Fun Learning Model Using the Padlet Application as an Effort to Increase the Effectiveness of Online Learning

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Abstract

In the whole process of education in schools, learning is the most important activity. This means that the success of achieving educational goals depends a lot on how the learning process can take place effectively. This research is to increase the effectiveness of learning through fun learning on the online learning system at Al-Kautsar Elementary School Surabaya. The method used in this research is action research. Based on this research, it shows that there is an increase in the learning activities of fourth grade students at SD AL-Kaustar Surabaya through fun learning, this is indicated by an increase of 19.3% in the number of student attendance and an increase of 7% in the number of students who pay attention to the teacher's explanation. and there was a decrease of 6.87% in the number of students who turned off the camera during teaching and learning activities. an increase in the effectiveness of learning through fun learning with an increase of 7.87%, the use of padlet applications in fun learning can create a relaxed and pleasant atmosphere and can encourage positive emotions and arouse a sense of wanting to change in student behavior.

I. Introduction

Development is a change towards improvement (Shah et al, 2020). The development of information technology has an impact on the learning process that is increasingly effective. The development of information technology is clearly visible in computer-based learning. In fact, the use of this online technology network with the use of the internet as a means of interactive communication.

Distance learning requires a medium that can distribute knowledge and as a forum for the process of teaching and learning activities. Media containers used in distance learning currently use the internet and a website as a forum for online learning. Online learning can be interpreted as a computer network that is interconnected with other computer networks throughout the world (Kaito; 1998).

According to Squires, et al (1994:10) the effectiveness of learning is influenced by the learning behavior of students (students) in learning which consists of: (a) order in learning; (b) responses to the materials; (c) the desire to succeed. Gordon et al (2000:1) state that learning will be effective if the atmosphere is comfortable and pleasant.

Learning is said to be fun if there is a relaxed atmosphere, free from pressure, safe, interesting, aroused interest in learning, full involvement, the attention of students is devoted, the learning environment is interesting, enthusiastic, feeling happy, high concentration. On the other hand, learning becomes unpleasant if the atmosphere is depressed, feeling threatened, feeling scary, feeling helpless, not enthusiastic,

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lazy/uninterested, bored/bored, the learning atmosphere is monotonous, learning does not attract students (Indrawati and Setiawan, 2009: 24).

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).

In the whole process of education in schools, learning is the most important activity. This means that the success of achieving educational goals depends a lot on how the learning process can take place effectively. Effective learning is when the creation of an atmosphere causes student learning concentration. high concentration improves learning outcomes. Research on the brain and learning revealed a surprising fact, namely when something is studied seriously (where the high attention of a person is devoted) then the structure of a person's chemical nervous system changes. In a person, new things are created such as new neural networks, new electrical pathways, new associations, and new connections (Indrawati and Setiawan, 2009: 22).

For this reason, the authors conducted interviews with 12 parents of students on September 28, 2021 with the aim of gathering information about the learning methods being used in the application of online learning at Al-Kautsar Elementary School Surabaya. Based on the results of a survey conducted by the author on barriers to online learning for parents of students, it shows that in general the obstacles parents face in accompanying children to study at home in the online learning system are the lack of understanding of the material by parents, the difficulty of parents in growing children's interest in learning. , not having enough time to accompany children because they have to work, parents are impatient in accompanying children while studying at home, parents have difficulties in operating gadgets, and obstacles related to internet service coverage.

II. Research Method

This type of research is action research. Action Research Is a form of collective self-reflexive research conducted by participants in social situations to improve the reasoning and fairness of their educational and social practices and their understanding of their practices and of the situations in which these practices are practiced. (2006). The purpose of action research is to increase the effectiveness of learning through fun learning by utilizing the padlet application as an online learning medium.

The design of this research uses the stages of action research (action research) according to Stringer, ET (2007:8) in the form of a cycle consisting of three aspects, namely look (see), think (think) and act (act).

1. *Look* is an activity to understand the problem through collecting data and describing the situation.
2. *Think* is the activity of analyzing what happened and interpreting how and why it happened.
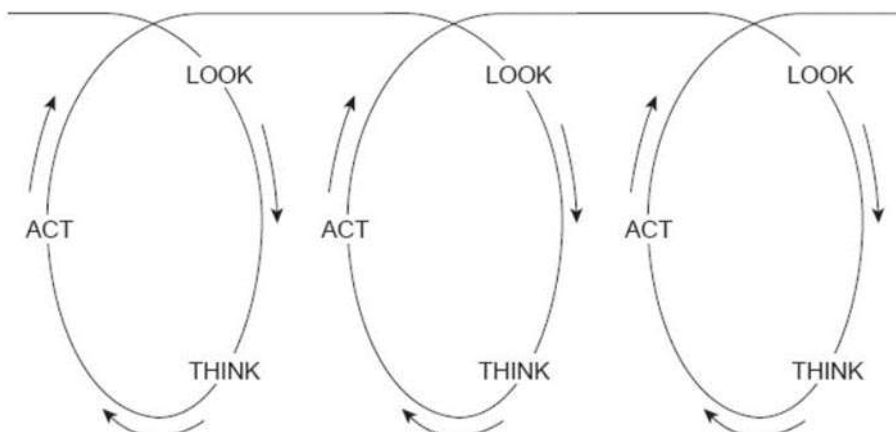3. *Act* is planning solutions, implementing and evaluating them.

