

## ANDROID-BASED LEARNING MEDIA FOR LITERATURE COURSES IN THE INDEPENDENT LEARNING ERA

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**Abstract.** For generation Z who are familiar with technology, learning media is something that is inherent and is expected to provide effectiveness in learning activities. Teachers are no longer the only source of learning activities. Therefore, learning media is needed that is relevant to generation Z who tend to be familiar with technology. The learning media in question is android-based learning media. The presence of android is no longer just entertainment but can also be used as a learning medium. The method used in this study is the descriptive method, where the data collection uses documentation techniques and literature studies which are focused on presenting Android-based learning media in literature courses. The result is that there are several learning media in the field of literature that can be utilized in learning activities such as the use of inventor applications, thinkable, crossword puzzles, and tick tock which enable interactive learning to be achieved and students are interested in it.

**Keywords:** learning media, based on android, literature

### INTRODUCTION

Enayati and Abbas (2020) in the International Journal of Language Education stated that media helps the learning process as a communication process so that it takes place optimally. In addition, Kustandi (2011) stated that learning media is an intermediary or delivery of messages from the sender to the recipient of the message. More specifically, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information. Furthermore, Briggs (in Rusman, 2008) states that learning media as: the physical means of conveying instructional content, books, films, videotapes, etc.

This statement is in line with Susanto (2012: 45) saying that learning media is anything that can help students and teachers to achieve learning goals. This means that the presence of learning media means that the teacher's position is no longer the only source of learning, but as a facilitator. Even at this time the media has been believed to have a position as a source of learning that concerns the whole environment around students. In addition, Hansson, et al. also said that with the presence of learning media, the position of the teacher is no longer the only source of learning, but as a facilitator. Even at this time the media is believed to have a position as a learning resource that concerns the entire environment around students (Hansson, et al., 2020).

Learning media that is presented with the aim of improving the quality of learning should be media that is relevant to the situation of students. Generation Z are students in the era of independent learning. Students in the Z generation have broad access to exploring knowledge. It can be said that students are quite capable of learning independently with the technology that surrounds them. But of course its use cannot replace the role of the teacher. Therefore, teachers who teach generation Z must prepare media that is relevant to their students. This also applies at the university level. A higher level is in line with high accessibility, therefore lecturers must be able to open their horizons and also take advantage of things that are currently liked by generation

Z children. For example, by presenting digital technology-based learning media that is close to students, namely Android-based learning media.

According to Zahid (2018) Android is a software platform as well as an operating system based on the Linux kernel. Furthermore Zahid explained that the use of Android smart devices in learning can be used in conveying information, both synchronous and asynchronous. Satyaputra and Aritonang (in Muslimin, 2014) said Android is an operating system for smartphones and tablets. The operating system can be illustrated as a bridge between the device (device) and its use, so that the user can interact with the device and run the applications available on the device. Android provides an open platform for developers to create their own applications for use by a variety of mobile devices. With the Android-based learning media, learning becomes more interactive. Nunu (2014) suggests the benefits of teaching media in the student learning process, namely: Teaching will attract more students' attention so that it can foster learning motivation. Teaching materials will be clearer in meaning so that they can be better understood by students and enable them to master and achieve teaching goals.

In subjects in literature such as literary history, literary expression, literary theory, comparative literature, regional literature, etc., where this course emphasizes theoretical aspects, a medium is needed to transform these theories into technology so that students or female students feel close to the learning situation. Wulandari, et al (2019) in his article entitled Development of Android-Based Mobile Learning in Software Engineering Subjects at Sultan Trenggono Vocational School, Semarang City, said that the development of Android technology has had a significant impact on the world of education. In addition, Maftakun (2020) said that the benefits for students from using Android technology include: a) Ease of access for students to access information and sources of knowledge needed, b) The design of learning materials is presented in an interactive and attractive manner, and the delivery is more conceptual, c) Educational materials can be accessed through distance learning if time and opportunity are constrained. From the relevant research it appears that the use of technology as a learning medium has benefits. Researchers want to describe what android-based learning media can be utilized in literature courses.

