ANALYSIS OF THE ABILITY OF LECTURERS IN THE USE OF ONLINE LEARNING MEDIA IN THE FACULTY OF TARBIYAH AND KEGURUAN (FTK) UIN AR-RANIRY BANDA ACEH

Fathiah^{1*}, Nelli Raharti², Muhammad Rizal Fachri³

^{1,3} Universitas Islam Negeri Ar-Raniry Banda Aceh

² Universitas Ubudiyah Indonesia

* Corresponding author E-mail: fathiah@ar-raniry.ac.id

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Abstract

This study aims to describe lecturers' ability to use online learning media at the Tarbiyah and Keguruan Faculty of UIN Ar-Raniry Banda Aceh in the learning process. This study used a quantitative descriptive research design. Research subjects are lecturers who actively teach in the odd semester of 2020/2021. Meanwhile, 42 people were randomly selected as samples. Data collection was carried out using questionnaires and interviews. Data analysis used descriptive statistical analysis. The results showed that lecturers' ability with indicators of skills in using online learning media obtained an average value of 79.29%, which means that, on average, the lecturers were able to use online learning media well. The ability of lecturers with indicators of skills in managing online learning is obtained an average value of 67.56%, which means that the lecturer can manage online learning well.

1. Introduction

The Covid -19 pandemic that hit and spread worldwide resulted in paralyzed all central sectors, namely economic sectors around the world. The economic sector, the health sector, or the health sector have become a worldwide crisis, but it is also followed by other sectors [1], such as the education sector being affected [2]. All countries must take steps that have complicated implications for the country's socio-economic conditions [3].

Indonesia is one of the countries affected by the COVID-19 case, with 41,431 cases as of June 15, 2020. The mortality of COVID-19 cases in Indonesia is relatively higher than global cases, namely 5.49% [4]. All regions in Indonesia have reported cases, including Aceh province, with several positive cases of COVID-19 based on the results of the Polymerase Chain Reaction (PCR) examination of 37 people.

The development of science and technology encourages efforts to encourage renewal efforts [5][6] in the use of technological results in the learning process [7][8]. So lecturers must use modern technology tools [9] or traditional and choose what media to use [10]. There is a possibility that these tools follow the developments and guidelines of the times [11][12]. At least it can use cheap and efficient tools [13][14], although it is simple but is a must in achieving the expected goals [15][16]. Besides being able to use the available tools [17][18], it is also required to develop skills in making learning media that will be used by these media which are not yet available [19][20]. For that, we must have sufficient knowledge and experience about instructional media [21][22].

Learning media is an intermediary that functions to convey learning messages [23][24]. Communication between teachers and students will not run well without media [25][26]. Advances in communication and technology [27][28], require the use of more innovative and creative learning media [29] in the learning process in schools [30]. There are four uses of instructional media in the teaching and learning process, namely: (1) clarifying the presentation of messages so that they are not verbalised, (2) Overcoming the limitations of space, time, and sensory power, (3) Using appropriate and varied learning media can overcome the passive attitude of students, (4). Provide stimulants, experiences, and the same perceptions for each student [31]. The use of instructional media in the teaching and learning process [32] can generate new desires and interests [33], generate motivation and stimulation of learning activities [34], and even have an

influence on students [35]. Instructional media can also help students improve understanding [36][37], presenting interesting and reliable data [38][39].

Learning media is a means of interaction between lecturers and students so that learning activities are more effective and efficient [40][41]. Media can display information through sound, images, movement and colour, both natural and manipulated [42][43]; to learn media, it will be easier to achieve maximally with minimal time and effort [44]. The use of various media sources, one of which is courageous learning media [45], is expected to help students understand lecture material. Moreover, the condition of the Covid-19 pandemic in all campuses must learn with new methods [46][47], including students and lecturers who must learn bravely [48]. The ability of lecturers to use bold learning media during this pandemic [49] is expected to increase students' interest in learning and become a benchmark or success in brave learning [50][51]. Based on the description above, the writer tries to analyze lecturers' ability in learning with the title "Analysis of Ability in Using Online Learning Media at the Faculty of Tarbiyah and Keguruan, UIN Ar-Raniry Banda Aceh."

2. Method

This study aims to describe or describe the ability of lecturers to use online learning media. Therefore this type of research can be classified as descriptive research. The purpose of descriptive research is to describe what variables or conditions exist in a situation.

This research was conducted at the Faculty of Tarbiyah and Keguruan (FTK) UIN Ar-Raniry Banda Aceh in the odd semester 2020/2021. The subjects in this study were lecturers who actively taught in the odd semester of 2020/2021. Meanwhile, the samples in this study were 42 people who were randomly selected.

