



Implementation of Web Blog-Based E-Learning Media to Improve Students' Response and Interest in Sociology Learning for Class XI IPS 2

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Keywords

E-Learning Media,
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Abstract

This study aims to determine the use of Web Blog-based E-Learning media to increase students' responses and interest in learning sociology in class XI IPS2 SMA Negeri 2 Mandor. This study seeks to get clarity regarding student responses in Sociology subjects using Web Blogs. In addition, it also examines the interest in studying sociology after students are taught with Web Blogs. The research method that is suitable for use in this study is the ex-post facto method. Sociology learning Web Blog has been implemented, but the impact has never been measured. This study seeks to reveal the impact caused by Web Blogs used in sociology learning. Sampling was done by means of proportional random (proportional random sampling). The results of this study indicate that the use of Web Blogs in teaching Sociology at SMA Negeri 2 Mandor turns out to have a significant effect on both student responses and interest in studying sociology. The results are in line with the developed conceptual framework. If sociology learning uses Web Blogs, the response and interest of students in learning sociology increases. Based on the results of the data, facts and theories obtained on the use of blog media on learning interest in sociology learning at SMA Negeri 2 Mandor, it can be seen that this can happen for several reasons, including: the media blog is a means, intermediary or message delivery (subject matter) whose reception is through hearing and sight, conveyed from both the teacher and the actual reality.

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INTRODUCTION

In the implementation of learning activities, various media are needed to facilitate teachers in delivering and searching for materials. Learning media are already included in the implementation plan of learning. In learning activities, efforts are needed from teachers to improve and develop the potential of students. One of the efforts that can be done is by using media in learning activities. One important component that can improve the quality of learning is learning media. Learning media is everything that can convey and deliver messages effectively and efficiently. One of them is by implementing the internet as a medium in the learning process, it is expected to improve the quality of ongoing learning (Daud & Rahmadana, 2015).

Media can be broadly understood to include humans, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. Learning media is a tool that functions and can be used to deliver learning messages (Imran et al., 2022). Meanwhile, learning media is stated as a learning resource component that can stimulate students to learn (Ramadhan & Imran, 2021). The development of technology and the presence of the Covid-19 virus currently require teachers to have knowledge and skills in using learning media that are suitable for the conditions and subject matter, in order to create an interesting and enjoyable learning atmosphere for learners. In this modern era, there are many types of media that can be chosen by teachers. One of them is E-Learning media. E-Learning is defined as the use or utilization of internet technology to create learning experiences (Setiawardhani, 2013). With this internet media, it is expected to facilitate and simplify learners in obtaining the necessary information and knowledge.

To achieve effectiveness in learning, one of them is by using Web Blog-Based E-Learning media. A blog is a personal website that can be managed individually or in groups and accessed via the internet (Budi, 2016). Meanwhile, Web Blog-Based E-Learning media is a learning media that utilizes internet technology in the form of a site (blogspot) in the learning process (Muyasaroh et al., 2023). This application can display information in the form of text, images, animations, sounds, and can also display videos, allowing users to communicate indirectly. In addition to presenting learning materials in an up-to-date manner, Web Blog also allows for interactive elements and feedback between teachers and students in learning, so that the learning process will be more varied and enable students to understand the conveyed messages more easily (Januarti & Hendrastomo, 2018). E-Learning means learning using the assistance of electronic devices (Muniadi, 2012). So in its implementation, E-Learning uses computers or other electronic devices. E-Learning is one of the uses of internet technology in delivering learning on a wide scale, based on three criteria: (1) E-Learning is a network with the ability to update, store, distribute, and share teaching materials or information; (2) Delivery to the end user through a computer using standard internet technology; and (3) Focusing on the broadest view of learning behind the traditional learning paradigm. There are also those who interpret E-Learning as a form of distance education carried out through internet media. E-Learning is a form of conventional learning that is expressed in digital format through internet technology. Therefore, E-Learning can be used in distance education systems as well as conventional education systems (Despotović-Zrakić et al., 2017). In addition to learning outcomes, there are other indicators that can be observed in the learning process, namely student responses and interests. Student response is the acceptance, response, and activities given by students during learning through the application of guided discovery learning

approaches (Ramadhan et al., 2023). Response arises when there is an object being observed, there is attention to an observed object. And the presence of the senses as a receiver of the observed object. Response is influenced by several factors, namely experience, learning process, individual experience level, and personality value (Smaldino et al., 2013). Meanwhile, interest is an attention to something, even a desire to know, learn, and further prove related to it. This awareness arises spontaneously without coercion from others towards something or a specific situation created by others (Gafur, 2019; Mislani & Panjaitan, 2013).

