

THE POTENTIAL OF SMARTPHONES ON THE USE OF EXPERIENTIAL LEARNING BASED ELECTRONIC MODULES IN CONCIERGE LEARNING FOR VOCATIONAL HIGH SCHOOL

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Abstract

Technology literacy is a manifestation of a person's psychological response to everything related to technology. This is evidenced by the development of technology, namely the use of smartphones in various activities, one of which is in learning activities. However, there are weaknesses in the development of technology, for example the existence of teachers who have not been optimal in responding to technological developments which of course have an adverse impact on the learning process, so that improvements are needed in every learning system that leads to improving the quality of education. This study was conducted to identify the potential use of smartphones in facilitating student learning, especially in achieving the success of concierge learning materials in vocational high schools. This type of research is descriptive qualitative research. The research subjects were students majoring in tourism in class XII of a vocational high school with a total of 140 students. Data collection methods in this study were surveys and interviews using questionnaires and interview guidelines as research instruments. Data analysis was carried out in four stages, namely data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that there is a great opportunity for the use of smartphones in the learning process, especially in vocational high school concierge subjects. It is known that the use of smartphones by students is most dominantly used for things other than learning. To change the condition of students so that they are more comfortable using smartphones for learning, the researchers want to make experiential learning-based electronic module teaching materials more creative, innovative and interesting with features that include not only text, images, audio but practical videos. The conclusion of this study is that an electronic module based on experiential learning has great potential for the use of smartphones to make it easier for students to learn concierge at vocational high schools.

Keywords: Potential of Smartphones, Experiential Learning Based Electronic Modules, Concierge Learning

1. Introduction

The main challenge facing vocational education is how to meet the increasingly high demands of the job market due to advances in science and technology. Advances in technology cause humans can not be separated from dependence on technology. This requires vocational education to implement appropriate programs so that it is not too heavy a burden to keep pace with technological advances. For this reason, learning programs in vocational schools are required to always be responsive and anticipatory to technological advances.

In the world of education, educational institutions such as schools have transformed both in terms of implementing the learning process and learning system (Baber, 2021; Jomezai et al., 2021; Yulia, 2020). Online learning activities or online learning are learning carried out to provide opportunities for students to interact with learning resources, both educators/environments, and their peers synchronously and asynchronously using the internet (Abidah et al., 2020; Alavudeen et al., 2021). ; Ariebowo, 2021). In the digital era, online learning encourages the main devices for teaching and learning activities such as smartphones (Barnes, Pressey, & Scornavacca, 2019; Muswita et al., 2018). In this era, smartphones are communication tools and learning tools (Lin, Hsia, & Hwang, 2021; Troussas, Krouska, & Sgouropoulou, 2020). The digital era can increase the speed of knowledge distribution in schools through online learning using smartphones or often referred to as mobile learning (Bartel & Hagel, 2014; Chang et al., 2021; Park et al., 2020). Mobile learning makes it easy for students to learn anytime and anywhere (Lu et al., 2021; Sophonhiranrak, 2021). However, there are many things that

make mobile learning ineffective. So far, teachers tend to only give assignments without providing deepening of material to help students understand the material (Anika & Fajar, 2020; Arianti, Wiarta, & Darsana, 2019; Mediatati & Suryaningsih, 2017). Teachers have not been able to maximize the use of smartphones to support students' ability to understand learning material (Cecep, Mutaqin, & Pamungkas, 2019; Ngabekti, Prasetyo, Hardianti, & Teampanpong, 2019; Sunismi, 2015). This of course does not provide a good learning experience for students so it is necessary to improve the learning system (Agusta, 2018; Gunawan et al., 2017; Rohaeti, Suwardi, & Ikhsan, 2013).

The progress of a nation and state cannot be separated from the progress of the education sector. Education is an integral part that cannot be separated from the process of preparing quality, tough and skilled human resources. The essence of education is basically a communication process that includes the transformation of knowledge, values and skills, inside and outside school that lasts a lifetime (life long process), from generation to generation (Sumitro, et al. 1998). Based on this, there are two things that need to be considered, namely the management of the implementation of vocational education and the use of technology in the learning process. Learning must be emphasized on understanding, skills, and character education (Mendikbud RI, 2013).

