



Utilization of "Learning House" as A Technology-Based Media for Technology-Based Indonesian Learning

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Abstrak: The role of technology is indeed very important in the field of education today. If it is used in education, its function is to convey teaching materials, one of which is by utilizing technology such as the internet to access several existing sources. This research aims to gain knowledge about the application of "Rumah Belajar" as a technology-based learning media for Indonesian. The role of technology is very important in the field of education today. In addition, teacher creativity is needed to create interesting learning media and facilities. The research method used in This research is descriptive. Data collection is done by reviewing the results of similar studies' pre-existing learning media and examining learning media Indonesian-based technology. Results show that One of the learning media that students guided by the teacher can use is the "Learning House" application. The learning house is one of the contents created by the Education and Culture Information Technology and Data Center (PUSDATIN) of the Ministry of Education and Culture (Kemendikbud). The conclusion from the study is that Learning House contains learning material content that can be utilized by educators and Early Childhood Education (PAUD) students, Elementary Schools (SD), to High/Vocational High Schools (SMA/SMK) as sources of learning media. With the jargon: Study anywhere, anytime, with anyone, "learning house" is easy to access.

Abstract: Peranan teknologi memang sangat penting dalam bidang pendidikan saat ini. Jika digunakan dalam dunia pendidikan, fungsinya adalah untuk menyampaikan bahan ajar salah satunya dengan memanfaatkan teknologi seperti internet untuk mengakses beberapa sumber yang ada. Tujuan dari penelitian ini adalah untuk mendapatkan pengetahuan tentang penerapan "Rumah Belajar" sebagai media pembelajaran bahasa Indonesia berbasis teknologi. Peranan teknologi memang sangat penting dalam bidang pendidikan saat ini. Selain itu, kreativitas guru sangat diperlukan untuk menciptakan media dan fasilitas pembelajaran yang menarik. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif. Pengumpulan data dilakukan dengan meninjau hasil kajian sejenis media pembelajaran yang sudah ada sebelumnya dan mengkaji media pembelajaran berbasis teknologi Indonesia. Hasil penelitian menunjukkan bahwa salah satu media pembelajaran yang dapat digunakan oleh siswa yang dibimbing oleh guru adalah penggunaan aplikasi "Rumah Belajar". Rumah belajar sendiri merupakan salah satu konten yang dibuat oleh Pusat Data dan Teknologi Informasi Pendidikan dan Kebudayaan (PUSDATIN) Kementerian Pendidikan dan Kebudayaan (Kemendikbud). Kesimpulan dari penelitian bahwa Rumah Belajar memuat konten materi pembelajaran yang dapat dimanfaatkan oleh para pendidik dan siswa Pendidikan Anak Usia Dini (PAUD), Sekolah Dasar (SD) hingga Sekolah Menengah Atas/Kejuruan (SMA/SMK) sebagai sumber media pembelajaran. Dengan jargon : Belajar dimana saja, kapan saja, dengan siapa saja, "rumah belajar" sangat mudah diakses.

A. Introduction

Teaching and learning activities are always interesting conversations to study. The implementation of online learning experiences various challenges and obstacles. Limited facilities and student and teacher readiness are factors causing delays in the achievement of learning objectives (Suryaman et al., 2020; Munastiwi, 2021; Ediyani et al., 2020). Learning usually carried out in schools is shifted to learning from home. As a result, the intensity and interaction between teachers and students are limited. Education is one of the fields that has an important function in creating a quality generation. This phase starts with learning. In order to achieve what is desired, the teacher's active role is indeed needed. However, the use of learning media must also be considered (Simamora, 2020), even if it is only a tool if you cannot use it optimally. Then the main goal as a provider of information will not be created. Currently, education is entering the era of the media world, where learning activities require reducing the lecture method and replacing it with the use of various media. Especially learning activities in class emphasize process skills and *active learning*, so the role of learning media is becoming increasingly important (van Gog et al., 2020). Therefore, today's teachers are required to create interesting and entertaining learning so that they are equal to information technology and the increasingly sophisticated world of entertainment.

