JIST

THE EFFECTIVENESS OF LEARNING THROUGH ONLINE APPLICATIONS

Rendi Brahma Fahrezi[1*], Sukma Hendrian[2], Siti Ainul Kholipah[3]
Catur Insan Cendikia University Cirebon, Indonesia[1,2], Cerdika International Cyber Polytechnic Cirebon, Indonesia[3]
Email: rendifahrezi99@gmail.com[1*], sukmahendrian123@gmail.com[2], nengiip30@gmail.com[3]

*Correspondence

ARTICLE INFO	ABSTRACT
	Advances in information technology provide a fairly rapid influence in the world of education to improve learning outcomes where the use of IT makes it easier for users to use it anywhere and anytime. One of the desires of students or parents for children's learning outcomes is to obtain optimal grades and be able to support them to achieve their goals. One way is by adding learning through online learning applications that are available in various types. Therefore, researchers want to find out more about the effectiveness of learning through online learning applications. The aim is to find out whether or not the use of online learning applications is effective in improving student learning outcomes at school X Jakarta. The research method used is descriptive quantitative with data collection techniques through the distribution of questionnaires, observations, interviews, and documentation. Respondents were selected by purposive sampling and totaled 40 respondents. The data received will be processed carefully so that the research results show that online learning applications have an effectiveness valued in improving student learning outcomes and the effectiveness of learning through online learning applications is quite good.

Introduction

Education is the frontline in shaping and improving the quality of human resources (Cintamulya, 2015) in a country so that it can compete in the national and international realms considering the large population and rapid technological advances (Lilawati, 2020), then Education will undoubtedly have an influence on the absorption of society in an aspiring job amid technological currents All sophisticated in providing benefits for mankind (Rohida, 2018) in the era of 4.0 and 5.0.

The achievement of educational goals indeed cannot be separated from the role of parents (Erzad, 2018) as primary education in the family environment (Agustin Liawati, 2020). Not a few parents continue to monitor the development of children's learning outcomes and pay attention to children's development patterns (Hendarti Pramono, 2013) (Nuratika & Ridha, 2021) so that they can achieve the desired goals amid endless competition.

Therefore, even though learning hours at school are quite busy, it can improve the thinking of parents and students to continue to obtain learning from anywhere and

anytime to gain more understanding to improve their existence as a basis for achieving the ideals that have been touted.

One way to improve learning outcomes is through online learning applications (Dewi, Atmojo, & Saputri, 2021) (Awalia, Pratiwi, & Kironoratri, 2021) which are widely spread on play stores both paid and free. The use of this online learning application is quite crowded, especially with increasingly rapid technological advances where one application and another application are competing with each other to provide superior service for its users. Moreover, this era is the new normal or post-COVID-19 era where learning was previously carried out online or remotely (Julianti, Iskandar, Hamdani, & Nurlaila, 2022).

Online learning applications are programs or devices that can be used through gadgets or computers with the help of the internet (Wilson, 2020) to provide additional learning that can be accessed anywhere and anytime.

Online learning applications are quite varied and available on the Play Store both paid and free. Of course, paid and free applications have differences in the freedom of access to learning (Mulyani, 2022). Currently, online learning applications are loved by many students because learning is considered flexible and easy to help improve student learning outcomes. As observed in school X Jakarta 40 students use online learning applications as a way to obtain additional information about learning materials at school (Yusuf, 2021).

Therefore, based on the explanation above, researchers want to know more about "The effectiveness of learning through online learning applications". The purpose of this study is to obtain information about the effectiveness or failure of the use of online learning applications in learning as seen through student learning outcomes at school X Jakarta (Mannong, 2020). Researchers hope that the results of this study can later contribute to future research.

Research Methods

The type of research used is descriptive quantitative where the results of research in the form of numbers will be explained through easy-to-understand sentences (Salim, 2019). Data collection techniques through observation, interviews, documentation, and distribution of questionnaires with measurement scales used to analyze questionnaires using the Likert scale with four answer selections as follows:

Table 1
Skala Likert

No	Symbol	Information	Shoes
1	SS	Very Agree	4
2	S	Agree	3
3	TS	Disagree	2
4	STS	Very	1

	Disagree

Based on respondents' answers, calculations will be made by entering the following calculations.

Table 2
Kriteria Interpretasi Skor

No	Interval	Information
	0%-20%	Very bad
	21%-40%	Bad
	41%-60%	Enough
	61%-80%	Good

The number of respondents in this study was 40 obtained through purposive sampling, namely users of online learning applications at school X Jakarta. The choice of school X Jakarta as the object of research is because this school is one of the schools with a diverse economy of parents but is one of the favorite schools in Jakarta.

Results and Discussion

Quality learning is a hope for all people in Indonesia, especially in the midst of endless competition. If the ability is below average, it will be left behind and eroded by the times. This situation requires parents and students to synergize and increase creativity in improving learning outcomes as one of the proofs of improving the quality of learning received. One of the efforts is to follow learning in online learning applications. Based on the results of the study, it is known that the number of students in school X who use online learning applications is 40 with the distribution of data on gender aspects as follows:

Table 3
Data on the distribution of students using online learning applications by gender

No	Gender	Number of Students
	Woman	25
	Man	15
	Sum	40

The data above shows that the number of students who use online learning applications is dominated by women with a value of 25 students and men 15 students.

