



MOBILE LEARNING TO LEARNINGS: FUNCTION AND BENEFITS

Endang Suparman¹, Kapraja Sangadji²

¹Institute BRI Jakarta

²State Islamic Religion Institute Ambon

Email: Esuparman99@gmail.com , 16sangadji@gmail.com

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Abstract:

Mobile learning as the intersection of mobile computing and e-learning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assessment. In the concept of learning mobile learning brings the benefits of the availability of teaching materials that can be accessed at any time and visualization of interesting material. The important thing to note is that not every teaching material is suitable to use mobile learning. The greatest added value of mobile learning vis-a-vis PC learning lies in the aspects that extend classroom interaction to other locations via communication networks. There are three functions of Mobile Learning in classroom learning activities (classroom instruction), namely as supplementary which is optional, complementary, or substitute.

Keywords: Mobile Learning, Learnings, Function and Benefits

INTRODUCTION

In this era of globalization, people easily move and move from one place to another with high mobility. In their activities they need and expect the ease of communication and interaction and can access information anytime and anywhere. At the same time, there is an increase in the use of mobile technology in various sectors of society. In the world of education there is an increasing use of mobile technology for students and students to be able to carry out learning activities anywhere and anytime. Students and students use mobile devices to access information and subject matter and multimedia and to communicate with their friends.

At the same time, educators and students must be able to use and utilize existing infrastructure to access learning material. Therefore, learning material must be designed to be easily accessed and understood by students who are elsewhere using mobile technology regardless of where they are and the network infrastructure they use to access the information.

Thus, mobile learning as a relatively new technological tool in learning, many research initiatives and studies have been carried out to investigate the use of mobile technology in learning.

The success and usefulness of the development and use of mobile learning in learning depends on the human factors that use the mobile technology.

LITERATURE REVIEW

1. Conceptual Mobile Learning

Mobile learning‘ is certainly not merely the conjunction of mobile‘ and learning‘; it has always implicitly meant mobile E-Learning‘ and its history and development have to be understood as both a continuation of conventional‘ E-Learning and a reaction to this conventional‘ E-Learning and to its perceived inadequacies and limitations. Quinn (2002) defines mLearning as learning to use mobile devices such as Palms, iPad, PDAs and mobile phones. The diversity of research on mobile learning has made it difficult to generate a single definition or to determine generally added benefits (Evrin Baran, 2014).

Furthermore, Abdul Majid (2014) defines mobile learning as the intersection of mobile computing and e-learning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assessment. ELearning independent of location in time or space. Based on these definitions, mobile learning is a learning model that utilizes information and communication technology. In the concept of learning mobile learning brings the benefits of the availability of teaching materials that can be accessed at any time and visualization of interesting material. The important thing to note is that not every teaching material is suitable to use mobile learning.

The term mobile learning refers to the use of mobile and mobile information technology devices, such as PDAs, mobile phones, laptops and tablet PCs, in teaching and learning. Mobile Learning is part of electronic learning (e-Learning) so that, by itself is part of distance learning (d-Learning). Mobile learning enables teachers and learners ubiquitous and seamless access to information (Kukulka-Hulme et al., 2009; Seppälä & Alamäki, 2003), and convenience, expediency, and immediacy are valuable to teachers and enhance students‘ learning

(Kynäslahti, 2003). These features provide opportunities for individualized, situated, collaborative, and informal learning without being limited to classroom contexts (Cheon et al., 2012)

According to Yousef Mehdipour dan Hamideh Zerehkafi (2013), mobile technologies are an attractive and easy means to maintain literacy skills and gain constant access to information. Mobile learning can be easily distributed and thus hold great potential for reaching marginalized groups and providing them with access to further learning and development.

Yousef Mehdipour and Hamideh Zerehkafi (2013) explain that Mobile devices and personal technologies that can support mobile learning include;

1. E-book
2. Out start, Inc.
3. Handheld audio and multimedia guides, in museums and galleries
4. Handheld game console, modern gaming consoles such as Sony PSP or Nintendo DS
5. Personal audio player, e.g. for listening to audio recordings of lectures (podcasting)
6. Personal Digital Assistant, in the classroom and outdoors
7. Tablet computer
8. UMPC, mobile phone, camera phone and Smart Phone.

Yousef Mehdipour and Hamideh Zerehkafi (2013) also explained that technical and delivery support for mobile learning include:

1. 3GP For compression and delivery method of audiovisual content associated with Mobile Learning
2. GPRS mobile data service, provides high speed connection and data transfer rate
3. Wi-Fi gives access to instructors and resources via internet
4. Cloud computing for storing and sharing files.

Some important abilities that must be provided by m-Learning learning tools are the ability to connect to other equipment (especially computers), the ability to present learning information and the ability to realize bilateral communication between instructors and learners.

By to Alvina Fatma Lestari et al (2014) Mobile Learning is unique learning because learners can access learning materials, directions and applications related to learning, anytime and anywhere. This will increase attention on learning materials, make learning pervasive, and can encourage learner motivation for lifelong learning. This will increase attention on learning materials, make learning pervasive, and can encourage learner motivation for lifelong learning.

