

E-Learning Model with SIPDA Unimed for German Writing Skills on COVID-19 Pandemic

Suci Pujiastuti, Ahmad Sahat Perdamean and Indah Aini

*German Language Education Study Program, Faculty of Languages and Arts,
Universitas Negeri Medan, Jalan Willem Iskandar, Pasar V, Medan, Indonesia, 20221*

Keywords: E-Learning, Writing Skills, German, FBS, Unimed

Abstract: The need for foreign language learning such as German is indispensable. To facilitate and accelerate the learning process, the e-learning method and the German writing method with the Moodle system which are integrated with the Unimed online learning system (SIPDA) were developed. This study aims to (1) introduce the developed e-learning model (2) explain how to build an e-learning model for learning German. The use of e-learning is important because students learn German online due to the COVID-19 pandemic. A total of 31 students using SIPDA Unimed in odd semesters were involved in the research. As a result, 28 students (93%) rated SIPDA Unimed as good, three students (7%) considered it complicated due to internet connection. In conclusion, it is very easy to build e-learning classes with SIPDA Unimed. Many features can be used for teaching such as news forums, topics, assignments, or video conferencing. Not only can an e-learning model be developed, German Writing Skills teaching materials can also be made. Apart from internet problems, students can do all the writing tasks in German relatively well.

1 INTRODUCTION

Basak, Wotto and Bélanger (2018: 192) write that the rise of online learning technology encourages many creative ways of learning. Opinions can be justified especially after the COVID-19 virus came to life and is still among us today. Many aspects of modern life have changed due to infectious viruses, including how to learn. One possible way of learning is e-learning or electronic learning. E-learning is also often referred to as website-based learning. This learning has a lot of content as well as online tutors or online teachers and of course requires online learning. With this unique character, it can be said that e-learning is interactive learning that establishes communication between teachers and students without problems as long as there is a good internet connection (Valverde-Berrosoco; Garrido-Arroyo; Burgos-Videla; Morales-Cevallos, 2020: 9).

The term E-Learning is used to describe a diverse, objective, and organizational arrangement of electronic or digital media for learning, virtual learning spaces, and blended learning or mixed learning between face-to-face and online (Arnold, et al., 2018: 22).

E-learning can be synchronous and asynchronous. Synchronous means that the teacher or lecturer and students or students communicate, learn, teach, and interact at the same time. This works for students and teachers who have fixed schedules, structured planned courses, and want to interact with each other (Shapers, 2020: 1). Active learning is also needed even though it is done online (Tanis, 2020: 9). Shapers (2020: 1) also states that asynchronous is the opposite of learning synchronously. This means that asynchronous learning is a student-centered teaching method where teachers and students interact at different times (Jinot, 2020: 6).

Teaching by e-learning at Medan State University uses both types. Sometimes lecturers and students are in the same room and time, but sometimes the lecturer gives assignments or homework to students, and students can work on these assignments at different times.

In this study, the use of e-learning with a synchronous rather than asynchronous system was chosen for research and teaching. There are three classes with different teachers for each class. Advanced writing courses are held twice a week for one particular class. Although we use synchronous e-learning during the semester, students can learn to

write German further on the SIPDA Unimed website, especially at the SIPDA Faculty of Languages and Arts. The page is available for students to use to learn to write anytime and anywhere. Due to the pandemic, lectures must also be flexible, because not all students can study on time or attend lectures on the day the course takes place. Sometimes they just get an internet signal at night to do assignments or read lecture materials. The theory from Shapers (2020) helps researchers to make a clear distinction between the two types of learning. Several previous research results were taken for this study, especially from Eom and Ashill (2018) and Hennes et al. (2018).

Eom and Ashill used structural equation models to validate the success model of e-learning at the university level (2018: 1). They explained that there were two problems in building an e-learning model (2018: 43), namely the dependent and independent variables. Both e-learning models have many dimensions. Given these two problems, they decided to examine how critical success factors affect e-learning, especially for students. This research has problems that are relevant to the research conducted because it relates to e-learning and also has the level of research at the university. The difference between the two types of research is in the topic. Previous research was about validating the success of e-learning, while the topic of research currently being carried out is about the development of an e-learning model. Until now there has been no research on the topic of SIPDA for German writing skills at the State University of Medan.

On the other hand, in this study the theory of Hennes et al 2018 was used. They have topics on German writing literacy as well as an overview of how to make a diagnosis for writing skills especially for students and make standard test procedures for grades 4-9 (Elementary School). They believe that currently there are no diagnostic procedures for writing skills that are theoretically and psychometrically guaranteed and which can be applied in school practice in German-speaking areas (2018: 294). That's why they wanted to develop a test procedure and explain the progress of the procedure in their research paper. With this procedure, the teacher can create individual skill tests which are also important for the writing process. The procedure also includes an example of a scale-based rating. There were about 541 children who participated in the study.

