Challenged Solving in Listening Through T-Mobile Learning Model

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Abstract

The Electronic Learning (e-Learning) is one of trend education in Indonesia. Mobile learning is a part of electronic learning or better known as e-learning. Regarding the number of users of mobile devices in Indonesia, mobile learning can be used as an alternative to solve problems. The purpose of the mobile learning program is to facilitate student learning wherever and whenever. Because it has characteristics that are pre-practically carried everywhere, mobile learning has its own interests. Therefore, the researchers develop effectiveness mobile-based learning for student problems as the answer to the challenges of the curriculum in Indonesia and to the development of the contemporary model to help students and educators to learn more easily at least to provide student learning motivation. The T-Mobile Learning Model aims to provide a practical knowledge in conducting problem-based learning model on a listening subject that is relevant to the current problems, especially for a new student of the education faculty at Universitas Islam Kadiri. The result shows that the Model can improve the learning in a listening subject which its implementation has been integrated into the special theme from the test scores and students’ result.

Keywords: challenged solving, T-mobile learning model

1. Introduction

The use of information and communication technology in principle can be used as an e-Learning system that describes forms of learning that utilize electronic devices and digital media in the form of mobile learning (m-learning) -based learning that has the specificity of utilizing cellular communication devices online. Mobile Top of Form Bottom of Form learning has increased in recent decades with the use of the Internet, e-mail, multimedia technology, and intelligent learning guidance systems on campus. The challenged solving in listening subject by using t-mobile learning Model employs mobile learning approach which states that thematic can improve learning both in certain subjects and across subjects. The purpose of t-mobile learning model development is to help students of the college to increase listening ability by challenges solving, T-mobile learning model effectively.

2. Method

This study used the Research and Development (RnD) method. Researchers using this system are because the implementation steps during the study will produce certain measurable schemes and targets. Gustafon confirms that this type of research is in the category of development group system models. Furthermore, the observation sheets reliability of the model is analyzed using the percentage formula.

3. Results and Discussions

Result Data Analysis on T-mobile learning Model effectively

The result of observing its effectively implementing this model, the learning process was performed by following the syntax of t-mobile learning model and using t-mobile learning model as supporting learning tools. Thus, the observation of this Model effectively was intended for the implementation of a model component and supporting system (learning devices) component. One of the ways to develop challenge solving skills is to treat students as practice and practice during the learning activities. The role of students in learning activities both online and offline will influence the influence on the formation of their thinking patterns which are always based on scientific and rational things.
hat is the challenged of problem-based learning that is able to improve student learning outcomes. But based on Boud, it turns out that problem-based learning is also able to arouse students’ motivation.[25] The results of the study indicate that the problem-based learning model combined with various techniques in learning can provide good learning outcomes.[26] The t-mobile learning model was developed based on the thematic views. Furthermore, the t-mobile learning model development was built by referring to the learning theories developed by Robin Routledge, Momen.[27][28][29]

t-mobile learning Model Components
T-mobile learning model has four main components; 1) syntax, 2) supporting system, 3) social system, 4) reaction principle. [17] Syntax: The learning activities by using t-mobile learning model is performed through six main steps, namely 1) the development of capabilities, 2) Demonstrate skills, 3) Guide training, 4) Checking for understanding and provide feedback, 5) Provide opportunities for advanced training and deployment, 6)Taking lessons from the material presented.[30]

Further descriptions about t-mobile learning model syntax is shown in table 1.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
<th>Learning Strategy</th>
<th>Ability expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Demonstrate skills (Procedural)</td>
<td>Perception and motivation</td>
<td>Students can understand learning objectives and demonstrate learning outcomes.</td>
</tr>
<tr>
<td>3</td>
<td>Guide training with T-Mobile learning applications</td>
<td>Discussion, Observation etc.</td>
<td>Students can learn well in accordance with the abilities, strengths and learning resources available</td>
</tr>
<tr>
<td>4</td>
<td>Checking for understanding and provide feedback</td>
<td>Discussion, Observation etc.</td>
<td>Students can understand individually on the learning it does.</td>
</tr>
<tr>
<td>5</td>
<td>Provide opportunities for advanced training and deployment</td>
<td>Enrichment of material</td>
<td>Students have already learned development.</td>
</tr>
<tr>
<td>6</td>
<td>Taking lessons from the material presented</td>
<td>Conclusion</td>
<td>Students can know the advantages and benefits of the material they learn.</td>
</tr>
</tbody>
</table>

The development of t-mobile learning Model is illustrated in figure 1.

Based on diagram 1, it can be seen that the comparison of before and after the t-mobile learning model implementation indicates many significant changes involving the ability to understand the problem, 2) the ability to plan solutions, 3) the ability to implement the plan and 4) the ability to look back. The t-mobile learning model also develops a comprehensive integrated learning by combining core competencies of students’ values and ability into application-based learning. Hence, learning can be comprehensively understood both in terms of the material content to be achieved, as can be seen in table 2. Therefore, the result of t-mobile learning model different test (T-Test), can be seen in table 3. The mean or average value in table 3, the difference between the pretest and posttest of the challenged solving abilities indicates that Based on the final stage of the trial, it was obtained the calculation of the initial measurement with a score of 73.21% and the final measurement obtained a score of 92.32%. Thus it can be said that there are differences in the initial measurement (pretest) and final measurement (posttest) in the process of activities using themed applications that have been developed. Since the p-value of the t-test is 0.026 which means that it is (<0.05), it can be concluded that Ho is rejected and Ha is accepted. This means that there is a significant influence on the average scores in the pretest and posttest.

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Indicator</th>
<th>Score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Valid</td>
<td>Valid Already got expert validation / model expert</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Practical</td>
<td>*Can theoretically be carried out in learning</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*In principle can be applied in the classroom</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Effective</td>
<td>*States that the model is effective</td>
<td>4</td>
</tr>
</tbody>
</table>

Fig. 1. t-mobile learning Model Development

Fig. 2. Percentage scale of application results
The actual image is given to improve students' understanding.

The images are presented in accordance with reality and to avoid misconceptions.

The material presented accurately to support the achievement of core competence (KI).

The material presented accurately to support the achievement of core (K1) and basic competence (K2).

The Table 4 shows that there is a significant improvement in students' mean scores after receiving a new treatment which is t-mobile learning Model implementation. The result of challenged solving also affecting the learning effectiveness as the learning criteria is claimed to be effective if the student's learning values or results fit the Minimum Criteria of Mastery Learning.

The Table 4 shows that there is a significant improvement in students' mean scores after receiving a new treatment which is t-mobile learning Model implementation. The result of challenged solving also affecting the learning effectiveness as the learning criteria is claimed to be effective if the student's learning values or results fit the Minimum Criteria of Mastery Learning.

4. Conclusion

The results of the respondent data, the validation of the model is good. The feasibility of t-mobile learning model by designing...
learning; 2) create an Android-based mobile learning application that can be implemented easily and can be used in the learning process to improve student listening ability effectively.

References


