Utilization of Gnomio E-Learning Media To Support German Student Learning

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Abstract. In this era of globalization, rapid technological advancements have brought numerous benefits to various social aspects. Technology is being utilized by humans to streamline their tasks and responsibilities. Its development not only aids the industrial sector but also revolutionizes education. This ensures that future generations are not left behind and can contribute to the progress of a nation. The objective of this study was to examine the utilization of Gnomio e-learning media in supporting german student learning in german reading skills A2. This research employs a qualitative descriptive approach conducted within the aforementioned faculty. Data collection involved interviews and documentation, while data analysis encompassed several steps: data collection, data reduction, data presentation, and drawing conclusions or verification. The findings indicate that: 1) Gnomio e-learning media is deemed interactive due to its features that enhance student-lecturer interaction, particularly with the assistance of applications like Zoom, enabling activities such as video conferencing from anywhere. Additionally, students can make presentations, take quizzes, exams, and partake in other class activities through this platform; 2) Gnomio e-learning media is user-friendly, primarily serving as a complementary or alternative learning medium to in-person classroom activities. It allows for continued learning even when the lecturer and students are physically apart, as the lecturer can provide materials and students can receive them outside the traditional classroom setting.

Keywords: Gnomio, e-learning, media, german student learning, german reading skill A2.

1 Introduction

At present, the progress of globalization in the world is very rapid and modern, this affects many aspects, one of which is the aspect of information and communication technology. It is undeniable that the internet has become part of life today, and has even become one of the things that is needed[5], especially in today's digital era[4]. It cannot also be denied that many people have used the internet for various purposes[3]. The internet is believed to be the largest

source of information for various things. This is also shown by the #Digital2020 data for Indonesia released by WeAreSocial with Hootsuite. In the released data, it was recorded that until January 2020 internet users in Indonesia reached 64% of the total population in Indonesia or around 175.4 million people out of 272.1 million people[8].

However, this is not balanced in the world of education[14]. According to the Ministry of Education and Culture, the use of the internet in education is not carried out optimally due to several factors. One of them is the facilities and infrastructure that are still lacking, especially internet facilities that enter every school. In addition, there are still many educators who are blind to the internet which can also be a contributing factor. But besides that, the factor that really influences it is that there are still very few online learning media in Indonesia. This can be caused because it is still very rare for educators to develop online learning media[6]. Online learning is defined as learning that utilizes internet access or other computer networks as a medium for conveying messages in the form of teaching materials[7].

However, with the developing world of the 21st century, the world of education is required to be able to prepare students to enter the 21st century by utilizing the LMS (learning management system) to build online learning media (e-learning media). Online learning can create interesting and interactive learning and can be used anywhere and anytime[3].The rapid development of technology in the world today has provided so many benefits in various social aspects. The use of technology by humans is used to help complete various activities and tasks in everyday life which is also a necessity in the sense that every human activity is always related to technology. Humans who have used technology must be able to take advantage of technology that has been developed by scientists, or any technology that will be present in the future. The development of this technology also not only helps humans in industry, but also helps humans in every aspect of life, such as education. This is done so that in the future our children and grandchildren will not be left behind when it comes to new technology. That way, technology and education can both advance to be better simultaneously and with the new generation as the successor to the old generation. Education is an effective forum to support human resources in a better direction.

Then, a nation itself can also be said to be an advanced nation depending on every quality human resource, that's why a nation certainly needs education to advance its human resources. As quoted from the words of the former Minister of Education and Culture Prof. Dr. Daoed Joesoef, he argues that: "Education is the key to the progress of a nation. There is no developed nation, which is not supported by strong education.". Therefore, a nation needs education, so that it becomes an advanced nation and has an intelligent society. The purpose of this research was to find out about the use of Gnomio e-learning learning media to support reading learning activities for A2 level students majoring in German at the Faculty of Languages and Arts, State University of Medan. And as the results of previous research conducted by Utami Research (2016) show that using e-learning as a learning medium can improve the results of learning activities carried out by students. This is also expected to be found in this research. Learning is a activity from a person's experience. So it can be concluded, that learning is a process as well as an activity and not just about that result. According to Hamalik[4], learning is not just remembering, but broader than that, namely experiencing and it can also be said, that learning is a relatively permanent change in an attitude or behavior as a result of a study of events that have occurred before or reinforced training. Learning is the inevitable result of an interaction between stimulus and response.

