

Analysis of Learning Effectiveness Through Visit Lecture In The Independent Learning Curriculum In Life Skills Education Courses in The Department of Community Education

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Abstract. The independent learning curriculum is a breakthrough that brings changes in the implementation of learning, where students are given the freedom to choose the campus to gain knowledge and skills. The independent learning curriculum does not only affect students but also affects lecturers as educators in universities. Each lecturer can teach at other campuses that have established cooperation in accordance with their fields of expertise and disciplines through visit lectures. This visit lecture activity was carried out for the first time in the Department of Community Education, Faculty of Education, State University of Medan in the 2020 academic year. The implementation of learning was carried out by online, this was due to the Covid-19 pandemic. So far, students' motivation to participate in online learning is still relatively low, many students are not serious in participating in learning. This can be seen from the lectures that have been carried out; there are some students who join the lecture class but they do not sit in it. This happens because the teaching methods of the lecturers are not varied and the learning media are less attractive. So that learning becomes less effective. However, through visit lecture activities, it is expected to increase the effectiveness of learning because they are faced with new lecturers and new teaching methods. This research was conducted in the Department of Community Education by using a quantitative descriptive approach. The number of samples used are 82 people, those were students who have participated in visit lecture activities. The data analysis technique used is the trend test and the trend test of each indicator of the effectiveness of learning through visit lectures can be described as follows: (1) Learning effectiveness through visit lectures seen from the Learning Planning aspect/indicator is in the Effective category with a score range of 20-21.5 and Frequency as much as 42 with a percentage of 51% ; (2) Learning effectiveness through visit lectures seen from the Material Design and Making aspect/indicator is in the Effective category with a score range of 19-20.9 and Frequency of 43 with a percentage of 53%; (3) Learning effectiveness through visit lectures seen from the Material Delivery aspect/indicator is in the Effective category with a score range of 23-25.49 and Frequency of 38 with a percentage of 46%; (4) Learning effectiveness through visit lectures seen from the Learning Interaction aspect/indicator is in the Quite Effective category with a score range of 27.25-29.5 and Frequency of 33 with a percentage of 40%; (5) Learning effectiveness through visit lectures seen from the Evaluation of Learning Implementation aspects/indicators is in the Effective category with a score range of 21-23.49 and Frequency as much as 49 with a percentage of 60%. From the results of the general trend test that has been carried out, it can be concluded that the Learning effectiveness through visit lecture in the Department of Community Education is in the Quite Effective Category with a score range of 116.5-116.5 and Frequency is 30 with a percentage of 37%.

Keywords: Learning effectiveness, visit lecture, independent learning curriculum.

1 Introduction

In the current era of globalization, the education system in Indonesia has changed, which was made by the government with the Independent Campus (KM) and Independent Learning (MB) programs. In the current learning process, students are free to choose the campus they want to gain knowledge and skills, where these campuses already have a Memorandum of Understanding with the campus from which they study. In an independent learning campus, there are many changes in the implementation of learning, this does not only happen to students, where students are given the freedom to choose a university as a place to explore knowledge, this also happens to lecturers. Lecturers as educators in universities also get the widest opportunity to carry out learning outside their home universities. They can carry out learning in other campuses through visits or known as Visit Lectures. The visit lecture activity is carried out with the hope of being able to foster collaboration in teaching, in addition to being able to complement each other and open up learning insights that can be applied to the Department of Community Education at Unimed itself or Universitas Negeri Padang and other campuses that have collaborated with Unimed. In addition, through this visit lecture activity, it can also produce a new learning system, which means that it is of course can provide benefits for the future so that it will gain experience and enrichment for both parties.

Visit lectures can not only build friendships and form team teaching to increase students' interest and enthusiasm in attending lectures, because they are not aware that students' enthusiasm will increase when taught by other lecturers. Moreover, visit lectures can also be used as a means to shape self-enrichment, so that it will form character values that respect and support each other in carrying out a better learning system, both for students and for lecturers. The visit lecture is the first activity carried out by the Department of Community Education, Faculty of Education. The ideal of implementing a visit lecture is to invite educators from other universities who have established cooperation with the home university. However, at this time the implementation of learning is still oriented through online learning activities. This is due to the outbreak of the Covid-19 pandemic.

