E-Conosmart 2.0: Dissemination of General Education

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Abstract

The problem of moral decadence that occurs among students, can be overcome through the application of general education or general education. This is in line with the mandate of Kemenristekdikti which requires that general education be present in the curriculum. In this regard, researchers conducted this research and development, by offering output in the form of E-conosmart 2.0, economic learning plus general education needed such as anti-corruption, defending the country, tolerance, diversity, multiculturalism, disaster mitigation, and tax awareness, which are packaged in Playstore, Appstore, Twitter, Facebook and Instagram in the form of intensive Qoutes that provide life lessons. Research and development of E-conosmart 2.0 aims to instill and strengthen the noble morals and character of the nation into young people, especially students. The development of E-Conosmart 2.0 has gone through various stages, and this is a continuation of the previous E-Conosmart program. The development is carried out following the stages of development according to Borg and Gall, namely the assessment of the situation, planning, manufacturing of initial products, initial trials, product improvements, and actual trials. In this regard, E-Conosmart 2.0 has gone through the stages of development to the manufacture of the initial product, and is expected to completen all stages of this year .

Keywords: General Education, Industrial Revolution 4.0, E-conosmart 2.0.

1. Introduction

In undergoing the 4.0 industrial revolution era in the 21st century, Indonesia has equipped itself to form the best generation capable of competing at the international level. Related to this, many changes have been made by the Government of Indonesia, particularly in the field of education. Changes in the national education system and curriculum have adopted many global thoughts, such as liberalism. This is because, the freedom of each individual society is increasingly open, especially with the increasingly sophisticated technology, making the flow of globalization quickly spread.

Changes made to national education also have an impact on changes in the output it produces. Now national education, too relies on specialization, this results in compartmentalization of student learning experiences. As a result, while at school, students are focused on various disciplines that must be mastered, as a graduation requirement. This fact implies that the purpose of education is only to emphasize intellectual abilities. The condition is not good, because it causes an imbalance between the intellectual aspects and affective aspects in students. That way, bad behavior among students such as brawls, mass fights, acts of anarchism, drug abuse (narcotics and illegal drugs), drinking, drinking, rape, even murder, are inevitable.

Therefore, the right solution is needed in dealing with the problem of moral decadence.

The problem of moral decadence that occurs among students, can be overcome through the application of general education or general education. The intended general education is not a type of public school as opposed to a vocational school, but a program with a whole curriculum, which is directed to foster student personality in an integrated way. So it does not only prioritize intellectual aspects, but also affective aspects simultaneously. Therefore, general education really needs to be applied, Indonesia needs a fresh generation that is not only smart, but also noble character.

Aware of the importance of general education, its application is currently being echoed again. Kemenristekdikti issued a new curriculum policy in 2018 which states that every tertiary institution must include general education, at least in general compulsory subjects (Ismunandar, 2019). Components of general education material that are prioritized by the Ministry of Research, Technology and Higher Education are anti-corruption education, state defense, tolerance, diversity, multiculturalism, disaster mitigation, tax awareness (Menristekdikti, 2018). Various components of the material are a description of the problem that lately is always present in Indonesia, general education is present to minimize the possibility of repetition of the problem in the future. But unfortunately until now there is no new learning approach that is appropriate, and easy for students to understand related to the cultivation of character through general education(Nurjanah, 2017).

Based on the description above, researchers are motivated to conduct research into the development of instructional media, in the context of carrying out the mandate of the Ministry of Research and Technology to present general education in the educational environment. This research and development is carried out to continue the results of the development of a previous learning media called E-conosmart. Specifically this study wants to explain how E-Conosmart 2.0 is practically as a learning medium capable of instilling the desired character after studying general education in high school students and Economics students.

2. Method

This development research aims to continue the E-conosmart learning media by adding a General Education component to shape the character of a qualified young generation. The location used to test the development of E-conosmart 2.0 was conducted at SMA Negeri 39 Jakarta, and the Faculty of Economics, UNJ. Meanwhile, the research method used in this study is the Research & Development (R&D) method. The steps in this study are in line with the stages of development according to Borg and Gall (Pargito, 2009), which is like Figure 1 below.
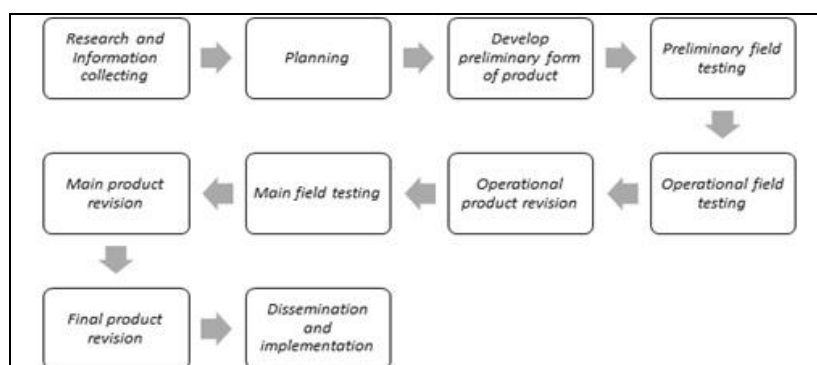

