LAPORAN
PENELITIAN FAKULTAS

IMPLEMENTASI SUMBER BELAJAR DIGITAL BERBASIS LEARNING MANAGEMENT SYSTEM (LMS) EDMODO UNTUK MENINGKATKAN KINERJA DOSEN TEKNOLOGI PENDIDIKAN DI LINGKUNGAN FKIP ULM BANJARMASIN.

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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2. Tim Penelitian Bidang Pendidikan

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3. Objek Penelitian: Tenaga Pendidik di Lingkungan FKIP ULM Banjarmasin


5. Lokasi Penelitian: Jl. Brigjen H. Hasan Baseri Kayu Tangi Banjarmasin

6. Mitra yang terlibat: Tenaga Pendidik di Lingkungan FKIP ULM banjarmasin


RINGKASAN

IMPLEMENTATION DIGITAL LEARNING MANAGEMENT SYSTEM (LMS) EDMODO TO IMPROVE HUMAN PERFORMANCE IN EDUCATIONAL TECHNOLOGY STUDY PROGRAM

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Abstract: Based on observations by a team of educational technology practitioners FKIP ULM Banjarmasin, revealed that education practitioners have not been able to use the media/learning resources appropriate. Learning Resources are used only as Media PowerPoint and Handbook Lecturer. The focus of this research aims to implement innovations in the field of the use and development of digital learning resources Edmodo, especially in the ULM FKIP Banjarmasin. Specifically the objectives is to obtain a description of: (1) The condition of the factual implementation of learning undertaken by education practitioners in the Education Technology FKIP ULM Banjarmasin, (2) design of the application Edmodo appropriate in order to improve the performance of lecturers in Educational Technology ULM FKIP Banjarmasin, and (3) Implementation Edmodo appropriate in order to improve the performance of lecturers in Guidance and Counseling Education Technology ULM Banjarmasin. The method adopts the implementation of development research implementation includes three phases: planning, evaluation, and program development Edmodo. The results of this study reveal the factual conditions before the implementation of the program learning Edmodo is limited to face lectures with the use of media PowerPoint and group discussions. By leveraging the Edmodo program to help the learning process, the performance of lecturers to be increased. This is evident from the results of the test instrument shows the point "interactive" is one of the criteria for improving the performance of lecturers. Edmodo's planning activities in this research runs smoothly. This proves that education practitioners and students of Educational Technology ready to implement the new learning model-based Learning Management System (LMS) and learning Edmodo Implementation is divided into 3 (three), namely: (1) The application of this research Edmodo program runs smoothly, there are no technical obstacles, and understand in terms of operating it. (2) performance evaluation/learning outcomes indicate the occurrence of interactivity between professors and students that meet the criteria for improvement of faculty performance assessment instruments. (3) the development of learning content from Edmodo is a set of modules/hand-out lecturers who have been validated by experts FKIP ULM media educational technology conclusions.

Keywords: Implementation, LMS, Edmodo

Introduction
Ongoing development of education in line with the development of science and technology is increasingly developed, varied, and complex. The existence of Internet technology with all the tools and applications enabling collaborative activities and share information widely unhindered by borders and time (Dabbagh, N. & Ritland, B. B. 2005). In this context, the role of education professionals (teachers), are required to continue to develop the knowledge, ability, and skill in the use of learning technology.

Learning technologies are an integral part of educational technology. According to AECT 2004 definition of educational technology as the study and ethical practice of facilitating learning and improving performance by creating, implementing, and managing the process and the appropriate learning resources. The potential of information and communication technology promises ease in supporting the appropriate use of learning resources.

Proper use of learning resources which can assist or enhance the learning process. The proper use of learning resources is an area that must be mastered by education practitioners. Discoveries in science and technology (Science and Technology) has brought enormous influence in the field of education. Since 10-15 years ago has sprung up terms related to the learning that apply information and communication technology (Science and Technology) with a variety of terminology such as virtual classrooms, blended learning, mobile learning, (Pardede, P., 2012), computer-assisted learning, web-based learning, online learning, and learning management system (Littlejohn, A. & Pegler, C. 2007).