The determination of the spread of the Covid-19 virus as a global pandemic according to the World Health Organization (WHO) as of March 11, 2020 has made every country vigilant. The Minister of Education and Culture also issued Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Covid-19 Emergency Period. This was followed by a press release from the Bureau of Cooperation and Public Relations of the Ministry of Education and Culture No: 055/SIPRES/A6/III/2020 dated March 16, 2020 regarding the Covid-19 outbreak and the Circular Letter of the Director General of Higher Education of the Ministry of Education and Culture No. Covid-19). In Higher Education which contains the temporary suspension of academic activities, especially face-to-face learning activities and replace them with online learning for students. In online learning, it is often found that some students are less serious in participating in the learning activities. There are some students who only join when the learning starts, but when the attendance is done, the student does not sit in the lecture class. This may be due to the lecturer's teaching methods that are less varied and the learning media provided are also less attractive. However, with the visit lecture activity, it is hoped that it will bring changes to students' thinking, because they will

learn with other lecturers they have never met before. So that with this visit lecture, it can increase students' learning motivation and ultimately increase the effectiveness of learning

The learning effectiveness is defined as successful if it is appropriate or achieves the goal or achievement of learning objectives. In this case, the learning effectiveness or effective learning is a condition that shows the extent to which the plan can be achieved through appropriate procedures. A learning program is said to be effective if all facilities are available to support ongoing learning. The effectiveness of learning is one of the benchmarks for the success rate of a learning process [1]. Aspects of effective learning management can be seen from several indicators which include: 1. Learning Planning; 2. Material Design and Making; 3. Material Delivery; 4. Learning Interaction; 5. Evaluation of learning implementation.

In this study, we will discuss the aspects of effective learning management. Based on the explanation above and the learning process that took place in universities during the Covid-19 pandemic, a study was conducted to see how the effectiveness of learning through Visit Lectures in the Covid-19 Pandemic Era, which is expected to contribute to setting policies in the Department of Community Education related to the implementation of learning effective.

2 Methods

This research is a descriptive study with a quantitative approach to analyze the effectiveness of learning through visit lectures in the Independent Learning Curriculum in the Life Skills Education Management Course during the Pandemic of Covid-19. Descriptive research method is a research method that is intended to describe about the state of research. This method aims to reveal the facts of the relationship between the phenomena studied through descriptions, factual and accurate systematic development [2]. The quantitative approach is a research approach with research data in the form of numbers, and the analysis uses statistics [3]. A quantitative approach is used because in this study the data collected are in the form of numbers that are described through research instruments and then analyzed according to the criteria so that research results emerge. The population in this study were all 82 students of the Department of Community Education who participated in the visit lecture activities. The sample was taken by using a total sampling technique, namely 82 students who attended lectures through visit lectures. The data collection technique used is a questionnaire.

3 Results & Discussion

From the results of data analysis that has been carried out, it can be obtained information based on the five aspects of effective learning management.

3.1 Learning Planning Indicators

Learning effectiveness through visit lectures seen from the Learning Planning aspect/indicator are 12% of respondents said that the lesson planning carried out by visiting lecturers was very effective, 51% of respondents said that the lecturer's learning planning was effective, 21% of the respondents said that the lecturer's learning plan was quite effective and 16% said that the lecturer's learning plan was not effective. The answers given by the respondents varied widely, but in general it can be concluded that the lesson plans that have

been carried out by lecturers who have visited lectures have been effective. It can be seen that things related to learning planning have been carried out optimally by lecturers such as obtaining approval from the leadership in conducting visit lectures, providing access to e-learning-based learning facilities, providing lesson plan, lecture contracts that can be accessed by students anytime and anywhere, making agreements with students regarding applications that will be used in the learning process, as well as using applications that support the learning process such as the Zoom application, which is very easy to use and not too wasteful with quotas.

3.2 Material Design and Making

Learning effectiveness through visit lectures seen from the Material Design and Making aspect/indicator are 29% of respondents think that the Design and Making of Teaching Materials is in the very effective category, 53% of respondents say it is effective, 17% say it is quite effective, and 1% say it is not effective. However, in general, it can be concluded that the Design and Production of Teaching Materials carried out by lecturers who attend the visit lectures has been effective. It can be seen that the material presented by the lecturer is in accordance with the available curriculum, the material is prepared by experts who are experts in their field, the design and manufacture of teaching materials is in accordance with the characteristics of E-Learning, the material is available and accessible to students without being bound by time and place, the learning carried out by the lecturer is in accordance with the schedule set by the Department of Community Education and the number of tasks given by the lecturer is in accordance with what has been planned in the lesson plan.

