

LEARNING EVALUATION THROUGH E-LEARNING SOCRATIVE IN LANGUAGE LEARNING

Alfa Mitri Suhara¹, Dida Firmansyah², Indra Permana³

¹⁻³IKIP Siliwangi

¹alfa.mitri@gmail.com, ²dfirmansyah86@gmail.com, ³friendra@yahoo.com

Abstract

The era of industrial revolution 4.0 in the education sector is not enough only with old literacy but it requires three types of literacy, namely data literacy, technology literacy, and human literacy. Therefore, the learning process carried out must be appropriate and following industrial conditions 4.0. One of them is in evaluating learning. Evaluation is carried out to make decisions about the quality of learning that has been carried out, so learning evaluation activities need to use information technology and computers (ICT). It is only through social media e-learning that can be utilized in language learning. This research encourages the improvement of the quality of language learning that uses e-learning media as a learning evaluation medium. The research method used to solve the problem is descriptive qualitative. Meanwhile, the research techniques used were tests and questionnaires. The research was conducted in the Siliwangi IKIP environment with a sample of thirty-three students. Based on the results of the study through tests and questionnaires it was found that 72.2% of language learning evaluations through e-learning media went well, effectively and could be used appropriately.

Keywords: *Media E-Learning, Socratic, Language Learning*

How to Cite: Suhara, A.M., Firmansyah, D., Permana, I. (2019). Learning Evaluation Through E-Learning Socratic In Language Learning. *JEE*, 2 (2), 115-122.

INTRODUCTION

Life is currently in the era of industrial revolution 4.0, which is an industry that combines automation technology with cyber technology. Data automation and exchange trends in manufacturing technology. These include cyber-physical systems, Internet of Things (IoT), cloud computing and cognitive computing. Ahmad (2018) argued that industrial revolution 4.0 was a process of continuing changes in the automation phase of the 3.0 industrial revolution in life that relied on the internet network system. Thus the era of industrial revolution 4.0 is a challenge in various fields of life, one of which is education. The education sector in the era of industrial revolution 4.0 according to Ahmad (2018) that education must present competitive graduates so that the curriculum needs a new orientation. Because in the era of industrial revolution 4.0 was not only enough old literacy (reading, writing, & mathematics) as the basic capital for acting in society. There are three groups or types of literacy in the industrial revolution era 4.0, namely data literacy, technology literacy, human literacy. then the learning process carried out must be appropriate and following industrial conditions 4.0 of which in conducting learning evaluation. Following the concept of learning based on curriculum, evaluation is an activity that must always exist and be carried out in every learning process. The aim is to reflect and find out how successful the learning process has been done (San Fauziya & Suhara, 2015). Also, Arifin (2013) suggests that evaluation of learning is a systematic, continuous and comprehensive process or activity.

The importance of the evaluation process in learning as stated, then one of the learning evaluation concepts that can be used in the industrial revolution era 4.0 is e-learning Socrative media, which is a student response system that allows teachers to create interactive quizzes or games and direct students directly or real-time. With Socrative, teachers can make quizzes with multiple-choice models, right or wrong, short entries and so on.

In language learning, especially in the PBS Study Program. Indonesia IKIP Siliwangi as a research environment for implementing e-learning socio-lectures is expected to be a media that can improve the quality of the learning process. In addition to evaluating the learning process, through Socrative E-learning lecturers and students can use technology appropriately in learning. Thus, the process of evaluating language learning using E-learning Socrative is expected to increase creativity and innovative abilities. Based on the previous description, the formulation of the problem in this study is about the quality and evaluation process of language learning in the PBS Study Program. Indonesia through E-learning Socrative media?

E-learning Socrative

The development of the world of education continues to progress rapidly. One of them is the aspect of media learning and assessment. Nowadays many learners and educators utilize technology through various applications provided. Among the socrative applications, namely a student response system that allows teachers to make quizzes or interactive games and involve students directly or real-time (Guraru, 2013). Socrative E-Learning media is a product in the subject matter and development of learning media following the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) (Chotijah, Larasati, & Sari, 2018).

Awedh, Mueen, Zafar, & Manzoor (2015) and Dervan (2014) stated that socrative is one of the social media that can be utilized in mathematics learning, in which the teacher can provide a quiz with a different atmosphere because it can be accessed by students' computers or cellphones. It can also help the interaction between teachers, students, and classmates.

