

THE PREFERENCES OF SELECTING THE EFFECTIVE AND EFFICIENT LEARNING MEDIA IN STUDENTS

(Fulfilling Student Information Needs in Completing Academic Tasks
in the Sociology of Education Perspective)

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ABSTRACT

Research aims to describe the preferences for selecting learning media to meet the information needs of students in completing academic assignments. The research object is based on the accuracy of analysis based on detailed comprehensive studies of the main focus of content, the selection of learning media to complete student academic tasks, quickly and effectively, which have now adapted to the era of the industrial revolution 4.0, towards digitalization in information seeking. The research has the scope of in-depth analysis based on and focused on main studies, namely the preference for selecting learning media to meet the information needs of students in completing academic tasks. Analyzing research, requires realistic critical thinking, the application of a conceptual occurs in the historical period, in the past or when it is happening, so that a historical approach is appropriate, the main characteristic of which is to dominate realistic critical investigation of the development of a thought or term.

Primary information sources are used as primary data. Historical approach data collection, empowering research libraries through reading various literatures based on subjected reading materials, preferences, selection of learning media, student information needs and completion of academic tasks. The analysis is carried out by qualitative descriptive analysis, based on sources of analysis originating from a variety of theoretical, research and non-research reading materials. Research predominates the description and evaluation of factual facts in order to obtain problem-solving solutions that are embodied in social phenomena, the selection of learning media for the completion of student academic tasks. Validity is realized through in-depth analysis through content analysis, which is useful for analyzing the meaning of the most important concepts in research. Observation of student activities in fulfilling information needs is used as a support for theory construction. The result of the research is that most students in Indonesia prefer to use digital media rather than print media to fulfill their information needs in completing their academic assignments.

Keywords : Students; Learning Media Preferences; Information Needs

INTRODUCTION

The digital era is an era where the application of information communication technology (ICT) has touched all aspects of human life. The application of ICT in its social reality has an impact on very fast social shifts and changes, especially changes in people's life styles. ICT is the most dominant factor capable of changing social fabric. (Yuliar, 2009), [1].

Nowadays, it has shown a phenomenon where society tends to be very dependent on ICT when carrying out various activities of life every day. The use of ICT activities in society is none other than the fulfillment of the information needs that are increasingly diverse and varied, both in style and form. Through the ICT application, all information can be accessed and utilized practically and effectively digitally. Therefore, people increasingly have a tendency to always use ICT as a medium to fulfill information needs. Almost all levels of society really need information in order to fulfill their needs, so ICT is an alternative as the easiest media to access information, because it only uses one device, people can have the ability to access information according to their needs.

Students are intellectuals, who have a lot of information needs, so automatically in fulfilling their information needs, they are very much in touch with ICT applications, to support various academic activities. As an academic, students are always required to have the ability to think critically realistically, of course they need a lot of information. Every student must always adapt quickly to the development of ICT, so that they can keep abreast of developments in science as well as various changes in society which constitute studies and research.

In activities to fulfill that information need, in general students often use digital media, but that does not mean they are more inclined to choose digital media in every information fulfillment activity. It turns out that the printed media is also often used either for the purpose of fulfilling information or for the sake of doing representations of academic assignments. It is the preference for the use of instructional media to fulfill different information needs, which is very interesting to conduct studies and research.

Therefore, based on the above reviews, the research aims to describe the preferences for selecting learning media to meet the information needs of students in completing academic assignments. Many experts are interested in this theme because various disciplines can be used as an analysis tool, so this research limits itself to utilizing a sociological perspective.

