Research Article

Learning Persistence in Online Learning Assisted by English Module Media

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KEYWORDS

Learning Persistence;
Online Learning;
Media;
Module.

A B S T R A C T

This research aims to determine the learning persistence in online learning assisted by English module media for English general course (MKU) students after the spread of the Corona virus and entering an endemic period. The population in this research was 1st semester students of Physical Education Study Program, Faculty of Teacher Training and Education, the University of Dehasen Bengkulu, in Academic Year of 2022/2023. Sampling used was random sampling with a sample of 90 people who were students of class A1, A2, A3. Data collection techniques employed triangulation using questionnaires, interviews and observations. The research method was a descriptive research with research data using qualitative data. The data analysis technique used using a Likert scale to obtain questionnaire data to determine student's learning persistence based on indicators on the instruments that have been compiled, and then the data obtained will be changed into percentage data. The results show that the average level of learning persistence for students in online learning assisted by English module media for English general course (MKU) students after the spread of the Corona virus and entering an endemic period based on the fractional indicator was not delaying work completion time (81.9), always take advantage of opportunities (80 always trying to succeed in carrying out tasks (81.1), never satisfied with the results obtained (76), always want to try more challenging jobs (76), always dream and wake up from dreams (80), Work according to top priority (80), Able to solve problems (75,8), Connect with friends who are active (73,8), therefore the average indicator learning persistence and problem solving ability for students is 78.2. From these results it can be interpreted based on the scale range of criteria for interpretation of the score of the respondent's achievement level, thus the interpretation of learning persistence for students in online learning with the help of English module media in general English courses is strong.

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INTRODUCTION

The movement of mass changes in Indonesia, especially in the health sector, has had an impact on changes in the learning system in the world of education. The transition period from pandemic to endemic is a challenge for the world of education. Changes in the learning system require students and educators to try to adjust the learning system. Of course it is not easy to maintain the stability of a person to continue learning in a transitional period like this. Previously, students were certainly required to be independent in online learning during a pandemic, and entering an endemic transition period, therefore changes to online learning were again integrated with the old face-to-face system. Facing changes in the learning system, not a

few problems have arisen, especially for students in adapting. Study persistence is necessary, especially for physical education students who mostly like practical activities in the field. One of them is in the Physical Education Study Program, FKIP, the University of Dehasen Bengkulu, the author is aware of several things related to the weak persistence of student learning since the change from the pandemic to endemic. This is a challenge in teaching physical education students to study courses, one of which is a foreign language course that combines theory and practice in language, namely MKU (general course) English. This course is a university compulsory subject that must be taught by all new students at tertiary institutions, including students of the Physical Education Study Program, FKIP, the University of Dehasen Bengkulu.

MKU English is a subject that combines several areas of English language skills, including: reading, speaking, writing and several supporting skills such as grammar and vocabulary that must be enriched by someone to be able and proficient in the language. English, at least pass the course. During the online/online learning period, learning in tertiary institutions is carried out through several media options used by lecturers such as: Google Classroom, Google Meet, Zoom, Webex, WhatsApp, e-learning, etc. During the online and hybrid learning periods, lecturers also face challenges in increasing or strengthening learning motivation, learning persistence and whether the learning and media used can overcome student learning difficulties. Before going any further, of course we need to first review what is meant by persistence in learning, then review the initial facts on the ground before conducting research in the hope of obtaining the expected changes or improvements. Perseverance in learning has several meanings (Busro, 2018). Perseverance in independent learning has a strong impact on student achievement levels, by increasing the relationship between persistence and student learning processes. Perseverance is the quality of a person's character that will provide benefits from childhood to adulthood, which can be seen from the process of learning something (Barnes, 2019; Briggs & Ololube, 2015). Next, a person's persistence is also characterized by his persistence in doing a good job, always feeling happy in doing something, and trying to solve problems quickly (Jozsa, Wang, Barrett, & Morgan, 2014; Murshed & Uddin, 2021). Furthermore, Nuryaningsih and Imanah (2011) explain that persistence also means discipline in running a business in stages. Furthermore, according to Busro (2018) states that the characteristics of a person's perseverance other than those mentioned are: 1) not delaying the completion of work; 2) always take advantage of existing opportunities; 3) always trying to succeed in carrying out the task; 4) never satisfied with the results obtained; 5) always want to try a more challenging job.

Thoyar (2011) explains that people who are diligent are shown in earnest in trying and remain enthusiastic in carrying out everything. Thus, it can be concluded that persistence is a person's ability to really get what he wants.