Concierge material. Concierge material is a productive material, one of which is learning skills in the service sector that focuses on handling guest luggage. Mastery of concepts in less than optimal material causes the practice results obtained by students to be less than optimal. This material not only requires appropriate learning models to spur students to master concepts but also requires effective and interactive teaching materials so that concepts and applications of concierge materials can be more easily understood. Based on this, concierge learning focuses more on learning on practical experiences in the form of approaches from concrete experiences that can be done by playing, role playing, simulations, group discussions which are expected to occur a combination of listening, seeing and experiencing, so it must be packaged in interesting and interesting learning. can also make students more active in learning concierge. To help teachers and make students more active and independent, the researchers intend to create teaching materials that can support learning in the form of electronic modules based on Experiential Learning that can be accessed by students through smartphone or computer media without having to be connected continuously.

2. Method

This type of research is descriptive qualitative research, using an approach, this research identifies how many students use smartphones during the learning process which can be described more clearly and in depth. Furthermore, identification begins with observation activities to analyze the needs of research data. Then the researchers distributed questionnaires and processed the research data presented descriptively. class XII majoring in tourism Vocational high school 1 Magetan, totaling 108 students. The object of research is the use of smartphones by vocational high school students. Methods of collecting data through surveys and interviews. Data analysis was carried out descriptively with percentages to identify how much smartphone use to make it easier for students to learn concierge.

In this research, the analysis was carried out in four stages, namely (1) data collection, (2) data reduction, (3) data presentation, and (4) drawing conclusions. Data collection uses two research instruments, namely questionnaires and interview guidelines. Data reduction in this study was carried out to filter or select data that focused on the data or the core findings obtained in the field. The presentation of data is done to display descriptive data from the results of distributing questionnaires. The conclusion stage is the final stage of research to answer how much smartphone use is to make it easier for students to learn Concierge. The instrument used is a questionnaire consisting of 4 indicators spread over 20 questions. These indicators are student responses regarding smartphone ownership, duration of smartphone use, the purpose of smartphone use, and policies implemented by schools in responding to the widespread use of smartphones during the learning process.

3. Results and Discussion

The research was carried out by involving 140 respondents at SMK Negeri 1 Magetan, Magetan Regency, East Java Province. The results show that there are various potentials for using smartphones in the learning process, especially to make it easier for students to learn concierge at vocational high schools. Smartphone ownership is one of the supporting factors that students must have in supporting the learning process. The data on smartphone ownership by students of the State 1 Magetan vocational high school can be presented in Figure 1. Based on Figure 1 it is known that 94% of the students of the State 1 Magetan vocational high school own a smartphone. Smartphones are technological devices that are quite effective and flexible, so students often spend

quite a lot of time using smartphones. This is indicated by data regarding the duration of smartphone use by students, most of which reach more than 6 hours a day.

Figure 2 shows that the duration of time for students to use smartphones. From the figure, it is known that the use of smartphones by students with a duration of 1-4 hours has the least amount, which is 5%. Then the use of other smartphones with a duration of 4-6 hours reached 15%. Meanwhile, smartphones with the longest duration or more than 6 hours have the highest number, which is 80%. So it can be concluded that the use of smartphones by vocational high school students 1 Magetan is the longest. Seeing these conditions, there is a lot of potential for teachers to shift the use of smartphones to more positive things and can have a better impact on students' learning.

