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Research Article

E-Learning Learning Model to Improve the Quality of Student's French Master

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Abstract

Information technology has a very large influence on the ease of access by using an internet connection. The facilities available with increasingly sophisticated facilities require educators to adapt to the situation and progress of the current era. Educators are required to be able to keep up with changes in learning methods and the use of increasingly sophisticated information technology-based media. The purpose of implementing the e-learning learning model for the French Language Education Study Program (PSPBP) Unimed to make students study sergeant (serious with relaxed). Students can carry out the learning process anywhere and anytime. Students can use laptops, tablets, or Android smartphones that are connected to the internet network. The learning process can be done at the same time or at different times. The method that will be used in this research is the research and development method (research and development) which is a research method used to produce certain products and test the effectiveness of the products developed. Further research in this third year, will be applied to the e-learning learning model in the French Language Education Study Program (PSPBP).

Keywords
E-learning, French Language Learning

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Introduction

Information technology in the digital era is very influential in the world of education. Today's information can be accessed easily by diving into cyberspace and can communicate easily using an internet connection. The facilities available with increasingly sophisticated facilities require educators to adapt to the situation and progress of the current era. Educators are required to be able to keep up with changes in learning methods and the use of increasingly sophisticated information technology-based media. The development of internet technology gives the feel of a distance learning system that is even more open.

Web-based learning systems are popularly known as electronic learning (e-learning) or sometimes also called web-based education (WBE), virtual campuses, and others. The advantage of distance learning offered by this technology is that access to various learning resources is increasingly open and wide, fast, and not limited by space and time. Learning activities can be easily carried out by lecturers and students, anytime and anywhere with a sense of comfort and fun. Through e-learning technology, lecturers and students can conduct discussions and conferences electronically (electronic conferences) without having to meet in one place.

E-learning can be done anywhere, anytime, it doesn't have to be done in the classroom, even when lecturers and students are far apart, the teaching and learning process can still take place. E-learning learning that is carried out is not purely e-learning because the teaching and learning process still requires face to face with students, therefore e-learning is still a complementary tool. Information technology-based learning media using computers, students can access learning materials, do exercises, and teachers can monitor whether students have done their assignments, give grades or scores. The results of a small trial in a French class in the French Education Study Program (PSPBP) showed that students were more interested in using information and technology-based learning media.

E-learning is learning that uses electronic circuits (LAN, WAN, or the internet) to deliver learning content, interaction, or guidance (Koran, 2002). There are also those who interpret e-learning as a form of distance education conducted through the internet. Kamarga (2002) defines e-learning as asynchronous learning activities through computer electronic devices that obtain learning materials according to their needs. E-learning is a generic term for all technologically supported learning using an array of teaching and learning tools as phone bridging, audio and videotapes, teleconferencing, satellite transmissions, and the more recognized web-based training or computer-aided instruction also commonly referred to as online courses (Rahmadoni, 2018).

Previous research revealed that learning activities with online-based learning support had a big influence on student success, as stated in Carroll et al. (2003),"Going hybrid: Online course components increase the flexibility of on-campus courses. Online Classroom". It was further stated that the research was conducted to complement face-to-face learning activities with online instruction, with learning outcomes similar to those achieved by students without an online component.

Furthermore, the presentation of Hermanto and Srimulyani (2021) concluded that the mastery of the learning concepts of students who study using blended learning is higher than the mastery of the material of students who learn without using blended learning. Further research combines the learning process face-to-face (conventional) with face-to-face online (synchronous/asynchronous), such as the results of research presented by (Tshabalala, Ndereya, & Merwe, 2014). It was stated that face-to-face learning can be assisted by the implementation of blended learning so that students' insight in understanding various information is growing. Pelupessy (2014) conducted research on the development of e-learning-based learning media, the results of which showed that e-learning learning media was declared of good quality with a validation percentage by media experts of 89.5% so that the media was declared very feasible to be used as learning media. According to Williams in (Rusman, 2011) said that the internet is a large collection of computers in networks that are tied together so that many users can share their vast resources so that the use of e-learning cannot be separated from the role of the internet.

