EVIETA-BASED LEARNING MATERIAL IN ENGLISH BUSINESS CLASS: STUDENTS' PERCEPTIONS
(Study Case Taken From Vocational School – IPB University)

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ABSTRACT

The purpose of this study is to test students' perceptions of using Evieta-based learning in Business English classes at the Vocational School - IPB University, Bogor. The study was prepared by lecturers as authors of the article for the multimedia learning system used. The data comes from questionnaires on how students perceive implemented learning using the Likert scale. The scoring system performed recommended and non-recommended points. The data were analyzed descriptively using a scoring table from 1 to 100, which is intended to represent the students' views or opinions. The results of this study, which focus on study materials for the English Business class, show that there is a consensus among students that this learning-based learning is effective when applied and applied. The average perception score is 87, indicating six elements of the product (comfort, content, efficient use, language, clarity, and enjoyment).

Keywords*: Evieta, Students' Perception, Bogor, Based Learning Material*

INTRODUCTION

The policy of using online media as a learning medium seems to have become an obligation that must be carried out for educational institutions, especially high school and vocational education. In fact, the Indonesian government and several countries have supported social and funding in the application of online learning during the corona pandemic. The application of technology has become an obligation to be used in learning in recent years. In addition to teachers, it can also be facilitated in teaching, students can enjoy the learning process. Although of course face-to-face or conventional learning cannot be compared with learning applications, at least learning media applications can be very helpful and improve previous learning outcomes.

Until this year, there were many technology-based education applications such as blogs, podcasts, instant messaging, online communities, online video sharing, online video, and audio conferencing tools. Some work as multimedia applications for online learning and others are free. According to Koc (2016), these things are the application of technology-based learning that can contribute to the teaching and learning process in this century. In support of this opinion, Wannapiroon (2012) argues that students in applications can exchange ideas, exchange materials, discuss teaching topics, and develop their own knowledge. In order of parent-teacher coordination, students can choose when and where to learn. The development of multimedia applications was very well developed during the corona pandemic. Multimedia applications cannot be separated from the growing use and influence of social media. Social media such as Facebook, YouTube, Twitter, blogs, and wikis make it much easier for students to self-study so that they are free to apply and present ideas about what they know.

But the development of uneducated ideas and even lies are very close to social media. In this case, teachers and parents need to choose social media for learning that is good and effective in learning, as long as it is liked by students. Sakkir (2019) argues that teaching staff and teachers are required to be able to understand and adopt social media so as not to be out of date with their students. If not, then students will try to find themselves and the possibility that they are lost or misused can be dangerous. Many educational experts and applicants have proven the effectiveness of online learning. One such expert is Boas (2011) who theorizes that social media can facilitate learning and is easy to apply. This convenience can indeed be measured from the literacy of students and teachers in their habit of using the media. However, he added that careful selection of media is very necessary to keep the student learning system controlled and directed, especially for young learners and users. To implement it, social media is mediated by using electronic communication devices and computers that allow people to create, exchange ideas, and exchange information on the internet.

It is very important that social media is also a collection of special communication networks that are free to interact with many people around the world without any restrictions. Tess (2013) believes that social media exists to facilitate

communication for all people around the world as long as they are connected to the internet. In choosing social media for learning, teachers must pay attention to the effectiveness and efficiency of learning outcomes. Thus, teachers can get input from learning social media that has proven to be effective. At the Vocational School of IPB University, one of the learning platforms with effective social media used is an online learning media called Evieta.

Evieta is an online learning medium developed and used by IPB University to harmonize between faculty and students related to distance learning. Basically Evieta

