ADOBE FLASH MEDIA LEARNING ENGLISH THROUGH E-LEARNING SYSTEM IN UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

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ABSTRACT

The Objective of study is to find the result of the learning process of Adobe Flash as media on the course of *Pengembangan Media Pembelajaran* through E-Learning system at English education study program in University of Muhammadiyah Sumatera Utara. E-learning provides a set of tools to enrich the value of conventional learning model, studies of textbooks, CD-ROMs, and computer-based training. Students can answer the challenges of globalization. Research Method used descriptive method through qualitative approach. Method of research conducted qualitative. Sample of research were forth semester students of English education study program. E learning system of UMSU provided schedule of course, attendance check, discussion forum between a lecture and students, task file, exercises file integrated Moodle and google form, module e book of *Pengembangan Media Pembelajaran*, slide file presentation, all activities viewed past, present and future time. Adobe flash media learning English implemented by virtual for one semester. The students can be active teaching English using Adobe Flash, simple material for presentation. They were enthusiastic when learn Adobe flash as media leaning English.

Keywords: Adobe Flash, e-learning UMSU, e-learning, English learning process

INTRODUCTION

Today's technology can be used like a smartphone, it is a teaching and learning process using electronic technology or e-learning. In its development, it is made more interactive by using the Adobe Flash application program. Electronic learning or e-learning has started in the 1970s (Waller and Wilson, 2001). "e" stands for electronics, e-learning can be interpreted as learning based on electronic equipment. However, what is developing now is that every term that begins with "e" is always associated with the internet. E-learning is an umbrella term that describes learning that is done using a computer, usually connected to a network, and gives us the opportunity to learn almost anytime, anywhere.

Distance learning has been in effect for almost the past 2 years, as we often hear is learning that prioritizes independence by utilizing all available technology media such as E-learning, smart phones, tablets and computers which almost every individual owns have facilitated access (Sercan, 2021) and Zoom application, Google classroom. Google Meet, etc. Lecturers can deliver teaching materials to students without having to meet face to face in the same room. This kind of learning can be done at the same time or at different times.

Previous research that Development of Mobile Learning Media Adobe Flash CS6 based on Al-Quran Integrated in Biology Subjects to build Spiritual Attitudes of Class IX Students at the SMA/MA Level (Siti Widad, 2018), Implementation of Adobe Flash in Making Interactive Media (Sari Ulfa, 2020), Analysis Object-Oriented Programming-Based Multimedia Learning Method (Adobe–Flash) in the English for Tourism Course (AmbarWulan, dkk, 2020). Utilization of Adobe Flash as a Basis for Development of Physics Teaching Materials: Literature Studies (Dwitri Pilendia, 2020) 64 junior high school of students as the sample used to provide valid, practical, and effective learning media of Mathematics through Adobe Flash CS6 used as an alternative in improving student learning outcomes (farida, 2021) while this study is university' students use Adobe Flash media learning English to find the result of learning process use e learning system

From several Adobe Flash studies, it can be concluded that Adobe Flash can be used to support various courses or different subjects at once. in the English Education Study Program, it can be seen that the implementation in this study uses the KKNI system with the E-Learning Learning model.

E-learning-based learning the most important factor is the human side. Human Resources are both the subject and the object of e-learning-based learning. Who will run this learning model and where will it take the active role of Human Resources. According to Ndraha (Makmur, 2007) human power is a special energy that functions as work input. But it should also be remembered that Human Resources are also dependent and influenced by the environment concerned, and require resources from the environment. In other words, besides being a work input, humans also need infrastructure, support from the environment so that their usefulness will be maximized. Therefore, the lecturing will run with the E-Learning Learning Model through the Adobe Flash application from this research.

E-LEARNING

E-learning is an educational system or concept that utilizes information technology in the teaching and learning process. Here are some definitions of E-learning is about distance learning process by combining principles in the learning process with technology (Chandrawati, 2010), use to create e-learning content (Sercan, 2021) and carried out without having to meet face-to-face between teachers and students (Ardiansyah, 2013)

According to Rosenberg (2001) the characteristics of E-learning are network, which makes it able to quickly repair, store or retrieve, distribute, and share learning or information. Some of University used online learning to share their material teaching and students' responses towards interactive multimedia used were also effective and practical of assessment (Sri, 2020) E learning is not system, some of student can search of history study from previous in teaching learning.