The role of technology is very important in the field of education today. If it is used in education, its function is to convey teaching materials, one of which is by utilizing technology such as the internet to access several existing sources. Teacher creativity is needed to create interesting learning media and facilities (Sailer et al., 2021). In some schools, the role of the teacher is only as a companion because the students' activeness is assessed. Sources can be obtained from anywhere, whether predetermined or not. Thus, it is clear that teaching tools are not only in the form of physical tools but also in other types. The combination of audio and visuals is believed to be the fastest way to convey information to the recipient (Chen, 2021). Based on results review from various grain problems, problems of online learning media become important for resolving. The choice of this No means no other problem is important for resolution. Selected online learning media Because mastery of online learning media will, in a manner automatic, can positively alleviate another problem (Azlan et al., 2020). Student saturation will resolve if the teacher uses interesting learning media and innovation. The presence of learning media interactive by online learning automatic will add teacher treasury in conveying material. Applied learning model the more innovative and No monotone (Ningsih & Jha, 2021; Muhdi et al., 2020). The role of technology in education continues to experience renewal, one of which is marked by the presence of distance (online) learning models. Since the beginning of 2020, almost 64% of Indonesia has been connected to the internet network and has started conducting online learning at various levels of education, including the elementary school level (Hsu et al., 2019). The Rumahlearning portal is an educational platform managed by the Indonesian Ministry of Education and Culture. This educational platform is designed and used by teachers in an integrated manner in learning activities so that students take advantage of this Learning House Portal in the distance learning process (Suhendro, 2020). The features

of this educational platform are used as learning resources in facilitating online learning between educators and students anywhere and anytime (Susanto et al., 2021).

In today's modern learning system, students act not only as message recipients but also as communicators or messengers. In such conditions, two-way communication occurs. The learning process will occur if there is communication between the message's recipient and the source or distributor of the message through the media. In general, the notion of media conveys information from sources to recipients. In addition, it is also a means to provide information in the form of knowledge that comes from anywhere. In the current era of globalization, students' active role is to seek as much knowledge as possible without depending too much on the teacher (Sexcio & Dafit, 2022). Learning media is, of course, related to the tools teachers use when teaching in class. Learning tools are closely related to student learning because the learning tools used by the teacher when students also use teaching to receive the material or material being taught. Complete and appropriate learning tools will facilitate the acceptance of learning materials provided to students (Agustika, 2021). If students easily accept lessons and master them, then their learning will be more active and advanced. Working on good and complete learning media is necessary so that teachers can teach well and students can receive lessons well. Implementing Indonesian language learning in elementary schools is designed with the orientation of writing, reading, and speaking abilities. Indonesian is a subject that is less attractive to elementary school students and is considered easy. This is because elementary school students do not like the learning strategies used by less innovative teachers in teaching Indonesian subjects. Therefore, in the era of technological development, learning methods have been renewed with the presence of the important role of innovative media (Angraini et al., 2021).

Some results of previous research about the extent of user satisfaction take advantage of the Rumah Belajar Portal in support of learning activities. Results measurement of the Learning House Portal quality using the Webqual 4.0 method shows usability and quality variables information has no effect and is not significant to the satisfaction of the Rumah Belajar Portal users. It is less so that students and teachers feel the benefits because they have yet to use the Home Learning Portal to the fullest due to the absence of socialization and training on using the Learning House Portal (Dimiyati A et al., 2018). Results of other research about the influence of reception technology with utility web, study Home Portal case Learn, show that only the web usability variable or web usability has an effect significant to satisfaction Home Portal users study. Temporary variable reception information And reception fixed internet technology influence though No significant. Influence significant from the usability of this web is appropriate with the concept (Mehall, 2020). Thus, quality Home Portal service Study This is very influential in level usefulness users, namely participants students, teachers, and public board. Based on the results of previous research above And the features available on the Home Portal Study, research literature, or studies literature, This focuses on the utilization of feature source Study And feature class virtual as well as their role in increasing quality learning.

