

## Optimizing e-modules in Early Childhood Motoric Courses in the PG PAUD Study Program, Universitas Negeri Medan

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### Abstract

*This study aims to analyze online learning in early childhood motoric development methodology courses using e-modules of practical materials in the PG PAUD FIP UNIMED study program. This study uses qualitative descriptive with qualitative analysis in a research activity with research subjects PG PAUD semester V 2019. Data collection techniques are carried out by observation, documentation and interviews. The results showed that, through observations distributed through questionnaires, interviews were conducted through online learning through the use of e-modules in the early childhood motor development methodology course. can be a good alternative in online learning during a pandemic and can improve students' abilities in aud music practice courses as well as from documentation through videos that students are able to follow and use e-modules. From the results of field practice analysis conducted virtually, it shows that online learning through zoom and the use of this e-module application can improve the ability of students both individually and in groups in learning motoric methodologies for early childhood.*

### Keywords

online learning; e-module;  
motor



## I. Introduction

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).

The development of the corona virus throughout the world, which also reached Indonesia, which eventually became a pandemic in the country, had an impact on all aspects of life and with the exception of the world of education. During the pandemic, education in Indonesia also adapts to conditions. After being declared the application of restrictions on activities outside the home. A policy was also taken to conduct online learning. Medan State University is no exception to take policies related to the spread of this virus. During the pandemic PG PAUD Study Program runs lectures with an online system. Starting from the middle of the even semester of 2019/2020 and continuing until now.

According to Astuti *et al* (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

At the beginning of the implementation of online learning, the Unimed Early Childhood Education Study Program was still in the adjustment stage, because this was new, although previously the PG PAUD study program had implemented hybrid learning but had to adapt. After this online learning took place, obstacles were found during learning. Various obstacles were also felt because not all of the students of the PG PAUD UNIMED study program lived in urban areas that had easy access to the internet network. Many students from the PG PAUD UNIMED study program live in rural areas that do not have a stable network. In addition, with the condition of students being at home, it is not uncommon for parents to also provide additional assignments for their children. Such as helping with housework, helping their parents work such as keeping the shop and others, this causes students to be less focused in attending lectures.

There are weaknesses when running online lectures, information is not free to convey, not to mention the availability of internet which is not always smooth for every student. The impact that arises if it is not resolved is (1) it is difficult to convey practical material, because it cannot guide students directly. (2) students miss the material when there is a problem on the network. In every planned activity sometimes will be faced with various obstacles, the author also experienced several obstacles even though none of them were enough to burden the mind. The big obstacle is when there are additional activities but there is no additional time, in addition to other technical issues such as when carrying out trials, not all students have a quota or a good internet network, so they have to wait some time for students to do trials and fill out evaluation forms. . The issue raised in this research is the difficulty of delivering motor practice learning materials during the online learning period, so that it gives birth to another alternative, namely optimizing the e-module of motor practice material in the Early Childhood Motoric Course.

The methodology course for early childhood motor development is one of the theoretical and practical courses in which the competencies possessed by students master conceptually from early childhood motor development and development. In addition, students are also required to have skills in developing fine and gross motor skills. early childhood. Because motor skills are one aspect of development in early childhood. The Motoric course itself does not only discuss the abilities possessed by students, but how students are able to connect their abilities into a means to develop motor skills for early childhood according to their developmental stage and also not neglect other skills. From this explanation, it can be interpreted that this course plays a very important role in preparing prospective early childhood education educators. And this course requires a solution to the obstacles or problems encountered in the form of an e-module in the learning of the early childhood motoric development methodology course in the PG PAUD study program, State University of Medan. This research also realizes the mission of the Early Childhood Education Teacher Education Study Program itself, namely organize learning activities to produce graduates who are able to develop PAUD institutions according to community needs and the development of science and technology. From the explanation above, the researcher raised the title *Optimizing the e-module of Practical Materials in the Motoric Course for Early Childhood in the PG PAUD Study Program, State University of Medan.*

## II. Review of Literature

Motor is a translation of the word "motor" which is the basis of biology or mechanics that causes a movement to occur. Hurlock states that motor development is the development of physical movement control through coordinated activities of the nerve center, nerves, and muscles. In motor there are three elements that determine it, namely muscles, nerves, and brain. These three elements carry out their respective elements according to their roles in a positive interaction, which means that one element is interrelated, supports each other, complements each other with other elements so that the situation is perfect and can carry out movements effectively and efficiently. What is meant by effective and efficient is to carry out movements that do not use a lot of energy and are precise, such as movements of the body or body parts that are intentional, automatic, fast and accurate. These movements are a coordinated series of hundreds of complex muscles. Children's motor development will be seen clearly through the games they can do. Therefore, the improvement of motor skills, especially the fine motor skills of children, is closely related to playing which is the main activity of early childhood. In principle, children's development has various developments, one of which is motor coordination. This development is a coordination between the eyes and hands that must develop properly, along with the maturity of the nerves and experience possessed by the child, the motor development of the child can develop or be well coordinated. In general, the motor is divided into two, namely gross motor and fine motor. Gross motor skills are body movements that use large muscles or most or all of the limbs that are influenced by the maturity of the child himself. Gross motor skills such as walking, running, jumping, going up and down stairs. Fine motor skills are movements that use fine muscles or certain parts of the body, which are influenced by opportunities to learn and practice. These two abilities are very important so that children can develop optimally. Fine motor skills or manipulation skills such as writing, drawing, cutting, throwing and catching balls and playing with toys or objects.