REVIEW LITERATURE

In fact, quite a lot of studies or research are subject to the preference of choosing learning media among students, especially those closely related to the information needs of students in order to complete their academic assignments. This study and research is very interesting for many experts with different disciplines, so they also use different points of view. The studies and researches include; The first is a research report by Iik Novianto (2010: 1), [2], in a study that aims to find out about the use of the internet for accessing information sources to support information needs that are closely related to academic achievement. This research uses a quantitative approach with a comparative function. The results showed that students of FISIP UNAIR using the internet have cognitive motives and social integrity motives through internet usage patterns categorized as heavy users. The UPN Social and Political Sciences students have cognitive motives with the usage patterns categorized as heavy user, which includes addict. The impact felt by students is being able to support the media to communicate and there is an increase in learning achievement and learning effectiveness. The two studies by Ani Yoraeni (2017: 48-53), [3] aim to provide solutions to android cellphone manufacturers based on preferences among students and student opinions. This research uses descriptive method that describes and provides conclusions from existing activities. The conclusion is that the smartphone selection factors are; (a) attribute, (b) brand, (c) price.

The three research reports of Farrah Diba Isdhana (2011: v-vi), [4], in which the research aims to determine the patterns of internet use and supporting factors to utilize the internet among PPKn FIS UNNES students which is a learning resource. The approach in research uses qualitative research with data collection techniques through interviews and observations. The data analysis used qualitative descriptive analysis. The results of the study illustrate that all students recognize and use the internet as a learning resource, because it makes it easier to find information and complete lecture assignments. The factors that support the use of the internet include; (a) the demands of lecturers to complete lecture assignments, (b) the internet as the most complete learning resource, (c) very supportive of obtaining course references, (d) facilitating the completion of academic assignments, (e) information available clearly and validly, (f) very fast to find information, (g) as the most complete source of knowledge, (h) there are hotspots on campus, (i) the news is updated, (j) cheaper in financing, (k) very easy to do access, (l) can fulfill curiosity and information needs.

The four studies from Talizaro Tafonao (2018), [5], which have the aim of knowing important reasons for choosing and determining learning media in the maximum learning process. The results of the study describe that technological progress is increasingly sophisticated and cannot be separated from the world of education. Therefore, lecturers are required to always motivate students to always take advantage of learning media not only in class, but also outside the classroom. Likewise, if there is no learning media it will occur; (a) difficulties in providing learning material, teaching materials are very monotonous and students become bored with the material presented, (b) students find it difficult to understand learning material, (c) students find it difficult to understand various explanations and explanations from lecturers, (d) students become very bored with the material, (e) students find it difficult to develop their thinking.

RESEARCH METHOD

A. Object of Research.

Research relies on the accuracy of the analysis using a detailed comprehensive study base on the main focus to discuss content that is very urgent and attracts attention (Bakhtiyar, 2018: 78), [6], is a study of preferences for selecting learning media to meet student information needs in completing assignments - academic assignments. The selection of learning media in the educational process today among students has adapted according to the era of the industrial revolution 4.0, which leads to the direction of digitalization in information seeking.

B. Research Scope

Research has a very in-depth analysis scope by always based and focused on the main studies (Bakhtiyar, 2020: 11833), [7], regarding the selection of learning media to complete student academic tasks, quickly and very effectively. Automatically in retrieval of information or the process of searching for information, students are always in touch with the use of ICT, which in general, according to students, is considered to be able to provide fast and effective solutions.

C. Conceptualization

In fact, the selection of learning media is a tendency for students to prioritize searching for the information needed by choosing alternatives, namely using digital media or utilizing printed media. The selection of learning media is always used by students to complete academic assignments in tertiary institutions quickly and effectively.

D. Approach

Analyzing research, requires the existence of realistic critical thinking, as an attempt to apply a conceptual that occurred in the historical period both in the past and when it is happening, so that a historical approach is appropriate. (Bakhtiyar, 2019: 14) [8]. The main characteristic of the Historical Approach research is that it dominates the critical and realistic investigation of the development of a thought or term. Primary information sources can be used as primary data. (Bakhtiyar, 2020: 49), [9].

E. Data Collection Method.

The historical approach data collection, which maximizes the use of research libraries through reading various literatures based on subjected reading material (Bakhtiyar, 2020: 3), [10], preferences, selection of learning media, student information needs in completing academic tasks. The main objective is that students try to achieve brilliant academic achievements.