One of the learning media that students guided by the teacher can use is the "Learning House" application. The learning house is one of the contents created by the Education and Culture Information Technology and Data Center (PUSDATIN) of the Ministry of Education and Culture (Kemendikbud). This research aims to gain knowledge about the application of "Rumah Belajar" as a technology-based learning media for Indonesian so that it is expected to be used directly in the learning process in class.

B. Method

The research method used in This research is descriptive. Descriptive research is meant to systematically describe facts and the characteristics of the object or subject being studied precisely (Jamali, 2018; Leeder & Shah, 2016). Technique collection of data and information through the study of literature.



Figure 1. Design Library Research

Data collection is done by reviewing the results of similar studies' pre-existing learning media and examining learning media Indonesian-based technology. Data analysis is done descriptively and presented descriptively. The type of research used is library research.

C. Results and Discussion

Application "Learning House"

Learning House is the result of the development of the previous portal, which was launched on June 15, 2011, containing content of learning materials that can be used by educators and students of Early Childhood Education (PAUD), Elementary Schools (SD) to High/Vocational High Schools (SMA/SMK) as resources instructional Media. With the jargon: *Study anywhere, anytime, with anyone*, "Rumahlearning" is easy to access. As soon as it is *clicked*, the first page immediately appears with various menu choices for the study material group.

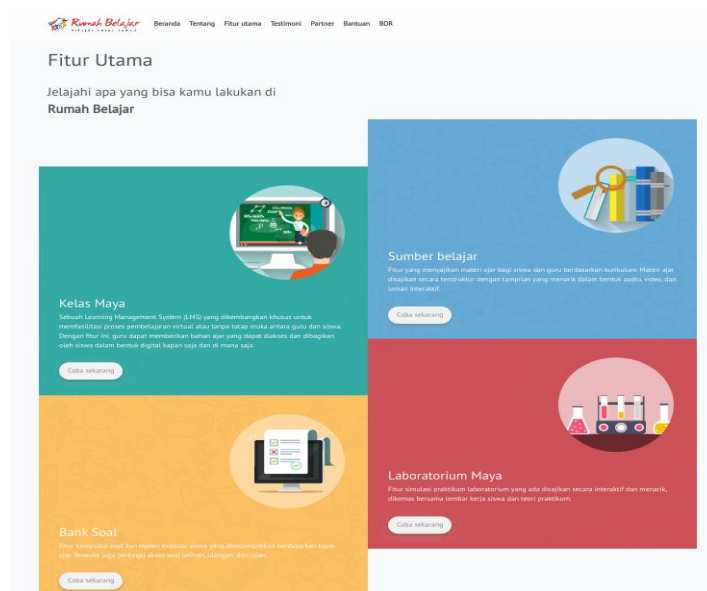


Figure 2. Key Features

In the "Learning House" application on the Main Features menu, there are four content groups: Learning Resources, Virtual Classroom, Question Bank, and Virtual Laboratory. While on the Supporting Features menu, there are eight content groups: Cultural Maps, Electronic School Books, Space Exploration Space, Language and Literature Works, Continuing Professional Development, Pen Blogs, Edugames, and Augmented Reality.



Figure 3. Supporting Features

Furthermore, when you have logged in/entered the Rumahlearning application, a menu display will appear in the form of Digital Classes, Learning Resources, Virtual Laboratories, Question Banks, and Digital Modules (seen in Figure 4.)