Figure 1. *Spiral Action Research Interaction (Stringer, ET, 2007:8)*

The subjects to be studied in this research are students of Al-Kautsar elementary school in Surabaya. This study took the object at the Al-Kautsar Elementary School (SD) Surabaya. This research was conducted because the authors are interested in the development of information technology, which can be seen in computer-based learning, which means that today's learning can be done at home. So interested in wanting to know more about the teacher's efforts in increasing the effectiveness of learning through fun learning on the online system at Al-Kautsar elementary school Surabaya on the online learning system.

III. Results and Discussion

3.1 Results

The purpose of conducting an assessment of student learning activities is as a form of data collection activity in evaluating the effectiveness of learning through fun learning at AL-Kautsar Elementary School Surabaya.

Based on the results of the assessment of student learning activities, there is a change in student behavior towards the applied learning system. There is a significant increase in the learning activities of fourth grade students of SD AL-Kaustar Surabaya who follow the teaching and learning process and students online.

a. Student Activity Assessment

Student activities who pay attention to the teacher's explanation when the online teaching and learning process is taking place, at the first meeting 19 students paid attention from 23 students present or as many as 82.6%, while at the second meeting 26 students paid attention from 29 students who attended or as many as 89.7%. This means that there is an increase in students who pay attention to the teacher's explanation when the teaching and learning process is taking place, an increase of 7.1%
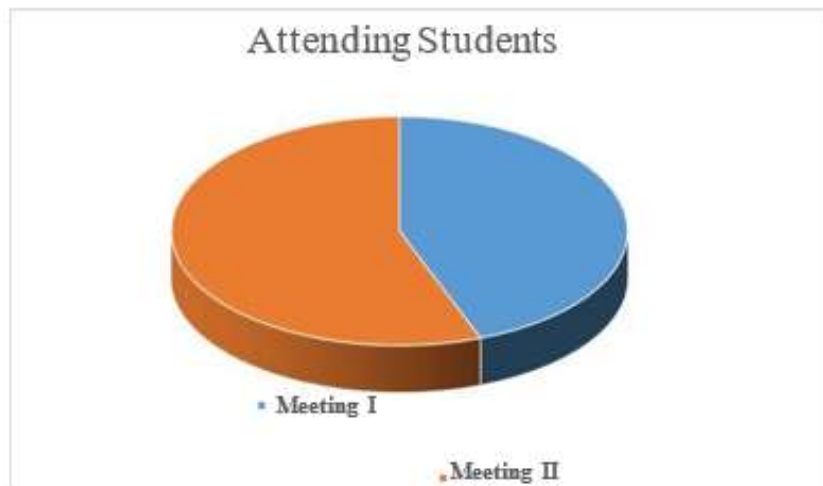
Figure 2. *Percentage of Student Attendance at Meeting I and Meeting II*

b. Evaluation of Student Reactions

In evaluating student reactions to the application of fun learning by using Padlet application as shown in Table 4.3 as many as 66.89% of students answered Yes, which means that the reaction of 66.89% of students responded well in using the Padlet application in the online teaching and learning system and 33.10% of students answered No, which means that the reaction was 33, 10% of students disapprove of using the padlet application. Meanwhile, 62.07% of students said they were very excited about attending class today and 37.93 students said they were not enthusiastic about attending class today.
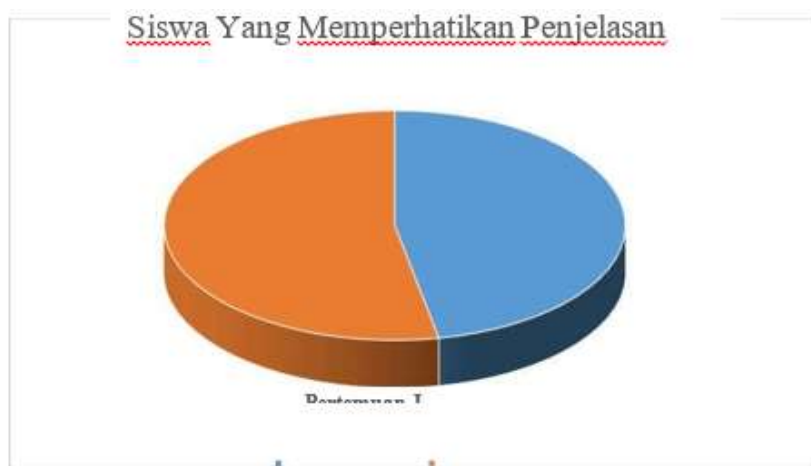