In this study, the theory of German writing from the Hennes team was used with German variables and writing skills. However, there is a big difference between this study and the study from Hennes' team,

namely that the object uses students studying at a college, not students studying in primary schools.

1.1 An E-Learning Model for Distance Learning

Distance learning according to Shapers, 2020: 1 is as follows:

"A form of education that provides education to students who are not physically present in a traditional classroom setting. Distance learning is a way of bringing students, teachers, and learning content together online while they are physically separated by time and/or space. Because learning content and instructions are accessible online, students have more control over time, place, path and pace of their learning program".

Distance learning used to be popular, and now it's even more popular because of Covid-19. All students must live and study at home. That is also the main reason this research was conducted. With the UNIMED student case studies, the distance learning model especially for the German writing course was designed so that students can study at home without worry and feel comfortable. In early March 2020, there was quite a mess for teachers or lecturers as well as students or students to study 100% online, especially at Universitas Negeri Medan. And now, in October 2020, studying something online or taking 100% online courses is common and normal.

However, there are also drawbacks to distance learning. Sokolova and colleagues stated that there are at least 6 (six) shortcomings of distance learning (2018: 1478), namely there are no face-to-face meetings between teachers and students; it takes too much time to develop teaching skills, knowledge, and technology. In addition, the learning material must be revised many times related to changes in learning, sometimes the test system is less than perfect, so there are problems with testing and assessment. In addition, sometimes the learning materials are not up to date, so the teacher must ensure that the material is consistently up to date.

1.2 E-Learning Model with SIPDA Unimed for German Writing Skills



Figure 1: SIPDA of Unimed.

Figure 1 shows a screenshot of the SIPDA UNIMED. Lecturers and students can click the faculty picture or button then the faculty SIPDA will be displayed.

SIPDA is a LINE LEARNING SYSTEM or e-learning system at the State University of Medan (Abbreviation: Unimed) and is integrated with the Moodle system.

Moodle is "a learning platform designed to provide educators, administrators and students with a robust, secure and integrated system for creating a personalized learning environment (moodle.org: 2020)". This means that users can access and download software from Moodle for the desired web server. Moodle also has many partners in cooperation with various countries such as Canada, Indonesia, Japan, the Netherlands, Saudi Arabia, or South Africa who can assist users in building e-learning models for a particular class.

There are seven faculties and one Postgraduate Program or postgraduate program for Masters and Doctorates at Medan State University. The faculties are Language and Arts, Mathematics and Natural Sciences, Faculty of Education, Engineering, Faculty of Economics, Sports and Social Sciences. All

faculties use SIPDA for the teaching and learning process.

Darari and Firdaus (2020) have studied the development of teaching materials with SIPDA Unimed for student learning behavior. The results showed that the learning materials using SIPDA Unimed were effective and had a good effect, especially on students studying Mathematics at the State University of Medan. SIPDA Unimed is "a form of learning management system designed for the lecture process at Unimed which was launched in early 2019. SIPDA is more than just an online learning portal, but a media communication system between lecturers and students" (Darari and Firdaus, 2020: 2).

The study carried out had the same Learning Management System (LMS) as the research conducted in SIPDA Unimed but with different subjects. Their study helped develop a model built to obtain more information about the features and functions of Unimed SIPDA.



Figure 2: E-learning at the Faculty of Language and Arts.

Figure 2 is a screenshot of the SIPDA Faculty of Language and Arts with 10 (ten) buttons or images to click. The pictures are a symbol of the faculty department. The symbols are colourful and show the uniqueness of each department, for example the flag for the Indonesian, English, French, German and some musical instruments for arts and music majors.

At the Faculty of Language and Arts, Medan State University, students can study various subjects such as German, French, English, Art, Dance, Languages (Indonesian), and Music. Some courses are open to visiting lecturers or visiting students. On the Language and Arts Faculty e-learning site, users can see the main menu, navigation, and calendar. Lecturers and students can enter the e-learning page with their identification numbers as lecturers and students. Guest lecturers or guest students must also log in before using the e-learning site (See Figure 2).

2 THE METHOD OF THE STUDY

In this study, the method of e-learning development and writing in German is used.