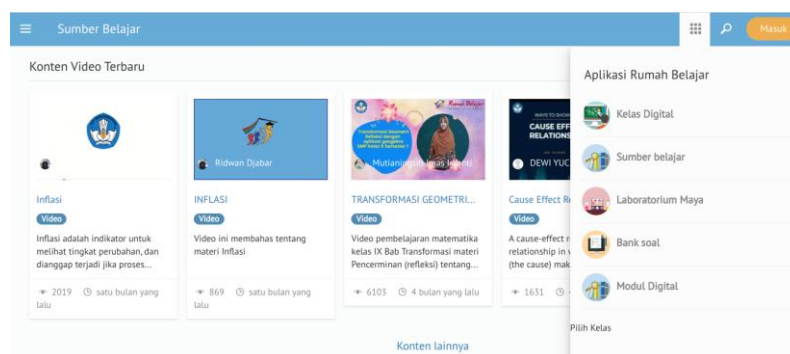


Figure 4. Menu Display

Content in the "Learning House" Application

"Learning House" also provides services for the availability of learning media resources in the form of interactive learning materials equipped with supporting media images, animations, videos, simulations, and digital books. On the right side, a menu of various content options will be displayed, such as Audio and Video Content, Web Content, Level of Education, Non-Curriculum, and Nutrition Education (can be seen in Figure 5.)