The characteristics of E-learning according to Nursalam (2008:135) are utilize electronic technology services, take advantage of the advantages of computers (digital media and computer networks), using self-learning materials and then storing them on the computer, so that they can be accessed by lecturers and students anytime and anywhere. Utilizing the learning schedule, curriculum, learning progress results, and matters relating to educational administration can be viewed at any time on the computer.

ENGLISH LEARNING PROCESS

E-learning model is carried out through several stages by looking at the components of KKNI curriculum. English Education Study Program got A-accredited, it

has a vision and mission in accordance with Al Islam and Kemuhammadiyah, with the vision "To become an English Education Study Program that excels in building national civilization by developing science, technology and human resources based on Al-Islam and Muhammadiyah. "And the missions include are Organizing education and teaching in the field of English Language Education based on Al-Islam and Kemuhammadiyahan, organizing research, development of science and technology in the field of English Language Education based on Al-Islam and Kemuhammadiyahan and conduct community service in the field of English education through empowerment and development of community life based on Al-Islam and Muhammadiyah.

The goal of the English Education Study Program, including are creating of English education graduates who have pedagogic competence, social competence, personality competence and professional competence, creating of English education graduates and educators who are reliable in research in the field of English Education, produce education graduates and English educators who are able to do community service to help create a quality and independent society, produce scientific works in the field of teaching English on a national and international scale for the development of science and technology and networking cooperation in the field of teaching English with various national and international institutions.

Several stages in the preparation of the curriculum structure into courses in the English language study program, and previously carried out a SWOT analysis and needs analysis, then, are grouping several courses in English education study programs based on similar competencies, so that each semester will lead to the achievement of complete competencies and determine educational learning outcomes, known as Profil. From this role, learning outcomes at each stage of education can be derived more accountably and reliably.

Learning outcomes according to KKNI curriculum (Perpres RI No. 8 of 2012) are: internalization and accumulation of knowledge, knowledge, practical knowledge, skills, affection, and competencies that are achieved through a structured educational process covering a particular field of knowledge/skills or through experience work, including are Study Materials: as components/materials that must be learned/taught to achieve the planned CP, Course: is a forum as a consequence of the study material that students learn and must be taught by the lecturer, Learning Method: is an effective and efficient strategy in delivering or acquiring study materials during the learning process, Assessment Method: the process of identifying and determining the level of penetration and mastery

of the study material by the learner through accountable parameters and measuring variables, Lecturer/laborator/technician: Human resources are appropriate and competent in their fields according to the intended profile must be available and ready, Learning Tools: which build an empowering learning environment and atmosphere.

METHODOLOGY

The method used in this study is a descriptive method with a qualitative approach. The use of these methods and approaches is given that the purpose of this study is to describe and analyze the E-learning Learning Model through the Adobe Flash Application Program in universities. Time of research 6 months. With a population of all students of the English Education Study Program and the sample uses a proportional sample by collecting non-random 4th semester students in the academic year 2021 – 2022. The purpose of this study is to analyze, design, and describe the condition of students in the English Education Study Program with the concept of E-Learning Learning at UMSU. According to I Made Winartha (2006) qualitative descriptive method is to analyze, describe, and summarize various conditions, situations and various data collected in the form of interviews or observations regarding the problems studied in the field. The data collection technique used the interview method by asking questions directly to the respondent, observation by direct observation of the object, and documentation as a complement to the interview and observation method.

DISCUSSION

Since the enactment of the Decree of the Rector of the University of Muhammadiyah North Sumatra No. 566/KEP/II.3-AU/UMSU/F 2021 regarding online learning in even semester lectures for the 2020/2021 academic year starting on March 8, 2021, all learning activities, includes are Lecturers use online facilities through the learning management system (LMS) www.elearning.umsu.ac.id, required to make maximum use of UMSU's available e-learning facilities, based on the attendance for every meeting a maximum of 16 meetings, using eBook, .pdf, word, excel, YouTube, discussion forums such as WhatsApp groups, telegram, zoom, meet, send reinforcement material by adding a virtual link, and provide independent and structured assignments to make easier for students ij doing their assignment at home.

Students are not enforced to come to study rooms on campus, because of the UMSU Chancellor's decision to eliminate face-to-face learning. However, students can

receive lectures virtually using e-learning anywhere and anytime. E learning is carried out anywhere such as activities including are Students must obtain a Lecturer password per subject taught, online learning tools such as smartphones or laptops, check attendance at each meeting, open the material files given by the lecturer in each course, open and read reinforcement material files in the form of .pdf or links, conduct discussion activities through chat facilities using discussion forums such as WhatsApp groups, telegram, zoom, meet and carry out and do independent assignments by sending back the assignments that have been done.