Socrative also contains practice questions that are packaged in the game form so that this will provide an interesting experience for students. Through socrative, the teacher or lecturer can make quizzes with multiple-choice models, right or wrong, and short and more fun and innovative entries.

Learning Evaluation

According to Arifin (2013), evaluation is a systematic and ongoing process to determine the quality (value or meaning) of something, based on certain considerations and criteria to make decisions. In line with it, Sanjaya (2013) also refers to the same statement previously stated by Guba and Lincoln, namely that evaluation is a process of considering the value and meaning of something considered. Furthermore, Sanjaya (2013) suggests that evaluation is a very important process of informal education activities. According to him, evaluation can determine the effectiveness of teacher performance so far, while for evaluation curriculum developers can provide information for improving the ongoing curriculum. Thus, briefly, evaluation is a decision-making process regarding the quality of learning that has been done.

Language Learning

In-Law No. 20 of 2003 concerning the National Education System explained that learning is a process of interaction between students and educators and learning resources in a learning environment. The statement can be identified that learning is a process. That is, learning is a series of activities that are passed to achieve a goal. Furthermore, it can be drawn a line that learning is a process of teaching and learning activities in which there is cooperation between teachers and students, between lecturers and students. Learning consists of at least two main elements, namely teachers and students who are united by collaborative activities to achieve predetermined learning goals.

Based on the nature of previous learning, language learning can be interpreted as a collaborative activity between the teacher and students or lecturers with students in achieving learning goals, namely those relating to language. In addition to teachers and students or lecturers and students, there are factors or other components that also contribute to the success of learning. At least, following the definition of learning that has been described, other components of learning are learning resources and learning environments.

METHOD

This research is a descriptive study. This is motivated by the problems that arise requiring qualitative study as a solution to the problem. Qualitative research methods are research methods that are used to examine the condition of natural objects. The role of the researcher as a key instrument, the technique of data collection is done in triangulation (combined), data analysis is inductive, and the results of qualitative research emphasize the meaning rather than generalization (Sugiyono, 2008). That is, qualitative research is essentially observing people in their environment, interacting with them, trying to understand their language and interpretation of the world around it (Sugiyono, 2012). Also, Sanjaya (2013) suggests that descriptive research methods (descriptive research) are research conducted to describe or explain systematically, factually and accurately about the facts and the nature of a particular population. Based on the statement, the right descriptive method is used to solve the problem in this study.

The subjects of this study are students and lecturers within the PBS Study Program. Indonesia Siliwangi IKIP and samples taken as research data sources were two lecturers and thirty-three students of class 2016. Furthermore, the instruments used in the study were e-learning socrative applications and questionnaire sheets. E-learning literature as an instrument of data collection is an application that contains quizzes and exercises as learning media so that the research techniques used are learning, training (quiz) through e-learning socrative and questionnaires.

RESULTS AND DISCUSSION

The results of this study are divided into three parts, namely 1) quality of language learning evaluation before using e-learning socrative, 2) evaluation of language learning through e-learning socrative media, 3) quality of language learning evaluation after using e-learning socrative. Data is obtained through tests and questionnaires. The following are the results of learning evaluation analysis through e-learning socio-language in language learning.

Table 1. Learning Questionnaire Results Before the Implementation of Socrative E-Learning

| No. | Questions | Yes | No |
|-----|--|-----|----|
| 1 | Evaluasipembelajaranmelaluitesselamainiefektif. | 10 | 23 |
| 2 | Evaluasipembelajaranmelaluitesselamainimenyenangan (konvensional). | 10 | 23 |
| 3 | Evaluasipembelajaranmelaluites optimal meningkatkanpotensidiri. | 15 | 18 |
| 4 | Evaluasipembelajarselamainimelaluites, pengukurandanpenilaiansecarakonvensional. | 28 | 5 |
| 5 | Evaluasidilakukanpadasetiapakhirpertemuanperkuliahan. | 11 | 22 |
| 6 | Evaluasidilakukanolehdosensecaralangsung. | 30 | 3 |
| 7 | Evaluasi yang selamainidilakukandapatmengembangkankreativitasdiri. | 9 | 24 |
| 8 | Evaluasi yang selamainidilakukandapatmeningkatkan kemampuandiri. | 7 | 26 |
| 9 | Evaluasidilakukandilakukansecaraobjektif. | 13 | 20 |
| 10 | Evaluasi yang telahdilakukanmenumbuhkanmotivasi belajar. | 15 | 18 |

