LEARNING TO WRITE NEWS BY DEVELOPING A MEDIA E-LEARNING BY MOODLE-BASED

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Abstract

One of the fundamental journalistic skills required of students, particularly in the Indonesian Education and Literature Study Program, is the ability to write news that produces events that are directly experienced and observed in social reality. This research is a developmental one, and its goal is to make Moodle-based E-Learning media for learning to write news with tools like PowerPoint software, Google Slides, and moodle. This research is being conducted in the United Kingdom. The research and development method and the define, design, development, and dissemination (4D) development model are being utilized in this study. The data was gathered using a non-test instrument in the form of a questionnaire distributed to two media experts and two material experts. Data analysis techniques used include validation analysis by experts using a Likert Scale. The results of the research are in the form of the feasibility of learning media products totaling three learning materials using a Likert scale with a score of 1-5 as follows: a) Media experts obtain a score of 82.31% from the validation results and are included in the very feasible category; b) Material experts get a score of 78.09% from the validation results and are included in the appropriate category. Based on the feasibility findings, it has been determined that Moodle-based E-Learning media is appropriate for news writing learning courses.

Keywords: Learning, *E-Learning, Moodle,* Writing News

1. INTRODUCTION

The rapid development of technology in the current era of the industrial 4.0 revolution has also significantly impacted Indonesia's education world. It has encouraged educators to continue updating their knowledge, one aspect of which is using learning media to impart that knowledge to students. In addition, educators are also required to be able to utilize and master technology to create students who are highly committed to learning (achievement) and can learn independently and creatively.

Learning factors that are less effective and the learning materials or media that are provided are less appealing, causing students to feel quickly bored and bored, which is one of the problems that many students experience during the process of learning that is related to the achievement of knowledge. It is one of the problems that many students experience. Compared to the most recent developments in science and technology, the traditional learning system is regarded as inappropriate because of its close connection to an instructional learning environment. Current results are felt to be less effective when using conventional learning systems because an educator should be able to adjust to delivering material with learning media that are by the latest technology[1][2].

The media comes from the Latin medius, which means middle, intermediary, or bridge. Meanwhile, in Arabic, media (و سائل) is defined as an intermediary or delivery of messages from the sender to the recipient [3] . The link between the media and the teaching and learning process itself is that the media is used as a tool to channel messages from the sender to the recipient which can stimulate the thoughts, feelings, concerns and interests of students so that a learning process

occurs[4], [5]. According to this understanding, it can be understood that the media is used as a tool that can assist in channeling messages in a learning objective [6]. Some of the contributions from the media in the teaching and learning process include: the material delivered becomes more standardized, teaching and learning activities become more exciting and more interactive and in terms of learning time it also becomes more effective and efficient with an increase in the quality of learning, the learning process can be presented anywhere and anytime, increasing the positive traits of students and teaching and learning processes for the better and can provide positive values for the teachers themselves. In this context, "learning media" refers to technological advancements that can be used as a resource in the teaching and learning process to accomplish specific educational objectives. The use of media or electronic aids is expected to increase effectiveness and efficiency in the teaching and learning process[7], [8]. It is possible to conclude that the media is a tool that is used as an intermediary between teachers and students to achieve a predetermined learning goal. This conclusion can draw based on some of these experts' opinions.