is the development and adoption of the Moodle multimedia platform. Moodle is an open source learning management system written in PHP and distributed under the General Public License. Developed based on pedagogical principles, Moodle is used for blended learning, distance education, flipped classrooms, and other e-learning projects in schools, universities, workplaces and other sectors. With management features that can be adapted to the needs of the institution, it is used to create personal websites with online courses for teachers and educators to achieve educational goals.
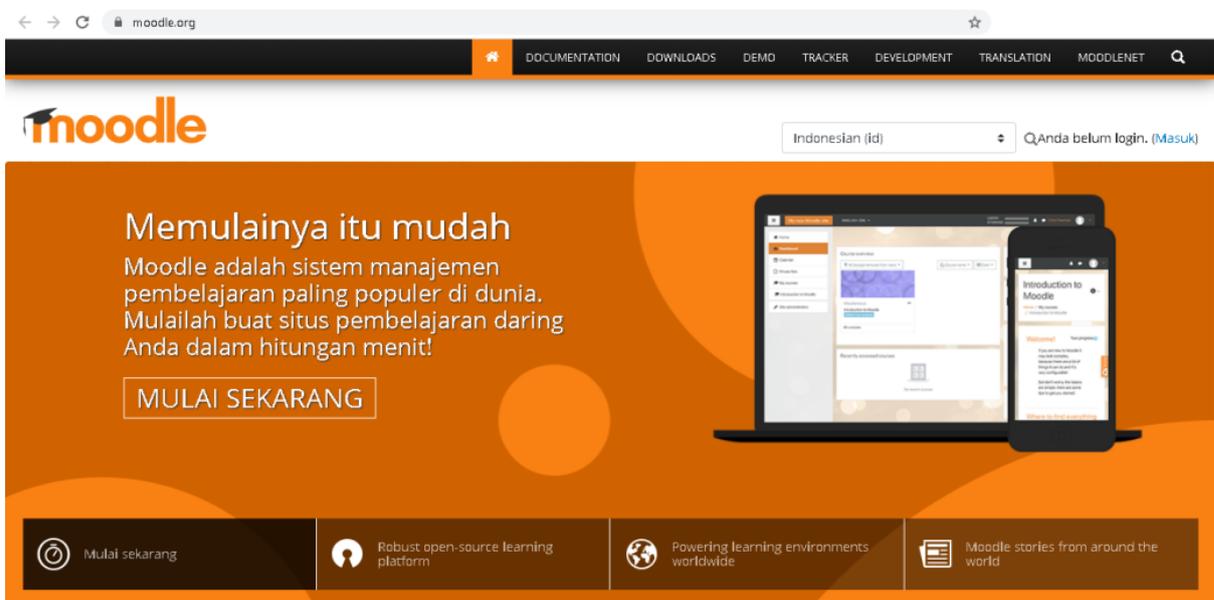
Picture 1. Main Menu of Moodle (https://moodle.org/)

Moodle allows you to extend and customize your learning environment with community plugins. Moodle was essentially developed to help teachers create online

courses with an emphasis on interaction and collaborative content creation. The development of Moodle has been supported by the work of open source developers adding and

moving existing online learning environments. It also develops a number of features that are now considered standard in science management systems, such as calendars and textbooks. Moodle is a virtual learning environment and can be used in many types of environments, such as education and development. The idea is that for synergy and shared use, the IT and educational media experts at IPB University have adapted Moodle to balance its use and performance in online learning. Evieta was eventually used to advance student learning at IPB University, especially at the Vocational School.

Picture 2. Main Menu of Evieta (https://evieta.ipb.ac.id)
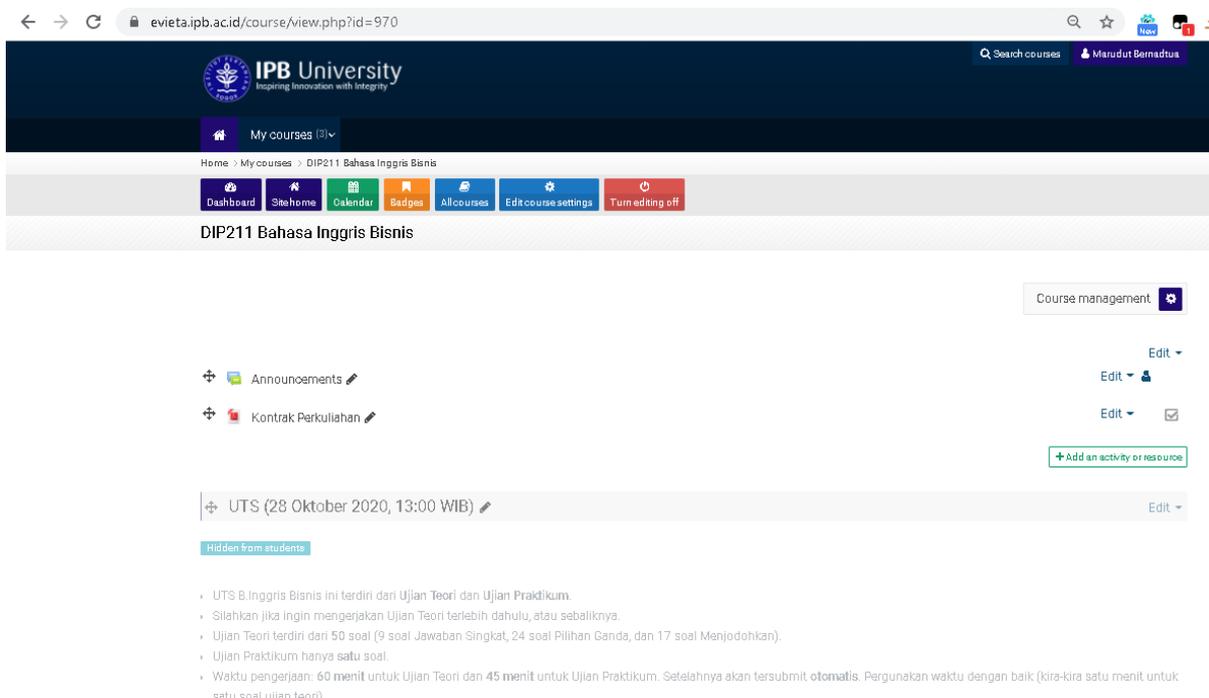
Picture 3. Sub-menu of Evieta (https://evieta.ipb.ac.id/course/)