F. Research Analysis.

The analysis is carried out in a qualitative descriptive analysis, based on sources of analysis originating from a variety of theoretical, research and non-research reading materials. (Bakhtiyar, 2020: 45), [11]. Research predominates the description and evaluation of factual facts in order to obtain solutions for solving problems contained in social phenomena (Bakhtiyar, 2019: 6-7), [12], the selection of learning media for the completion of student academic tasks. Validity can be realized in this research, through conducting in-depth analysis, content analysis is needed, which is useful for analyzing the meaning of the most important concepts (Bakhtiyar, 2020: 3), [13], namely preferences for the selection of learning media, information needs, task completion. - student academic tasks. the role of libraries, repositories of higher education institutions. The role of libraries is very observational of the activities of the academic community towards seeking information to complete various academic tasks on a daily basis, which are used for the most important components to support theory construction. (Bakhtiyar, 2020: 11833), [14].

RESULTS AND DISCUSSION

A. Conceptualization of Preferences

Preference is the tendency of humans to choose and prioritize and prioritize one thing over others. How a person chooses to prioritize the things he likes. As Kotler (2006), [15], has emphasized that consumer preferences describe consumer preferences for various alternative choices of existing products or services. The need for information is a condition that refers to the disparity in the human individual, especially with regard to information, which must be fulfilled and satisfied (David Nicholas, 2000), [16]. Fulfillment of everyone's information needs is different. It depends on how the person meets his information needs, including how he chooses the media for information. Likewise with a person's tendency in choosing the media he uses. For example, the tendency to choose digital media over print media in fulfilling the information, or vice versa.

B. Learning Media

A media is a means to communicate and a source of information. Starting from the Latin term has a meaning between. The term shows that something carries information from the source to the recipient. Therefore, learning media can be said to be something that can bring messages to be conveyed in the teaching and learning process. (Smaldino, 2008), [17]. In practice, learning media cannot be separated from the developments that have occurred in

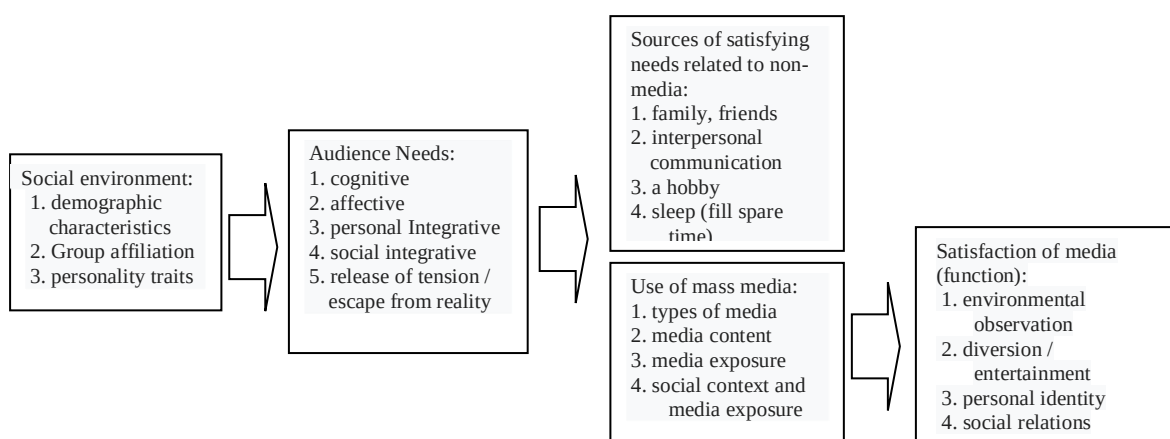
various ICT advances and their applications in society. The progress of ICT is so fast that it has very significant implications and has a big influence in the world of education, especially the presence of learning media that are introduced and utilized in the teaching and learning process. The conceptualization of learning media is a very possible means of direct interaction, namely the work of someone who develops subjects for students. (Anderson in Melinda, 2017), [18]. While the thought of Ibrahim (2005), [19], states that learning media is a learning resource that can help educators to convey messages to students. Learning media is something that can be used in the distribution of messages that can encourage the stimulus of students, so there is a synergistic interaction in the teaching and learning process.