The stimulus in question is something that is given by the teacher to students, while the response is a student's reaction to the stimulus given by previous students. The process that occurs in the stimulus and response is not important because it has no benchmarks, but what has been received by the learner (response) must be observable and measurable. Learning is a process of organizing, organizing the environment around students so that it can grow and encourage students to carry out the learning process[9]. Learning is the assistance provided by the teacher so that an activity of acquiring knowledge and learning can occur, mastery of talents, and the formation of behavior and beliefs in students. And it can be said that learning is a process to help students to become better people in society.

The basic perception of e-learning, the progress of computer systems via the internet is increasingly being recognized by the public. The Internet is a network that is used by the public. Its existence is indispensable both as a medium of information and communication that is carried out freely. E-learning or it can also be said as an electronic learning. The use of internet technology also provides various kinds of useful solutions to improve various aspects of life, one of which is knowledge or in the world of education. So that e-learning is a helper or a medium that facilitates teaching or training activities as well as assistance in learning activities designed to help each of the needs of students of all ages and also serves as a vessel for assistants in a scheduled or ongoing teaching via the internet and telephone. handheld by using electronic multimedia resources, computers and computer-based sets.

Gnomio e-learning learning media is a name given to an application that is capable of turning a learning media into a web but still in the form of learning material. This application allows students to be in the "Digital Classroom" so they can access learning materials, quizzes, electronic journals, and others[12]. Gnomio is a web-based service that provides assistance in online learning activities. The meaning of the name Gnomio itself is Modular Object-Oriented Dynamic Learning Environment which can be said to be a dynamic learning place using models and object-oriented.

Then there are also several previous studies that are also relevant to this study, such as:

1.Research by Dewi Febrianti (2021) shows that the use of gnomio-based e-learning media in science lessons is so effective.

2.Research by Katsamani, Retalis, & Boloudakis (2012), shows that the existence of boundaries between learning with technology and actual practice on the use of CADMOS is considered a brilliant idea. It is considered as a tool that is easy to use and has an attractive appearance that makes learning very enjoyable for users.

3.Karwati's research (2014), shows that the knowledge indicator is the indicator that contributes the most to the quality of learning, while analysis is the indicator that has the lowest contribution to the quality of learning. E-learning has a positive and significant effect on the quality of student learning

4.Research by Putra, Kamil & Pramudia (2017) says that the application of independent learning methods to improve student learning outcomes, namely in independent learning carried out in educational programs must include determining learning objectives, preparing material, methods and strategies for learning activities, as well as regarding allocating time.

5.Research by Bikuno, Jamaludin & Hasdin (2010) shows that the application of a question and answer method in the learning process can increase student motivation.

The results of this study motivated researchers to conduct research to find out whether Gnomio learning media can indeed help improve learning outcomes in reading skills at the A2 level of German students at the Faculty of Languages and Arts, State University of Medan

2 Method

The type of research conducted in this research is descriptive qualitative. Descriptive research is data that is put together and can be in the form of words, pictures or not in the form of numbers as well as research reports that contain quotations in the form of data so that they can be given in the form of an overview of presenting reports, interviews, and the results of activities in the field. and documentation Moleong[7]. Whereas qualitative research according to Satori & Aan[11] is a study that explains the results of collecting valid data that is the same as qualitative requirements, such as participatory observation, then documentation studies, and detailed interviews and by conducting triangulation afterwards.

This research was conducted in the German language department at the Faculty of Languages and Arts, State University of Medan. The research subjects were German language students who took A2 level reading lessons and the lecturers who taught the subject. The technique of taking research subjects using purposive sampling. According to Arikunto[1] he said that purposive sampling is a sampling technique that is not arbitrary in the sense that people really understand and are qualified to answer research conducted by researchers, because the objects and subjects selected are based on certain considerations that have been thought by the researcher. Then, according to Satori & Aan[11] explains that the subjects and objects in purposive sampling research are in accordance with the research objectives, which means using considerations that are equated with the research topic, and the researcher also determines the subject as a unit of analysis that is adjusted to their needs. Data collection techniques in this study were in the form of interviews or documentation. This is the same as the opinion of Sugiyono[12], regarding data collection techniques in a qualitative study which generally take the form of four types, namely observation, interviews, documentation, and triangulation.