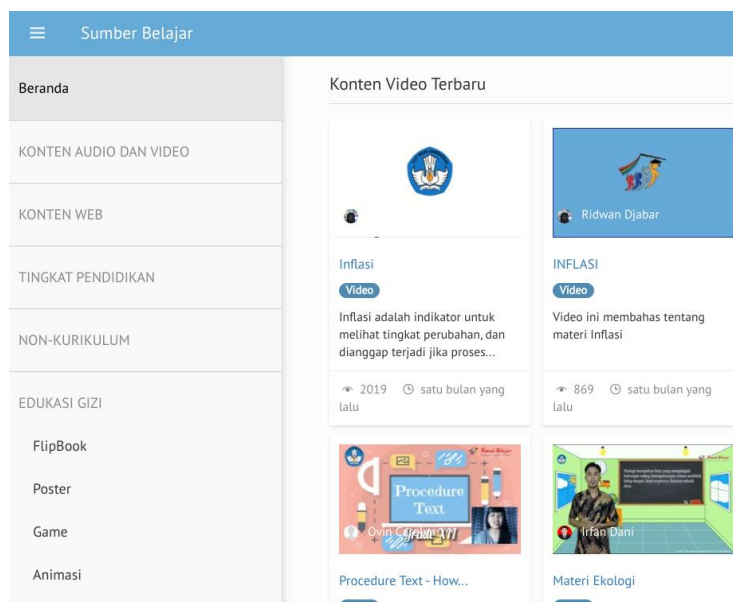


Figure 5. Right Menu Options

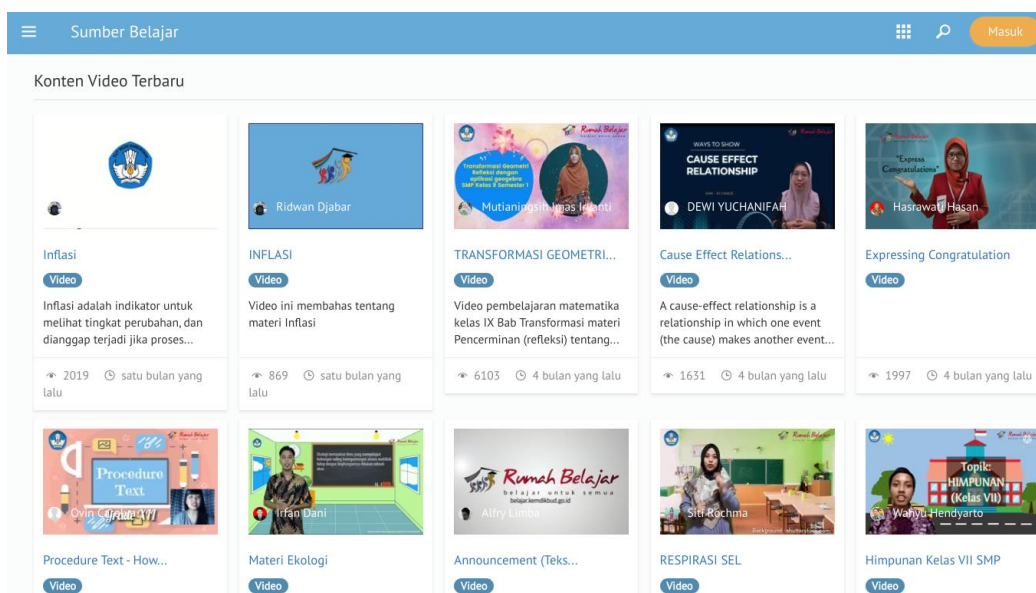


Figure 6. Display of the Latest Video Content

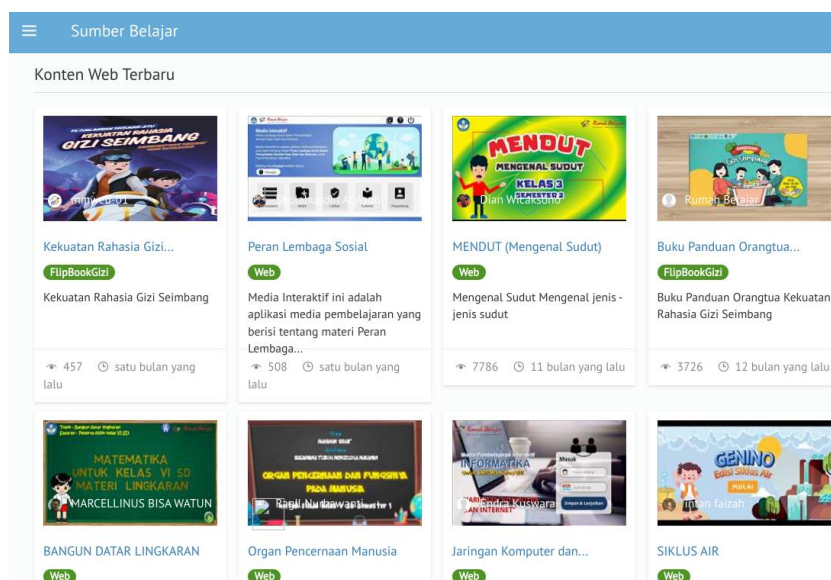


Figure 7. Display of Various Latest Web Content

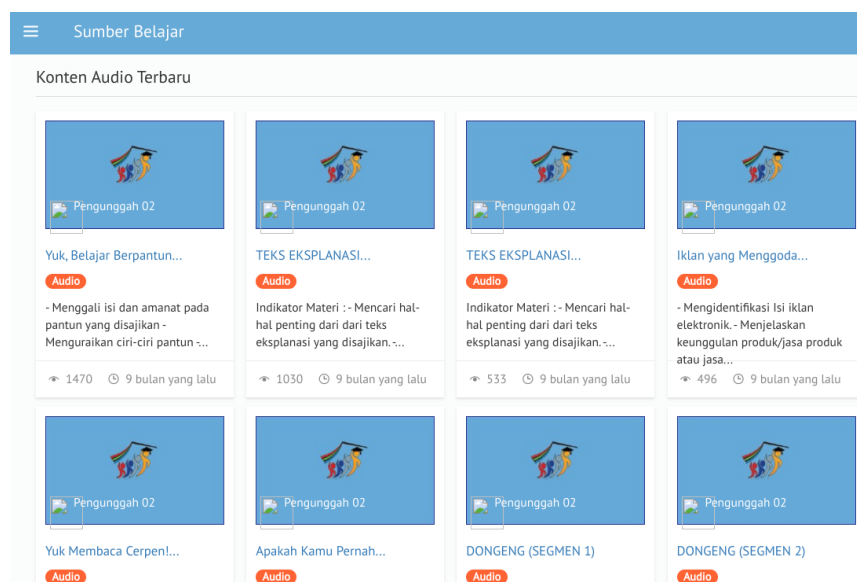


Figure 8. Display of the Latest Audio Content

The "Learning House" content is provided for various purposes so that educators and students can learn comprehensively. For example, the Culture Map feature is prepared to provide various cultural learning materials in Indonesia so that students can better know and appreciate the diversity of customs/cultures. Meanwhile, the Space Exploration Vehicle was developed to make it easier for students to get to know celestial bodies.