The presence of the media has a crucial role in the current teaching and learning process. The ambiguity of learning material conveyed in the teaching and learning process will be helped by the existence of an intermediary, namely the media. Learning media serves as a tool to provide students with a visual experience. These students will be more motivated to learn due to the learning media's more appealing presentation, its ability to clarify the material that the instructor is providing, and its ability to make it easier for complex and abstract concepts to become more straightforward to understand concretely. Improving the quality and quality of a teaching and learning process is also inseparable from the critical role of learning media, which not only assists teachers in conveying material or materials but can also provide added value to the teaching and learning activities themselves. Learning media as a tool that can support a teaching and learning process in achieving learning objectives is the primary factor that establishes the connection between learning media and the advancement of technology. It is anticipated that the teaching and learning method that uses the role of media or electronic devices will increase the effectiveness and efficiency of activities related to teaching and learning (E-learning). *E-learning* is a process or teaching and learning activity that is structured with learning objectives using electronic or computer systems to support the teaching and learning process [9]. Some of the characteristics of *E-learning* expressed by [10], [11], include: 1) Utilization of electronic technology; 2) Utilization of the advantages or advantages of computers *(digital media and computer networks);* 3) The use of *self-learning materials* which are then stored on a computer so that teachers and students can access them anytime and anywhere; 4) Utilization of schedules, curricula, results of learning progress to various matters relating to educational administration which can view at any time via a computer. The performance of teachers (teachers/lecturers) in the delivery of learning material is facilitated by the use of e-learning, which is utilized during the teaching and learning process. *E-learning* is also considered the most effective and efficient learning close for students.

E-learning can serve not only the function of education on its own but also as a medium for disseminating information, entertainment, and educational content, provided that it is presented in an appropriate, one-of-a-kind, and professional manner[12]. *E-learning* is also interpreted as a science in the teaching and learning process without using printed paper*/handouts* of the material or learning material delivered. Because teachers and students can access the E-Learning media without any time or place limitations for learning, e-learning is regarded as a flexible method of education. The efficacy and effectiveness of the teaching and learning process are greatly influenced by factors of learning methods and media utilized, where the two are related. The type of media used will be affected by the selection of specific techniques; thus, it is necessary to have compatibility between the two to create learning objectives [13].

The basic journalistic knowledge needed by students, especially in the Indonesian Language and Literature Education Study Program (PBSI Study Program), is writing news. This writing ability is considered one of the most complex because it involves cognitive and linguistic skills. The results of observations that have been made regarding learning materials in writing news as basic knowledge

of journalism still tend to be introductory in nature without any intensive training such as how to write good news headlines, how to write exciting news terrace techniques, what are the methods in Create a new body that is concrete and in-depth. Students' journalistic writings, almost all of which have yet to be published in journalistic media, demonstrate this. Therefore, learning in news writing as fundamental journalistic knowledge has no practical value and cannot be applied to campus life. This issue may arise because most tertiary institutions still need to have student activity units designed to specifically develop students' abilities in journalism. As a result, these schools' journalistic learning facilities and infrastructure are generally considered inadequate.

The monotonous method of learning to write news through one-way lectures and less varied assignments indicates that the teaching and learning process becomes meaningless and boring for students. Hence, they feel they need more motivation about what they are learning. Without this learning motivation, students will not study well, and in the end, the success of learning objectives will not achieve. To this point, the process of learning to write has placed a greater emphasis on the outcomes of students' writing rather than on the tasks that need to be completed while writing. Learners (or students) immediately engage in writing practice without first receiving instruction on writing techniques or how to write correctly and appropriately. The teachers (lecturers) only ask students to write according to the fundamental competencies listed in the curriculum. After students finish writing, the writing is collected to be corrected and assessed. Students are made to feel bored and unenthusiastic about participating in the teaching and learning process of writing due to the consistent execution of activities such as these, which ultimately leads to poor writing abilities on the part of the students. In general, students of the Indonesian Language and Literature Education Study Program, UNIBA, have implemented a teaching and learning system limited to only being carried out in the classroom. Only a few students do learning outside the classroom. Thus, *E-Learning* can be used as a means of teaching and learning activities in the school. Based on data from initial observations in this study involving 35 students of the Indonesian Language and Literature Education Study Program which showed that 95.4% of students proposed updating the learning media used as *E-Learning*, and 87.4% stated that learning that still employed the lecture method, which is considered less innovative by students.

