

Student Perception Of The Use Of Remote Control Application In Guidance On Completion Of Lecture Assignments Learning Evaluation

Syukri Hamzah¹ and Nurul Hidayati²

¹FKIP-Bengkulu University

²FMIPA –Bengkulu University



Abstract – This study aims to describe students' perception of online-based learning with remote control applications. The research method used is a descriptive method, with a sample of 40 students of the Indonesian Language and Literature Education Study Program. Research instruments use questionnaires and interviews. The results showed that students' perception of online-based learning with remote control is very positive and this learning model provides a very significant learning experience and can improve students' understanding of the courses taught.

Keywords – Perception, Remote Control,

I. INTRODUCTION

The increasing use of the internet as a medium of learning online is basically part of the advancement of science and technology in the field of information and communication. Several studies have revealed that pure online learning has been on par with face-to-face teaching ineffectiveness, and mixed approaches are more effective than teaching offered entirely in face-to-face models (Toyama et al., in Hurnult, 2018: 35). Hurnult (2018) also edited Terras, Chiasson, and Sansale's research (2012) which stated that mixed learning—now known as blended learning approach—is considered an effective method of learning among students in the field of teacher education, course instructor involvement, media elements, and overall learning experience. Furthermore, Hurnult also edited the results of Kennedy and Archambault's research (2012) which revealed that online education continues to gain momentum as the preferred method of higher education. Another study also conducted by Fitriana (2017) revealed that learning with a blended learning model of learning activities is higher than face-to-face.

The results of the research presented above give an idea that learners are comfortable with learning with a virtual learning approach because it is considered more interesting. However, the results of Hurnult's research do not reveal how online learning techniques are done, but only reveal that learning is done with a mixed face-to-face approach and online.

Based on these things, this research tries to develop a Blended Learning model by using remote control application in the implementation of online-based learning to improve understanding and meaning by learners. The development of the blended learning model is expected to further improve the activities of learners. However, in this study only focused on the perception of learners towards online learning with remote control instruments, because so far online-based learning many only use an asynchronous approach, such as a caption or video impressions, so that learners tend to be passive or more receptive. This is characterized by interaction in learners occurring only one way without the opportunity to ask questions or discuss. So if there are

things related to learning materials that are poorly understood or require further explanation, you have to wait for the opportunity to be face-to-face. About these matters, the purpose of this research is to find out the perception of learners towards blended learning models using the remote control.

II. LIBRARY REVIEW

The development of a blended learning model by using the remote control in online-based learning sessions is based on the idea that remote control itself is one of the features that allows its users to connect to a remote computer as if they were sitting face to face, thus resulting in a more open interaction process and can reduce psychological constraints compared to face-to-face. In this way, it is expected that there will be interaction and collaboration between students and educators. Thus, the use of remote control itself can be understood as conditioning in a learning process.

The learning activities presented are basically an effort to create a condition so that there is a learning process by providing a stimulus that is considered as something new by the learner so that it can trigger curiosity and encourage the emergence of new motivations in learners. In this connection, this research refers to several learning theories related to learning to the condition as follows.

About the need for conditioning of a learning process expressed by Gagne (1970) in his conditioning theory that the creation of learning conditions, including the learning environment, especially media-based conditions, namely covering the type of presentation delivered to learners by scheduling, sorting, and organizing is an important thing to do. A learning event occurs when a stimulus situation affects a learner in such a way that his or her performance changes over time before being in that situation to the time after being in it. So, in this case, the learning event occurs due to the conditioning through the provision of the stimulus. He further explained through one type of learning that he expressed the type of S-R (stimuli-response) which in essence states that the onset of response is also due to the encouragement that comes from within and the strengthening so that one wants to do something repeatedly (Gagne, 1970).

In addition to the theory of conditioning learning, Ivan Pavlov's Classical Conditioning theory presents the following learning principles:

Learning is the formation of habits by linking/linking stronger stimulants with weaker stimulants.