Furthermore, the authors conducted a study using English-language media modules in student learning, together with a team of English MKU lecturers, the authors conducted a study to obtain data and information on how student learning persistence was assisted by module media. According to Basri (2015), modules are learning tools in printed form that are arranged systematically containing learning materials, methods, learning objectives based on basic competencies or indicators of achievement of competencies, instructions for independent learning activities (self-instructional) and provide opportunities for students to test themselves through the exercises presented in the module. The learning objectives of the module according to (Ibrahim & Purwaningsih, 2017) are: 1. Clarify and simplify the presentation of messages so that they are not too verbal; 2. Overcome time constraints for both lecturers and students; 3. Increasing motivation and enthusiasm for student learning; 4. Develop students' ability to interact directly with the environment and other learning resources; 5. Enables students to study independently according to their abilities and interests; 6. Allows students to measure or evaluate their own learning outcomes. Through the media modules used in learning, it is hoped that there will be information and data related to the study persistence of students of the Physical Education Study Program, FKIP, the University of Dehasen Bengkulu.

Online learning during pandemic and endemic times, directly provides familiarity with online and mixed learning processes both online and offline. The ability to solve problems in learning or PBL (Problem Based Learning) is also very necessary as part of learning persistence. PBL is designed to help students develop thinking skills, problem-solving skills, and intellectual skills (Arends, 2008). Furthermore, according to Amir (2010) argued that "PBL is a learning method that challenges students to learn how to learn, work together in groups to find solutions to real problems. These problems are used to link students' curiosity and analytical skills and initiative on subject matter. PBL prepares students to think and be analytical, and to find and use appropriate learning resources." The learning process with the PBL model is student-centered, therefore students play an active role in learning, while the teacher acts as a facilitator (Munawaroh & Setyani, 2020). PBL can also improve learning outcomes in substance pressure material (Wijaya, Hapsari, & Hamid, 2019). The ability to solve problems cannot be separated from other indicators of learning persistence according to Busro (2018), and then developed into an indicator to measure learning persistence.

Based on the above background, there are several previous studies that raise module-assisted learning, one of the relevant researches entitled "Online Learning Persistence and Academic Achievement" was written by (Fang, Ying & Xu, 2017). Specifically, the study explores the relationship between students' academic achievement and their persistence during learning. Clustering analysis identified three distinctive patterns of persistence-related learning behaviors: (1) High persistence and rare topic shifting; (2) Low persistence and frequent topic shifting; and (3) Moderate persistence and moderate topic shifting. Compared to these two relevant studies, the difference that the author will examine in this study is applying the use of assisted learning of the English module but with a different main variable, namely student learning persistence in online learning assisted by the media of English module for Physical Education students who teach English MKU courses at the Faculty of Teaching and Education, University of Dehasen Bengkulu in the odd semester of 2022/2023.

METHOD

This research was a descriptive research with research data using qualitative data. Descriptive research is research that does not need to formulate hypotheses. Data that had been collected in the form of numbers was then calculated in the form of percentages which were intended to determine the status of something that was presented and presented in the form of percentages and then interpreted into sentences that were qualitative in nature. This research was conducted at the Physical Education Study Program, FKIP, the University of Dehasen Bengkulu. The population is approximately 150 people (Classes A1, A2, A3, A4, A5). The sample used was Physical Education students in semester I of the Academic Year of 2022/2023. Sampling was used by random sampling as many as 3 classes, namely class A1, A2, A4 totaling 90 people. Data collection techniques used theoretical triangulation techniques with expert judgment, questionnaires and interviews as well as observations.

The research was carried out for 2 months (half a semester) with a total of 6 study meetings (3 face-to-face learning and 3 online learning), and 2 tests (post-test and pre-test) to see the stability of learning scores. As long as online learning continues to be assisted by English module media. From the implementation of the study, learning was observed by researchers and a team of experts and at the end of the lesson students were given a questionnaire to assess the level of student learning independence, and interviews were conducted with a number of students who were randomly selected as many as 10 people. As for the data analysis technique used using a Likert scale to obtain questionnaire data to determine student learning persistence based on indicators on the instruments that

have been compiled, and then the data obtained will be changed into percentage data. The questionnaires instruments for learning persistence were arranged in the form of 1 questionnaire instrument using 5 alternative answers: Always, Often, Sometimes, Rarely , Never, 5 alternatives this was given the highest score at number 5 for Always to the lowest score at number 1 for Never. The following is a lattice of learning persistence for items that have been validated by the expert judgment team:

Table 1. Questionnaire Instrument Grid

Indicator	Statement item number		Total
	Positive	Negative	
Not delaying work completion time	3,5,6,7	1,2,4	7 items
Always take advantage of opportunities	8,9,10	11,12	5 items
Always trying to succeed in carrying out tasks	13,14,15	16,17	5 items
Never satisfied with the results obtained	18,19	20,21	4 items
always want to try more challenging jobs	22,23	24,25	4 items
always dream and wake up from dreams	26	27, 28	3 items
Work according to top priority	29,30,31	32,33,34	6 items
Able to solve problems	35,36,37	38,39	5 items
Connect with friends who are active	40,41,42	43, 44, 45	6 items

Based on the table above, there were 45 instrument statements that were compiled but after being validated by expert judgment, 42 instrument statements were obtained that were feasible and valid to be used as a questionnaire instrument. The results of the questionnaire assessment were then averaged and translated based on the score interpretation criteria for the respondent's level of achievement.