At SMA Negeri 2 Mandor, efforts to foster student response and interest in learning are made by using Web Blog-based E-Learning media, with the aim of creating a varied learning atmosphere. Regarding the facilities to support the use of this Web Blog media, the school already has a computer laboratory with 45 computers equipped with internet and wifi facilities (wireless fidelity), so the presence of the internet is no longer a problem for students at school. From the observation results, it is known that all teachers already have laptops, and all students in class XI IPS2 already have smartphones (attached data), so learning with this Web Blog can be done anytime. However, the use of this media is not always every time in the learning process, because teachers also still use other media such as books and Power Point (PPT). The use of E-Learning media itself is intended to facilitate teachers and students in searching for or delivering information related to the material and to make the learning atmosphere more enjoyable so that students feel interested and willing to actively participate in learning.

The pre-research results in the form of interviews and observations with sociology subject teachers, Mrs. Suci Amaliyah, S.Pd., on September 11, 2022, at 09.00-10.30 WIB, it is known that before using Web Blog-based E-Learning media in learning, and still using conventional learning systems without using any media other than just lectures and discussions, students' interest in the learning process is still lacking, students do not pay much attention to the lessons, always busy with other activities, so the class conditions are often not conducive, noisy and boring, and sometimes there are students who sleep, go in and out of class until they go home while the learning activities are ongoing. The condition of the decreasing response and interest in learning of class XI IPS2 students, according to the author, needs to be researched to find problems and ways to solve them. Previously, the problem of student response and interest in learning had never been researched, so with this research, it will be known whether the use of Web Blog-based E-Learning media in sociology learning activities can change the learning atmosphere of class XI IPS2 students at SMAN 2 Mandor to be more interesting and enjoyable. In addition to making the learning atmosphere more interesting, the use of Web Blog-based E-Learning media also allows the use of more varied teaching methods so that students do not get bored and teachers do not run out of energy. Teachers no longer need to explain the material for too long because students in learning not only listen to the teacher's explanation but also do other activities such as observing, doing, and demonstrating. With the implementation of this Web Blog-based E-Learning media, it is expected to improve the quality of the learning process at SMA Negeri 2 Mandor. Based on the background above, the researcher wishes to conduct further research on The Implementation of Web Blog-based E-Learning Media to Improve Students' Response and Interest in Sociology Learning for Class XI IPS2 at SMA Negeri 2 Mandor.

METHODS

This research aims to obtain clarity regarding students' response to Sociology subjects using a Web Blog. Additionally, the interest in learning sociology after students are taught with a Web Blog is also examined. The use of the Web Blog is carried out during the Covid-19 pandemic. Before the Covid-19 pandemic, sociology learning, as well as learning in other subjects, was done face-to-face between teachers and students. During the Covid-19 pandemic, sociology learning is conducted using a Web Blog.

This research will be conducted at SMA Negeri 2 Mandor, Mandor District. The selection of SMA Negeri 2 Mandor is based on the consideration that in the Mandor District area, SMA Negeri 2 has a sufficient number of students, which can have an impact on various learning problems. In addition, SMA Negeri 2 Mandor has relatively adequate teachers both in terms of quantity and qualifications. Since the Web Blog has been used in the implementation of sociology learning during the Covid-19 pandemic, the researcher can only measure the effects caused by the learning on the students. Therefore, the suitable research method to be used in this study is the ex-post facto method. The selection of this method is based on stating that ex-post facto research (measurement after the event) is a systematic empirical investigation in which the scientist does not directly control the independent variables because the manifestation of these variables has already occurred, but the researcher measures the impact it causes (Creswell, 2019). The Web Blog for sociology learning has been implemented, but the impact it causes has never been measured. This research aims to reveal the impact caused by the Web Blog used in sociology learning.