## RESEARCH METHOD

The method that the writer uses in this research is descriptive qualitative method. "Descriptive is data collected in the form of words, pictures and not numbers" (Moleong, (2010: 11). Descriptive research aims to describe, record, analyze and interpret existing conditions. Therefore, thoughts and interpretations of the data or facts found are indispensable in the research object. Research using this descriptive method is not limited to data collection, data compilation, but also includes an analysis of the meaning of the data. Data collection techniques are the author's way of collecting data in research. "Data collection techniques are an important part of the research process. So central is the role of data collection that the quality of the research depends on it" (Siswanto, 2014: 73). The data collection in this study used documentation techniques and literature studies focused on describing android-based learning media on literature course

## RESULT AND ANALYSIS

Learning literature through the perspective of literary education tries to develop the competence of literary appreciation, literary criticism and the creative process of literature (Siswanto, 2008). Literary appreciation competency honed in this education is the ability to enjoy and appreciate literary works (Endraswara, 2005). The purpose of studying literature according to Pradopo (2011) through critical activities is to try to investigate literary works by directly analyzing, giving consideration to whether literary works are good or bad, whether they have artistic value or not. This kind of learning activity in literary appreciation activities as stated by Siswanto (2008), will develop children's competence to understand and appreciate the beauty of

literary works which is reflected in every element of fictional prose by directly reading the literary works. Literature in terms of education can play a role in developing cognitive, affective, and psychomotor, personality, and social personal aspects (Wibowo, 2013). One of the literary learning activities in higher education is literary criticism or in-depth literary study using complex approaches or methods. With this activity, students investigate literary works by directly analyzing, giving consideration to whether literary works are good or bad, whether they have artistic value or not (Pradopo, 2011). Furthermore, the researcher will describe alternative learning media that can be used in learning in literature courses.

One of the innovative learning media is android-based learning media using crossword puzzles. A crossword puzzle is a brain-sharpening game by filling in empty boxes with simple clues both vertically and horizontally which makes the filler not only play but also think. The concept of playing while learning contained in the crossword puzzle is what makes the learning process not only fun but also meaningful for students. Filling in crossword puzzles can be done individually or in groups. Students can participate actively in learning even though learning activities are carried out from home or online.

According to Melvin Silberman (2009), the procedure for using crossword puzzles is as follows. 1) The first step is to explain some important terms or names related to the subjects that have been taught. 2) Compose a simple crossword puzzle, including as many learning elements as possible. 3) Arrange the guide words for filling in the crossword puzzle. Use the following types: a) A brief definition b) A category that fits the element c) An example d) Opposite words 4) Distribute the puzzle to students either individually or in groups. 5) Set a time limit. Give credit to the individual or team with the most correct answers. Besides that, Siberman also said that using crossword puzzles can invite students' interest and attention. This is because basically students will be happy to be invited to play.

Crossword puzzles can be completed individually or in groups. Zaini, et al (2008: 71), "puzzles can be used as a medium in learning without reducing student concentration because basically students like to be invited to play". In addition, according to George and Dundes (Oktorina, 2005: 19), crosswords are traditional oral expressions that contain one or more descriptive elements and a pair of them can be contradictory and the answer must be guessed. One way to make TTS online is using the help of the proprofs application. In dealing with online learning situations, an interactive learning media is needed. Online crossword games are considered to be the best way that can be used as a medium in learning. In this game students will improve their brain skills in solving problems through compiling vocabulary. Students' cognitive abilities will be honed and solving the puzzle will stimulate the student's brain to think quickly and flexibly. The following are the steps for compiling online TTS.

1. Go to [www.proprofs.com](http://www.proprofs.com). On the main page, select the "login" menu tab for those who already have an account. If not then select the menu tab "sign up free" to create an account. You can use a Facebook, Google, Twitter, linked-in, or even Microsoft account to register.
2. Point the cursor/highlight to the "Products" menu then select the "brain game" menu and click "crossword".
3. Then press the menu option "create crossword"
4. After that, enter the TTS Title in the title column, write a Description, Fill in the Answer in the Word column, and fill in the Question in the Hint column. After that press Create My Game.
5. When finished, it will say play game and you can share the link with students to the whatsapp group or even to google classroom
6. Students can immediately find out the scores they get and students also get certificates.



Fig. 1. The initial appearance of making Android-based online TTS

One of the innovative learning media is Android-based learning media using the Inventor application. Mulyadi (2013) said App Inventor is a tool used to create android applications based on visual block programming, so that users can create applications without coding.

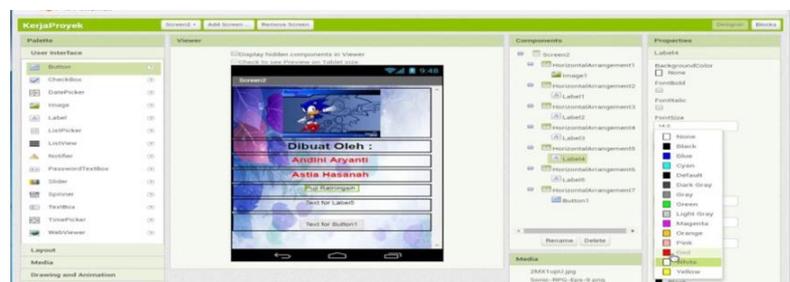


Fig. 2. Design display in the inventor application

The advantage of the Inventor application compared to other application makers is the minimal coding process in its manufacture. This application has provided program code blocks so our task is to arrange them by dragging or dropping the desired object. The steps in creating a project using the Inventor application are as follows.