From the background of the above problems, the authors attempt to assist or enhance the learning process through the appropriate use of learning resources for education practitioners (lecturers). With the appropriate use of learning resources, in this context, the author raised the term learning management system (LMS). Learning Management System (LMS) is a software application for the planning, delivery, and management of learning activities within an organization, including online learning (online), virtual classrooms, and program instructors who guided. Examples of LMS among others; Moodle, Dokeos, A Tutor, Edmodo, Quipper, and so forth. In this case, the researchers used one of the media LMS, namely the use of learning resources based on Edmodo. Some problems can be identified as follows:

1. How is the condition of the factual implementation of learning undertaken by environmental education practitioners in Educational Technology FKIP ULM Banjarmasin?
2. How to design the appropriate application in order Edmodo Upgrade the performance of lecturers in Guidance and Counseling Education Technology ULM Banjarmasin?
3. How Edmodo proper implementation to Upgrade the performance of lecturers in Guidance and Counseling Education Technology ULM Banjarmasin?

**Literature Review**

This study uses research and development. Research and development methods used for the research and development process refers to a form of cycle based on the results of the research findings of the study, then followed up with planning and utilization, as well as the further development of the content.
This method is a research method that is used to produce a product / specific content, and test the efficacy of the product/content (Sugiyono, 2010; Sukmadinata, Nana Syaodih., 2008).

Product development in this study is based on preliminary studies and then tested in certain situations and revision of the trial results, until finally obtained a final product. In this study, the products that will be produced is the utilization and development of content (digital) appropriate learning resources.

Informants in this study were the practitioners of education includes teaching staff (lecturers) and other parties related to the research context. The location of the study was conducted in the Educational Technology Studies Program FKIP ULM Banjarmasin. Techniques and Data Collection Tools include: (1) Search for documents using the records that contain the data collected, namely: data on faculty performance in implementing the learning process, instructional media and learning resources that are used by lecturers. (2) The interview is used to obtain some of the information in the form of thoughts, feelings, opinions, and knowledge of education practitioners involved in the research process. (3) observation in the study is a description of the events, people, action, and objects in setting the proper use of learning resources. These aspects are observed in the behavior of education practitioners involved in the utilization/development of learning resources appropriate content. Results of observation intended to check the truth of the information obtained from the interview. (4) Technical documentation used to obtain several data and information about the image field of planning, utilization, and development of learning resources appropriate content. According to Ahmad (2004), technical documentation is "seeking data on or variables such as notes, transcripts, books, newspapers, magazines, minutes of meetings, agendas, and so forth". According to Arikunto (2010), technical documentation is "seeking data on or variables such as notes, transcripts, books, newspapers, magazines, minutes of meetings, agendas, and so forth".

The study design is a plan on how to collect and analyze the data to be implemented economically and in harmony with the purpose of research (Darmawan, 2012). To apply scientific methods in research practice, it would require a study design by the conditions balanced by the shallowness.
Result and Discussion

After the data obtained through interviews and field observations collected, researchers conducted a descriptive analysis of the data in the following way:

1. Phase analysis: Discussing the phenomenon of research with a theoretical perspective, the relevant research findings, and the experience of researchers. It is intended to find the strengths and weaknesses that will be implemented and or convening of this research.
2. Phase inference: To formulate, plan and manage the principles of the use of media/learning resources that are appropriate, based on the analysis of strengths and weaknesses in implementing appropriate learning resources.

The analysis of the data used is data analysis interactive model Feisal (Borg. W.R. dan Gall, M.D., 1983), as shown below:

The results of the research will reveal more about the implementation of the teaching faculty of education technology in FKIP ULM Banjarmasin. The results of observations researchers showed activity was limited to-face lectures in the classroom with the media-assisted PowerPoint and method of group discussion. The lecture is perceived as shallow enough material to be acquired/absorbed by the student. Therefore, researchers are working to encourage outside-hour lecture to-face through a hub that connects faculty and students communicating / sharing learning content anywhere and at any time or not bound by the limits of time and area.
With the development of science and technology advances so rapidly, it is not possible to make a container for content sharing between lecturer and student learning to be realized and implemented. One effort in exploiting learning technologies such as the Learning Management System (LMS). LMS is a software application (software) that is operated by the hardware (hardware) such as computers/laptops and smartphones to manage learning content in a variety of learning objectives (Utama, A. H., 2016).