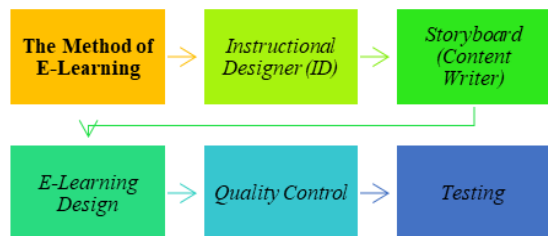


Figure 3: E-learning Method (Priyadi, 2020 and Ghirardini, 2011).

Figure 3 is an e-learning development method from Priyadi (2020) and Ghirardini (2011). This method was used for teaching planning with e-learning. There were five steps that can be taken, namely Determining Instructional Designers (ID), Establishing Storyboards (Content Writers), Making E-Learning Designs, Implementing Quality Control, and Testing.

First, there must be an instructional designer for the entire e-learning plan to be built. The concept relates to course teams, learning materials, comprehensive assessments, course time, simple and complex assignments, quizzes, and self-made videos. The most important thing in designing e-learning is lesson planning based on the Semester Learning Plan (SLP) or teaching / curriculum plan. With the SLP, all learning materials are fixed, definite and cannot be changed for one academic semester (Odd Semester 2020/2021), unless there are problems with the e-learning system that can lead to changes in learning, materials or ingredients were no longer actual.

For the second step, a storyboard for the e-learning plan is created. The storyboard is very important so that users do not go off track from the goals set at the beginning of the semester or at the learning design stage. This storyboard is contained in SLP.

Furthermore, e-learning teaching is designed such as creating space for video or audio files, making assignments and assessments, and uploading feedback and assignments of students taking German writing courses. Overall users also have to control the quality of the e-learning site.

In the end, the e-learning model for students or learners in odd semesters starting in early September 2020 was tested and launched. Testing the effectiveness of e-learning with SIPDA Unimed is

still being carried out until early January 2021 through a questionnaire.

Students who have been registered who meet the criteria come from the 2019 class. They are students in the third semester and a total of 31 people. All students study online and communicate with SIPDA and communication with WhatsApp is also carried out if the internet connection at the student's location does not allow access to SIPDA. The interesting thing is that students are not informed that the e-learning model and the distribution of questionnaires are part of the research, so that learning advanced German writing courses can run normally, naturally and casually.

To complement this method, the German theory of written literacy by Hennes et al. was also used. Writing competence is the ability to produce text based on the appropriate target group (Hennes et al. 2018: 295). There is one main question for students in this research framework, namely: What do you think about online learning with SIPDA Unimed? This simple question was asked during the 14th online meeting in October 2020. All students have sent answers to the researcher via WhatsApp. The questionnaire was used as the main data. The answers from students are the result of using SIPDA UNIMED.

The source of material for writing in German is the studio book [express] by Hermann Funk and Christina Kuhn (2018) with the German publisher Cornelsen. The level of this book is A2 (German for Pre-intermediate).

Why is there only one question? Because this question is a process from the early stages of research. There are many questions after the 14th online meeting and the analysis of the answers will be used for research and other articles.

3 THE DISCUSSION

Based on the research results, 28 students (93%) gave the same answer to the lecturers and thought that SIPDA Unimed, especially SIPDA, Faculty of Language and Arts was good. There are three students (7%) who think that the use of SIPDA Unimed is complicated due to the bad internet. Respondents also hoped that the rest of the online meetings would have lots of quizzes and short videos to understand the learning material. The task of writing German should also be continued.

In addition to online learning questions with SIPDA, an analysis of the results of the online assignments was also carried out. Overall, the

students succeeded in doing the assignment given by the lecturer well, and the writing score was also good. For example, an online assignment to write number one. For assignment 1 which has the theme Writing Biography, ten students got an A (32%), two students got a C (7%) and the rest (19 students) got a B (61%). They should write a short biography of themselves or others. They only need to write an essay or short essay containing about 100 good and correct German words. All essays have been placed on the first page of the SIPDA FBS Unimed e-learning course specifically for advanced German writing courses.

Students also have other hopes related to the video. The videos are short, easy to understand, and interesting. Short means only from one to three minutes by reason of internet quota. The shorter the duration of a video, the better it is for students because they can save quotas.

The following pictures will also be described to give readers an idea of how German writing courses are organized. Teaching plans are defined and drawn up from the start of the course. There are materials, mid-semester exams, plans, assessments, quizzes, assignments, feedback from lecturers, and assignment results.



Figure 4: Subjects for the German Language Education Study Program.

Figure 4 comes from the German Language Education Study Program Courses section. Courses in odd and even semesters can be accessed through e-learning of the Faculty of Language and Arts (Language: Faculty of Language and Arts (FBS)) Medan State University. The link is on the following page <https://elearningfbs.unimed.ac.id/> and the current semester is the odd semester 2020/2021. In the German writing course section, there are many features such as forums, course administration, editing, or uploading image or audio files.



