
MOBILE LEARNING APPLICATION TO IMPROVE UNDERSTANDING OF STUDENT SOCIAL CONCEPT

Imaniar Purbasari ^{1✉}, Deka Setiawan ², Nunuk Suryani ³, Djono⁴

^{1,2)} Universitas Muria Kudus, Kudus, Indonesia

^{3,4)} Universitas Sebelas Maret, Surakarta, Indonesia

imaniar.purbasari@umk.ac.id

Abstract. Influence of globalization are exchange of education-oriented from classroom to digital education, but digital education does not leave the main of human beings as social culture. Social studies materials in elementary school with mobile learning applications is one technology that utilizes gadgets to display multimedia information in a compact and dynamic form. Through the application of mobile learning will be established (1) understanding of social concept with the aim of learners able to analyze, find, and solve social phenomenon, (2) make fundamental contribution to the improvement of learning quality of social studies learning in elementary school and (3) able to answer the challenge of the development of science and technology at the elementary school. The product and implementation of social studies materials based on mobile learning applications can implemented in several elementary schools. The research design used is research and development. Data collection techniques used observation, interviews, document analysis, FGD and questionnaires. Method of data analysis used is qualitative analysis of interactive model, evaluative analysis and comparative analysis. The results showed that (a) students in fourth, five, and sixth grade who could apply mobile learning, (b) students still considered learning to be face to face with the teachers and friends, (c) some teachers and parents with young qualification who can take advantage of mobile learning materials, (d) the understanding of social studies concept of elementary school students increases with the audiovisual influence as an environment, culture and technology.

Keyword: *Mobile Learning, Understanding of Social Concept*

INTRODUCTION

Teaching material is a composition of teaching material that has been arranged in such a way as to provide information that is integrative knowledge to students. The need for teaching materials is important as a form of teacher professionalism responsibility. The development of mobile learning teaching materials is a solution to

the development of technology at all levels of education. Social studies learning uses mobile learning to become an attractive new design for elementary school age students because it presents social life in mobile-based applications.

Situation analysis on social studies learning using mobile learning teaching materials in elementary schools shows that.

Table 1. Analysis of Social Studies Learning Situation in Elementary School

No	Teacher Problem	Students Problem	IT Problem
1	Analysis of Social Studies Learning Situation in Elementary School	Control difficulties in usage	Wireless networks in schools have not been fully fulfilled
2	Learning has not been in context with the social environment	Students in the lower classes have not been able to apply mobile learning base learning	Mobile phones are not fully owned by students
3	Learning strategies have not optimized teacher potential and student activity	The presumption of learning must be face to face with the teacher's mother and friends	
4	The use of commercial teaching materials dominates learning		
5	Time, energy and cost constraints for developing learning resources and media		
6	Not all learning resources and media will enrich students' knowledge		
7	Constrained in the use of IT to develop learning in children		

This shows that teaching materials that refer to the needs of elementary school students based on science, environment, technology and culture by teachers need to be introduced. So that through this research the development of mobile learning teaching materials was developed systematically using the rules for developing teaching materials.

The resulting mobile learning products are (1) developing social learning learning materials based on mobile learning which are students from grade 3 to grade 6. Consider age and the ability to operate mobile learning. Teaching materials that are adjusted to the steps of the predetermined learning model so that the implementation of learning can be carried out in clear steps / stages of learning. The content of teaching materials is adapted to the context of the surrounding environment including culture, tradition, dance, traditional food, Islamic leaders, tourist attractions, and technology production. The approach to teaching material is expected to be a stimulus that is able to be responded to by children in the formation of social skills and attitudes to develop intelligence and general weakness, the ability to cooperate, provide a positive attitude towards the environment, refrain from individual selfishness, face competition, and accept input which ultimately forms interactions positive in the

social environment of students through technology. (2) Teaching materials and learning media that have been developed in synchronization with the Edmodo application. The choice of Edmodo as an application with the consideration that the features of Edmodo already have the parts needed to accommodate learning resources, learning media, dialogue, and assessment of learning. Moreover Edmodo is equipped with special access for groups of students and parents. The stability of this application is the choice of developing mobile learning teaching materials that can be accessed via the internet.

Products that have been produced in the implementation of mobile learning teaching materials in several elementary schools have resulted in an increase in the capacity of researchers and students in developing digital teaching materials and can meet the needs of digital learning resources at the elementary school level.

METHOD

Based on the product that has been developed, the research method applied is stabilizing the model, then testing or implementing the model.