3.3 Material Delivery

Learning effectiveness through visit lectures seen from the Material Delivery aspect/indicator are 18% of respondents think that the material delivered by lecturers who conduct visit lectures is in a very effective category, 46% of respondents think it is effective, 31% think it is quite effective, and 5% think it is not effective. From the data above, it can be explained that in general it can be concluded that the delivery of material carried out by lecturers has been effective, this can be seen from the material presented by the minimum lecturer in the form of power point, the material presented is in accordance with the mapping/lesson plan that has been prepared, the material presented by the lecturer in terms of content and layout is very interesting, lecturers also use up to date learning resources, in the learning process lecturers provide opportunities for students to ask questions and provide opinions, besides that lecturers also provide supporting facilities that make it easier for students and lecturers to have discussions outside of virtual face-to-face namely through WhatsApp Group, lecturers are also able to convey material clearly so that it is easily understood by students.

3.4 Learning Interaction

Learning effectiveness through visit lectures seen from the Learning Interaction aspect/indicator are 16% of respondents think that the interaction in learning carried out by lecturers who visit lectures is very effective, 24% think it is effective, 40% think it is quite effective, and 20% think it is not effective. From this data, it can be explained that respondents' responses to the interaction indicators built by lecturers in learning activities vary widely. However, it can be concluded that in general the interactions built by the lecturers in

learning are in the quite effective category. Because most respondents think that in the learning process both synchronously and asynchronously (virtual and non virtual face to face), lecturers also interact with students but not all students can interact with lecturers during lectures, lecturers also provide opportunities to interact between students and lecturers. students and students, but this is not done optimally, this happens because the interaction occurs during a discussion session where the interaction only occurs between students who ask questions and students who explain the material in the discussion, and not all students actively participate in the discussion either in asking or giving advice/opinion. But on the other hand, the lecturer also directs students during learning, motivates students so that they participate more in each discussion activity.

3.5 Evaluation of Learning Implementation

Learning effectiveness through visit lectures seen from the Evaluation of Learning Implementation aspects/indicators 28% of respondents said that lecturers evaluated the implementation of learning very effectively, 60% of respondents said it was effective, 6% said it was quite effective, and 6% said it was not effective. From the data above, it can be seen that the respondents' answers varied greatly in relation to the evaluation of the implementation of learning carried out by visiting lecture lecturers. But in general it can be concluded that the evaluation of learning carried out by the visiting lecturers is effective, this can be seen in the implementation of learning in the form of an assessment of student activity in the implementation of learning, evaluating in the form of Mid-semester Exams, evaluating speaking ethics during the learning process, giving warnings if there are students who speak impolitely towards teachers and fellow students, conduct evaluations related to dress etiquette in the learning process, ask students to activate the camera during learning, conduct end-of-semester exams, and evaluate the perceived obstacles during the learning process.

After reviewing every aspect of the learning effectiveness through visit lectures, it can be generally concluded that the effectiveness of the implementation of learning through visit lectures in the Department of Community Education, Faculty of Education, State University of Medan is in the category of Fairly Effective, both in terms of planning, designing and producing materials, delivery of materials, build interaction in learning and evaluation in the implementation of learning. This means that lecturers who visit lectures have tried to plan, design and create materials, deliver materials, build interactions in learning and evaluate learning to the maximum extent.

4 Conclusion

From the results of data analysis that has been carried out, it can be concluded several things as follows:

- a. From the results of the trend test that have been carried out, it shows that the effectiveness of learning through Visit lectures seen from the Planning aspect/indicator is in the Effective category with a score range of 20-21.5 and a frequency of 42 with a percentage of 51%.
- b. From the results of the trend test that have been carried out, it shows that the effectiveness of learning through visit lectures is seen from the aspects/indicators of

Material Design and Making in the Effective category with a score range of 19-20.9 and a frequency of 43 with a percentage of 53%.

- c. From the results of the trend test that have been carried out, it shows that the effectiveness of learning through Visit Lecture in terms of aspects/indicators of material delivery is in the Effective category with a score range of 23-25.49 and Frequency as much as 38 with a percentage of 46%.
- d. From the results of the trend test that have been carried out, it shows that the Effectiveness of Learning Through Visit Lectures seen from the aspects/Indicators of Learning Interaction is in the Sufficiently Effective category with a score range of 27.25-29.5 and Frequency is 33 with a percentage of 40%.
- e. From the results of the trend test that have been carried out, it shows that the effectiveness of learning through Visit Lecture seen from the aspect of Learning Evaluation is in the Effective category with a score range of 21-23.49 and Frequency as much as 49 with a percentage of 60%.
- f. From the test results, the overall trend of Learning Effectiveness through Visit Lecture on the Independent Learning Curriculum in the Community Education department is in the Quite Effective category with a score range of 110.26-116.5 and Frequency is 30 with a percentage of 37%.

References

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