Figure 9. Culture Map Content

Furthermore, the Question Bank contains a collection of practice/test questions. Also, Teacher's Work and Community Work allow educators to upload their best work. Here educators can share information/knowledge with others. Another feature, namely Maya Class, allows educators and students to organize *e-learning* or online learning *activities* anytime and anywhere. This feature facilitates online learning between educators and students anytime and anywhere. Both during and outside school hours (according to the agreement between educators and students), as long as teachers and students have an internet connection and mobile devices such as computers/laptops or *notebooks*.

Students and educators can use the Virtual Laboratory to conduct experiments in a virtual (virtual) laboratory. All experiments or simulations available in Virtual Laboratory

can be downloaded by users by first logging in. This feature contains content for science and mathematics subjects in the Middle and High School categories.

Indonesian Language Material Content in the "Learning House" Application

The main feature contained in the "Learning House" application is Learning Resources, where this feature can be used as teaching material in class because it contains learning materials. This feature of them contains Indonesian language subject matter, both at the elementary, middle, and high school levels.

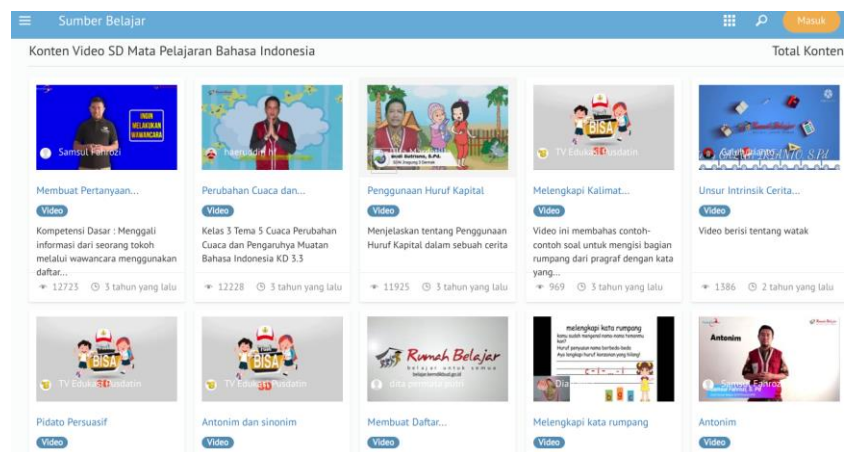


Figure 10. SD Indonesian Materials

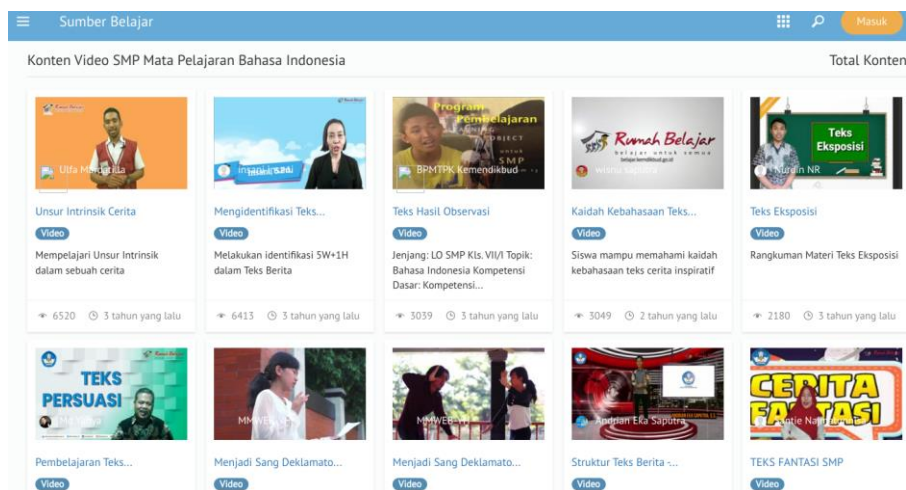


Figure 11. Middle School Indonesian Language Material

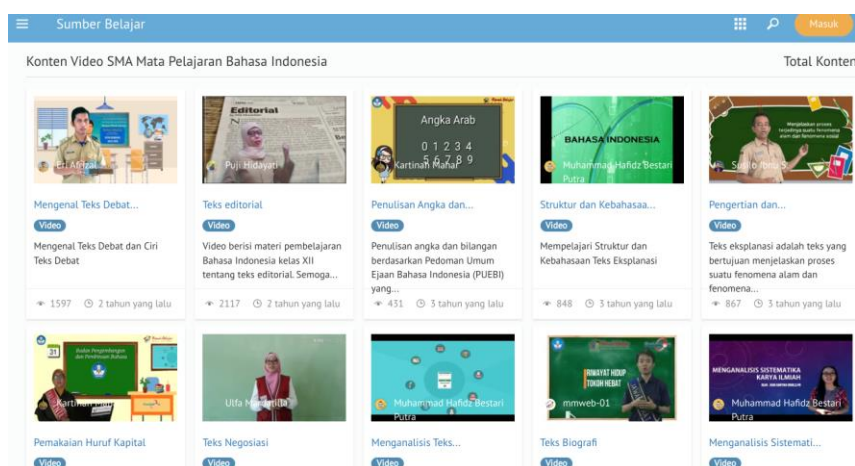


Figure 12. SMA Indonesian Material

Each material contains an introduction menu, indicators, building context, text modeling, core material, linguistic elements, exercises, tests, a bibliography, and teams. Each material will be presented clearly, concisely, and interestingly. After studying the core material, students are invited to do exercises before finally taking the test. This aims to determine how students understand and accept the material.

Benefits of Using the "Learning House" Application