Lecturers are also required to give assignments during online learning using UMSU e-learning, with implementation times and assignments as follows are the time for learning courses conducted online with a weight of 2 (two) semester credit units (SKS) is equivalent to a time of 20 (twenty) minutes per course or 3 (three) or 4 (four) credits is equivalent to 30 (thirty minutes) minutes per course, Assignments given to students still pay attention to the learning outcomes of subjects, Assignments given to students must be rational, proportional and not excessive and Record assignments given to students by lecturers flexibly and do not burden students.

During e-learning, students can also achieve learning outcomes. Because during online learning, they can also do face-to-face with the lecture method via zoom or meet for 20 or 30 minutes. The student conduct face-to-face virtual learning using the zoom application at the first meeting on March 8, 2021, conducted virtually online through the LMS page www.elearning.umsu.ac.id, lecturers have held meetings to discuss lecture contracts and the main goal is to make an English learning media product through the Adobe Flash application. It can be seen on the picture below;


Picture 1. Zoom Meeting

Furthermore, the lecturer gives a video recording of the explanation of the material for each meeting in the English Language Learning Media Development Course. They understand correctly, this makes the reason, the 3rd week on the 19th of the 4th month of 2021 I asked questions through an e learning forum class. "What do you know about Adobe Flash?" ask the lecturer on eLearning online. Like the picture below;
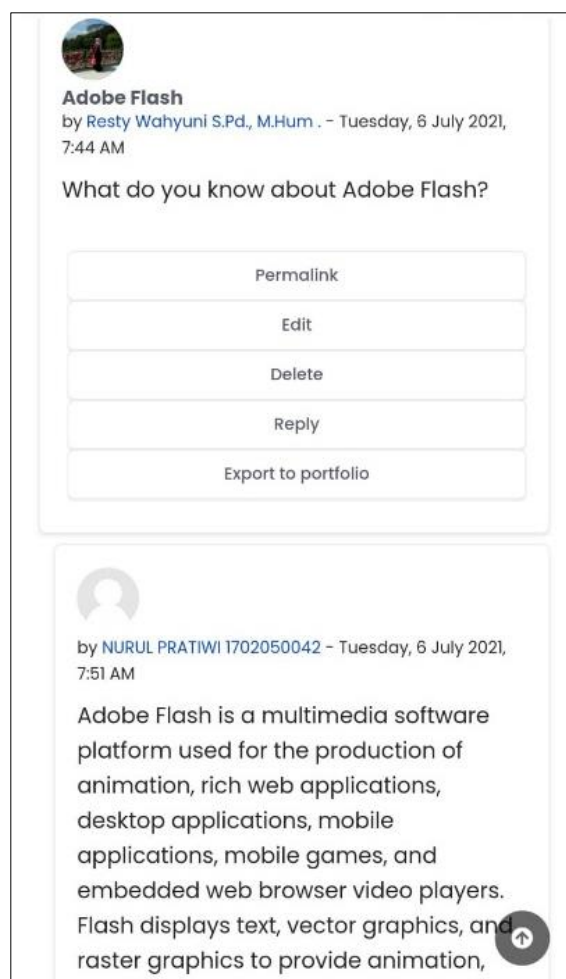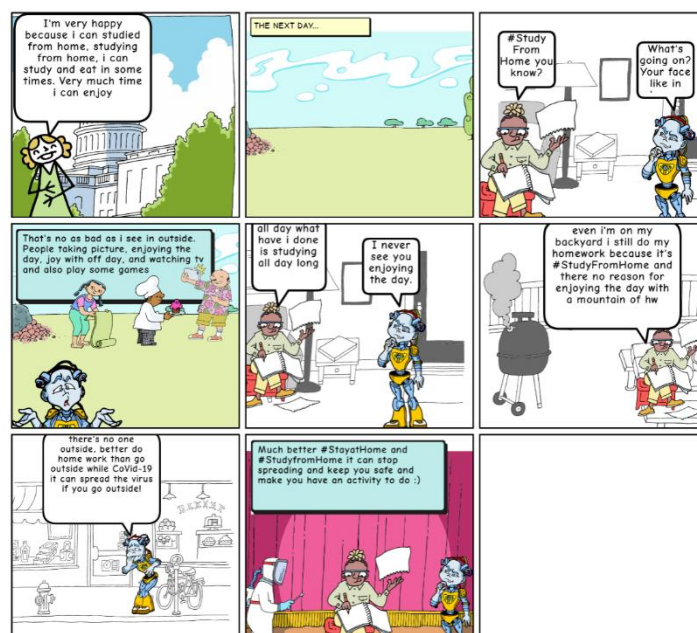

Picture 2. E-Learning

Using e-learning forums, there is one student who answered that Adobe flash is that many media functions are used to create animations, games, moving writing, or comics. Students apparently already understand the use of adobe flash application media. They were given 1 month later to make assignment 1 learning media from adobe flash.

