

THE IMPLEMENTATION OF USING MOBILE EDUCATION APPLICATION : STUDY FROM HOME

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Abstract

In era of Covid-19, technology has the potential to be improved in various aspects in the daily lives, such as learning. It is proven that it can increase a student engagement their learning process. Mobile learning have the potential to taking the education beyond the boundaries of classroom learning. Depending on the device used, each student can access various or more kinds of content, from podcasts to videos. In virtual lessons or simply ask the online mentor in person to answer the problems they ask. As well as using M-learning application platforms such as ruangguru, quipper, study house, zenius. With recent advances in smart mobile device capabilities and increased penetration rates among student groups, these tools can be used to design suitable exercises and tools, Knowledge and learning. In this paper present some of the most well-known mobile procedures used for students to enhance their learning and skills. In addition, its role in students who face learning difficulties.

Key words: M-Learning, Mobile Application, Education Digital Tools, COVID-19, Pandemi, M-Learning, Study From Home

INTRODUCTION

Implementation M-learning have a potential to take the education beyond class boundaries (Abidin et al., 2022; Maskar et al., 2021; Tindakan et al., 2021). Against the backdrop of the COVID-19 outbreak, various policy initiatives were launched by the government and universities around the world to continue teaching activities to contain the virus with e-learning (Fatimah et al., 2021; Isnain et al., 2021; Syaifulloh & Aguss, 2021). Based on the devices that can be used, which can be able to access various kinds of content (Oktaviani et al., 2021; Susanto et al., 2022; Yudiawan et al., 2021). The emergence of mobile-based learning technology into the scope of teaching and learning has more or less brought new possibilities and challenges for teachers and students (Isnain et al., n.d.; Sari & Oktaviani, 2021; Sinaga & Pustika, 2021). Mobile learning has represented ubiquitous technology, wireless, portable, and endowed with multimedia capabilities that exist in new dimensions in the delivery of a curriculum (Nadya et al., 2021; Novitasari et al., 2021; Pradani, 2021). From podcasts to videos, this can be done by participating in virtual lessons or simply asking mentors via the internet directly to be able to get answers to their questions (Ayu & Pratiwi, 2021; Mulyah et al., 2020; Puspita et al., 2021). These new technological capabilities can create demand for schools and education systems (Nuraziza et al., 2021; Qodriani & Wijana, 2021; Rohman et al., 2020). An impressive increase in the way mobile learning technology is used in schools, even though it was created for non-educational environments, is soon making its way to the classroom. This device has attracted interest from several educational communities (Choirunnisa & Mandasari, 2021; Putri & Sari, 2021; Sari, 2020).

The latest version of this device features innovative features that make it more convenient, safer and also affordable, the more so many new applications are constantly available which make our life easier to access educational applications (Ambarwati & Mandasari,

2020; Rahmania & Mandasari, 2021; Risten & Pustika, 2021). This progress has encouraged educators and researchers to use this tool to promote around education. Teaching as well as learning among students (Agustin & Ayu, 2021; Mandasari & Aminatun, 2020a; Oktaviani et al., 2020). There is some great potential in how to use mobile devices to transform and help the way we learn by turning traditional classrooms into classrooms that are more interactive and interesting (Aminatun et al., 2021; Mandasari et al., n.d.; MULIYAH et al., 2021). Allows educators to teach students without being constrained by time and place, and can also allow learning to be continued or carried out after class or outside the classroom where teaching learning occurs naturally (Mandasari & Aminatun, 2020b; Oktaviani et al., 2022; Oktaviani & Sari, 2020). Can also be accessed or reached anywhere and can also give teachers a new ability to connect with students or learners on a more personal level and with the devices they use regularly, while sensing or hearing technology allows learning to be personalized and tailored for learners (Mandasari & Wahyudin, 2021; Nurmala Sari & Aminatun, 2021; Oktaviani & Ayu, 2021).