To collect research data, the research instrument (data collection tool) used is a questionnaire. This instrument (questionnaire) is used to collect data on students' response and interest in learning sociology after being taught with a Web Blog. Both questionnaires measuring students' response and interest in learning sociology are given to the students, and they are asked about their response and interest in sociology learning before and after being taught using a Web Blog.

RESULTS AND DISCUSSION

Results

Based on the interview with Mrs. Suci Amaliyah, S.Pd, a sociology teacher for class XI IPS on Thursday, May 9, 2023, before implementing it, the teacher first familiarizes herself with Web Blog-based E-Learning media, as stated by Mrs. Suci Amaliyah, S.Pd. "I learned about E-Learning from the internet and other teacher friends, but I mostly learned and understood it from the internet because E-Learning is also frequently heard in today's school learning." From this, the question arises whether the media can be implemented in school learning activities. After knowing and understanding about E-Learning media, the teacher then creates a new innovation in using learning media, namely by using Web Blog-based E-Learning media.

With the innovation in using learning media, new things can arise that students can use in learning activities and can motivate students to learn. This can be implemented because the school facilities also support it, so the media can be applied. In the use of Web Blog-based E-Learning media in learning activities, the teacher prepares the learning design, namely RPP, syllabus, the E-Learning media itself by creating a Web Blog and uploading the materials to be learned so that students can learn them on the given Web Blog page. Students can also

use other Web Blogs related to the material as a reference for their learning sources. Then, the teacher prepares a computer laboratory space that will be used, as well as internet network connections as supporting tools for the smooth use of E-Learning media in the learning process.

In the use of Web Blog-based E-Learning media, there are also obstacles and shortcomings, namely the common obstacles related to internet connections that are sometimes unstable, especially during bad weather, which can hinder the learning process and make students have to share computers/phones with their friends who have good internet connections. Based on the observation results, the evaluation of the use of Web Blog-based E-Learning media is very good. The teacher uses three assessment domains, namely the cognitive domain, affective domain, and psychomotor domain. From these three domains, the teacher can evaluate students' understanding and memory of the material that has been learned, then assess the attitudes and behaviors of students during the learning process, whether students can pay attention and follow the teacher's instructions, and finally, assess students' assignments based on their understanding and ability to classify and describe examples in their environment. This can create enthusiasm and motivation for students to be able to classify and describe various social phenomena in their environment by looking at pictures and videos that they access from the Web Blog. This has an impact on students' understanding of the material being learned. The use of E-Learning media quickly generates motivation for students compared to books. This is because when using books, students are less focused on learning due to the boring atmosphere compared to using E-Learning media. The use of media in learning can make it easier for students to understand something abstract and make it more concrete. This is in line with Jerome S. Bruner's opinion that students learn through three stages: enactive, iconic, and symbolic (Ade Yuliasari, et al.: 2014).

Discussion

Studying online is a breakthrough to overcome learning constraints, especially in terms of space and time limitations. As an alternative form of learning, web blogs can also be a solution to make learning more enjoyable. Through this web-based e-learning media, learners not only listen and see the explanation of the material from the educators but also actively observe, practice, and apply it. Teaching materials can be presented in various forms that can motivate students in the process of learning Indonesian language and literature and foster critical, creative, and innovative attitudes. With this web-based e-learning media, learners can share information with their peers and can access learning materials anytime and anywhere. Indirectly, learners can maximize their knowledge of Indonesian language learning materials and actively participate in the learning process.