Figure 5: German Writing Course Part 1.

Teaching materials for students must be the same as the studio book [express] from Cornelsen publisher (Germany) and have level A2 (German for Pre-Intermediate), as it is the main book for students. However, the lecturer only chooses material that has to do with writing German grammar and writing topics at A2 level.

In this section of the Writing course (Figure 5 and Figure 6), lecturers can add video links for e-learning. Unfortunately, these video files require YouTube, which is a platform for sharing videos online, because the maximum byte or file capacity in the SIPDA Unimed e-learning system is only 1 MegaByte for one file.



Figure 6: Section of Writing Courses Part 2.

Teachers can also write text or descriptions of online meetings that are held for one semester. The picture below is an example of an assignment in a German writing course.

The following picture is an assignment with the topic "Traveling" (Figure 7) made by a lecturer in German Language Education at Medan State University.

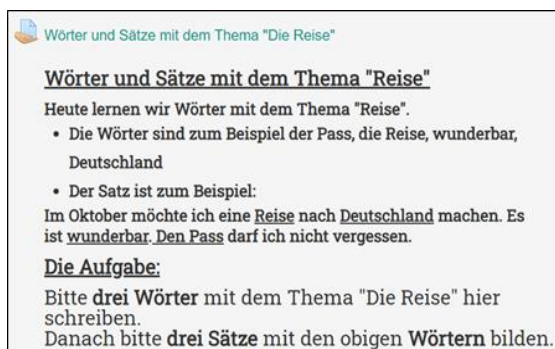


Figure 7: Tasks with the topic "Traveling".

Students can write and submit their assignments by posting or file online or online with a maximum capacity of only 1 Megabyte. Assignment grades can be added online. The assessment files are available in Excel or simple text.

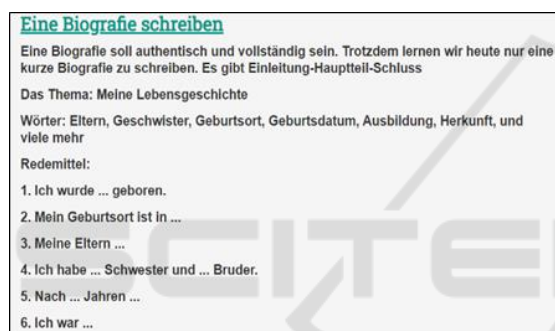


Figure 8: An assignment with the topic "Writing a Biography".

For the assignment with the topic "Writing a Biography" (Figure 8), the lecturer can provide explanations or teaching materials, German writing assignments, and scores for them with feedback to students. Everything is done online and automatically.

4 THE CONCLUSION

In conclusion, many pages and tasks in the SIPDA Unimed e-learning integrated with the Moodle system can be built. The advantages are as follows:

- SIPDA e-learning Unimed especially from the Faculty of Languages and Arts is designed to teach and learn anywhere and anytime.
- The Moodle system is proven and trustworthy.
- Operators can build and design e-learning for specific subjects easily and automatically.

- The features used in SIPDA Unimed e-learning are always up to date because Moodle ensures that the system is always on track.
- Integrated e-learning can be used on any device, whether on a laptop or on a smartphone.
- There is also a video conferencing feature for SIPDA Unimed e-learning, namely BIG BLUE BUTTON. The use of video conferencing depends on the user's location internet access.
- Internet quality is not the same for every student. Lecturers should give them more time to do or turn in assignments, especially if there is no or poor internet. That is, teaching using e-learning depends on the quality of the internet.
- Activities such as assignments, attendance, chat, quizzes, surveys, lessons, or a dictionary can also be added to the e-learning page of the lecturer. It functions well and can be easily used. The development of the e-learning model can be continued for better results.
- Online assignments don't need to be complicated, because students need a lot of internet quota to do all online assignments and think about the answers to questions well. It takes time and an adequate internet quota if students are dealing with long, convoluted and essay-shaped questions.
- Quizzes must be well organized for students, especially those taking writing courses in German. The lecturer must first think about the questions, and then the answer, then the lecturer places the questions carefully on the SIPDA Unimed page. Multiple choice quizzes always take longer.
- The success of e-learning, especially with SIPDA Unimed, must be supported by good interaction and communication between students and lecturers, SIPDA itself, between students, and the Unimed SIPDA system. This is in line with the results of research by Mumpuni and Nurpratiwiningsih (2018: 1).
- There are still many online meetings for German writing courses, namely until January 2021. Lecturers must be more creative, have high patience with both students and systems and need time to communicate with students and transfer knowledge.

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