Triangulation is the method most often used to guarantee the truth or certainty of data in qualitative research. According to Patton[10], triangulation is a technique that is useful for checking the validity of data by using something other than the data to check the data or as a tool to compare the data. The triangulation that is used is source triangulation, which can also be said as a comparison and check the truth of an information obtained in time and with different tools in qualitative research. The source triangulation in this study was German students who took reading lessons at A2 level and the lecturers who taught those subjects. The data analysis technique in this study uses the Analysis Interactive Model technique from Miles and Huberman, which states that there are four steps in data analysis activities such as data collection, data reduction, data display, as well as verification (conclusions).

3. Results and Discussions

Interactive Learning Media
A learning media can be called an interactive learning media if the media can really be used properly and is able to become a learning media that still facilitates interaction between the

users of the learning media. So that the lecturers and students can still feel the interaction even though they are not in the same place. This is the same as the results of interviews with German language students who took an A2 level reading course and the lecturers who taught these subjects stated that this learning media is quite interactive because there are features that can be uploaded in a variety of ways, in the sense that not only writing will but can be in the form of a video so that it can attract the attention of students in learning activities.

Besides that, with the help of the "zoom" application, students can conduct video conferencing on the Gnomio e-learning media, so that learning like in class is still carried out even though they are not together in class, and this is in accordance with the results of source triangulation that e-learning media Gnomio learning is considered interactive because it has features that make the interaction of both students and lecturers more enjoyable, especially as mentioned earlier that with the help of an application called "zoom", activities such as video conferencing can be done anywhere, and that's not all they do. can make presentations as well as conduct quizzes, exams, and other activities that are usually carried out in class. In using Gnomio-based interactive learning media to improve reading skills students must provide five types of static learning materials, with material that students can read to facilitate learning activities, but cannot interact with text pages, html pages, or links with the web in the form of a derectoris as well as display labels in the form of text and images. In addition, so that the learning process can be more interactive.

Ease of Access Gnomio

The ease of using learning media is an advantage and also one of the main factors for students and lecturers wanting to use Gnomio e-learning media. Because, when a Gnomio e-learning media is difficult to use, then this will be used as an excuse not to use Gnomio e-learning media as a substitute for learning normally carried out in class. Based on the results of interviews conducted with lecturers who teach reading skills at level A2, they argue that the use of Gnomio e-learning media was initially difficult, especially for lecturers who rarely used learning media or electronics in everyday life. However, because mentoring is carried out to help lecturers and students when they experience difficulties or errors in the use of learning media, therefore they still feel helped and feel made easy when experiencing difficulties in using it. For them, the features of this learning media also facilitate learning activities so that students can carry out learning and still understand the material being taught or given by lecturers through this learning media. This is also in accordance with the results of triangulation of sources that the use of Gnomio e-learning learning media is indeed very easy, especially being able to use learning media as a helper or substitute for learning activities in class, which means that learning activities can still be carried out even though the lecturer or students are not in the classroom. the same place, but the lecturer can still provide material and students can still receive material from the lecturer even though they are outside the classroom.

The use of Gnomio e-learning learning media makes it easier for students who still want to learn and open learning materials outside of class hours which can be seen from the increased learning outcomes. So it can be stated that Gnomio-based learning media for A2 level reading skills is a learning medium that is easily accessible and can be said to be effective. The use of

these media improves the learning of a student majoring in German and can also improve their learning outcomes.

Use of Gnomio E-learning Media

The use of Gnomio e-learning media to improve students' reading skills at the A2 level can be said to be rare. Lecturers or students have not used Gnomio-based learning media so far as learning media or auxiliary media in learning activities, with this interactive media it is hoped that learning will not be hindered by distance and time. Based on the results of interviews conducted with students, it was said that the use of the Gnomio e-learning media was indeed very difficult at first or it could be said to be too complicated, because there were too many features possessed by this learning media, so that he felt difficult at the beginning of use, but after doing adapting to the use of this learning media, he feels that using Gnomio e-learning media is very helpful, and he always routinely uses Gnomio e-learning media to check the learning outcomes or grades of each course. He also feels that checking grades makes it easier for him to monitor the results of activities in gaining knowledge carried out by students. So it is the same as the results of triangulation of sources that the use of learning media even though it has only been carried out in less than one year, both lecturers and students always feel helped, even though there are still some deficiencies that they have, but some of them still feel that the Gnomio e-learning media is certainly far better than other learning media.