The data collection technique in this study used a questionnaire instrument that was distributed online using Google Form. Previously, the validity and reliability of the instrument were tested first. The questionnaire consisted of two indicators studied: skills in using online learning media and skills in managing online learning. These indicators are developed by researchers and described in the form of statements/questions. The data analysis technique uses a percentage description with the steps as follows:

- Calculating the respondent's value from each aspect or sub variable.
- Recap value.
- Calculate the average value.
- Calculating the percentage with the formula:

$$DP = \frac{n}{N} \times 100$$

Information:

DP = Descriptive Percentage (%)

n = empirical score (score obtained)

N = ideal score for each question item

After the percentage results are obtained, they are included in several criteria, as shown in Table 1.

Table 1: Percentage Result Assessment Criteria

Value Range	Criteria
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Passable
21% - 40%	Poor
0% - 20%	Not good

3. Results and Discussion

This research was conducted on lecturers who actively teach in the odd semester of 2020/2021 at the Tarbiyah and Keguruan of UIN Ar-Raniry, randomly selected 42 people. Data collection was carried out using a questionnaire instrument—an online questionnaire using Google Form. The questionnaire consisted of two indicators of the ability of the lecturers to be studied, namely the skills of using online learning media and courageous learning skills, where the indicators and the statements/questions developed by the researcher were tested for validity first using the Pearson Product Moment formula which was processed with the help of SPSS. A valid statement item over a tone of 0.3 and above. Also performed a reliability test using the Cronbach's alpha formula. The basis for the decision is that Cronbach's Alpha value criteria are > 0.60, so all questions are declared reliable.

Table 2: Results of the Validity Test Analysis

Item no	Correlation coefficient	Information
1	0, 678	Valid
2	0, 619	Valid
3	0, 539	Valid
4	0, 546	Valid
5	0, 775	Valid
6	0, 457	Valid
7	0, 771	Valid
8	0, 774	Valid
9	0,595	Valid
10	0, 751	Valid
11	0, 316	Valid
12	0,743	Valid
13	0, 315	Valid

Based on table 2, it can be seen that the r value for all items is greater than 0.30. It can be concluded that all instrument items used in this study are valid.

Table 3: Reliability Test Analysis Results

Cronbach's Alpha	N of Items
.772	13

Based on the output above, it can be seen that the Cronbach's Alpha value of 0.772 is greater than 0.60; it can be concluded that all instrument items used in this study are reliable.

The following is the Tabulation of Research Data for indicators of skills in using learning media, courage and organizational skills for learning courage.

Table 4: The score of the results of the questionnaire on skills in using bold learning media

Receipt Number	Score Item Number					amount
	1	2	3	4	5	
1	3	4	4	4	4	29
2	3	3	3	3	3	19
3	3	3	4	2	3	15
4	4	3	3	3	3	15
5	3	3	3	3	3	16
6	3	2	4	2	2	15
7	3	2	2	2	1	13
8	3	3	3	3	3	10
9	4	4	4	4	3	15
10	3	3	3	3	3	19
11	4	4	3	4	3	15
12	3	3	3	3	3	18
13	4	4	4	4	3	15
14	3	3	4	3	3	19
15	3	3	3	3	3	16
16	4	3	4	4	4	15
17	4	3	4	3	4	19
18	4	4	3	3	3	18
19	4	3	4	3	4	17
20	4	3	3	3	4	18
21	3	4	2	3	3	17
22	2	3	3	1	2	15
23	3	2	3	3	3	11
24	4	3	2	3	3	14
25	3	3	3	2	3	15
26	3	3	3	3	3	14
27	2	2	2	4	2	15
28	4	2	3	4	4	12
29	4	4	4	3	4	17
30	3	2	3	2	2	19
31	3	3	4	3	3	12
32	4	1	3	3	3	16
33	3	3	3	2	3	14
34	4	4	4	3	3	14
35	3	2	3	3	3	18
36	3	3	3	3	3	14
37	3	3	3	3	3	15
38	4	3	2	3	3	15
39	4	3	3	3	3	15
40	3	3	2	3	3	16
41	4	4	3	3	4	14
42	4	2	4	3	4	18
	144	128	137	134	140	666

Table 5: The Data on Skills in Using Online Learning Media

Item score					Percentage
1	2	3	4	5	
85,71%	76,19%	81,55%	79,76%	83,33%	81,31%

Based on data analysis on the indicator of lecturers' ability, namely the skills of lecturers in using online learning media, the following data were obtained:

From the results of the analysis of the questionnaire answer sheets filled out by 42 lecturers who answered the 5 questions given, each item consists of 4 answer choices. The maximum score = $4 \times 42 = 168$ and the minimum score = 1×42 is obtained. = 42. The results obtained are statement 1 totalling 144 with a percentage of 85.71%, statement 2 totalling 128 with a percentage of 76.19%, statement 3 totalling 137 with a percentage of 81.55%, statement 4 totalling 134 with a percentage of 79, 76%, statement 5 amounted to 140 with a percentage of 83, 33%. While the number of ideal scores (criteria) for all items = $4 \times 5 \times 42 = 840$. The highest score for each item = 4, the number of items = 5 and the number of respondents = 42. The total score obtained from the results of data collection = 666

Based on the data obtained regarding lecturers' ability with indicators of skills in using online learning media, the average value is obtained = $666: 840 \times 100 = 79, 29\%$. So the average value is 79.29% in the good category. Thus it can be concluded that the average lecturer can use online learning media well.