Picture 4. Course in Evieta for English Business (https://evieta.ipb.ac.id/mod/quiz/)

Evieta has been running quite massively and effectively, especially during this pandemic. In its application, the authors apply this online-based learning by using this application at the Vocational School of IPB University where researchers are also teachers. In achieving learning success including social media-based learning, Ghazali (2010) believes that six activities can be implemented by students, especially teenage students. The six activities required are (1) understanding the introduction of media, (2) mastering the introduction of social media structures, (3) taking the essence of learning, (4) understanding the relationship with textbooks used in schools, (5) understanding new meanings according to context and linking it to face-to-face learning, and (6) analyzing and adjusting understanding and suitability between the application of online learning and face-to-face learning. With these considerations, researchers can see and prove it properly and effectively. IPB University is located in Bogor, West Java. According to the assessment of the Ministry of Research and Technology of the Republic of Indonesia, this university is one of the best universities in Indonesia. Certainly in keeping up with the times and challenges in maintaining its position as one of the best high schools. The Vocational School as part of IPB University maximizes all the potential of existing learning media. In West Java, especially Bogor, there are many schools and universities equipped with adequate libraries and computer labs. To maximize these facilities, these schools, especially vocational schools, often use applications that have been proven to be good for application.

Some schools, especially those with higher standard education systems that use additional curricula outside the National Curriculum for higher education, often enrich the application of learning with multi-media learning, especially online learning. These schools often use books and literacy from many schools and universities from abroad. In addition, because this school uses online assessment as one of the assessment evaluations outside of regular exams, they use books published by well-known publishers as handbooks in learning. The advantages of implementing this application in addition to increasing interest in learning can also increase the ability of imagination and freedom of expression. Vocational School - IPB University, where the school implements an online-based learning system as supporting material so that the ease of implementing online media can be easily applied. To see the effect and efficiency of its application, this study will focus on students' perceptions that will be applied in the questionnaire. in the application of the use of the Evieta application. By filling out the questionnaire, the teacher can see that the role of the two applications is very necessary for students. However, before conducting research on how to improve student learning through social media, researchers should find out how students perceive social media in the classroom. Alnujaidi (2017) argues that perception is an external factor that focuses on one's perspective, understanding, beliefs, and

reactions to innovation. With this theory in mind, this study aims to describe students' perspectives on the use of Evieta in the language learning process, especially in business English class.

METHODS

The subjects in this study were five classes in the first and third semesters at the Vocational School - IPB University. Management courses, agricultural business courses, business English courses (275 students). This study used a questionnaire to test students' perceptions about the application of Evieta-based learning materials in business English classes. Researchers need to know students' perceptions of the material designed for the development of English language skills in the classroom. From the research data, through filling out online questionnaires with Google forms, it is stated that perceptions affect emotions and behavior, as well as affect student beliefs about the learning environment. Researchers provide evaluation forms to students to find out their responses to the design of implementing Evieta-based learning materials in business English classes that have been developed by researchers who are also active as teachers to date.

To take this questionnaire validly, there are six indicators used in filling out, namely: comfort, content, efficient use, language, clarity, and fun to use. The questionnaire for students' perceptions is about the effectiveness of online media after product implementation.

Data were collected from a questionnaire that was analyzed quantitatively. Instrument data obtained from questionnaires about students' perceptions about the implementation of Evieta-based learning materials in English Business classes were assessed using a Likert scale based on Likert theory (1932). The assessment system is carried out positively and negatively. For positive statements, a positive rating system, namely: A (85 -100) which means highly recommended, B (65-84) which means good or recommended, C (51-64) which means enough, and D (0 - 50)) which means it's not recommended. These data are then analyzed using percentages. Data from the questionnaire were analyzed using a Likert Scale. It aims to measure students' opinions about the feasibility of whether learning media still need to be recommended or not.