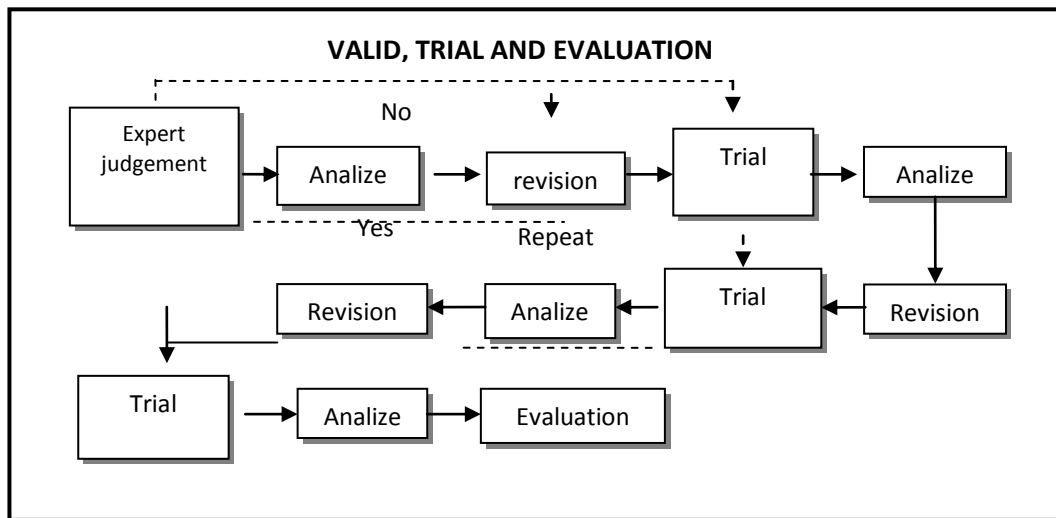


Figure 2.1 Valid, Trial, and Evaluation
Sources : Borg&Gall

1.1 Validation Step

The presentation method was carried out by the TPP with the aim of providing explanations to all participants in the process of formulating social studies teaching materials in high class. After that, the FGD method was used to obtain information input from various elements about the model of mobile learning teaching materials with the social constructivism approach to improve the understanding of the concept of social studies in elementary school students.

1.2 Trial Step

Model tested to target groups that have the potential to help spread the model. Mechanical assistance was done by motivating alternative, namely to give (1) extension that is motivating to work on the extension that is motivating to work on various aspects of learning, (2) provide guidance and advice that is alternative in quality improvement.

1.3 Evaluation Step

The Evaluation Stage where the compiled model has a positive impact on the implementation of elementary social studies learning. The evaluation and monitoring phase is intended to find out the strengths / strengths, weaknesses that are both substantial and technical, as well as obstacles or constraints in applying the formulated model. Phase Revision and

improvement of the tested model. The model compiled on the basis of the results of the test and evaluation is subsequently improved on the format and contents.

1.4 Implementation and Socialiced Step

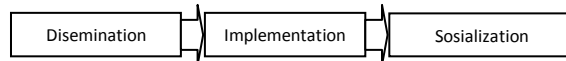


Figure 2.2 Implementation and Sosialization Product
Source: Borg & Gall

The target of dissemination is the elementary school students. The expected output, namely the implementation of mobile learning teaching materials enhances the understanding of the social concepts of elementary school students. Learning materials for mobile learning can be socialized in various elementary schools.

RESULT AND DISSCUSSION

3.1 Developt Product

The products produced are in the form of mobile learning teaching materials by utilizing the Edmodo application developed with:

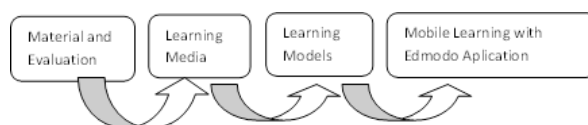


Figure 3.1 Developt Mobile Learning

Teaching materials developed hold local cultural values, including elements of character, tradition, technology, religiosity, livelihood, art, language and games. The character context provides an understanding of the concept of role models. The traditional context contains an understanding of the concepts of social interaction, acculturation, and social change. The technological context contains an understanding of the concepts of social change and modernity. The religiosity context contains an understanding of the concept of human interaction with the universe. The context of livelihood contains the concept of economic activity and geographical insight. Art content contains cultural aesthetic concepts. Language content contains the concept of social diversity. Traditional game content contains the concept of modernity.