RESULTS AND DISCUSSION

Based on data of learning persistence given to students, the following data is obtained:

Table 2. Questionnaire Data on Student Learning Persistence

Num.	Indicators of Learning Persistence	Average Value
1.	Not delaying work completion time	81,9
2.	always take advantage of opportunities	80

3.	always trying to succeed in carrying out tasks	81,1
4.	Never satisfied with the results obtained	76
5.	always want to try more challenging jobs	76
6.	always dream and wake up from dreams	80
7.	Work according to top priority	80
8.	Able to solve problems	75,8

9.	Connect with friends who are active	73,8
Average:		**78,2**

From the data above, it can be illustrated through the graph below to clarify the level of the average value:
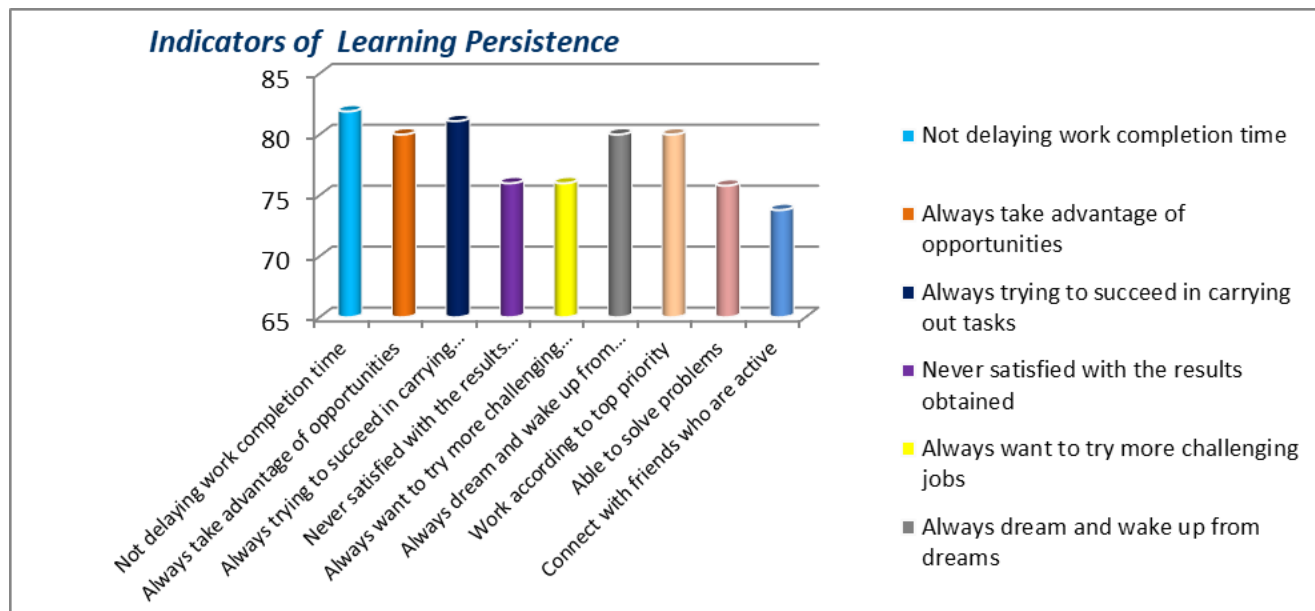
Graph 1. Learning Persistence

Scale Range of Respondents Achievement Level

From the value data above, it will be translated using a range of data in explaining the score interpretation criteria for the Level of Achievement of Respondents are as follows:

Table 3. Scale Range of Respondents' Achievement Levels

Num.	Percentage figure	Description
1	0%-20%	Very weak
2	21%-40%	Weak
3	41%-60%	Enough
4	61%-80%	Strong
5	81%-100%	Very strong

The results show that the level of learning persistence for students in online learning assisted by English module media for English general course (MKU) students after the spread of the Corona virus and entering an endemic period based on the indicator fraction: 'Not delay the completion time of work' (81.9) with Very Strong interpretation, indicator 'Always Take Advantage of Opportunities' (80) with Strong interpretation, indicator 'Always trying to succeed in Carrying Out Tasks' (81.1) with Very Strong interpretation Strong, the indicator 'Never Satisfied with the results obtained' (76), the indicator 'Always Want to Try More Challenging Jobs' (76) with the interpretation Strong, the indicator 'Always Dream and Wake Up from Dreams' (80) with the interpretation Strong, the indicator 'Work according to top priority' (80) with a Strong

interpretation, the indicator 'Able to Solve Problems' (75.8) with a Strong interpretation, the indicator 'Connect with Active Friends' (73.8) with a Strong interpretation, therefore the average indicator learning persistence and problem solving ability for students is 78.2. From these results it can be interpreted based on the scale range of criteria for interpretation of the score of the respondent's achievement level, therefore the interpretation of learning persistence for students in online learning with the help of English module media in general English courses is Strong.