Table 6: Score the results of the online learning management skills questionnaire

Receipt Number	Score for item								Amount
	6	7	8	9	10	11	12	13	
1	3	1	2	3	2	3	2	2	18
2	3	3	3	2	3	3	3	3	23
3	3	3	2	3	2	4	3	1	21
4	3	2	2	3	3	4	3	2	22
5	3	2	2	1	2	3	2	3	18
6	3	4	2	2	2	4	2	1	20
7	3	2	2	2	2	3	2	3	19
8	3	3	3	2	3	2	2	1	19
9	3	4	4	3	4	2	4	2	26
10	3	2	2	3	2	4	2	3	21
11	4	4	3	3	3	4	4	3	28
12	3	3	3	3	3	3	3	3	24
13	3	4	4	3	3	4	4	3	28
14	3	3	3	3	2	3	3	2	22
15	3	3	3	3	3	4	3	2	24
16	3	2	2	3	2	1	3	3	19
17	3	3	3	3	2	4	3	3	24
18	3	2	2	2	2	4	2	3	20
19	3	4	4	3	3	3	3	3	26
20	3	2	3	3	3	4	3	2	23
21	3	2	2	3	2	3	2	2	19
22	3	1	1	1	1	4	2	3	16
23	3	2	3	1	3	3	2	1	18
24	3	4	3	2	2	2	3	3	22
25	3	2	1	2	2	1	1	3	15
26	3	3	3	2	2	3	3	3	22
27	4	3	4	3	3	3	4	2	26
28	4	4	4	3	4	4	3	2	28
29	3	1	3	1	2	3	4	1	18
30	3	2	1	2	2	3	2	1	16
31	3	1	3	3	2	4	2	1	19
32	3	2	3	1	2	3	3	1	18
33	3	3	3	3	3	3	3	2	23
34	3	2	3	3	2	1	3	3	20
35	3	2	3	3	2	3	3	3	22
36	3	2	2	3	2	4	2	1	19
37	3	3	3	3	3	4	3	3	25
38	3	3	2	3	3	4	3	3	24
39	3	3	4	3	3	4	3	2	25
40	2	2	2	3	2	4	2	2	19
41	3	3	3	3	3	4	3	2	24
42	3	3	4	3	3	3	3	3	25
	141	123	129	123	121	154	134	115	908

Table 7: Percentage of online learning management skills data

Score for item								Amount
6	7	8	9	10	11	12	13	
83,93%	73,21%	76,79 %	73, 21%	72, 02%	91, 67%	79, 76%	68, 45%	77,38

Based on data analysis on the lecturer ability indicator, namely the skills to manage online learning, the following data were obtained:

From the analysis results of the questionnaire answer sheets filled out by 42 lecturers who answered the 8 questions given, each item consists of 4 answer choices. The maximum score = $4 \times 42 = 168$ and the minimum score = 1×42 is obtained. = 42. The results obtained are statement 6 totalling 141 with a percentage of 83.93%, statement 7 amounting to 123 with a percentage of 73.21%, statement 8 amounting to 129 with a percentage of 76.79%, statement 9 amounting to 123 with a percentage of 73.21 %, statement 10 amounts to 121 with a percentage of 72.02%. Statement 11 amounts to 154 with a percentage of 91, 67%, statement 12 amounts to 134 with 79, 76% and statement 13 amounts to 115 with a percentage of 68, 45%. While the number of ideal scores (criteria) for all items = $4 \times 8 \times 42 = 1344$, where the highest score for each item = 4, the number of items = 8 and the number of respondents = 42. The total score obtained from the results of data collection = 908

Based on the data obtained regarding lecturers' ability with indicators of online learning management skills, the average value is obtained = $908: 1344 \times 100 = 67.56\%$. So the average value of 67.56% is included in the good category. Thus it can be concluded that lecturers have been able to manage online learning well.

4. Conclusion

The conclusions obtained from the results of these studies are

- Based on the results and discussion, it can be concluded that the ability of lecturers with indicators of skills in using online learning media is in the good category with an average score of 79, 29%, which means that on average, the lecturers can use online learning media well.
- Based on the results and discussion, it can be concluded that the ability of lecturers with indicators of skills in managing online learning is in the good category with an average value of 67.56%, which means that on average, the lecturers have been able to manage online learning well.

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