Judging from the results of the questionnaire it is known that the evaluation of language learning before the application of socrative e-learning can be seen, as follows. 1) Evaluation of test learning so far has been effectively used as many as 10 samples answered yes, 23 samples answered no. 2) The evaluation of learning through tests has been pleasing as much as 15 samples answered yes, 18 samples answered no. 3) Evaluation of learning through optimal tests increases self-potency as many as 15 samples answered yes, 18 samples answered no. 4) Learning evaluation so far through manual tests, measurements and assessments of 28 samples answered yes, 5 samples answered no. 5) The evaluation was carried out at the end of each lecture meeting as many as 11 samples answered yes, 22 samples answered no. 6) The evaluation carried out by the lecturer directly as many as 30 samples answered yes, 3 samples answered no. 7) Evaluations that have been conducted so far can develop self-creativity as many as 9 samples answered yes, 24 samples answered no. 8)

Evaluations that have been carried out so far can improve the ability of self as many as 7 samples answered yes, 26 samples answered no. 9) The evaluation carried out objectively as many as 13 samples answered yes, 20 samples answered no. 10) Evaluations that have been carried out foster learning motivation as many as 15 samples answered yes, 18 samples answered no.

Based on the results of the calculation of table 1 and presentation, questions number one to ten regarding implementation, the impact of language learning evaluations that have been implemented can be concluded evaluating language learning through tests that have been carried out quite effectively. But the aspect of development and enhancement of potential and ability as an impact of the evaluation of language learning that has been done is quite optimal.

Tabel 2.The Result of the Learning Evaluation Process Through Socratic E-Learning Media

| Sample | Score | Correct Answer |
|-------------------|---------------|-----------------------|
| S1 | 80 | 4 |
| S2 | 80 | 4 |
| S3 | 40 | 2 |
| S4 | 40 | 2 |
| S5 | 80 | 4 |
| S6 | 100 | 5 |
| S7 | 100 | 5 |
| S8 | 20 | 1 |
| S9 | 80 | 4 |
| S10 | 60 | 3 |
| S11 | 40 | 2 |
| S12 | 60 | 3 |
| S13 | 40 | 2 |
| S14 | 80 | 4 |
| S15 | 100 | 5 |
| S16 | 80 | 4 |
| S17 | 100 | 5 |
| S18 | 80 | 4 |
| S19 | 80 | 4 |
| S20 | 100 | 5 |
| S21 | 100 | 5 |
| S22 | 100 | 5 |
| S23 | 40 | 2 |
| S24 | 80 | 4 |
| S25 | 60 | 3 |
| S26 | 40 | 2 |
| S27 | 100 | 5 |
| S28 | 20 | 1 |
| S29 | 80 | 4 |
| S30 | 40 | 2 |
| S31 | 80 | 4 |
| S32 | 80 | 4 |
| S33 | 100 | 5 |
| Total Skor | 71,51% | 3,57% |

Table 2 presents the results of language learning evaluation through e-learning socrative media which are used. It is known that as many as 33 samples took part in evaluating 9 samples obtained a score of 100, 12 samples obtained a score of 80, 3 samples received a score of 60, 7 samples scored 40, and as many as 2 samples get a score of 20. Seeing the score obtained by the sample if the score is scored as follows. 1) A score of 100 acquisition percentages of 27.27%, a score of 80 percent gains of 36.36%. The score of 60 percent is 9.09%. The score of 40 percent is 21.21%. The score of 20 acquisition percentages is 6.06%. Thus the results of the learning evaluation process through e-learning socrative can run well and effectively.

Tabel 3.The Result of Questionnaire of Learning After Socrative E-Learning Application

| No. | Questions | Yes | No |
|-----|---|-----|----|
| 1 | Evaluasi pembelajaran melalui tes selama ini efektif. | 26 | 7 |
| 2 | Evaluasi pembelajaran melalui tes selama ini menyenangkan. | 25 | 8 |
| 3 | Evaluasi pembelajaran melalui tes selama ini optimal meningkatkan potensi diri. | 30 | 3 |
| 4 | Pernah menggunakan evaluasi pembelajaran melalui <i>e-learning socrative</i> sebelumnya. | 6 | 27 |
| 5 | Evaluasi pembelajaran lebih menyenangkan melalui <i>e-learning socrative</i> daripada tes biasa. | 29 | 4 |
| 6 | Evaluasi pembelajaran lebih efektif melalui <i>e-learning socrative</i> daripada tes biasa. | 29 | 4 |
| 7 | <i>E-learning socrative</i> dapat meningkatkan kemampuan/mengembangkan potensi diri. | 31 | 2 |
| 8 | <i>E-learning socrative</i> dapat menjadi solusi tepat dalam menghadapi revolusi industri 4.0 pada evaluasi pembelajaran. | 32 | 1 |
| 9 | <i>E-learning socrative</i> menghambat proses pembelajaran khususnyapembelajaran bahasa. | 25 | 8 |
| 10 | <i>E-learning socrative</i> harus digunakan dalam evaluasi pembelajaran bahasa. | 27 | 6 |