So far, "Learning Houses" have been widely used by educators as a source of learning media. Educators in Central Bengkulu, NTB, and North Maluku, for example, find the portal very helpful in finding learning materials. Students are also more enthusiastic about internet-based learning media. Even without an internet connection in class, learning with content from Learning Houses can still be carried out. The trick is that educators first download the material via an internet-connected device. Then, the results of the download are stored in a data storage device, such as a flash drive/USB or compact disc (CD). In class, the material is displayed offline with an LCD projector. In this way, even classes that do not have access to the internet can take advantage of the content of Rumahlearning. Utilizing the content in the "Learning House" application encourages students to be proactive in the learning process. One or several students may be asked to download the material first. Then the material is shown offline in class to be discussed together. In this case, the educator acts as a facilitator. For educators in the 3 T areas (frontier, outermost, lagging), the absence of an internet connection is not an obstacle in carrying out the learning process with material taken from the Learning House. As long as there is a will, internet-based learning can be carried out well anywhere and anytime. Utilizing the "Learning House" users will be accompanied by Learning Home Ambassadors selected from 34 Provinces. They are an extension of the Education and Culture Information and Technology Data Center (PUSDATIN) of the Ministry of Education and Culture (Kemendikbud) in socializing the use of information and communication technology (ICT)-based learning media, especially the use of Learning Houses in each province.



Figure 13. View of the Learning House Homepage

The "Learning House" application is a technology-based learning media, especially in Indonesian language material. Utilizing "Learning Houses" is very important because it can generate new desires and interests, increase motivation and stimulate learning activities in students.

Discussion

Instructional Media

According to the Association for Education and Communication Technology (AECH), media are all forms and channels used to process information. Meanwhile, according to National Education Association (NEA), media are objects manipulated, seen, heard, read, or discussed along with instruments used properly in teaching and learning activities, which can affect the effectiveness of instructional programs (Pramuditya et al., 2019).

Learning media according to Sexcio & Dafit (2022), in their book entitled "Learning Media" explains that media is something that channels messages and can stimulate the thoughts, feelings, and willingness of the audience (students) so that it can encourage the learning process to occur in them.