E-learning is a learning process organized using computer and electronic network systems that are able to support continuous learning processes (Roth & Jornet, 2013). E-learning is a learning system and process used as a means and implemented without face-to-face interaction. So based on the opinions of the experts above, it can be concluded that e-learning is a distance learning that utilizes Internet network technology in the teaching and learning process. In this case, there needs to be a development in the form of a web. The presentation of this web-based e-learning can be more interactive. Information about learning can also be more timely. Similarly, with communication, even though it is not face-to-face, learning discussion forums can be done online. We know that the e-learning system has no

access limitations, this is what makes the learning process can be done more often, anytime, and anywhere as long as students have access to the internet. E-learning activities can be classified according to the time of learning implementation namely: 1. Synchronous e-learning where educators and learners are involved in learning activities at the same time, for example: video conferencing, chatting, and real-time video; 2. Asynchronous e-learning where educators and learners are involved in learning activities at different times, for example: by sending/providing teaching materials, activities in forums, blogs, or wikis, through email and file sharing.

The response of students shows that web-based blog e-learning media is easy to operate and access, so student learning about sociology material using web-based blog e-learning media can be effective. This is in line with what Suharyanto & Mailangkay (2016) stated that a simple system will make it easier for students to utilize technology and menu systems, and with the ease of the provided panel, it will reduce the introduction of the e-learning system itself, making student learning time more efficient. Based on the data, facts, and theories obtained from the use of blog media on learning interest in sociology at SMA Negeri 2 Mandor, it can be known that this can happen because of several factors, including: blog media is a means, intermediary, or message (lesson material) that is received through hearing and sight, conveyed from both the teacher and the real world. Although its position bridges between the source and the recipient, in reality, teachers using blog media can attract attention in delivering material and students find it easier to understand and not get bored.

Interest is formed from internal and external factors, one of which is the use of web blog media that will lead students to develop learning interest. Interest can be aroused by showing the importance of the presented learning material, teaching with good preparation, providing diversions, and using visual aids as media. From this, it can be said that the use of blog media in learning can cultivate students' interest in learning sociology. Based on the results of this study, the use of blog media can attract students' attention to learning. In paying attention to the lesson, students' views are focused on the blog media, occasionally commenting on what they see. This shows that there is attention from students, when there is material that is not understood, they ask the teacher again. While paying attention to the media, students work on the questions on the blog media, for example, delivering material about social stratification, before the learning starts, students are asked to pay attention to the material and open the weblog page that contains the learning material. Then the teacher suggests playing the video on the blog page. After the learning is finished, students are allowed to ask about things they don't understand and the learning process ends with giving assignments that are on the blog media and will be collected later. The use of blog media helps facilitate learning for students and teachers, provides a more real and interesting learning experience for students.

The results of this study are in line with the research conducted by (Rahman et al., 2014) who examined the Utilization of Website-Based Learning Media in the Productive Learning Process in Vocational High Schools, which showed that web-based learning can increase students' interest and attention in the productive learning process in vocational high schools. Likewise, the research conducted by Bawa (2022), which concluded that Web Blogs can increase students' attention, feelings, and motivation in learning social studies at SMP Negeri 1 Kuta. In addition, the results of his research also showed that Web Blogs can improve students' positive responses.

CONCLUSION

Based on the research results as explained in Chapter 4, the following conclusions can be drawn: The implementation of Web Blog in sociology learning in class XI IPS 2 SMA Negeri 2 Mandor is carried out gradually, starting from planning, implementation, and evaluation. In the planning stage, the teacher prepares material by uploading it to the provided Web Blog and prepares a lesson plan as a learning guide. Then, in the implementation of the Web Blog media, the teacher directs students to search, read, and take notes on the material and find examples that can facilitate students' understanding of the material. Finally, in the evaluation stage, the teacher assesses both cognitive, affective, and psychomotor aspects. Students' response to sociology learning before being taught with Web Blog is considered low. Both in terms of cognitive, affective, and conative aspects. In learning before being taught with Web Blog, students have difficulty understanding the subject matter, difficulty finding examples, the material presented by the teacher is considered unclear, the examples given by the teacher are not easily understood, and the presentation of the material is considered not fostering motivation and interest in learning sociology is very low. Students' response to sociology learning after being taught with Web Blog is considered good in terms of cognitive, affective, and conative aspects. By being taught with the Web Blog media, students quickly respond to what the teacher conveys, the material becomes easy to understand, it is easy to obtain material accompanied by examples, the delivery of the material is clear enough, the learning methods vary, and motivation and learning interest increase.

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