On May 10, 2021, students prepare a presentation in making one of the functions from Adobe Flash application. They can make by doing independent tasks, good product and understandable. Adobe flash used can be implemented by using Adobe Flash CS6. Students also make the presentations as seen in the picture below;
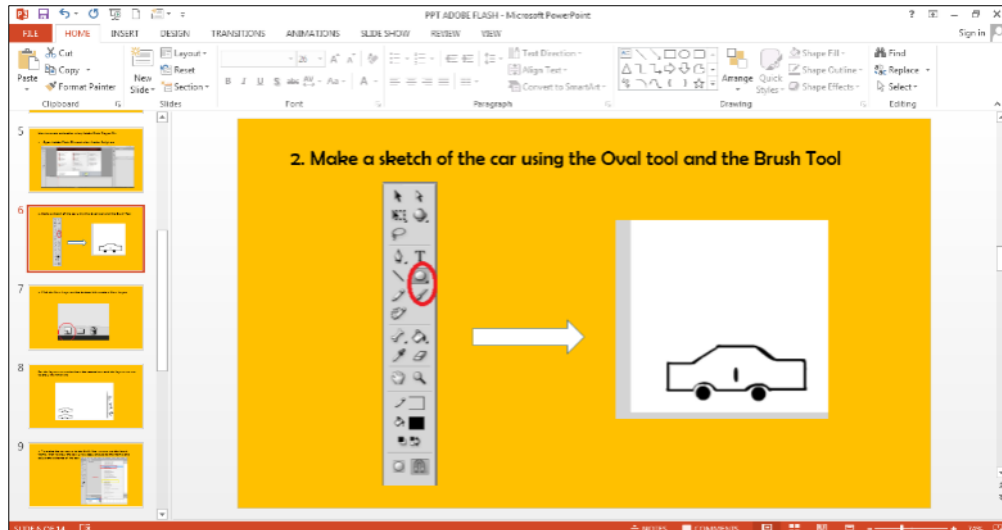
Picture 3. Power Point

The results of one of the students can be seen well, they can understand how to use multimedia, and this is useful for use in online learning using Adobe Flash. Through this media, the students can understand the lessons given by the teacher when students of English education study program use Adobe Flash media as material through e-learning. After 14 meetings conducted e-learning, students were very enthusiastic, and added motivation to learn computer science and new vocabulary online. On July 5, 2021, students send assignments given by the lecturer. One of the products is;

Picture 4. Multimedia using Adobe Flash

From the results of the products they are working on, that the E-Learning Learning Model through the Adobe Flash Application program in the English Language Learning Media Development Course can provide creativity for prospective teachers who are active both online and face-to-face in class and online learning has been shown to increase information retention and take less time (Sercan, 2021). Prospective teachers can provide motivation with multi-media creativity that is carried out by a teacher in teaching and learning. Students can also be active use e-learning with several applications provided such as quizzes, forums, assignment assignments, providing material reinforcement such as videos. The results show similarities with other studies in the literature. For example, used e-learning software as a result of the pre-test and post-test applications showed that the use of Adobe Captivate positively affected the general language competency of the students at Bursa Uludağ University (Sercan, 2021), to know similarity between University of Muhammadiyah Sumatera Utara and Bursa Uludağ University are the result to use e learning to increase student' creativity, and the impact of the use of adobe flash media in improving students' critical thinking skills in Indonesia (Elma, 2021) both of this research are similarity use adobe flash media to improve their soft skill use drawing media.

CONCLUSION

The use of the UMSU e learning system in learning adobe flash during online learning is effective. Students are very enthusiastic, working on English learning media when online. They are creative, and make it easier for them to teach using Adobe Flash. This research has found weakness as the findings of place and time are very less. And it can't see quantitative methods on student learning assessment scores, but good practice from this learning process is the quality of the results of using Adobe Flash through e-learning providing the same learning facilities as conventional learning. Conduct discussions, presentations, assessments through e-learning. Implications for e-learning users affect creativity, activeness, honesty and understanding of the material. Future researchers can do learning using Adobe Flash with other subjects. Furthermore, it can be investigated to see the perceptions, motivations, results of student achievement with percentages

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