This research focuses on developing an e-learning based learning model to improve student learning outcomes in French courses. Based on the problem, the objectives of this research are: (1) what kind of e-learning based learning model is suitable to improve student learning outcomes in French Language and Learning Courses in aspects: planning, implementation, and evaluation of learning, and (2) how is the impact of developing an e-learning based learning model on

improving student learning outcomes in French Language Courses.

Literature Review

E-Learning Learning Model

According to Koran (2002) , e-learning is learning that uses electronic circuits (LAN, WAN, or internet) to deliver learning content, interaction, or guidance. Rusman (2011) suggests that the term "e" or the abbreviation of electronics in e-learning is used as a term for all technologies used to support learning efforts through internet electronic technology. Internet, intranet, satellite, audio/videotapes.

E-Learning is a learning method that utilizes web-based information technology (IT) that can be accessed remotely so that learning is not only confined to the classroom and within certain hours but can be done anytime and anywhere. E-learning learning innovation is a new learning model in education which provides a large role and function for the world of education. This is to answer the shortcomings and weaknesses of conventional education (education in general) including the limitations of space and time in the conventional education process. Information technology (IT) that has an internet platform standard can be a solution to these problems because of the nature of the internet, which allows everything to be connected, cheap, simple, and open so that the internet can be used by anyone (everyone), anywhere (everywhere), anytime. (Every time) and free to use (available to everyone) (Keban & Taufik, 2017).

Learning models with e-learning can be useful to increase the effectiveness and flexibility of learning. Through e-learning, learning materials can be accessed anytime and from anywhere, besides that material that can be enriched with various learning resources including multimedia can be quickly updated by the teacher (Maryani, 2013).

E-learning also has many benefits, including as written by Karwati (2014) that the benefits of e-learning are seen from 2 angles, namely: 1) From students (as students) e-learning allows the development of high learning flexibility. This means that students can access learning materials at any time and repeatedly. Students can also communicate with lecturers at any time. With these conditions, students can further strengthen their mastery of the learning material. 2) From Lecturers (as lecturers), e-learning provides many benefits for lecturers, especially those related to a) It is easier to update learning materials that are their responsibility in accordance with the demands of scientific developments that occur; b) Develop yourself or conduct research in order to increase your knowledge because you have relatively more free time; c) Controlling student learning activities.

Learning and learning materials or learning delivered through this media have text, graphics, animations, simulations, audio, and video, also providing convenience for "discussion groups" with the professional assistance in their fields. E-learning is learning that is carried out at the same time or at different times with the help of the internet network and can be carried out in one direction or two directions. One-way between lecturers to students, two-way lecturers, to students, and students to lecturers besides students and students.

There are various e-learning systems that are commonly used, including Edmodo, Moodle, and Google Classroom. Edmodo is a social network-based learning platform intended for teachers, students, and parents of students. Edmodo was first developed at the end of 2008 by Borg, O'Hara, and Hutter (2008) and Edmodo itself is an e-learning program that implements a learning system that is easy, efficient, and more fun. In summary, e-learning needs to be created as if students were studying conventionally, only transferred to a digital system via the internet. Therefore, e-learning needs to adapt the elements that are usually done in conventional learning systems. For example, starting from the formulation of operational and measurable goals, there is an apperception or pre-test, generating motivation, using communicative language, clear material descriptions, concrete examples, problem-solving, question and answer, discussions, post-tests, to assignments and activities. follow up

French Learning

French language learning is one of the foreign language learning programs in the French Language Education Study Program (PSPBP). The learning process is carried out with various learning models, for example, research-based (problem-based learning integrated with soft skills.