Based on the background described above, researchers feel interested in discussing the development of *Moodle*-based *E-Learning* teaching materials for students of the Indonesian Language and Literature Education Study Program FPBS Bina Bangsa University by using more attractive learning media displays to add, such as adding examples of problems and the addition of teaching materials that are integrated with certain websites so that it is expected to be able to assist teachers (lecturers) in the teaching and learning process which is not only carried out in the classroom and is limited in time. Aside from that, it is anticipated that the development of teaching media will provide students with a means to comprehend all information regarding writing excellent and accurate news.

2. METHOD

Development or Research and Development (R&D) was chosen as this research method[14], where the resulting product output will not always be in the form of Hardware but also in the form of Software. Conduct this research at the Indonesian Language and Literature Education Study Program at Bina Bangsa University, located at Jalan Raya Serang - Jakarta KM 03.

Students who had completed the course on writing for mass media participated in this study. Meanwhile, this research aims to develop an E-Learning- based learning media for Writing in Mass Media subjects according to the applicable Semester Learning Activity Program Plan (RPKPS).

The initial stage in this study was to develop concepts or ideas from the results of identifying problems through an analysis survey on initial needs, namely by using monotonous learning media so that there is a need for an update. These ideas are then developed at the design stage, gathering materials for product manufacture. Then after the product is made, the next step is to test the product material's and media experts' validity. The product design stage will repeat if it is deemed inappropriate at the product validation stage. However, the product is considered appropriate by

several experts. In that case, it will enter the formative evaluation/product revision stage with input from material and media experts first before it can use at the scene of the learning process in the Indonesian Language and Literature Education Study Program at Bina Bangsa University.

The instrument in research is a tool used to collect data, where the research instrument is usually in the form of *checklist* sheets, questionnaires/questions (open or closed), interview guidelines, and others. In this study, the research instrument was a questionnaire to obtain the necessary information from many respondents. The Likert scale is used as a rating scale, with the answers for each item having a gradation from very positive to very negative, as shown in the following table:

Table 1. Likert Scale

Choice	Score
Strongly Disagree	1
Disagree	2
Doubtful	3
Agree	4
Strongly agree	5

The research instrument grid is an adaptation of the instrument grid developed by (Miyarso, 2004). In this study, the instrument grid uses to create multimedia-based *E-Learning learning*. The instrument grid used includes several components, such as: (1) The instrument grid for media experts consists of several views and programming aspects with a total of 25 indicators; (2) While the instrument grid for material experts consists of several learning aspects and material aspects consisting of several learning aspects and material aspects with a total of 10 indicators.

The data collection technique in this study was carried out through a questionnaire, which was in the form of an assessment of all aspects of the learning media. Then the questionnaire was given to material and media experts for further validation. The data analysis technique was carried out by processing all the numbers obtained from the measurement results of the questionnaire data to be used later as an assessment by media experts and material experts. The data obtained is then analyzed to determine the feasibility level of the previous media made in the form of qualitative data. The qualitative data referred to here are the results of assessments, criticisms, and suggestions from material and media experts.

The data analysis technique used in this study included expert validation using a Likert Scale. The responses to each question on the instrument are scored using a Likert scale, ranging from highly positive to highly negative in increments. The formula used to calculate the percentage value of this score is Formula Index % = Total Score / Total Score x 100. While the eligibility criteria can be categorized based on the data obtained in the form of a percentage using the table below to interpret the feasibility score:

Table 2. Eligibility Score Interpretation

Percentage (%)	Criteria
0 - 20	Very Unworthy
21 - 40	Not feasible
41 - 60	Decent Enough
61 - 80	Worthy
81 - 90	Very Worth it

3. RESULTS AND DISCUSSION

The E-Learning product used in this research led to the creation of some of the content that is presented in the form of courses and is organized in a manner that is consistent with the Semester Learning Activity Program Plan for the Writing in Mass Media course. Learning media formed with