The concept of elementary school social studies that is included in teaching material is developed by intermediaries in the delivery of teaching material so that it becomes a discussion of interesting learning, namely through the creation of comic media, illustrated stories and posters. The implementation of learning has been provided in teaching materials tailored to the needs and characteristics of teaching materials.

Understanding the concept of social studies is done by providing material that is close to the student's social environment in the form of:



Image 1. Comic Gusjigang
Source : Purbasari, 2017

The comic story links market concepts and economic activities in the area of traditional markets and modern markets. The concept of markets and economic activities that they do daily is clarified by the appointment of facts that support the concept to get a generalization of meaning.

3.2 Validation Step



Image. 2 Mobile Learning Social Studies in Elementary School

Source: Purbasari, 2017

Product validation is carried out by expert sources and learning media and educational practitioners. Sources and media experts added the need to multiply the characterization stories in the local area, so that children were inspired and waited for the appearance of further material. Evaluation questions are also raised by taking into account the context and the level of difficulty in students.

3.3 Trial Step

Social studies in elementary school mobile learning materials products with Edmodo application that have been validated are then tested in Elementary School in Grade 5. The introduction of mobile learning teaching materials is quite enjoyable because students are generally interested in playing using mobile. Understanding of the Social Sciences Concept here has not shown positive effectiveness in students.



Image. 3 Trial
Source: Purbasari, 2018

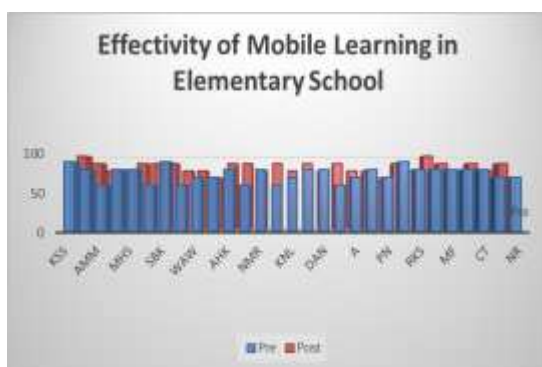


Image 4. Effectivity of Mobile Learning
Source: Imanier, 2018

The next stage is the practice of exploring mobile learning teaching materials. At this stage, the child's curiosity begins to appear to obtain information and answers to the material presentation and learning media. Students begin to find an understanding of the concept intended by the researcher, as evidenced by the activity of finding learning resources and teaching materials that are additional to the website content or based on the students' own creations.

The success of mobile learning teaching materials can be indicated by the following effectiveness chart:

3.4 Implementation and Sosialization

Based on the results of the SWOT analysis, they convinced themselves to socialize the mobile learning teaching materials that had been made for teachers and parents. In the midst of the many advantages but the limited access to trials in small cities it turns out there are still many obstacles faced in the use of mobile learning teaching materials.

Table 3 SWOT Analyze

1. Strengh	<ul style="list-style-type: none"> a. Teaching materials can be used anytime and anywhere b. Learning resources are obtained flexibly c. There is a discussion forum between students, students and teachers, teachers with parents about the development of learning d. Able to form polite social communication e. Interesting learning media f. Understanding of social concepts is formed through emphasizing the concept of environment g. The uniqueness of teaching materials is found in stories of characters raised from the environment
2. Weakness	<ul style="list-style-type: none"> a. Network learning classes must be broad b. Usage hours must be set c. The internet network controls d. Focus on teaching materials is tried not to be diverted to other social media e. Student discomfort because of the absence of a teacher in learning
3. Opportunities	<ul style="list-style-type: none"> a. Cheap and easy learning application for teachers, students and parents b. Learning trends through applications in accordance with the development of technology-based learning systems c. Encourage active teachers and parents as assynchronous learning resources d. Create applications with experience-based learning content
4. Threats	<ul style="list-style-type: none"> a. Compete with commercial applications b. Network and socialization from the center to the regions c. Adequate facilities and infrastructure d. Information technology is increasingly rapid e. Children's intelligence using technology must be balanced with character and trust.

CONCLUSION

Based on the results of the development of mobile learning teaching materials products, it can be concluded: (1) mobile learning teaching materials can be used for the development of elementary social studies learning in high classes, (2) mobile learning teaching materials can improve understanding of students' social concepts through spatial contexts and figures presented in edmodo visualization and application content, (3) Understanding of students' social concepts is formed, among others, the concept of culture, social interaction, social economy, and geographical insight.

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