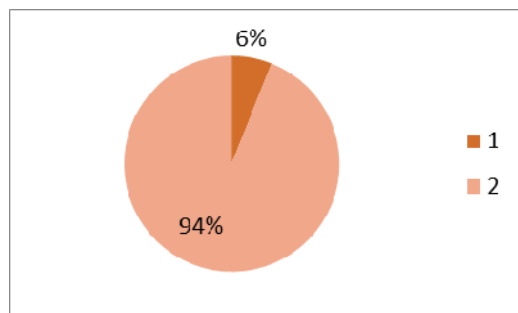


Figure 1. Student Ownership of Smartphones

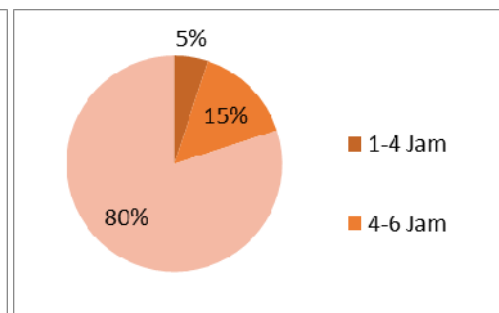
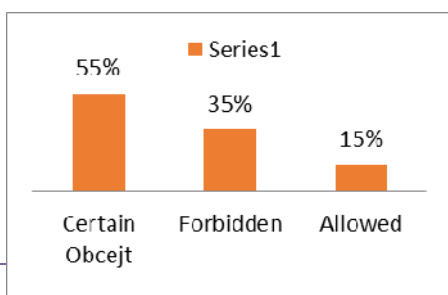
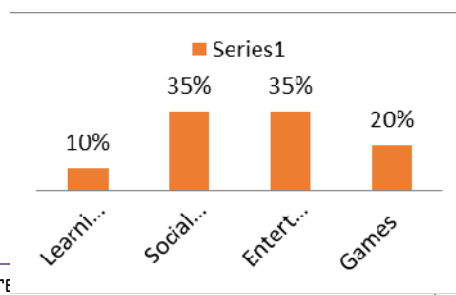


Figure 2. Duration of Students in Using Smartphones

The next thing to do is, as shown in Figure 3, information is obtained that the identification results show the goals and habits of students towards smartphone operations in their daily lives. Figure 3 shows that 20% of vocational high school students in Magnet 1 use smartphones to play games. Then 35% of students use smartphones to access various entertainment sites. The number of students who use smartphones to access social media reaches 35%. Meanwhile, the remaining 10% use smartphones for the learning process. Seeing this shows that students have not optimized the features available on smartphones for learning activities. In addition, the teacher's condition has not been able to optimally facilitate smartphone-assisted learning activities, so that the use of smartphones by students still does not have clear directions and goals. Based on data on the use of smartphones by students who have not been maximized regarding the use of learning activities, clear regulations or policies are needed from schools to regulate the use of smartphones. The policies applied by schools regarding the use of smartphones in the learning process are different. Every educational institution has a policy in carrying out learning activities, including policies related to the use of smartphones to support the learning process. Vocational high school students provide responses regarding school policies that regulate the use of smartphones in learning activities as shown in Figure 4, it can be seen that in its implementation, this policy still depends on each subject teacher because 55% of students stated that schools allow the use of smartphones for the learning process but are limited to certain subjects. 35% of students stated that the use of smartphones is allowed in teaching and learning activities. However, 15% of students stated that they were prohibited from using smartphones in teaching and learning activities. But overall, school policies have supported the use of smartphones in the implementation of the learning process.



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Figure 3. Student Use of Smartphones

Figure 4. Schools Policies

Discussion

Technology plays an important role in human life. Likewise with the world of education. The education sector is considered quite important considering its role in developing the capabilities and potential of human resources. The integration between technology and education will be able to provide various positive impacts and can quickly increase the capacity and quality of human resources (Budiarto, Joebagio, & Sudiyanto, 2020; Nithyanantham, Paulmony, & Ramadhan H., 2019). One technology that is currently widely used in various fields of human life, including in the field of education, is a smartphone. Based on the data that has been presented in the results section, it can be seen that there are opportunities for using smartphones in the learning process, especially concierge subjects in vocational high schools. Opportunities that arise from the use of smartphones in the digital era are the function of smartphones as technological devices used in the learning process or better known as mobile learning (Alshammari, 2020; Hanif, Asrowi, & Sunardi, 2018; Talib et al., 2019).