LMS application allows users to create, import, manage, find, and reuse small units of digital learning content and assets, which are often referred to as an object lesson. LMS not only can create, manage, and provide learning materials only (learning objects), but also manage and edit (edit) all the parts that make up a catalog of learning management that can be used 2-way by education practitioners and education subjects (Sadiman, A. S., Rahardjo, R., Haryono, A., & Rahardjito). Based on preliminary findings above, researchers, education practitioners, and students of educational technology FKIP Banjarmasin ULM initiative to realize the LMS-based lecture method. Implementation of research includes program planning, implementation/program implementation, and evaluation of teaching, as well as for the development of follow-up that contains learning content.

The results of product development lie not in the media Edmodo, but the content/content of the learning which is the result of the collaboration of faculty and students can improve performance in the learning process, anywhere and anytime. Specific research results can be translated into several sections as follows: (1) The activities carried out in the field identification of educational technology courses FKIP ULM Banjarmasin. Informants/subjects of the study involved the collection and analysis of data is education practitioners as faculty lecturers, energy functional/operational staff, and students. From the results of the initial observation and unstructured interviews identified that research subjects and researchers will implement a new learning method based on LMS. The object of research that will be applied and developed is in the form of content/learning contents of media Edmodo. (2) the planning stages started from making good Edmodo account by teachers/lecturers and students. Edmodo’s plan was developed based on the principles of group-based classroom management and social media. The main features of Edmodo are the active support of the communication model of online social media, which is supplemented with features of online learning materials (online learning material), and evaluating online (Seamolec, Team., 2013) Some of the main features of Edmodo which can be used in developing learning activities are as follows: Edmodo plan was developed based on the principles of group-based classroom management and social media. The main features of Edmodo are the active support of the communication model of online social media, which is supplemented with features of online learning materials (online learning material), and evaluating online (online evaluation). Some of the main features of Edmodo which can be used in developing learning activities are as follows: Edmodo plan was developed based on the principles of group-based classroom management and social media. The main features of Edmodo are the active support of the communication model of online social media, which is supplemented with features of online learning materials (online learning material), and evaluating online (online evaluation). Some of the main features of Edmodo which can be used in developing learning activities are as follows:
✔ Closed system virtual classroom with group collaboration; which only has the code group to attend classes.
✔ Communication with social media models
✔ Learning content management,
✔ Evaluation of learning

(3) Once the planning phase is complete, the next step is to apply Edmodo media-based learning, which makes Edmodo as a center of learning and sharing learning content or both by lecturers and students. During the application, Edmodo media researchers operated as Observer: to observe and monitor the activities in the classroom. Also, the researchers conducted observations and interviews off-to-face lectures, choosing one of the lecturers and some students are using Edmodo. (4) Evaluation of learning can be seen from the value/assignment of student learning. Edmodo media in addition to management/control learning activities can also accommodate an evaluation assessment. Feature in the Edmodo quiz can be used as consideration in evaluating student learning. (5) Step-by-step development of digital content from Edmodo in this study using a model Draganidis, Fotis and Gregoris Mentzas (2006: 51-64) development model has nine steps:

✔ Forming the editorial team of the model (Creation of Model Systems Team (CST), composed of people who are going to explore how deep a job that exists in the model, usually consisting of executives, managers, and owners and there to be responsible overall;
✔ Identification of performance metrics and validate the sample (Identification of performance metrics and Validation Sample), determine the scale to determine the superior, middle and limited to work in the model;
✔ Develop a list of tentative needs (Development of Needs Tentative List), CST developed a list of initial competencies that will be used as the basis for forming a model, the development of a successful listing would need to consider the other organizations that have made and combined plan organizational strategy;
✔ Determining competencies and behavioral indicators (Definition of Models and Process Indicators), this stage is to collect information about the model components needed to make a model with group discussions, field survey;
✔ Initials develop models (Development of an Initial Model), CST developed the initial needs capital based on data that has been collected and has been analyzed quantitatively and analysis interview content according to topic and discussion groups;
✔ Conducting checks on the initial models (Cross-Check of Initial Model), it is necessary to hold a re-check by interviewing implementers or make additional discussion groups with people who are not involved in the model that has been implemented before;
✔ Sorting models (Model Refinement), using analysis the same as that used in the initial development stage of the model to select the model;
✔ Model validation (Validation of the model), start validating the model that has been developed to obtain confirmation;
✔ Enhance the model (Finalize the Model), getting rid of several components and processes that have nothing to do with the model
References