Powerpoint for material processing, material file editors made with *Google Slides*, and *E-Learning* tools with *Moodle* are used in every learning activity. Validating the development of E-Learning teaching material products for the Writing in Mass Media course, which is carried out by two media experts and two material experts acting as validators with the aid of questionnaires and a Likert scale with five levels of responses, yields the results of developing teaching material products that are good and conform to standards. The final validation results from two learning media experts and two learning material experts are as follows:

Table 3. Final Results of Media Expert and Material Expert Assessments

	Validators 1	Validators 2	Final Score
Media Expert	81,24%	83,38%	82,31%
Material Expert	82,72%	73,46%	78,09%

Based on table 3, the results obtained from the validation of media experts got a final score of 82.31%, where this figure is in the very decent category. While the suggestions given by media experts include: (1) It is necessary to add additional instructions for use/ *Learning Guide* ; (2) Minimizing decorative graphics that do not match the learning content; (3) Always providing information related to courses in the RPPS; (4) Always provide a description of the material made; (5) Learning materials are made from per material topic to per tab.

While the results of the validation of material experts get a final score of 78.09%, which is in the proper category, with some suggestions given by material experts after being validated, including (1) Checking the suitability of the material provided; (2) Writing reference sources in learning materials; (3) Added on how to use the Harry King nomogram.

The following step is a practicality test, which is carried out after the E-Learning learning media has been declared valid by experts in terms of three things, namely how lecturers feel the level of practicality of E-Learning learning media, how students think the story of the suitability of E-Learning teaching media, and how are student learning activities with E-Learning. The practicality test is carried out after experts declare the E-Learning learning media valid. The level of practicality of *E-Learning* learning media felt by lecturers in terms of ease of use and time required in using *E-Learning* learning media. According to the results of the questionnaire analysis regarding the level of practicality and simplicity of utilizing E-Learning learning media, E-Learning learning media are designed to make it easier for a lecturer to achieve his learning objectives. Besides that, the practice questions contained in *E-Learning* learning media can also make it easier for lecturers to know and measure the extent to which students' abilities *E-Learning* learning media have also proven to be one of the practical learning media solutions related to learning to write news. Thus, based on the questionnaire results, it says that a lecturer as a learning practitioner who uses *E-Learning* learning media gives a score of 93.94% for the ease of use of *E-Learning* teaching media.

Meanwhile, the results of the practicality analysis related to the time used show that the *E-Learning* learning media that has been designed can help students use their study time more effectively and efficiently. Learning with *E-Learning* learning media can also help students master the learning material provided by lecturers in a relatively short time. It is evidenced by the results of the questionnaires and the lecturer giving a value of 92.73% for the time aspect used in using this *E-Learning* learning media.

Based on these results, the overall practicality value of *E-Learning* learning media by lecturers obtained a mark of 93.33%; this result is the opinion of [15] regarding practicality with a value range of 81 - 100, which is included the convenient category. In other words, the *Moodle*-based *E-Learning* learning media for PBSI Study Program Students is efficient for a lecturer in a news writing learning course.

The level of practicality of *Moodle*-based *E-Learning* learning media felt by students is also reviewed from two things: the ease and time used in using *E-Learning* learning media. Based on the results of the questionnaire analysis, it found that the level of practicality for the relief of using

Moodle-based *E-Learning* learning media obtained that the *E-Learning* learning media that had been designed could provide convenience felt by students in understanding news learning and could assist students in material building concepts and the news more precisely and efficiently. In addition, the E-Learning learning media contains practice questions and comes equipped with answer keys that students can use to independently measure their abilities, making it simple to determine how well they can master the presented material. It is because the E-Learning learning media contains both of these components. It is demonstrated by the score of 88.73% that students gave regarding the ease of use of E-Learning learning media as a component.