Arsyad (2011) in Edy Suprianto (2019: 24-25), [20], explains that there are four functions of learning media, namely; (1) attention function, namely the main function of learning media, which must be able to attract interest and get attention in order to concentrate on the subject matter, with the hope of getting and always remembering the content of the lesson, (2) affective function, which is a function that moves children's emotions and attitudes. elementary school age for the material that has been given. (3) cognitive function, namely a function that can facilitate understanding, always not forgetting the information contained in shows or images, (4). The compensatory function is a function that is expected to be a tool that can be used by students to make it easier to understand the text, then organize various information so that it can be recalled. The existence of learning media in higher education, in today's social reality, has a very large and dominant role in supporting the successful implementation of the learning process. Therefore, in applying the optimal use of learning media in the learning process, it is very important to plan and design carefully, which must be done logically and systematically, so that the use of learning media can run very effectively and efficiently.

C. Uses and Gratification Theory

The development of technology from time to time has led to many paradigms related to the thoughts and opinions of various experts. Theories emerged to be able to explain technological concepts associated with society and its development, including the emergence of the theory of Uses and Gratification in 1974 which was introduced by Herbert Blumer and Elihu Katz, then analyzed by many other experts such as AM Rubin, Palmgreen, and others. so. The uses and gratification theory is a theory that describes how users play a very active role in selecting communication media in accordance with the satisfaction of meeting their needs (Nurudin, 2003; Bryant, 2009), [21].

Uses and Gratification Work Model Schematics



Several experts such as AM Rubin and others mentioned five assumptions about the uses and gratification theory, including (1) the community as active participants who choose media or content from the media, (2) Audience members as active participants who initiate selection in the use of media to fulfill satisfaction of their needs, (3) social and psychological factors as guides, filters, or mediate behaviors that limit human perceptions or thoughts about media and all content therein, (4) media compete with other forms of communication, (5) society more frequently influence on the media itself, even though in reality all this does not happen. (Bryant, 2009), [22]. The working model of the uses and gratification theory is described in the following schematics; (Nurudin, 2003), [23]

The uses and gratification theory has led to ideas or ideas that the differences that exist in each individual human being, which results in the individual trying to find, empower and provide different responses to learning media. This theory states that the use of learning media, has the freedom to make decisions about how to use the media and how the media has influenced them personally. The uses and gratification theory is based on: (a). Environmental and social factors. (b). Audience needs. (c). Source of satisfying needs. (D). Satisfaction of media (function).

D. Social Environment

The social environment in the uses and gratification theory is very dominant in determining individual needs for information. This will determine the individual to choose which media will be used to access information, which is divided into three things, namely: (1). Demographic characteristics, associated with individual characteristics. (2). Group affiliation, is related to the active involvement of individuals in the group. (3). Personality characteristics of individuals: describe the social strata, life style of a person in the community group.

D.1. Demographic characteristics

Demographic characteristics are closely related to individual individuals, among others; gender, age, livelihood, income, education, and religion. All differences in demographic characteristics are very dominant in influencing the information needs of each individual. In relation to this research, the selection of media in fulfilling the information needs of active students is adjusted to the courses being taught. Based on the explanation above, the demographic characteristics used are according to students, represented by gender, age, and the study program of the students.

D.2. Group affiliation

Group affiliation is closely related to the active involvement of individuals in group activities, aimed at fulfilling the desired media needs. Each individual in the group has hopes of being accepted in the group and there is synergic and dynamic interaction and communication between group members. For example, students who have joined a department, students who join always want other people to have goals and interests in the same field of knowledge. Students can make groups as a factor that has a big influence on the information needs of each individual.

D.3. Individual personality characteristics

Social strata, life style, and individual personality at a social strata in society are a description of personality traits or characteristics. The social class of society determines how accessibility it is to media choices, as well as the lifestyle they do, always referring to the characteristics of their social strata. So the social strata also dominantly determines the selection of learning media among students. In this study, for example, students use a lot of

gadgets to meet their information needs. This proves that students prefer everything that is very practical.