Mobile-based learning makes it possible for students to be able to engage in problem and solving based learning activities and to do tasks that have objective goals and mobile learning tools in the form of empowering students to help develop their own understanding through active involvement in learning and Learning experiences such as simulation or digital manipulation have a capacity to bring interactivity to improve cognitive and affective processes. In addition, one of the great advantages of mobile devices is that students learn to study in a new context such as collaborative learning to share their work through online media (Aminatun, 2021; Puspaningtyas, n.d.). The increase in the use of technology in the form of cellular in schools and on campus also shows that the future of classrooms, including learning and learning activities, research, even in the form of communication, will be very important and certainly depend on cellular technology. Students on mobile want the ability as well as the flexibility to be able to choose and sort out where and when they will or want to study. Greater and more detailed access to personal mobile tablets which can also allow students to have a possibly greater opportunity to be able to collaborate with others and build knowledge in experiences that exist in the real world in everyday life. their day. On the other hand, there is also for students with special educational needs who experience learning difficulties due to cognitive, physical, and sensory disabilities, one of the main goals in the classroom is to help and improve behavior and their relationship with the environment. But at the same time these students must be able to learn and be able to carry out daily activities independently, be able to improve their communication, also develop cognitive abilities, and acquire new knowledge.

LITERATURE REVIEW

Online-based learning has become a practice that has spread quite widely over the years as a form of integrated technology in education. The investigated a student's experience in doing online learning at Oxford Brokes University. They also highlighted a theme that was deeply committed to a student's online learning experience and also recommended implications such as the emotionality of student experiences and even concerns about time and time management itself. In addition, the development of online learning based on changes in traditional pedagogy has also caused inconsistencies that occur most in student perceptions and this is where individual differences themselves emerge as a possible success factor (Ayu et al., 2021; Mandasari & Aminatun, 2019; Santoso et al., 2021). It has observed that students' perceptions of integrating online components in two undergraduate

business programs where they also complete online learning modules before class discussion. The results of this study have shown that the elective course participants rated the online module significantly better than the compulsory course. In general, participants in many elective courses rated the online module as slightly positive, while a compulsory course rated them slightly negatively. These results have shown that if builders are to be selective in acting how they integrate online units into traditional form courses delivered in the classroom. The investigated a perception of that graduate students perceive online learning. These findings reveal that the interaction between students and instructors has had a major impact on their satisfaction. Another challenge identified is the support of adequate student support related to the existence of campus resources, and the need for a variety of learning designs.

for delivery which can also facilitate students' desire to continue learning. On the other hand, students are very satisfied with the clarity and organization of teaching by using adequate resources. The role of instructor has been identified as very important to student satisfaction. In line with this, the conclusion in a study about the existence of a student's perception of the use of e-learning shows that the response is a positive response to an assessment, learning outcomes, and also an evaluation (Mandasari, 2017; Sari, 2019; Sari & Wahyudin, 2019). This study study which has somehow generated some positive feedback in the steady state and to further help advance the adoption of online learning. as we know learning is a process of student interaction with educators and also learning resources in a learning environment that includes teachers and students who exchange various kinds of information. Learning is an acquisition of new behavior or a strengthening or weakening of behavior that has occurred or long ago as a result of a experience (Arnis et al., 2020; Setiawansyah et al., 2021; Yudha & Mandasari, 2021).

METHOD

Researchers use a descriptive qualitative method. In this study, the research describes and also defines the current events of adversity, condition, or situation. Qualitative research is a research method that is based on a post positivism and naturalist paradigm. The COVID-19 pandemic has forced us and the Indonesian government through the Ministry of Education and Culture to implement a policy of moving conventional classrooms to online classrooms using the M-learning method. The current study is a collective case study consisting of a survey analysis of students' perceptions of their online learning during a pandemic by mobile applications to assist the learning process during a pandemic. The research data was collected through an analysis of students' perceptions based on their personal experiences during online learning. The questionnaire is designed based on the construct theory of a perception. As stated earlier, this study focuses on e-learning platforms that suit the needs of students and their conditions. Therefore, the questions were arranged according to the main topic. The questionnaire was distributed and a questionnaire was collected in the form of a Google Form with 13 questions from 15 male and female students consisting of "Yes or No" and student accessibility questions were used to find out students' perceptions about topics about the implementation of online-based online learning.