The French Language Education Study Program (PSPBP) emphasizes four language competencies, namely expression ecrite (writing), comprehension ecrite (reading), expression orale (speaking) and oral comprehension (listening). The French Language Education Study Program (PSPBP) is oriented to the CECR European standard curriculum (Cadre Eropéen Commun de Référence) with DELF (Diplôme d'Etude en Langue Française or Diploma in French) competency levels A1, A2, B1 and B2. Prerequisites that apply to students who will take the examination to defend their thesis, must pass DELF B1. This is because the PSPBP French Education Study Program has a competency standard for students, namely DELF B1 (Fibriasari, Eviyanti, & Siregar, 2017; Harianja & Fibriasari, 2019).

The development of a learning model in the Audition Pronunciation course in the French Language Study Program uses an Interactive CD as a support for the teaching and learning process of French. Interactive CDs are used to improve French language skills (Al-Fakari, 2015). Develop a Vocational High School e-learning learning model by implementing an e-learning learning design system that makes it easier for teachers to develop their own subjects in the subjects they teach. The e-learning design system in the form of a guide includes four aspects, namely aspects of needs analysis, aspects of selection and sequence of competencies, aspects of lesson development, and aspects of instructional evaluation (Divayana, 2017; Nurjanah & Triyono, 2020).

Viewing prosody using PRAAT software by French learners in Medan from declarative mode, absolute interrogative, partial interrogative, and imperative. This study found the obstacles for French language learners in Medan. This study assumes that studying prosody is part of the speaker's production system which consists of prosodic components, namely segmental and classical. declarative sentences, absolute interrogatives, partial interrogatives, and imperatives (Harianja, Fibriasari, & Soraya, 2020).

Research Methods

This study uses the Research and Development method. According to Borg and Gall (1984), this method is useful for developing, perfecting, and validating certain products in various fields, such as education and learning. This research was carried out in the development of e-learning-based learning to improve the French language at the State University of Medan.

Research Flowchart The research proposal is Research and Development to create an e-learning learning model using the Edmodo application which aims to improve the quality of French language learners in the Unimed PSPBP French Language Education Study Program. The focus of the research is the development of a multimedia-based learning model as a continuation of research that has been previously developed (Elmisadina, Fibriasari, & Polili, 2016; Fibriasari & Ramadhan, 2017).

Development of an e-learning model to improve the quality of Reception Ecrite Debutant learners in the French Language Education Study Program (PSPBP). The research covers four language competencies, namely expression ecrite (writing), comprehension ecrite (reading), expression orale (speaking) and oral comprehension (listening) by integrating it into activities outside the classroom in the subject matter, integrating models and learning strategies using the Edmodo application.

To achieve the research objectives, the method will be used through the following stages: (1) observation in each class that teaches four language competencies, namely the subjects of expression ecrite (writing), comprehension ecrite (reading), expression orale (speaking) and oral comprehension (listening) and ensuring the possibility technology to be applied. (2) Enrichment of relevant teaching materials according to the DELF A1 level. (3) Using the official website from France for learning in order to enrich the subject matter in teaching materials. (4) Innovation of learning materials through the integration of activities inside and outside the classroom, integration of learning models and strategies using the Edmodo application (5) Interfacing teaching materials and providing interactive facilities using information technology (IT), (6) Using innovative teaching materials to improve the quality of students of the French Language Education Study Program (PSPBP).

The survey will be conducted using a questionnaire that will be prepared by the research team. Lecturers who teach the four competency courses will be asked for their opinion on the composition of the material in accordance with DELF A1, regarding the content of the material

per subject, the suitability of innovation, and e-learning which is integrated into the teaching materials prepared by the research team. Exploratory research was conducted to see the exploration of the official website from France which could be integrated into teaching materials. Experimental research was conducted to see the effectiveness of teaching materials as learning media to improve the quality of learners of the Reception Ecrite Debutant French Education Study Program (PSPBP) and the use of the Edmodo application as a learning medium.
In an implementation, this research was carried out through the following stages: (1) orientation and administration, namely conducting initial observations about the conditions of the implementation of certain learning models, the activities carried out were compiling research proposals, selecting locations, and administering permits; (2) assessment and testing of instruments, preparing pre-survey instruments; (3) implementation of preliminary studies; (4) development of e-learning-based learning models and implementation of trials; (5) implementation of e-learning-based learning model validation test