Figure 1. R&D Research Stages

3. Development Results

This research is present as new thinking to cover the educational gap that has the potential to cause social problems. E-conosmart is the only modern learning media that uses the concept of general education, and that is the advantage of E-conosmart 2.0 compared to other learning media. In conducting research and development of E-conosmart 2.0, researchers need 7 months. E-Conosmart 2.0 can be seen through www.e-conosmart.com, the following is how it looks.
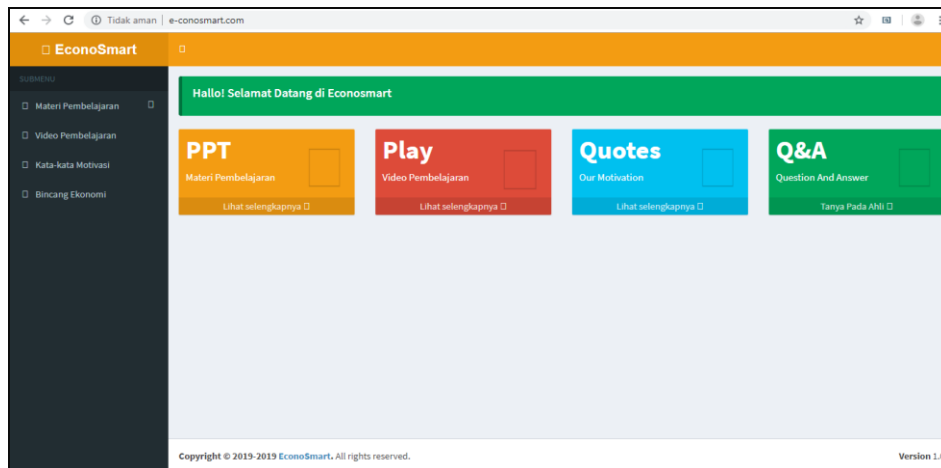

Figure 2. Display of E-Conosmart 2.0 Menu

Following the development stage by Borg and Gall (Pargito, 2009) which is described below:

3.1. Situation Assessment

From the results of the initial conditions study, it is very much needed alternative ways of learning economics by utilizing technology.

3.2. Planning

In the planning stage, E-conosmart 2.0 is the development of the initial e-conosmart product, by adding a number of menus, namely in the form of videos and quotes as examples of general education.

3.3. Creation of Initial Products

E-conosmart 2.0 is prepared in the form of web and application, also the preparation of 370 quotes covering 8 categorical namely: Religious Values, Devotion to parents, Environment, Defending the Country, Anti-Corruption, Multi-Culture, Disaster Mitigation, Diversity and Tolerance.

3.4. Initial Trial

After the E-conosmart was completed, although the number was not complete according to the target, but it could be ready to be trialled, the results of the trial process were very encouraging responses by several key figures or informants, in the sense of providing sufficient benefits and inspiring ways in the learning process.

3.5. Product Repair

Improvements were made continuously, considering the completeness of the material both regarding economic material in powerpoint and video versions, also the number of quotes targeting 370.

3.6. Real Trial

After the preparations were completed, E-conosmart 2.0 was socialized to a number of schools and also FE-UNJ Economic Education students and immediately

implemented. The first trial was conducted in conjunction with student PKM activities carried out at SMA 105 Jakarta.

In addition to outreach to high school and campus schools, the results of this research were socialized in the Community Service in the "Jembatan Cinta" Mangrove Tourism Area in Taruma Jaya District, North Bekasi. Community Service is carried out involving the community and students in providing education, and giving up space for General Education in the form of a Gazebo that is named 'General Educat ion'. This is a picture showing the activity.

Figure 3. E-Conosmart 2.0 Socialization Team

4. Evaluation of E-Conosmart 2.0

As an evaluation material, students are asked to fill out instruments of satisfaction and input on the application of economic learning and general education in the form of e-conosmart 2.0. The instrument was distributed, in the form of Googleform with the link https://forms.gle/nKT2b7DcJcxCuVC18. The E-Conosmart 2.0 satisfaction questionnaire is distributed to high school students who already know and use this service. The questionnaire was filled in by 100 students, and the following is an explanation.

More than 50% of students are satisfied with the appearance , ease of access, PPT material, video material, and Qoutes "General Education" presented in E-Conosmart 2.0. Apart from that, there are still some students who are not satisfied. Therefore, E-Conosmart is committed to continuously evaluating the program so that it gets 100% student satisfaction on using this application.

5. Conclusions

This research is present as new thinking to cover the educational gap that has the potential to cause social problems. E-conosmart is the only modern learning media that uses the concept of *general education* , and that is the advantage of E-conosmart 2.0 compared to other learning media . The development has gone through several stages, starting with product planning, which has produced a design

and then tested it, and produced a positive response. Then through a number of corrections, then socialized and implemented at students of SMAN 105, SMAN 21, and S1 Economic Education students, resulting in a very good response.

Acknowledgments

References

List and number all bibliographical references that has important contribution on the paper, (if possible, limit to 30, which only are necessary citations are recommended). 9-point Times New Roman, fully justified, single-spaced, at the end of your paper. When referenced in the text, enclose the citation number in square brackets, for example [1]. Do not abbreviate the months. Don't forget to put period (.) at the end of each reference. (See examples below)

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