FINDINGS

To find out students' perceptions of the application of Evieta-based learning materials in business English classes, researchers distributed questionnaires to students. in the form of a Google online form. Data were analyzed using a Likert scale. This is indicated by the percentage of questionnaires from 275 Vocational School students. There are six indicators used in filling out the questionnaire, namely convenience, content, the efficiency of use, language, clarity, and fun to use. The indicator components are arranged to be filled in by students about the suitability of the applications that have been developed. From the questionnaire results table, students agree that the application of Evieta-based learning materials in the English class is in accordance with the level, needs, and daily life of students. The researcher concluded that the mean score of students' perceptions was 87 which indicates that the six indicators used in filling out the questionnaire as a whole showed good suitability with its continuous application to students.

Table 1. Likert scale

Positive rating score	Category	Negative rating score
A (85 -100)	Highly recommended	D (0 - 50)
B (65-84)	Good or recommended	C (51-64)
C (51-64)	Unrecommended	B (65-84)
D (0 - 50)	Fully rejected	A (85 -100)

Table 2. Students' Perception

No	Indicators	Components	Average score	Classification
1.	The appropriate of comfort	a. The comfortability of online media	92	Highly recommended
		b. The comfortability and suitability with no hoax in based learning	85	Highly recommended
		c. The comfortability of direct use/ instant connected	75	Good or recommended

No	Indicators	Components	Average score	Classification
2.	**The appropriate of content**	a. The addition of insight knowledge	**95**	Highly recommended
		b. The suitability students' daily lives	**91**	Highly recommended
		c. The accuracy of material substance	**86**	Highly recommended
		d. The suitability of Evieta in expected needs	**90**	Highly recommended
3.	**The appropriate of efficient use**	a. The materials are updated	**95**	Highly recommended
		b. The efficiency of time and needs	**67**	Good or recommended
4.	**The appropriate of language**	a. The clarity of spelling	**90**	Highly recommended
		b. The accuracy of the English grammar	**95**	Highly recommended
		c. The use of effective language	**87**	Highly recommended
5.	**The appropriate of clarity**	a. The simplicity of materials	**95**	Highly recommended
		b. The understandable sentences for each text	**90**	Highly recommended
		c. The coherence in text and questions	**90**	Highly recommended
6.	**The appropriate of fun to use**	a. The based learning has many entertainment	**88**	Highly recommended
		b. The suitability of points given after finishing each chapter	**66**	Good or recommended
		c. The collaboration between students	**95**	Highly recommended
Total			**1572**	
Average			**87**	**Highly recommended**

DISCUSSIONS

Referring to Koc (2016) and Wannapiroon (2012) who have pointed about the applied of online social media, students should use fully functional online learning multimedia applications. Similarly, Boas (2011) also believes that social media can promote learning and is easy to apply. Indeed, this convenience can be measured by the quality of students and teachers' habit of using media. To achieve it, social media mediates through the use of electronic communication devices and computers, which enable people to create, exchange ideas and exchange information on the Internet. When choosing social media for learning, teachers must pay attention to the effectiveness and efficiency of learning

outcomes. Therefore, teachers can get effective input from learning social media.

In Vocational school of IPB University, one of the learning platforms that uses effective social media is an online learning media called Evita. After distributing questionnaires to students and understanding their views on the application of Evita-based learning materials in business English courses, the researchers explained that students can use Evieta-based learning materials in their studies. The reasons for using this application are:

1. students feel comfortable using Evieta,
2. the learning content is appropriate and can be understood by students,
3. students learn efficiently in the use of time,
4. the language used and used in the application of online learning can be understood,
5. the clarity of applied learning goes well,
6. It is quite fun to use this learning-based to easily apply to personal computers or even cell phones.

From the findings and explanations above, the researcher can say that the use of Evieta-based learning material applications in business English classes is applicable and highly recommended for learning. This shows that there is an increase in student learning skills and their interest in using Evieta seen from the Likert scale table.

CONCLUSION

Evieta-based learning materials in business English classes designed for the development of learning skills in this study meet the acceptance criteria. This is evidenced by the excellent results of students' perceptions. This score is categorized as a highly recommended or positive perception score confirmed using a Likert Scale.

The average score for students' perceptions is 87, which indicates that the six components of the product (convenience, content, efficiency of use, language, clarity and fun) together show the highly recommended use of learning English in the classroom in general. Using a questionnaire to measure student opinion shows that Evieta can significantly increase student interest in learning, especially the application of online learning. From the analysis of the questionnaire, the authors concluded that the students fully agreed to use Evieta.

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