According to Moore, Dickson-Deane, & Galyen (2011), learning with accessibility, connectivity, flexibility is the hallmark of online learning which is learning that uses internet networks and can easily display various types of learning interactions. Then, in the research of Zhang et al., (2004) describes the use of technology, internet and multimedia networks are able to provide breakthroughs from the provision of knowledge and can be another way or solution for learning carried out in conventional classes. Based on the explanation of the theory and research above, it shows that online learning is a learning solution that can be implemented during the pandemic. In this case, students are required to have supporting devices such as laptops or computers and internet networks to support online learning. The use of technology has a major contribution in educational institutions, including the achievement of distance learning goals that utilize networks. Various media are also used for the implementation of distance learning such as utilizing digital modules. This is in line with the needs of students in online learning for early childhood motoric development methodology courses, e-modules are needed in teaching and learning because independent and repetitive practice activities are needed to adjust the time and also the network.

### **III. Research Method**

The type of research used is qualitative research. The purpose of this study was to analyze online learning in the subject of motoric development methodology for early childhood through the use of e-modules at PG PAUD FIP UNIMED. The research was conducted by first using e-modules for students in this virtual learning and then distributing questionnaires to students about how optimally the application of online learning courses was. Questionnaires were distributed using a google form given to students via WhatsApp messages. There are 40 students who have responded to the distributed survey. The survey results were then grouped into three categories of student responses: (1) Agree with the implementation of the e-module; (2) Disagree with the application of e-modules; (3) Doubtful about the use of e-modules. The research subjects are students of the PG PAUD semester 5 2019 study program who will carry out online learning for the early childhood motor development methodology course.

Data collection is done through interviews via zoom cloud meeting. The aspects that were asked in the interview were: (1) facilities and infrastructure owned by students to carry out online learning; (2) what is your opinion regarding the e-module application; (3) are there any problems in using the e-module application. Analysis of research data was carried out using the analysis model of Miles & Huberman (1994) which consisted of three stages, namely data reduction, data display, and conclusion drawing and verification. Data analysis of research data reduction stage is the stage of collecting all the information needed from the results of interviews and then grouping the data. The data display stage is the presentation of data that is needed in research and which does not need to be discarded. The conclusion drawing and verification stage is the interpretation stage of research data to draw conclusions based on the phenomena obtained (Miles, M. B., & Huberman, M., 1994).

### **IV. Results and Discussion**

Based on the results and discussion, it was found that:

#### **4.1 Students Have Facilities**

From the research conducted, it shows that every student has the facility to access online learning by using e-modules. The use of laptops can support learning and can improve learning outcomes and is also a solution in conditions of space and movement restrictions, so that data maximizes learning from home. However, the obstacles in learning are the unstable network and the weather which affects the stability of the network during online learning. Students who live in areas with poor internet network access experience problems and delays in receiving information, while students living in urban areas have a more stable network and participate in online learning more smoothly.

#### **4.2 Student Feedback Regarding the E-Module Application**

Students gave a good response to the e-module application. The display of the e-module is also easy to understand and attractive. There is a check function in the application to make it easier for students to report to lecturers that students have completed parts of the module and there is a report column for collecting assignments. The tools displayed in the e-module are also easy to understand. Then the use of this e-module is not limited by time. Students can adjust the time in accessing the e-module. Adjusting to the network conditions at the location of each student, so students are free to determine when they want to read the module and also complete assignments or bills in courses. The

problems that are often experienced by students in online learning are that students cannot attend lectures according to the hours determined by the campus, so this causes students to experience delays in information or miss lectures, this e-module provides solutions or answers to problems that students have experienced so far. Students can access the e-module at any time according to the time they specify and can adjust to the network conditions in the area where they live.

#### 4.3 Constraints when Using E-module Applications

Based on the results of the data in the field, it shows that students do not experience problems when using this e-module application. The display of the e-module prioritizes ease of understanding. The symbols used in the application also reflect the function of the symbol and are symbols that are commonly used, even more so before testing the application, it is presented to students the procedure for using e-modules so that students have a guide for using the application this e-module.

### V. Conclusion

During the current pandemic, all activities seem to have stopped, the life of the world from various aspects seems to be in suspended animation. But, not for the education sector. The world of education must continue to run, therefore, even during a pandemic, the world of education continues to transform and find solutions to these conditions. One solution to this is to bring online learning and provide digital modules that can be accessed anywhere and anytime. In the motoric development methodology course, early childhood uses e-modules to facilitate learning. Can be accessed at any time by students. And the results provide benefits and are very helpful in the learning process.

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