The learning process occurs if there is an interaction between the organism and the environment

Learning is a process of change that occurs due to conditions that then give rise to a response

Learning closely related to the principle of re-strengthening or with other words and replays in terms of learning is important

Each stimulant will give rise to U.S. brain activity and CS will give rise to brain activity. The activities generated by the U.S. are more dominant than those generated by CS. Therefore the U.S. and CS must be installed together, which over time will occur relationships (<https://senandungbiru.wordpress.com/2014/10/18/teori-classical-conditioning-ivan-pavlov/>)

John B. Watson (1919:) championed the learning views suggested by Pavlov's work in his study of dog conditioning. In Watson's writing, learning is seen as a matter of building individual associations (conditioned responses) that are strongly based on the nervous system. More complex human actions are considered conditioned response chains.

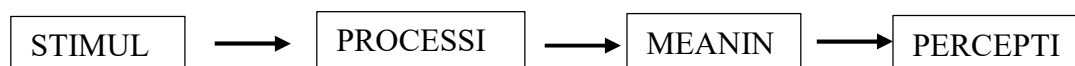
Furthermore, about the role of the environment to the conditioning of the learning process, Bandura (in Gredler, 1994:377-378) related to the theory of social learning suggests that individual behavior is not only an automatic reflex stimulus (S-R Bond), but also the result of reactions arising as a result of interactions between the environment and the cognitive schemes of the individual itself. Bandura also stated that conditioning is an important thing to do. Gredler (1994:51) also corroborates by referring to Thorndike's Theory of Law Effect which states that satisfactory circumstances following the response reinforce the link between stimulus and behavior

The Law Effect theory illustrates that the stimulus used will give birth to certain perceptions in learners. Perception itself according to Robbins and Judge (2013: 166) the process by which individuals manage and interpret their senses to give meaning to their environment. He also added that perception can change due to several factors that influence, including attitude, personality, motives, experience, and expectations, target characteristics, and situation factors. In addition to the S-R theories presented, we are

actually also familiar with the theories of S-R Skinner and Pavlov. However, in this study, the theory in question is not used with some rational considerations of researchers.

By referring to some of the theories presented above, the frame of thought built in this research is the conditioning of learning activities will attract attention and evoke a separate response for learners. On that basis, the assumption used in this study that conditioning learning activities using the new stimulus will be able to build the perception of learners to study will awaken the curiosity and learning motivation of learners that can then affect the learning outcomes achieved.

This can be illustrated by the diagram as follows:



III. METHOD

This study used a descriptive quantitative and qualitative method with data collection instruments using questionnaires and interviews on a sample of 40 data sources. The response assessment indicators set out are as follows:

31 - 40	very Positive/very easy
21 - 30	Pretty positive/fairly easy
11 - 20	Less Positive/difficult
1 - 10	Very less positive/very difficult

The research subjects are students of the Indonesia Language and the Literature Education Program at FKIP University of Bengkulu. The research procedure is to provide tasks on face-to-face learning, and guidance in completing tasks is carried out online with remote control using the Team Viewer application. Mentoring is carried out in groups and individuals. Data analysis is done descriptively quantitatively and qualitatively.

IV. RESULTS AND DISCUSSION

Data revealed from this study provides information that more than half of students have attended e-learning lectures using an unsynchronous approach. While lectures with direct interaction through a kind of remote control application has never been done. The overview obtained in this study is as follows:

Table 1 Student Response Data

No	Observed Aspects	Number of Positive Responses	Response Percentage	Perception Category
1	Ease of operationalize remote control applications	39	97	Very Easy
2	Lecture guidance with remote control application is the first time	27	67,5	Very Positive
3	Guidance with Remote control increases learning motivation	40	100	Very Positive
4	Lecture guidance with remote control application is very useful	35	87,5	Very Positive
5	Remote control learning guidance greatly helps understanding the material studied	32	80	Very Positive
6	Guidance time is more effective and efficient	32	80	Very positive
7	Very helpful in overcoming the difficulty of understanding the material studied	35	87,5	Very Positive
8	Implementation of guidance is very effective	40	100	Very Positive