Mobile learning can have a positive impact on the learning process, such as making it easier for students to learn, increasing learning motivation, learning outcomes and student skills (Mahdi, 2018; Suryanda, Sartono, & Sa'diyah, 2019). In addition, smartphone-based learning can also help students master the skills needed in today's digital era, such as critical thinking skills, innovation, communication skills, and technological literacy (Efendi, 2019; Nursyifa, 2019). The results of this study indicate that students are familiar with the use of smartphones. As many as 94.60% of students already have smartphones, the majority of which use the Android operating system. Awareness of students in using smartphones for learning activities is quite low. This is known from the results of the questionnaire which shows that the use of smartphones for the learning process ranks the lowest at only 19.50%. If it is associated with the potential that arises from the use of smartphones in the learning process, these results can be utilized by educators to develop more innovative and creative teaching materials. One of them is the rapid development of technology that encourages the replacement of printing technology with computer technology in learning activities. The module, which was originally a printed learning media, turned into an electronic form, giving birth to a new term, namely electronic module or better known as e-module (Winatha, Suharsono, & Agustin, 2018).

Based on the data that has been presented in the results section, it can be seen that there are benefits to using experiential learning-based electronic modules in the learning process, especially concierge material in SMK. The electronic module developed must have the necessary characteristics in order to be able to produce a module that is able to increase the motivation of its users (Fajarini, 2018). One example is through smartphone technology which can have a positive impact on the learning process, such as making it easier for students to learn, increasing learning motivation, learning outcomes and student skills (Mahdi, 2018; Suryanda, Sartono, & Sa'diyah, 2019).

The results showed that students were familiar with the use of smartphones. As many as 94.60% of students already have smartphones, the majority of which use the Android operating system. Awareness of students in using smartphones for learning activities is quite low. This is known from the results of the questionnaire which shows that the use of smartphones for the learning process ranks the lowest at only 19.50%. When looking at these conditions, teachers are expected to be able to develop interesting teaching materials to replace or shift the culture of students who are accustomed to using smartphones in things other than learning. This opportunity cannot be separated from the combination of electronic modules as learning resources that can be filled with experiential learning-based learning applications that focus more on learning on practical experience in the form of approaches from concrete experiences that can be done by playing, role playing, simulations, group discussions. so that there is a combination of hearing, seeing and experiencing. The mention of the term experiential learning is done to emphasize that experience plays an important role in the learning process and distinguishes it from other learning theories such as cognitive learning theory or behaviorism (Kolb, 1984). Electronic modules or e-modules are defined as learning media using computers that display text, images, graphics, audio, animation and video in the learning process (Nugraha, Subarkah, & Sari, 2015). Electronic modules are learning tools or means. which contains materials, methods, limitations, and assessment methods that are systematically and attractively designed to achieve the expected competencies according to their level of complexity electronically (Imansari & Sunaryatiningsih, 2017). If applied to concierge materials, experiential

learning-based electronic modules can be used as alternative learning resources that make it easier for students to learn and eliminate learning conditions that tend to be boring. Considering that so far teachers only use printed books, powerpoint media, and LKS as a means of supporting the learning process in the classroom so that it has an impact on decreasing interest in learning and student achievement.

Experiential learning-based electronic module teaching materials are expected to make it easier for students to study concierge at SMK because learning materials can be delivered more easily in a way that encourages student activity and creativity in learning. Through the use of technology, it is expected to create a dynamic, fun, and active learning environment (Hendi, Caswita, & Haenilah, 2020; Partovi & Razavi, 219AD; Sulistio & Qohar, 2020). Overall, the magnitude of the use of smartphones by students provides the potential for the manufacture of experiential learning-based electronic modules so that they can become teaching materials or innovative learning resources in accordance with ongoing technological developments. This is intended to facilitate students in the learning process as an effort to form superior and competitive human resources. Other researchers can use this research as a basis for exploring product development and utilization in the form of experiential learning-based electronic module learning resources for other subjects. The use of experiential learning-based electronic modules for the learning process has an important role in being able to create a conducive learning atmosphere so that students will feel helped and motivated in participating in learning activities.

4. Conclusion

The results of the research conducted indicate that there is a great opportunity for the use of smartphones in the learning process, especially concierge subjects in vocational high schools. Most students use smartphones for things that are not related to learning, so this condition can be used by teachers as an opportunity to develop teaching materials that are more creative, innovative and interesting for students, so that they can shift the use of smartphones from less useful to more useful ones. so that it has a positive impact on students. The opening of these opportunities cannot be separated from the development of technology and information as well as school policies that allow students to use smartphones in the learning process according to the agreement between students and teachers.

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