Research Results and Discussion

The results of research using e-learning in this study used two classes to determine the results of the application of the method used. Of the four language competencies, a trial will be conducted on the reception erite debutant course. The competencies used to determine the ability to listen to very simple texts by students of the French Language Education Study Program (PSPB). The sample used was 40 students. Consisting of class, A 20 students as an experimental class using the learning method with the Edmodo application and a class as a control class B totaling 20 students, the control class still using conventional methods. The same treatment is given to the presentation of the material in the text in each class. Before the treatment was carried out in two classes, each class was given a pre-test to find scores on listening skills.
Planning Stage The initial stage of implementing e-learning-based learning is the preparation of e-learning-based learning designs, which include learning objectives, implementation activities, and teaching materials. Preparation of the design using a front page and MySQL software program using the SQL basic language for the development of a database engine system that has been developing since 1996 until now. Lectures using the program are planned to be carried out for two meetings or four weeks, and with consideration of technical and administrative problems of teaching materials that will be made online. The use of the front page and MySQL software program in this lecture is designed to be implemented in the third material, namely the material on listening.
The data used in this study is the data of fourth-semester students in two different classes, namely: the experimental class and the control class in the French section. In this study, the researcher gave different treatments in the experimental class and in the control class, but the researcher gave the same action as giving the pre-test and post-test in the experimental class and in the control class.

Experimental Class

The results of the pre-test-post-test of student learning outcomes in the first semester can be calculated by the distribution of the histogram sample frequency, average score, minimum score, and score.

Experimental Class Pre-Test

The researcher gave a pre-test from the experimental class to determine the students' initial abilities, with the number of students in the experimental class being 17 students.

Figure 1. The learning process in the experimental class

The learning evaluation carried out did not use a special formative test to assess student learning outcomes so far because in every learning activity carried out by students there was already an assessment format in it. To measure student learning outcomes during lectures, lecturers take advantage of the results of automatic assessments that have been integrated into learning activities or can conduct assessments manually.

The learning process in the experimental class using the Edmodo application in the Reception Ecrite Debutant course is listening skills. Students must initially download the Edmodo application, after which students register in French classes that have been prepared by the lecturer. Registration uses the code provided by the lecturer. After that, students can view the learning page on Edmodo using their respective accounts. Lecturers provide directions on the Edmodo page by giving assignments to students to do assignments given through Edmodo friends and sending assignments also through that page. The time given by the lecturer is one day to collect assignments. Next, the lecturer corrects by providing comments and assessing the assignment.

Table 1.
Description of Pre-Test Result Data for Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Éxpérimentale Pré-Test	17	53.40	88.80	70.06	10.577
Valid N (listwise)	17				

The results of the experimental class pre-test with a minimum score of 53.40, a maximum score of 88.80, an average value (70.06), and a standard deviation (10.577). As for the results of the distribution of pre-test scores from the experimental class, the results of the frequency distribution, there were 10 (58.8%) students who became incompetent. Incompetent students are students who do not listen.

In addition, there were 4 (17.6%) students who scored (Enough), namely students who did not understand what was explained by the lecturer. In addition, there were 3 (11%) students who scored (competent), namely students who did not listen to what the lecturer said so they had difficulty writing down what they heard. The results of the pre-test frequency of experimental class students scored incompetently, there were still many incompetent scores such as 10 incompetent students. The results of the pre-test frequency of students from the experimental class were sufficient by 4 students. From the results of the pre-test frequency, students from the experimental class scored competently. there are 3 students whose grades are (competent).

Post-Test of Experimental Class

The researcher gave a post-test to the experimental class for the final ability of students, with 17 students in the experimental class.