In the meantime, it was discovered through research into the level of applicability for the amount of time spent that gaining knowledge through the use of Moodle-based E-Learning learning media can assist students in reducing the amount of time they spend studying and better comprehending the news. In addition, the time needed to work on practice questions and evaluations is also considered quite efficient. It is evidenced by the 87.68% score given by students for the aspect of time used. Thus, the overall results show that the practicality value of *E-Learning* learning media felt by students is 88.20% where this value is in accordance with the opinion of [15] regarding practicality with a value range of 81 - 100 which is included in the very practical category. In other words, the *Moodle*-based *E-Learning* learning media for PBSI Study Program Students is efficient for learning news writing courses.

Observation of all student activities carried out during the learning process consists of ten aspects, including studying *E-Learning* learning media by the instructions and directions given, how to build your knowledge, being able to find out for yourself about learning concepts based on the illustrations provided, being able to utilize models text as an easy step to write a news story, bolder in asking questions or responses, always active in learning community activities, able to formulate various conclusions, able to reflect, able to assess own work results and responsibility in doing the tests given.

Based on the analysis results, it found that students who carried out activities according to the predetermined time were 89.58%. While the activities most carried out by students by the specified time are studying *E-Learning* learning media with the instructions given and working on the text according to the predetermined time, also obtaining a percentage of 100%. In comparison, the student activities that are least by the time which has been determined is to be active in community activities with a percentage of 78.42%.

Testing the effectiveness of product development is carried out to obtain information about whether or not this product development is effective when implemented into a news writing learning process directly in the field. This effectiveness test compares student achievement before and after the learning process using product development. Achievement in learning to write student news is described as a score. The test design was a *pre-test* and *post-test* design from a single group. The results of the statistical tests that have been carried out show a difference between the scores between the *pre-test* and *post-test* in learning to write news by utilizing product development, where the *average pre-test* score obtained from the preparation of papers is 72.26. The average score is the average obtained from the results of the *post-test* was 89.27. The difference in scores from the use of product development is 18.04. The t-test results from related samples show a significance level (*sign-2*) p=0.000 <α=0.005.

These results indicate that there is a significant difference between the scores between the *pre-test* and *post-test* scores. It is clear from these calculations that the utilization of product development in learning to write news has a positive and significant effect on student achievement in reporting information. It is the conclusion that can draw from the findings of the calculations. The results of these calculations also prove that there has been a significant increase in learning achievement in writing news for students between before and after the learning process.

Based on the results of the analysis above, a conclusion can draw that the development of *Moodle*-based *E-Learning* learning media can be carried out effectively to improve students' news writing skills. The results of this research and statement are directly proportional to the study

conducted by [10], where the results of their research show that the use of *E-Learning* learning media can have an effect on students' abilities independently and survive in society because in *E-Learning* understanding media can ask and direct students to do something. [16], based on their research results, also revealed a significant difference in scores before and after using *E-Learning* learning media. It indicates that the achievement of student scores increases significantly after using the *E-Learning* learning media that has been developed. In addition to using *E-Learning* learning media, *Moodle*-based selection is also very suitable for creating *E-Learning* learning media, especially in learning to write news. This statement also complements the research carried out by [17]. The findings of that research concluded that learning syntax through textbooks based on a contextual approach effectively improves student learning outcomes. This statement complements that research as well.

4. CONCLUSION

As a result of the research that was carried out on the topic of the development of E-Learning learning media, beginning with an overview of the problem and continuing through an initial needs assessment, product determination and the application of product specifications, product design, product development, and product revision, it is possible to conclude that the results of the development of E-Learning media were successful. Learning activities for the Writing in Mass Media course could use alternative learning media, such as learning from the Writing in Mass Media course, which could be used as an alternative learning medium. The research results obtained from media experts got a score of 82.31% and were included in the very feasible category. In comparison, the assessment results from material experts received a score of 78.09% and were included in the possible category. Meanwhile, based on the responses from students, the overall assessment results were 88.20% and included in the very decent category. In addition, *E-learning* with *Moodle* as a learning medium for the Writing in Mass Media course is effectively used to increase student understanding, as evidenced by the *pre-test* (72.26) and *post-test* (89.27) results, and there was an increase of 18.04.

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