The rapid growth in the implementation of online learning may also sound foreign to educators. These factors can lead to different applications depending on where online learning can take place and who the students are. During the COVID-19 pandemic, the popularity of some online learning in Indonesia has not only spread in small cities but also

in rural areas and even in rural areas. The internet is a major requirement for online learning which can be accessed from home.

RESULTS AND DISCUSSION

During the pandemic and the implementation of Study from Home, it was reported that people were involved in online learning. There are approximately 60.0% of students who undertake and undergo online courses. Meanwhile, 40.0% of teachers only sent an assignment via email and WhatsApp without any further guidance. Students perception about m-leaening application can be seen in Table 1 and the an application that can be installed at any time. Therefore, many students often experience some difficulties in being able to take online-based learning and do assignments. many students complain and say that their gadgets are not compatible with this online learning. With the student accessibility data can be seen in Table 2. To answer problem statements. The researcher divides the data based on the results by google form. Furthermore, the researchers analyzed the teachers' implementations of distance learning during the COVID-19 pandemic with m-learning application.

Table 1. The Performance implementation of m-learning

no	Statements	Yes	No
1	Are you familiar with education mobile application for example in Indonesia (ruangguru, quipper, rumah belajar, zenius.)	100%	0%
2	Have you ever used the education application mobile?	75%	25%
3	Do you think the education mobile application worth it for student?	85%	15%
4	Ruangguru, quipper, rumah belajar, zenius application. allows students to study anytime and anywhere?	100%	0%
5	Is using Education Mobile Application can facilitating the learning that students need?	90%	10%
6	Are education applications can provide information / material / questions that are easy to understand?	80%	20%
7	Do you think Mobile learning allows students to engage in problem-solving based learning activities and to work on assignments?	87,5%	12,5%
8	Are you agree of education mobile learning is the way that can help student more easier in learning?	87,5%	12,5%
9	Do you think in this era covid-19 using mobile learning is helpful to student and teacher to do learning process?	100%	0%

Table 2. students' accessibility

No	Statements	Responds	%
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1	Internet accessed at home	Available Not available	66,7% 33,3%
2	The quality of signal during online learning	Stable Unstable Poor connection	35% 48,5% 15%
3	Edequacy Internet Data	Edequacy Not edequacy	38% 62%
4	Device use	Laptop Handphone	15% 85%

Results in the table 1. show above implementation for using M-learning Application for helping students in the existence of online learning is considered as a compensation for learning and teaching fun during this pandemic. Moreover, it can be seen in table 2 above. The limitations of infrastructure not only in cities but also in villages, such as a lack of internet connection and electricity, also force students to walk on roads and also climb hills to leave the village just to find and also get internet signals. In addition, most of them access online learning through low-end mobile gadgets. Their android phone is not very compatible because having a small RAM does not allow it to accommodate a large capacity, so there is no more storage space for newly installed programs. This situation is not at least frustrating for students. Another obstacle is that students have to pay extra to buy internet data which has also been taken into account. Doing this online learning does have many consequences. Some students realize that their IT literacy has indeed made good progress during online learning. The e-learning platform allows users to access information on personal computers while mobile e-learning (M-learning) allows users to access via mobile devices. Thus, students can also interact with their online learning through these technology platforms. The internet is now considered a source of material that is needed to achieve a learning and teaching goal. However, in some areas that have a bad internet signal, they may face many obstacles in doing online-based learning.

CONCLUSION

The COVID-19 pandemic has created significant changes that are quite large in the learning and education system in Indonesia. from face-to-face classrooms and into internet-based classrooms. This digital classroom seems to be the right answer in today's era to help maintain public health. This condition also forces not only teachers but also students to learn from home. In fact, this shift is quite a challenging challenge, especially for students and also teachers who are in disadvantaged areas. The current study concludes that most English language studies are ready for rapid changes in style and in teaching and learning styles. Various reasons are identified, and can also be categorized into three factors, namely: first, the availability and sustainability of an internet connection, second is the accessibility of learning media, and the last is the suitability of tools to access learning media.

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