Table 2.
Post-test result data in the experimental class

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Eksperimen	17	63,80	95,80	78,72	9,435
Valid N (listwise)	17				

Source: Données de la Recerche du Version (SPSS 20)

The results of the post-test experimental class with a minimum score (63.80), a maximum score (95.80), an average value of 78.72, and a standard deviation of 9.435. Based on the results of the frequency distribution, there is a post-test score (incompetent) in the experimental class, namely, there are 3 (17.6%) students, there are 7 (41.2%) students who appreciate (Enough) and there are 3 (11.8%) students. the value (Competent).After using tv5monde media in Archibald dictation got better. There were 2 (5.9%) students with (Very Good) grades. Then, from the pre-test data the scores from the experimental class. There were 3 students who scored (incompetent), and students who got incompetent results based on the post-test results in the experimental class were students who were not used to listening while dictating.
There are 3 students in the experimental class who get incompetent scores. There are 7 students who appreciate (Enough). Students who received sufficient marks from the post-test results in the experimental class were up to 7 students. students who get enough grades are students who are less sensitive in listening so that students get enough grades of 7 students. The results of the post-test frequency of students in the experimental class are, there are 3 students whose scores are (competent). There were 3 students who obtained the post-test results who were competent in the experimental class. In addition, there are 2 students whose scores are (Very Good. From the results of the post-test, it can be concluded that the students in the experimental class are on the ability to text Archibald's dictation on tv5monde media. Students who get results according to the results of the post-test in the experimental class are 2 students.Students who score very well are students who can write what is dictated and write that there is nothing wrong with the underlined word for students to get very good scores.

Control Class

The number of students in the control class is 15 students. The post-test aims to determine the final score of students. This data analysis was treated using the SPPS 20 information application program to validate the T-test. The learning results from the pre-test post-test can be described by the distribution of the histogram sample frequency, the average score, the minimum score, and the maximum score.

Pre-test Control Class.

The researcher gave a post-test to the control class to determine the final ability of students, with the number of students in the control class being 7 students. The control class post-test results with a minimum score of 53.50, a maximum score of 84.70, an average score of 71.90, and a standard deviation of 8.721.

Table.3.
Pre-test result data in the control class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Kontrol	15	53.40	86.50	69.85	9.768
Valid N (listwise)	15				

Source: Données de la Recerche du Version (SPSS 20)

The number of students in the control class was 15 students, with the results of the pre-test score of at least 53.40, the maximum score of 86.50, the value is 69.85 and The Standard Central deviation (Standard deviation) was 9.768. the results of the frequency distribution, there is a value (disability) from the control class pre-test, there are 7 (46.7%) students and there are 5 (2.0%) students who appreciate (enough) and there are 3 (0%) students who appreciate (Skills). (Advanced) Pre-test frequency data for students from the experimental class. Pre-test The frequency of students in the control class varied greatly, and there were 7 students whose scores were (Incompetent).

Post-Test Class Control

The researcher gave a class control post-test to determine the students' final abilities.

Table 4.
Data on the results of the control class post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Kontrol	15	55,50	84,70	71,90	8,721
Valid N (listwise)	15				

Source: Données de la Recerche du Version (SPSS 20)