The use of Gnomio e-learning learning media can be used as a learning resource either independently in class or outside of class because of the nature of Gnomio e-learning learning media which can also be accessed anywhere and also at the time desired by the user, so that the use of this learning media certainly makes students more diligent in learning activities. The use of interactive learning media for reading skills at level A2 itself is still rare, but both lecturers and students always feel helped, even though there are still some shortcomings, but some of them still feel that Gnomio's e-learning media is certainly much better than other learning media. other technology-based The ways to access Gnomio media to improve students' reading skills at the A2 level can be described as follows:

1. Open the Gnomio e-learning website for German reading skills level A2 at https://lesenazwei.gnomio.com/ first.

Available courses

🔍 Suche

LESEN A2.1

Dieser Kurs ist ein Übungsheft für Anfänger mit geringen
Vorkenntnissen zum selbstständigen Üben und Wiederholen.
Es eignet sich zur Vorbereitung auf die Einreise nach Deutschland bzw. zur
Überbrückung hin zum Integrationskurs.

Teacher: Rina Evianty

LESEN A2.2

Sie können Ihre bereits vorhandenen Sprachkenntnisse erhalten und vertiefen, Kurspausen
überbrücken oder sich auf die Prüfungen der Niveaustufe A2 des Gemeinsamen Europäischen
Referenzrahmens (z. B. Start Deutsch 2) vorbereiten. Dieser Kurs orientiert sich an den gängigen
A2-Lehrwerken (z. B. Deutsch macht Spaß: Lesen A2) und trainiert die Fertigkeiten Lesen und
Wortschatz auf dem Niveau A2.

Teacher: Rina Evianty

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2. Click log in in the upper right corner of the website, then the following will appear, then enter your username and password.

Log in to lesenazwei.gnomio.com

Username

Password

Log in

Lost password?

Some courses may allow guest access

Access as a guest

English (en) ⌄ | Cookies notice

3. Then, you will immediately enter the website and can immediately use the learning media. The following is an initial display of the Gnomio e-learning lesson.

4. Then select the learning category that you want to open. For example, when you select Lesson A2.1, the display will change like this:

Benefits of Learning Media

The use of Gnomio e-learning media to improve reading skills at level A2 should be done routinely by giving assignments called small assignments that aim to keep students active in accessing the learning media. The use of Gnomio e-learning media for learning activities can

have a very good impact, even though there has been no notification if there is new material or assignments, so that you are not left behind when working on assignments. Utilization of this learning media will also be very effective for learning other German language skills. This is in accordance with the triangulation of sources that the use of learning media provides convenience for both students and lecturers, such as giving material from lecturers can be done through the learning media, so that when students are unable to carry out learning but students still receive material provided by lecturers, then students can check the class schedule in the learning media. The use of learning media is the main element in teaching and learning activities, which can improve the results of learning activities, attract students and also increase learning motivation.

Learning Media Functions

Gnomio learning media functions as a supporting medium for learning activities, as is happening now, when learning activities cannot be carried out on campus or in class, learning media here exist as a medium that helps students and lecturers to keep doing learning activities. The opinions expressed by the lecturers said that the Gnomio e-learning media functions as a media for sharing learning materials in class or other materials, then it becomes a medium for giving assignments to students as well as information media, as previously mentioned information can be about news, information about class schedule or assessment results in class. So, students can find out the latest news directly by accessing this Gnomio e-learning media only via a smartphone or laptop owned by each individual at the time or place they want. So it is the same as source triangulation that learning media functions as a supporting medium for learning activities that is useful for supporting learning activities, so that the results of learning activities are also good even though they are hindered either by distance or time. Students can also carry out learning activities anywhere and anytime, because it is easy to access the Gnomio e-learning media, as we know this learning media can also be used on the smartphones we have. So that activities to read material or study it can be done anywhere and anytime

4. Conclusion

Gnomio e-learning media is a learning media or auxiliary media for learning German reading skills at level A2, in addition to facilitating learning activities outside the classroom but also facilitating learning activities in the classroom. Gnomio has a variety of features that can be used to facilitate teaching and learning activities, for example a feature for doing assignments or giving assignments, then there is also a feature for getting information about learning science. Besides that, you can do video conferencing even though you still need another application called zoom. This Gnomio e-learning media can also carry out presentation activities, up to exams and this certainly supports teaching and learning activities that are carried out, so distance or time is not an excuse for not getting new material regarding a lesson.

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