The results of the questionnaire in Table 3 are known as follows. Questions number one to three regarding the evaluation of language learning that has been implemented so far from the results of the answers are known that the evaluation of language learning has been carried out effectively, pleasantly and can increase self-potential. Questions number four to six regarding the evaluation of e-learning socio are known to have never used evaluations through e-learning socrative media but after being introduced and used in evaluating language learning with e-learning socrative it was more effective and enjoyable. Questions number seven and eight regarding the impact of using e-learning socrative media in carrying out language learning evaluations are known from questionnaire answers stating that e-learning socrative media can optimally increase self-potential and can be the right solution in facing the industrial era 4.0. Questions number nine and ten regarding barriers and the use of e-learning socio in conducting learning evaluations from the questionnaire results stated that the small obstacles faced when implementing language learning evaluations through e-learning socio media and should be used in the process of evaluating language learning.

Thus it can be seen that evaluation of language learning through e-learning socratic media can be used and effective. In addition, it can improve and optimize the self-potential of the sample (students) and can be the right solution to facing the era of industrial revolution 4.0 in the evaluation of learning.

CONCLUSION

In general, learning evaluation through media e-learning socratic on language learning is part of a new development or orientation in the field of education to answer the challenges in the era of industrial revolution 4.0. Specifically, based on the presentation of the results of the research on the previous item it is known as follows. 1) the evaluation of language learning that has been done so far is quite effective to use and quite optimal for developing and increasing the potential of students. 2) the results of the language learning evaluation process through e-learning socio-lectures run well and effectively as seen from the results of the percentage scores obtained. 3) Through e-learning socratic media on language learning, it can be used to improve the quality of language learning evaluation and develop self-potential possessed by the sample (students) of IKIP Siliwangi optimally.

ACKNOWLEDGMENTS

Thank you to IKIP Siliwangi for funding this research, so we can solve it by utilizing sufficient funds from the start of observations, conducting research and processing research results. I hope all of our research can benefit my institutions and Indonesian study programs.

REFERENCES

- Ahmad, I. (2018). Pendidikan Tinggi" 4.0" yang Mampu Meningkatkan Daya Saing Bangsa. *Makassar, Indonesia*.
- Arifin, Z. (2013). *Evaluasi Pembelajaran*. Bandung: PT. Remaja Rosda Karya.
- Awedh, M., Mueen, A., Zafar, B., & Manzoor, U. (2015). Using Socratic and Smartphones for The Support of Collaborative Learning. *ArXiv Preprint ArXiv:1501.01276*.
- Chotijah, H. Y., Larasati, S., & Sari, I. P. A. (2018). Penerapan Media E-Learning Socratic dalam Materi Pengolahan Data Kelas VI Sekolah Dasar. *Seminar Nasional Pendidikan Matematika Ahmad Dahlan, 1*, 94–98.
- Dervan, P. (2014). Increasing in-Class Student Engagement Using Socratic (an Online Student Response System). *AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education, 6*(3).
- Guraru. (2013). Socratic Memanfaatkan Gadget Siswa untuk Bermain Sambil Belajar. Retrieved from <http://guraru.org/info/socratic-memanfaatkan-gadget-siswa-untuk-bermain-sambil-belajar/>
- San Fauziya, D., & Suhara, A. M. (2015). Evaluasi Pembelajaran melalui Penulisan Jurnal Reflektif Berbasis Penilaian Diri di PBS. Indonesia STKIP Siliwangi. *P2M STKIP Siliwangi, 2*(1), 46–52.

Sanjaya, W. (2013). *Kurikulum dan Pembelajarannya*. Jakarta: *Kencana Prenada Media Group*.

Sugiyono. (2008). *Metode Penelitian Pendidikan:(Pendekatan Kuantitatif, Kualitatif Dan R & D)*. Bandung: Alfabeta.

Sugiyono. (2012). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.