The results of the frequency distribution, there is a post-test score (incompetence) in the control class, there are 6 (40.0%) students and 6 (12%) students with a score (Enough) and there are 3 (0%) students who appreciate (Competent). Post-Control Frequency of Control Class Students, there were 6 students who were assessed (Incompetent). Based on the results of the post-test in the control class who received a sufficient score, there were 7 students, so the data could be analyzed. The students who received sufficient scores were students who paid less attention to listening, so the results were displayed less than one letter per word. The frequency of post-test students in the control class, there are 3 students whose grades are (competent).
Based on the results of the post-test in the control class, it can be analyzed that the students who received the relevant scores were the students who did not agree with the results of the student dictation. The researcher will test the results of the pre-test-post-test in the experimental class and in the control class to determine the difference between the experimental class and the control class by conducting several tests, such as the normality test, homogeneity test and T-test.
The hypothesis is zero (H0). In the calculation of the test, H0 must be changed to, H0 (Working Hypothesis) and deviate. there is a difference between the experimental class that processes the use of Edmodo with the use of the media world and the control class without using Edmodo media or book media. T-Calculate (th) is 2.115 with df 30 the obtained P-value is 0.04. The pest value was less than 0.05 ($P < 0.05$). The results of the t-test showed that there was no significant difference between the experimental class who learned from Archibald's dictation using Edmodo, the experimental class, and the media book control class. T-Count (th) is 058 with df 32 got the P-value is 0.954. The pest value was greater than 0.05 ($P > 0.05$). The t-test results showed that there was a significant difference between the experimental class learning to use Edmodo media and the control class using media books.
This research has two partners, namely the Alliance Francaise which acts as the implementing partner. His involvement as a team of reviewers of teaching materials compiled by the research team went through several reviews and obtained results in accordance with French language competence. In addition, this study has user partners who are media users in learning. User partners become a benchmark for learning success by using e-learning media that has been adapted to the material at the user partner's place. The obstacle in conducting research in the field is that lecturers cannot hear the recordings properly to listen to student assignments on speaking and reading competencies. Edmodo which is used as a learning medium can only be used for writing and listening to text competencies. Therefore, the research carried out only covers listening skills. This causes students' conceptual understanding of Reception Ecrite Debutant

learning to be considered lacking.
The use of the lecture method in continuous learning can cause boredom and boredom in students so that the material presented by the teacher cannot be absorbed by students optimally (Nisa, Komariyah, & Syam, 2021). This is in line with research conducted by Solikha and Rasyida (2020) which shows the effect of using Schoology-based e-learning methods on student learning outcomes.
According to Silahuddin (2015) e-learning is a learning process through electronic aids that are connected to the internet. Through e-learning, students can freely study subject matter independently and conduct discussions with teachers anywhere and anytime. Some of the advantages of e-learning are that learning activities that can be carried out outside of class hours can be managed and controlled properly by the teacher, teachers can add enrichment materials via the internet, and students can share files with other students (Malalina & Yenni, 2018).
To support e-learning learning, an effective technology-based learning media is used using the Edmodo application which aims to help educators and students organize classes in cyberspace and communicate with students without having to be tied to a class schedule. In addition, to maximize e-learning learning, technology-based applications in the form of video conferencing are used, namely, zoom cloud meetings. Learning with video conferencing can replace the learning that is usually done face-to-face in class with virtual face-to-face activities through the help of applications that are connected to the internet network.

Conclusion

The research carried out has produced a learning model that can improve student learning outcomes, namely a modified e-learning based learning model. Based on the results of processing and discussing data from test instruments and questionnaires in the previous section, it can be concluded that the results of the study are as follows: Planning when using e-learning based learning models is different from offline planning or classical learning which is usually done. The e-learning-based learning model requires planning to start from the learning objectives, learning activities that will be carried out online, and the content to be presented must be in the form of digital content.
The material provided to students can always be updated by the lecturer anytime and anywhere because its online nature makes it easier for lecturers to store, organize, and update the material. The use of an e-learning based learning model using Moodle and MySQL software can improve student learning outcomes in French language learners. Calculations using the analysis of similarities and differences in the average pre-test and post-test with the Mann-Whitney formula (nonparametric) show that there are significant differences between student learning outcomes before and after online learning is carried out. Based on the comparison results of the average pre-test and post-test scores, it can be seen that the post-test results improved better. This proves that e-learning-based learning is effective in improving student learning outcomes in the Reception Ecrite Debutant Course.
Each student must take a quiz as a learning evaluation process. The learning evaluation given to students is flexible because students can choose the processing time according to the student's readiness, but there is still a time limit for processing the quiz given. Lecturers and students can find out firsthand the results of the quizzes, so students can prepare themselves to work on other quizzes in order to get better grades. Based on the results of research during the learning process, it turns out that the e-learning-based learning model is very attractive to students. Students enjoy every process they go through. Thus, the e-learning-based learning model can be used as a choice of learning model that can improve student learning outcomes in the Reception Ecrite Debutant Course.

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