Novelti et al (2018) said that educational media are all tools or objects used in learning activities to convey messages or information from sources, both teachers and others, to recipients or students. Hamalik emphasized again in the same quote that using learning media in the learning process can generate motivation, stimulate the learning process, and bring psychological influences to students.

If media is a source of learning, media can be broadly defined as humans, objects, or events that enable students to acquire knowledge and skills. It should also be noted that learning activities are a process of communication. In other words, learning activities through the media occur when there is communication between the recipient of the message and the source through the media. However, the communication process itself only occurs after there is *feedback*. Based on the description above, learning media is a vehicle for conveying messages or learning information.

Media Functions and Benefits

The function of learning media is to create direct and indirect interactions between message sources, teachers, media, and students to help overcome various obstacles in the teaching and learning process so that the communication process will be successful (Sumandiyar et al., 2021).

Not a few educational failures are caused by educators not paying attention to media-related issues, such as functions, selection, and ways to use them. Media cannot be separated from learning objectives because objectives can only be achieved with media. This means that the function of the media is to deliver its users reach their goals. In addition, the use of learning media at the orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and materials at that time. In addition to arousing student motivation and interest, instructional media can help students improve understanding, present data interestingly and reliably, and facilitate and condense information.

Regarding the function of learning media, the following points can be emphasized:

1. as a tool to help create a more effective learning situation,
2. as one component that is interconnected with other components in order to create the expected learning situation,
3. accelerate the learning process,
4. improve the quality of the teaching and learning process, and
5. concretize the abstract so that it can reduce the occurrence of verbalism disease.

In general, learning media has the following uses:

1. Clarify the presentation of the message so that it is not too verbalization (in the form of mere written or spoken words).
2. Overcoming the limitations of space, time, and sensory power, such as objects that are too big or too small, motion too slow or fast, past events or events, objects that are too complex, and concepts that are too broad.
3. Overcoming students' passivity means generating interest in learning and enabling direct interaction between students and the environment and reality.
4. Encouraging direct interaction between students and teachers, students with each other, and students with their environment.
5. Enabling student teaching and learning activities according to their choice, abilities, and pleasure (Sabtu et al., 2019).

The practical benefits of using instructional media in the educational process are as follows:

1. Learning media can clarify the presentation of messages and information.
2. It can increase and direct the attention of students so that it can lead to learning motivation.
3. Can overcome the limitations of the senses, space, and time.

4. It can provide students with a similar learning experience about events in their environment and allows direct interaction with educators, the community, and the environment.

According to [Vai et al \(2020\)](#), using media in learning can generate new desires and interests, increase motivation and stimulation of learning activities, and affect students psychologically. Thus, the media is an integral part of the learning process to achieve schools' general and special education goals.

Media Classification

According to [Angraini et al \(2021\)](#), the form of information used in media can be classified into five major groups: silent visual media, moving visual media, audio media, silent audio-visual media, and moving audio-visual media. The process presents a message through direct vision, optical projection, electronic projection, or telecommunication.

Drs. Sudirman N. quoted by Syaiful Bahri, put forward several principles for selecting learning media which are divided into three categories, namely:

1. Selection Purpose. Choosing the media to be used must be based on the clear aims and objectives of the selection. Moreover, these goals must also consider students who are the target of learning, in the sense that they must be adjusted to the level of education.
2. Characteristics of Learning Media. Understanding the characteristics of various learning media is a basic ability that teachers must possess in relation to the skills of selecting learning media.
3. Choice. In the teaching and learning process, various variations are needed in using learning media so that there are choices in using learning media.

D. Conclusion

Learning tools or media are anything used to help smooth the educational process, both as a method and as a means. Learning media are tools, methods, and techniques used to make communication and interaction more effective between educators and students in education and teaching in schools.

In the rapid development of technology, the main function of learning media is as a teaching aid that influences the climate, conditions, and learning environment created by educators.

The "Learning House" application is a technology-based learning media, especially in Indonesian language material. Utilizing "Learning Houses" is very important because it can generate new desires and interests, increase motivation and stimulate learning activities in students.

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