E. Audience Needs

The influence of the social environment of each audience is also very influential on the various needs of these audiences, where the various needs can be described as follows;

E.1. Cognition needs

Cognition needs are individual needs that are closely related to various activities to meet the needs for information, knowledge, and the level of understanding about the environment (Nurudin, 2007), [24]. This need really leads to the desire to be able to have an understanding of the environment and to satisfy curiosity and motivation to investigate what is happening in the environment.

Students are often referred to as intellectuals or academics, who really need a lot of information and knowledge to be able to support all academic activities in the scope or field of study they are taking or taking. A student is always required to be responsive and have broad insight into every shift and change in environmental conditions around him. For example, a student in a particular study program is given an assignment by the lecturer to make a scientific work, so in completing these assignments students really need a lot of information for written references.

E.2. Affection needs

Affective needs are needs, related to constancy, experiences are beautiful, joyful and emotional (Nurudin, 2007), [25]. For example, the use of online media and print media can help students solve academic problems and non-academic problems, because basically students need facilities to develop their own expressions. Social media and works such as novels, romances, folk tales are one of these facilities.

E.3. The Need for Personal Integration

The need for personal integration is a need which is related to the firmness of belief, loyalty, and individual status. This need is based on the will of self-esteem (Nurudin, 2007), [26]. Individuals use the media in order to obtain certainty of belief in something and increase the value or status of the individual personally. For example, students choose learning media in addition to getting valid or reliable information, as well as increasing their prestige.

E.4. The Need for Social Integration

Social integrative needs are a need that is closely related to maintaining contact with family, friends, and the world. This fact is based on the desire for affiliation (Nurudin, 2007), [27]. Basically, social integrative needs for each individual are different, depending on the characteristics of the group in which the individual is located. Like students who are divided into several groups of majors according to their chosen interests and talents. As group members, students need something similar to the characteristics or habits of group members, in order to be accepted into the group, thus making the selection of media that will be used in fulfilling these interests, according to the habits of the group concerned.

E.5. Needs for Tension Release / Escape

The need for tension release is a need that is closely related to efforts to avoid tension, pressure, and the desire for entertainment (Nurudin, 2003), [28]. For example, the selection of media by students for a moment relieves tension about college assignments. Students choose to read novels, or just watch funny videos on on.

F. Sources of Needs Satisfaction

Each individual has various needs, encouraging individuals to take action to fulfill their needs through the use of various alternative media that already exist. Media for satisfying

needs in the uses and gratification theory can be divided into two (Nurudin, 2007), [29], namely; (1). Non-media sources can be taken as an example, among others; family, friends and interpersonal communication is communication between individuals, hobbies, or by sleeping. (2). Mass media sources can be categorized into two types; (a) printed mass media consists of books, newspapers and magazines, (b) electronic mass media includes radio, television, and films.

G. Satisfaction of Media

Students in fulfilling their information needs are faced with choosing the use of mass media which will lead to satisfaction with the media used. There are four individual functions in using media, as expressed by McQuail et.al. in Morissan (2010), [30], which includes;

- (1). Environmental observation, namely the media can enable individuals to obtain information and knowledge that can be used to form an understanding of an environment. For example, students who choose media to fulfill their information needs will certainly get a variety of information and knowledge that can be used to observe the progress of the educational environment. This function can be obtained by users of a media if cognitive needs can be fulfilled properly.
- (2). Entertainment, namely the media can be used by each individual to escape from everyday life. For example, the use of media by students can be used to access something that can provide fresh entertainment for themselves. This function can be obtained if affection needs and tension relief needs can be met properly.
- (3). Personal identity, namely media can be used by individuals to strengthen the values that exist in individuals, increase confidence and understanding of themselves. For example, the use of print and electronic media by students can foster confidence in themselves to believe that all available information can improve academic achievement. This function can be obtained if personal integrative needs can be met properly.
- (4). Social Relations, namely the media can be used as a means of realizing interaction between individuals and the community towards the surrounding environment. For example, the use of media by students can be used to foster social interaction among students even though they are not in the same place. This function can be obtained if the user's social integrated needs can be fulfilled properly.