Based on the average value of the indicators of learning persistence and problem solving ability for students is at 78.2 with the interpretation of 'strong', this assessment is also strengthened by the results of the initial and final tests on UTS and UAS scores after the implementation of learning for 8 learning meetings online with the help of English language module media for Physical Education students of MKU English at the University of Dehasen Bengkulu. The test results are at an average initial test score of 71.05 and a final test with an average value of 81, this indicates a fairly good increase in the average value.
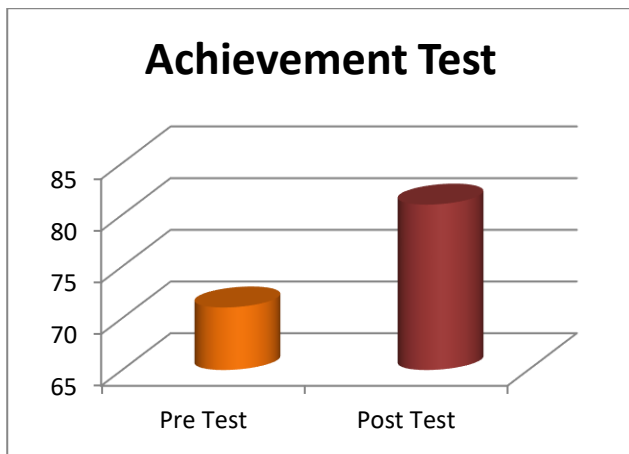
Graph 2. Pre-Test and Post-Test Values

If seen from the results of the research above, both from the indicators of learning persistence and supported by the results of student achievement tests when completing the media-assisted learning of the English module for Physical Education students supporting MKU English, the interpretation is very strong and strong on the persistence indicators and the ability to solve problems shows that students need to have high enough discipline to carry out an effort step by step as argued by (Nuryaningsih & Imanah, 2011). Discipline possessed by a person will shape a person's character to be diligent and not delay the completion of work. Persistence is a person's ability to focus on the work he is involved in so as to be able to produce monumental masterpieces that can be remembered throughout the ages. This also underlies students who have persistence in learning to also focus on solving problems at work so that better learning results are achieved, this is recorded from the results of student achievement tests (pre-test and post-test).

The achievement of student test results was quite good even though in the transition from a pandemic to endemic after the spread of the Corona Virus. The use of online learning methods assisted by English module media for physical education students supporting MKU English is an alternative that can be used to bridge students in learning. Banat (2017) explains that modules are a form of teaching materials that are systematically and interestingly packaged so that they can be studied independently, then Sudjana and Rivai (2013) explain that the purpose of using modules is to aim for educational goals to be achieved effectively and efficiently. Students can take part in independent learning, find out their own learning outcomes and emphasize optimal mastery of teaching materials (mastery learning) with a mastery level of 80%. The students who became the sample of this study were students in the field of physical education, students who chose this major generally preferred practical material to linguistic theory, especially English, based on the results of interviews with researchers at the beginning of learning, many students had low self-confidence because they felt

afraid to learn English, this material is considered difficult for most students in the field of physical education. However, MKU English is one of the university's compulsory courses that must be taught and passed after studying 1 semester of teaching this course. The use of the MKU English module is very helpful in facilitating students in learning, because materials and exercises from several areas of basic English skills are combined in the form of modules. The use of this English module is also intended to help students solve learning difficulties, because this module is equipped with basic vocabulary exercises, reading texts, language structures, basic conversations, and grammar and vocabulary exercises which can make bridging student learning difficulties easier and more interesting.

CONCLUSION

From these results it can be interpreted based on the scale range of criteria for interpretation of the score of the respondent's achievement level, thus the interpretation of learning persistence for students in online learning assisted by English module media in general English courses is strong. This shows that there is a role for media-assisted learning modules in strengthening student learning persistence, learning English which was originally a scary scourge has turned into more interesting online learning with the help of English module media so that students become more diligent in learning. The weakness in this research that has not been investigated due to time and cost constraints and it is suggested that it can be further investigated is that it still uses pdf and print modules, so it is necessary to develop e-modules so that they can be used in online and offline learning.

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