The results showed that 40 respondents came from different classes but remained on the same goal of improving learning outcomes. It is known that before the respondents used online learning applications, the average value of learning outcomes

was quite varied, some were low below KKM and some were already high above KKM. In more detail, the average data of students before and after using online learning applications as follows with KKM 75:

Table 4
Data hasil belajar siswa

No	Before using online learning apps	After using the online learning application
1	68	75
2	70	76
3	72	78
4	70	77
5	72	76
6	70	76
7	71	78
8	69	75
9	68	76
10	78	76
11	70	79
12	78	80
13	79	78
14	76	85
15	78	72
16	85	90
17	70	80
18	76	82
19	66	79
20	79	85
21	76	88
22	78	78
23	65	76
24	80	80
25	68	78
26	78	86
27	65	78
28	62	79
29	79	90
30	56	70
31	67	78
32	76	86
33	78	79
34	65	75
35	75	76
36	76	78
37	66	80
38	75	80
39	76	79
49	76	78
Sum	2902	3165

Ave rage	72.55	79.1

The data above shows that student learning outcomes before and after using online learning applications have increased even though there are still those who are below KKM. This is because each student has different abilities and passions, some excel in academics and some excel in non-academics. With this, the effectiveness rate of online learning applications is 45% with sufficient categories. This is because before using online learning applications, only 50% of students completed KKM, while after becoming users of online learning applications, it increased to 95% of students completed KKM (Arif & Rosdiana, 2021).

After further investigation, respondents who are still under KKM are some of the students who have abilities in non-academic fields. Nevertheless, the learning outcomes also increase and they may continue to increase if they consistently use online learning applications.
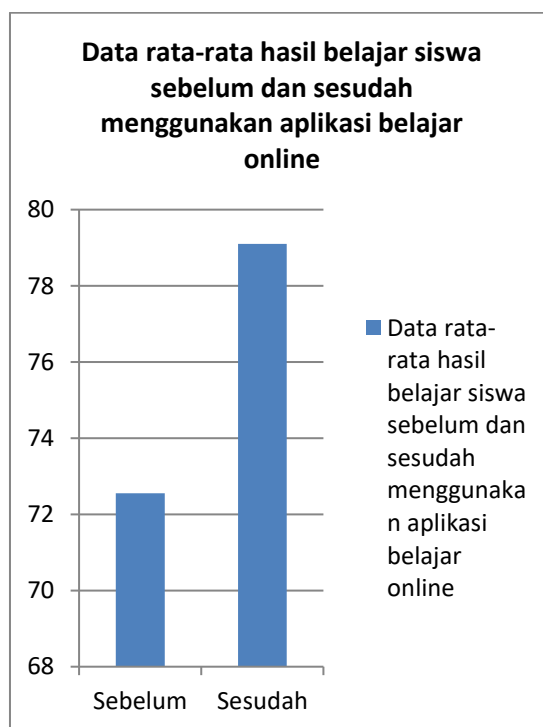
When illustrated through the diagram is as follows.

Figure 1: Average data on student learning outcomes before and after using online learning applications.

The types of online learning applications used by students vary, some use the teacher's room, Genius, Incandescent, Quipper, and so on according to the wishes of each student. In an interview conducted with TH that he uses the teacher's room to study online. This is different from kindergartens that use quippers to learn online. This

difference certainly does not provide problems because students can still learn through a variety of online learning applications that are of interest.

In addition, learning with online applications can increase students' sense of pleasure as said by CK that he feels happy with the presence of online learning applications because the use of gadgets he has is more optimal not only for editing or playing games but also for learning easily. The same thing was conveyed by TR and WY that initially they used gadgets only to play games. However, because of the online learning application and parental direction, the use of gadgets becomes more optimal because they are used for learning. The above information is a result of the research as follows:

Table 5
Data that online learning apps are fun

No	Statement	Number of Respondents	Percentage
1	Very Agree	10	25%
2	Agree	20	50%
3	Disagree	10	25%
4	Very Disagree	0	0%
	Sum	40	100%

The data above shows that the percentage of students who are happy with learning through online applications is 75% and the rest say they are not happy. After being examined, it turns out that 25% who disagree are still new to online applications so they need to adapt and increase their learning motivation.

Increasing learning motivation can be done by finding friends with the same goals or fellow users of online learning applications so that the motivation becomes more awakened and the desire to be consistent is stronger.

Regarding the effectiveness of using online applications based on the results of the study, a figure of 45% was obtained where this value was obtained from student learning outcomes data before and after using online learning applications to improve their learning outcomes. This is in line with research conducted by Siti Zahara that learning carried out through one of the learning applications, namely schoology, can increase student learning motivation so that it has a positive influence on learning at MAN 9 Banda Aceh and has an impact on improving student learning outcomes (Zahara, 2020).

