile phones in human life as something that is entertaining and very useful in improving the quality of human life, many research results show a close relationship between wrong use of cellphones among students and their low learning achievement. The results of a survey conducted by the West African Examination Council (WAEC, in Rabiou et al., 2016) show that many students in the state of Taraba fail in English and Mathematics exams due to excessive use of cellphones. Sundari (2015) asserts that the careless use of SMS and chat on cell phones can have an impact on decreasing the level of score acquisition and poor student academic performance. The same thing was conveyed by Meilima and Hanggula (2017) who said that excessive and careless use of cellphones could have an impact on low learning achievement.

The results of the data analysis of this study confirmed the working hypothesis (H_a) of the study which said that cellphone media facilities had a positive and significant effect on student learning outcomes with a b value of 0.334 and Sig < 0.05. That is, every one point/unit increase in the independent variable 'mobile phone media facilities' will have an impact on the increase in the dependent variable 'student learning outcomes' by 0.334 points/unit. On the other hand, every decrease of one point/unit in the independent variable

'HP use' will have an impact on the decrease in the dependent variable of student learning outcomes by 0334 points/unit.

IV. Conclusion

Based on the results of research on the effect of using mobile phone media facilities (X1) on student learning outcomes (Y) at UPT SMP N 2 Koto Salak, it can be concluded that: The implementation of online learning is considered sufficient, meaning that students are able to do the tasks given by the teacher; the use of mobile media facilities is considered sufficient. This means that the use of mobile media facilities is already in the sufficient category. That students prefer to find information related to lessons using the internet on their cell phones rather than information from books; and the use of mobile media facilities (X1) has a positive and significant effect on student learning outcomes (Y). Thus, during the COVID-19 pandemic, the use of mobile media facilities is a very useful tool for smooth online learning processes to improve student learning outcomes.

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