9	Can improve the achievement of learning outcomes	40	100	Very Positive
10	Remote control learning models need to continue	40	100	Very Positive

The results of the descriptive analysis of data acquisition in table 1 above are as follows:

Table 2 Descriptive Analysis

Mean	36,80
Standard Error	1,42
Median	39,50
Mode	40,00
Standard Deviation	4,49
Range	13,00
Minimum	27,00
Maximum	40,00
Sum	368,00
Count	10,00

The stated mean positive responses (36.80), Mode (40), and median (39.50), indicate that students' perceptions of remote control applications are very positive and significant. This condition is corroborated by the standard deviation value (4.49), which illustrates that the tendency for perceptions to be reduced to a very positive response. In addition, several aspects observed, namely numbers (3,4,5,6,7,8, and 9) in Table 1, inform that the use of remote control applications in learning can contribute significantly to the quality of the learning process, both with regard to with motivation and learning outcomes.

The data above is strengthened by the results of interviews conducted by researchers. The summary of statements of 36 (90%) sample students are as follows: (1) The application used is very easy to access and operationalize; (2) The use of remote control applications for guidance in completing tasks for the first time, so that it is more challenging to curiosity; (3) This learning model can increase learning motivation; (4) Guidance using remote control applications is very useful; (5) The use of remote control applications is more effective and efficient because the communication between lecturers and students is more open than face-to-face learning; (6) This open communication is very helpful for students to overcome difficulties with the material being studied; (7) Guidance by remote control is very effective, because students know firsthand the existing errors and receive corrective guidance on the spot; and (8) Students are more optimistic about achieving better learning outcomes.

The data presented above indicate that the conditioning of online learning with remote control media is able to build significant student perceptions which in turn will affect the learning process, learning motivation, and student learning outcomes. Thus, a learning process really needs a meaningful engineering that can affect the perceptions of students which will then change their attitudes for the better.

The revealed research results basically state that the use of internet-based applications using remote control has a positive impact on increasing student motivation and learning outcomes. This is consistent with the opinion of Graham (2005; and 2006) which states that internet-based learning can improve the learning process, is effective, provides convenience, and is cheap in financing, including several research results cited by Hurnult that have been previously disclosed. The same thing was also expressed by Poe and Stassen (ed. Without year: 8) regarding the advantages of online learning which will be learner-centered and the conditioning that is carried out will support learning styles and flexibility. The conditioning itself is in accordance with Thorndike's S-R theory and Bandura's social learning theory that the conditioning of a process by providing the right stimulus can form positive responses and perceptions and will form cognitive schemas in individuals. As also stated by Gagne (1977), that the conditioning of the learning environment both internally and externally will affect the learning outcomes achieved. In this case, online-based learning with

remote control is a conditioning process with the use of stimuli as expressed. Thus, engineering the conditions of the learning environment in the online learning process is needed to be carried out by a teacher as well as learning in class. Related to this research, which engineered learning conditions by utilizing remote control, it turned out that it not only provided an interesting learning experience for students, but also made a significant contribution to the achievement of learning objectives. Therefore, the positive response of students to the online learning process with remote control instruments is quite significant for the development of a learning model with a blended learning approach. However, this research is needed to find an effective form of learning strategy which of course can be developed with a larger number of samples as well as several similar applications to test its effectiveness.

V. CONCLUSION

Students' perceptions of the use of remote control applications are very positive, because the use of remote control provides a significant learning experience and is able to increase student understanding and make it easier to complete lecture assignments, in addition to providing a freer space for interaction between lecturers and students. However, this research is still very limited in terms of the number of samples and the diversity of study programs. Therefore, a survey with a significant number of respondents will certainly provide different results and it is possible that these findings will be generalized to a larger population.

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