1. Install the Inventor application on your Android phone
2. Register and login at <https://appinventor.mit.edu/> using your gmail account
3. Select the start new project menu, give it a title, click ok
4. Then on the component tools panel you can drag or drop it to the center according to the concept you want.

One of the innovative learning media is Android-based learning media using the thinkable application. Thinkable uses the drag and drop concept of visual programming. The visual programming language used is Scratch (Raharjo, 2019). The advantage of thinkable applications compared to other application makers is that there is no need to install additional software. Besides that, there is minimal coding process in its manufacture, namely only typing the contents of the parameters from program blocks without the need to type program code from scratch. This application has provided program code blocks so our task is to compile them by dragging or dropping the desired object. The steps in creating a project using the thinkable application are as follows.

1. Open the website address [www.thinkable.com](http://www.thinkable.com)
2. Click sign in using a google/gmail account
3. confirm the choice of classic android
4. Select the create new app button, then enter the application name
5. menu start new project, give it a title, click ok
6. Then on the component tools panel you can drag or drop it to the center according to the concept you want.

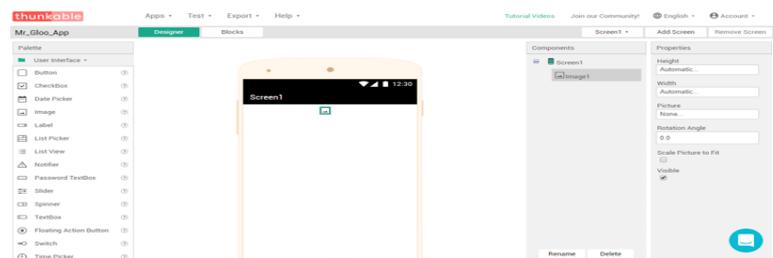


Fig. 3. Design view of the thinkable application

The last is using the media that is currently very loved by generation Z, namely Tik Tok. The Tik Tok app is a Chinese social network and music video platform launched in September 2016. The app allows users to create their own short music videos. Throughout the first quarter (Q1) of 2018, TikTok established itself as the most downloaded application, namely 45.8 million times. This number beats other popular applications such as YouTube, WhatsApp, Facebook Messenger and Instagram according to Fatimah Kartini Bohang (in Wisnu, 2018). The dominant users of the Tik Tok application in Indonesia themselves are millennials, still in school, or commonly known as generation Z (Mana, 2021).



Fig. 4. Display of the collaboration design in the TikTok application

The advantage of the Tik Tok application compared to other video sharing applications is that this application has unique and various filter features that can provoke user creativity. Apart from that, there are challenges in the TikTok application so that fellow users are motivated to be creative and innovative and the videos they make. Use is very easy and also without advertising. The watermark contained in this application is the id of each user which makes it exclusive and unique. This application is increasingly becoming an application that has more positive value for its users and is relevant to be used as a learning medium. The steps in creating a project using the tik tok application are as follows.

1. Download and install the TikTok application on the Google Play Store
2. create a tik tok account
3. select the video you want to make a duet on tik tok.
4. tap the profile icon in the lower right corner, then press the follow button on your profile page.
5. Choose one of the tick tock friends to sing a duet with.
6. then, just find and select one of his videos that will be used for a duet.
7. Press the share button. this button looks similar to a tangle of connected dots on the right side of the screen.
8. select and press the duet menu, then you will immediately enter the new video creation page.
9. create a new video for duet. press the camera button
10. next or next.
11. continue by pressing the post or upload button or upload.

## CONCLUSION

The use of inventor, thinkable, crossword puzzle, and tick tock applications allows for interactive learning and is of interest to students. Technological sophistication must encourage lecturers to be creative in presenting learning media. Through this Android-based learning media students will feel close or familiar with learning. Generation Z habits with gadgets can be used to increase student motivation in learning activities. The independent campus learning policy is relevant to presenting technology-based learning media. Students can learn independently by being able to access learning anytime and anywhere. Not only is learning fun for students expected, but alternative learning media is also expected to present the learning process to be effective and efficient.

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