Currently, learning outcomes are important things that are often used as a benchmark to assess students' abilities in their academic fields where the academic field is always a consideration in continuing education or getting a job.
With this, it is known that online learning applications are quite effective in student learning at school X Jakarta and it is hoped that these students can spread and invite other colleagues to continue learning outside school learning hours through various

desired ways such as online learning applications that are easily accessible anywhere and anytime.

Conclusion

Learning is one of the information delivery activities that is not only carried out in the classroom but can also be done outside the classroom. The results of learning quality are seen in student learning outcomes data. Amid dense competition, every student is competing to obtain high learning outcomes in the hope that their future opportunities will be brighter. One way to improve learning outcomes is to use online learning applications with gadgets owned.

After conducting research, information was obtained that online learning applications provide an increase in learning outcomes by 45% so it is declared quite effective in learning. Therefore, researchers provide advice to all parents or guardians of students to continue to pay attention to children's growth and development both in academic and non-academic aspects and always provide support for harder and higher quality learning. In addition, researchers also hope that all students have a responsibility on themselves to bring themselves to quality learning outcomes by their passion and researchers hope that the results of this study can contribute ideas to future research.

Bibliography

Arif, Zaenul, & Rosdiana, Anggi. (2021). Sistem Informasi Pemasangan Iklan pada Radio Anita Fm Tegal. *Jurnal Indonesia Sosial Teknologi*, *2*(01), 10–21. https://doi.org/10.59141/jist.v2i01.394

Awalia, Layyina Mawarda, Pratiwi, Ika Ari, & Kironoratri, Lintang. (2021). Analisis Penggunaan Aplikasi Pembelajaran Daring terhadap Minat Belajar Siswa di Desa Karangmalang. *Jurnal Basicedu*, *5*(5), 3940–3949. https://doi.org/10.31004/basicedu.v5i5.1354

Cintamulya, Imas. (2015). Peranan Pendidikan dalam Memepersiapkan Sumber Daya Manusia di Era Informasi dan Pengetahuan. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *2*(2).

Dewi, Metha Asmara, Atmojo, Idam Ragil Widianto, & Saputri, Dwi Yuniasih. (2021). Analisis pemanfaatan aplikasi online pada pembelajaran daring (dalam jaringan) di sekolah dasar. *JPI (Jurnal Pendidikan Indonesia): Jurnal Ilmiah Pendidikan*, *7*(1), 27–30. https://doi.org/10.20961/jpi.v7i1.49208

Erzad, Azizah Maulina. (2018). Peran orang tua dalam mendidik anak sejak dini di lingkungan keluarga. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, *5*(2), 414–431.

Julianti, Ika, Iskandar, Dadang, Hamdani, Acep Roni, & Nurlaila, Nurlaila. (2022). ANALISIS EFEKTIVITAS PEMBELAJARAN JARAK JAUH DI SEKOLAH DASAR. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, *8*(1), 576–596. https://doi.org/10.36989/didaktik.v8i1.328

Lilawati, Agustin. (2020). Peran orang tua dalam mendukung kegiatan pembelajaran di rumah pada masa pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *5*(1), 549–558. https://doi.org/10.31004/obsesi.v5i1.630

Mannong, Andi Bulkis Maghfirah. (2020). THE STUDENTS'EYESIGHT: THE EFFECTIVENESS OF LEARNING-BASED APPLICATIONS ON ELT IN PANDEMIC ERA. *ETERNAL (English, Teaching, Learning, and Research Journal)*, *6*(2), 394–407.

Mulyani, Dessy Kurnia. (2022). Aplikasi Kinemaster sebagai MediaPembelajaran Daring pada Mata Pelajaran Pendidikan Agama Islam. *Ar Rusyd: Jurnal Pendidikan Agama Islam*, *1*(1), 1–27.

Nuratika, Silvi, & Ridha, Usfur. (2021). Peran Orang Tua Mendampingi Anak Belajar di Rumah Saat Pandemi Covid-19. *Jurnal Riset Dan Pengabdian Masyarakat*, *1*(2), 193–200. https://doi.org/10.22373/jrpm.v1i2.649

Rohida, Leni. (2018). Pengaruh era revolusi industri 4.0 terhadap kompetensi sumber daya manusia. *Jurnal Manajemen Dan Bisnis Indonesia*, *6*(1), 114–136.

Rendi Brahma Fahrezi, Sukma Hendrian, Siti Ainul Kholipah

Salim, Haidir. (2019). *Penelitian Pendidikan: Metode, Pendekatan, dan Jenis*. Kencana.

Wilson, Agus. (2020). Penerapan metode pembelajaran daring (online) melalui aplikasi berbasis android saat pandemi global. *SAP (Susunan Artikel Pendidikan)*, *5*(1). https://doi.org/10.30998/sap.v5i1.6386

Yusuf, Nasrullah. (2021). The effect of online tutoring applications on student learning outcomes during the covid-19 pandemic. *Italienisch*, *11*(2), 81–88.

Zahara, Siti. (2020). efektivitas pembelajaran daring melalui aplikasi schoology di sekolah menengah atas negeri 9 banda acehefektivitas pembelajaran daring melalui aplikasi schoology di sekolah menengah atas negeri 9 banda aceh. *pencerahan*, *14*(2), 177–199.