Mobile learning is a new paradigm in the world of learning. This learning model appears to respond to the development of the world of information and communication

technology, especially mobile information and communication technology, which is very fast lately. In addition, it cannot be denied that at present, the mobile communication device is a device which is closely related to the daily lives of learning actors such as teachers, lecturers, students and students.

Mobile learning referred to in this study is a mobile / mobile / mobile based learning media contained on the m-edukasi.net site. The use of information and communication technology in the world of education continues to develop in various strategies and patterns, which basically can be grouped into e-Learning systems as a form of learning that utilizes electronic devices and digital media, as well as mobile learning (m-learning) as a form of learning which specifically utilizes mobile communication devices and technology.

2. Characteristics of Mobile Learning

By Zulkifli. (2012) mobile Learning has characteristics, among which are as follows:

- a. Mobile learning tends to use mobile devices or portable media such as mobile phones, smartphones, I-Phones, Tablet PCs to access online learning systems
- b. Utilizing mobile communication devices and technology
- c. It is practically carried everywhere, so that mobile learning has its own interests
- d. With a mobile connected to the internet, users can explore the "world" including in finding teaching materials that support the learning process activities
- e. The role of the teacher is the bridge connecting, supporting or facilitating, or to provide guidance in learning
- f. Availability of teaching materials that can be accessed at any time and visualization of interesting material.
- g. The use of mobile learning is not limited to time and space.

According to Soekawarti (2003) the characteristics of mobile learning include:

- a. Utilizing electronic technology services; between educators and students, between students themselves, or between educators-educators, can communicate relatively easily without being limited by protocols.
- b. Using self-learning materials that are stored in cellphones or computers so that they can be accessed by educators and students anytime and anywhere if they need them.
- c. Make use of the learning schedule, curriculum, learning progress results and matters relating to education administration that can be seen at any time on a cell phone or computer.

3. The Function and Benefits Of Mobile Learning In Learning

The use of information and communication technology in the world of education continues to develop in various strategies and patterns, which basically can be grouped into e-Learning systems as a form of learning that utilizes electronic devices and digital media, as well as mobile learning (m-learning) as a special form of learning utilizing mobile communication devices and technology.

Benefits of M-Learning according to Yousef Mehdipour dan Hamideh Zerehkafi, (2014):

- a. Relatively inexpensive opportunities, as the cost of mobile devices are significantly less than PCs and laptops
- b. Multimedia content delivery and creation options
- c. Continuous and situated learning support
- d. Decrease in training costs
- e. Potentially a more rewarding learning experience
- f. Improving levels of literacy, numeracy and participation in education amongst young adults.
- g. Using the communication features of a mobile phone as part of a larger learning activity, e.g.: sending media or texts into a central portfolio, or exporting audio files from a learning platform to your phone.

The greatest added value of mobile learning vis-a-vis PC learning lies in the aspects that extend classroom interaction to other locations via communication networks. Recent advances such as imbedded sensors, cameras, motion detection, location awareness, social networks, web searching, and augmented reality present the potential to foster learning and engagement across multiple physical, conceptual, and social spaces, both indoors and out (Newhouse et al., 2006). The value of Mobile Learning according to Savill, (2010) is a Tutors who have used M-Learning programs and techniques have made the following value statements in favor of M-Learning:

- a. It is important to bring new technology into the classroom.
- b. Devices used are more lightweight than books and PCs.
- c. Mobile learning can be used to diversify the types of learning activities students partake in (or a blended learning approach).
- d. Mobile learning supports the learning process rather than being integral to it.
- e. Mobile learning can be a useful add-on tool for students with special needs. However, for SMS and MMS this might be dependent on the students' specific disabilities or difficulties involved.

f. Mobile learning can be used as a hook‘ to re-engage disaffected youth.

There are three functions of Mobile Learning in classroom learning activities (classroom instruction), namely as supplementary which is optional, complementary, or substitute.

1. Supplements

Mobile Learning functions as a supplement (additional), namely: students have freedom of choice, whether to use Mobile Learning material or not. In this case, there is no obligation / obligation for students to access Mobile Learning material. Even though it is optional, students who use it will certainly have additional knowledge or insight.

2. Supplement

Mobile Learning functions as Mobile Learning functions as a complement, namely: the material is programmed to complement the learning material received by students in the classroom. Here, the Mobile Learning material is programmed to become reinforcement or remedial material for students in following conventional learning activities.

3. Substitution

Some universities in developed countries provide alternative models of learning activities for students / students. The goal is that students can flexibly manage their lecture activities in accordance with the time and daily activities of students (Aulidi,2014).

CONCLUSIONS

Learning m-Learning is the ability to connect to other equipment (especially computers), the ability to present learning information and the ability to realize bilateral communication between instructors and learners. The intersection of mobile computing and e-learning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assessment. ELearning independent of location in time or space. Three functions of Mobile Learning in classroom learning activities (classroom instruction), namely as supplementary which is optional, complementary, or substitute. Important abilities that must be provided by the m-Learning learning tool are the ability to connect to other equipment (especially computers), the ability to present learning information and the ability to realize bilateral communication between instructor and learner. M-Learning is a unique learning because learners can access learning materials, directions and applications related to learning, anytime and anywhere. This will increase attention on learning materials, make learning pervasive, and can encourage learner motivation for lifelong learning.

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