Figure 3. *Percentage of Number of Students Who Pay Attention to Teachers Explanations at Meeting I and Meeting II*

c. Assessment of Student Learning

Activities Student activities in student learning activities in the online system the number of students who turned off the camera when the teaching and learning process was taking place at the first meeting amounted to 11 people out of 23 students who attended or as many as 47.8% and at the second meeting there were 9 people from 29 students who attended or as much as 31.03%. This shows that there is a decrease in the number of students who turn off the camera during the teaching and learning process by 16.77%.

d. Assessment of Student Learning Outcomes

The number of students who answered the questions posed by the teacher at the first meeting was 4 of the 23 students who attended or 17.39% and at the second meeting there were 5 students from 29 students who attended or 17.24%. This shows that based on the number of students who answered the questions posed by the teacher there was an increase but if based on the percentage of students who answered questions with the number of students attending there was a decrease of 0.15%.
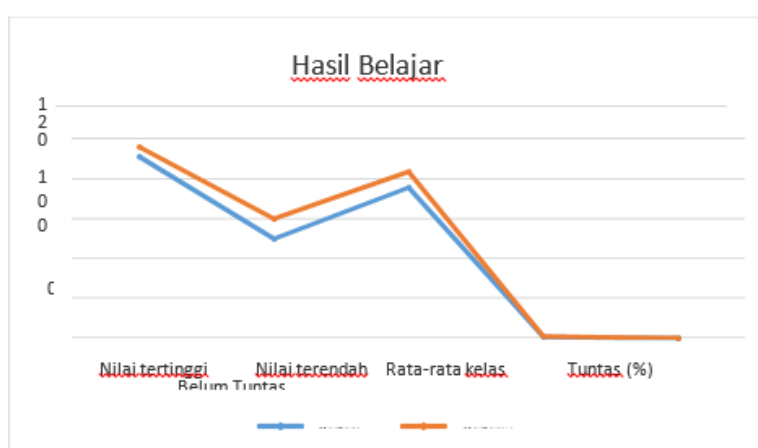

Figure 4. Student Learning Outcomes

Based on the evaluation of student reactions (Level 1) to the application of fun learning using the padlet application as shown in Table 4.3 as many as 66.89% of students answered Yes, which means that 66.89% of students responded well in the use of the padlet application in the online teaching and learning system and 33.10% of students answered No, which means that the reaction of 33.10% of students did not agree to use the padlet application. Meanwhile, 62.07% of students said they were very excited about attending class today and 37.93 students said they were not enthusiastic about attending class today.

In the results of the Learning evaluation (Level 2), there are 3 respondents who experienced a decrease in score, namely respondents 14, 15, 27. Meanwhile, respondents who did not experience changes before and after using the padlet application were 2 respondents, namely respondents 7 and 17, while the rest experienced an increase. score.

In the behavioral evaluation (Level 3) there is a change in the level of student discipline measured using 5 question items on items 1, 2, 4,6,7. Before the fun learning process was carried out, the average number of undisciplined students was 8 students, while after a fun learning process using the padlet application the average number of students who were still undisciplined was 4 students. This shows that there has been an increase in the discipline of Class IV Elementary School students.

3.2 Discussion

Based on this observation, it shows that through fun learning can increase students' enthusiasm for learning so that students can be motivated to involve themselves in the implementation of the teaching and learning process which is carried out with an online system. The number of students who turn off the camera during the teaching and learning process is still showing a large number but with the application of this fun learning can create a decrease in the number of students who turn off the camera during the teaching and learning process.

Based on the results of tests on Indonesian subjects conducted on fourth grade students of SD AL-Kaustar Surabaya, it showed that the average student experienced an increase where at the first meeting, the class average of 75.61 increased to 83.48. A pleasant atmosphere with fun learning can arouse students' desire to learn, this can be measured by the learning outcomes obtained by these students. Aunurrahman (2012) said that "the factors that influence student learning outcomes are generally influenced by two factors, namely factors originating from within (internal) students and factors originating from outside (external) students. One of the factors that come from within students (internal) that also influences learning outcomes is learning motivation.

IV. Conclusion

Based on the results of the research and discussion, the following conclusions can be drawn:

There is an increase in the learning activities of fourth grade students at SD AL-Kaustar Surabaya through fun learning, this is indicated by an increase of 19.3% in the number of student attendance and an increase of 7% on the number of students who pay attention to the teacher's explanation and there is a decrease of 6.87% in the number of students who turn off the camera when teaching and learning activities are in progress.

Based on the assessment of student learning outcomes in 2 cycles, it shows that there is an increase in the effectiveness of learning through fun learning with an increase of 7.87% and can encourage positive emotions and arouse a desire to change in student behavior.

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