H. Preference for Choosing Learning Media Towards Digitalization

Activities that are often carried out by the community to fulfill information, one of which is reading. Currently, the consumption of reading Indonesian society on print media has decreased drastically, even the type of printed media purchased has been abandoned and has switched to digital media (Hidayat, 2018), [31] This shows that the conveniences provided by technology make people prefer using digital media. Survey results from the Global Research Institution and the Indonesian Digital Association in 2018 showed 96% of information consumption was through online media, which means only 4% of it was through print media (Kurniasih, 2016), [32]. This shows that the public is more likely to prefer access to information via digital than print media.

It is very different from the research from Kretzschemar et al. (2013), [33], who compared reading activities using printed, digital and tablet reading materials. The results of his research show that humans better understand the content of reading on printed reading materials than digitally. This is because when reading printed material, body movement

activities such as turning paper, marking paper, etc. help increase people's memory of what they read. Meanwhile, when reading digitally, scrolling on the screen actually makes the process of remembering much more difficult (in Myberg, C and Wiberg, N, 2016), [34]. Furthermore, Manuela Farinosi, et al (2016), [35], conducted a study on the comparison of people's preferences for printed or digital reading materials in the United States, Germany, and Italy, which then showed that German society prefers digital reading materials, while Italians prefers printed reading material.

The use of print and digital media in information fulfillment activities has indeed been running contradictory. Both print and digital media each have advantages and disadvantages. The advantages and disadvantages include material, physical, and mental for humans. The negative effects caused by using digital materials include staring at electronic media screens, often causing headaches, fatigue, tension, and dry eyes, and blue light from screens can suppress the body's production of melatonin which can disrupt human sleep (Myrberg, C and Wiberg, N, 2018), [36].

However, the preference for community learning media selection, especially among universities, continues to advance towards digital learning media. As a research conducted in Nigeria, the attitude of library users at universities shows that the use of social media has the highest number of services used in university libraries, namely whatsapp, facebook, Youtube, Flickr and Instant Messaging. It was found that there was a high level of positive disposition of respondents in the use of social media for the distribution of information from the library. (Otulughu, 2019), [37]. Reports from investigations carried out in Brazil on university libraries show that libraries are already using social media in providing services to users, and libraries have been able to form seven guidelines on the use of social media in university libraries, in order to develop a digital presence in an effective and highly relevant manner. (Do Prado, J.M.K., Correa, 2016), [38]. While the results of a survey in Turkey of 90 university libraries that use social media, it turns out that 7.4% of libraries have social media policies and most librarians believe and believe that documentation of social media policies is mandatory for library use. (Akbas, M., Fenerci, 2016), [39] Likewise, similar research shows that social media has potential value for university libraries, namely; (a) to carry out information services to users, (b). for marketing library information services. (Palmer, 2014),[40].

In its development, Indonesian society today is very inclined to enjoy and read electronic media rather than books or printed forms. Millennials can be very durable using gadgets rather than reading in textual form. (Putro & Lee, 2017). [41]. Therefore, libraries are competing to have library materials in digital form, so that libraries also do their best to have the availability of infrastructure for managing and distributing digital multimedia information via the internet. (Sastry & Reddy, 2009), [42].

CONCLUSION

The rapid development of ICT has a profound impact on all aspects of human life, especially on fulfilling the need for information which is increasingly increasing. This impact is felt in the world of education in tertiary institutions, which is very conditional with the use of information in every learning activity. Every activity of the Tri Dharma Perguruan Tinggi in its implementation always requires information that must be obtained precisely, accurately and quickly. Therefore, it really needs the presence of appropriate learning media that can be used effectively and efficiently. This social reality has shown that most students in Indonesia

prefer to use digital media rather than print media, to fulfill their information needs in completing their academic assignments.

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