Abstract: The existence of saturation and limited learning resources are two phenomena seen in learning so far. Interesting learning is that students participate actively, concentrate and enjoy learning. This study aims to determine students' perceptions of interesting learning. The results of this study will be used as the basis for further research. This study applies a survey research method, with a quantitative descriptive approach. This research involved 193 students of the Information Technology Education Department. The data obtained were analyzed quantitatively using percentages This analysis uses indicators derived from front-end analysis from Lee Owen, namely: 1) Audience analysis shows that students prefer learning with a visual style, 2) Technology analysis shows that learning using LMS gets the highest proportion and prefers using videos. 3) Critical incident analysis, that combines online and offline learning which is very enjoyable, understanding using structured learning. 4) Media analysis show that all have their own cell phone (100%), high internet access (95%) and have easy access to the internet around 88%. Thus it means that students want learning to be carried out by combining online and offline learning, learning using visual styles, structured learning.

Keywords: Engaging Learning, Perceptions.

I. INTRODUCTION

Currently there is a very rapid development of science and technology, especially in the field of information and communication technology. Various aspects of human life are heavily influenced and changed along with the development of information and communication technology. The educational environment is not spared from the influence of developments in information and communication technology.

The use of information technology as a learning medium has been widely implemented in various subjects. The learning carried out is aimed at delivering students to achieve each expected competency. Learning activities carried out by each educator are expected to obtain learning value that takes place effectively, efficiently and pleases students. With effective, efficient and enjoyable learning, it is hoped that it will facilitate students to improve their learning outcomes. According to Reigeluth “appeal is the degree to which learners enjoy the instruction”. Reigeluth further stated that in addition to effectiveness and efficiency, the aspect of attractiveness is one of the main criteria for good learning in the hope that students tend to want to continue learning when they get interesting experiences.[1] Based on the results of observations, the implementation of learning that lecturers carry out learning is carried out with conventional learning methods/strategies. In addition, the expository method is often used by giving lectures.

Learning is carried out dominantly with methods that are commonly applied, some students seem to show a tendency to be passive in completing listening to lecture material. Symptoms that appear during learning are that some students individually do not seem to concentrate in participating in learning, some students show boredom in learning, some feel they are unable to provide solutions to problems raised in class. Engaging learning is expected to provide equal opportunities for students to be able to learn independently in pleasant conditions because students can feel interesting things so they can concentrate and enjoy learning.
II. RESEARCH METHOD

A. Student's Perception

Perception is a process that is carried out by someone in giving impressions, judgments, opinions or interpretations from certain sources (which are perceived) [2]. In philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information [3]. Perception in essence is a cognitive process that everyone experiences individual in understanding information about environment [4]. Student’s perception is very important to the process of supporting learning in class activities. As an evaluation material in the teaching and learning process can be obtained from the results of perception [5].

B. Engaging Learning

Engaging learning is learning that describes a situation when the heart and mind of the learner is anchored in learning [6]. Shernoff describes engaging learning as learning that makes students encourage students to be able to increase, experience simultaneous concentration, have interest and enjoy doing assignments [7]. As for Goslin explains that learning involves investing energy or effort from a learner, including the learner must pay attention, listen, concentrate, try to remember, practice mentally, think and practice [8]. Thus that engaging learning is learning that engages learning is learning that is followed by a high level of participation, with full attention, high quality effort so that it elicits an affective reaction, can enhance, provides an experience of simultaneous concentration, which leads to interest and enjoy learning.

C. Research method

This study uses a quantitative approach with survey and interview methods. The research subjects used were students from the Department of Information Technology Education which involved 193 students from the Institut Pendidikan Indonesia Garut. The data were obtained by using a questionnaire distributed randomly, then analyzed quantitatively using percentages. The survey was structured to obtain data in the form of students’ perceptions of engaging learning obtained through front-end analysis (Lee Owens) [9]. The front-end analysis consists of 9 types of analysis. In this study only four analyzes were used, namely 1) situational analysis consisting of aspects of learning styles, aspects of student background, use of computers in learning, 2) analysis of technology, with aspects of the applications used in learning, types of learning media used, 3) analysis of critical incidents including aspects of learning that are preferred whether delivered online or offline, aspects of assignments, 4) media analysis, including aspects of cellphone ownership, aspects of using internet access and aspects of ease of accessing the internet.

III. RESULTS AND DISCUSSION

The data obtained in this study used four indicators of front-end analysis, from Lee Owen, as students' perceptions of the Department of Information Technology Education towards engaging learning. Front end analysis from Lee Owen there are nine types of analysis namely audience analysis, technology analysis, task analysis, critical incident analysis, situational analysis, objective analysis, media analysis, remaining data analysis and cost-benefit analysis. The analysis used in the research is:

A. Audience Analysis

Audience analysis for the learning style aspect shows that students tend to like learning with a visual style, which is around 83.2%, 12.6% verbal style and 4.2% auditory style. Aspects of student background came from vocational high schools in the field of information technology by 72.4%, general high schools by 19.8% and outside of both 8.2%.
B. Technology Analysis

Technology analysis identified students' interest in learning using the learning management system (LMS) more preferred by 75.7%, using groups in the WhatsApp application 13.1% and 21.2% use another application 11.2%. The aspect of learning media, using learning videos is 46.8%, using modules is 44.2% and using outside of both is 9%.
C. Critical Incident Analysis

This section describes aspects of critical incident analysis. The convenience of students in implementing learning, learning aspects that combine online and offline learning are preferred by 57.6%, offline learning only by 25.2% and 17.2% for offline learning only. In the job description aspect, students wanted structured assignments at 85.8%, unstructured assignments at 14.2%.
D. Media Analysis

Media analysis aims to choose the appropriate media to be used in learning. The results show that all students have their own cell phone (100%). Students have their own computers too (88.9%). Almost all students have their own internet access of 95% but not all of them are easy to access the internet, about 88% of students have easy access to the internet.

![Figure 7. Aspect of Implementing Learning](image)

Discussion

Some aspects we have to concern are tools, strategies and resources are vital to develop a new model learning [10]. Opportunities to learn how to develop engaging learning experiences are vital for preservice teachers. as a way to increase student engagement Some aspects we have to concern are tools, strategies and resources are vital to develop a new model learning [11]. To implement engaging learning, several aspects are needed, including data regarding student readiness in implementing learning, support tools, and resources. Several indicators are determined based on front-end analysis, beginning with audience analysis, namely an analysis of student learning styles and student educational background. More student learning styles are visual styles compared to verbal and auditory. As for the background, many students come from vocational schools in the field of information technology, compared to general high schools.

Technological analysis obtained data regarding learning platforms that students like, including learning management systems which were used when world conditions were hit by a pandemic, obtaining the highest percentage for use in learning. For the use of whatsapp and other platforms get a lower percentage than the use of LMS. This is a natural thing because the learning management system from Moodle is factually more widely used in learning. Students are more familiar with the use of this platform, and have more positive opinions in using the platform. In line with the opinion which states that Students will have a positive attitude towards learning media, technology and innovative platforms if they have a level of technological readiness [12]. Therefore, in preparation for engaging learning strategies, the learning management system can be used as a recommended platform for engaging learning. The second aspect of technology analysis is the use of learning media, students prefer to use learning videos accompanied by learning modules. Learning videos and learning modules get almost the same percentage. This is consistent with trends in the digital world and expert opinion. An alternative to traditional discussion boards is video discussions [13].

Critical incident analysis includes how comfortable students are in learning. This is considered a fairness because in preparing for engaging learning it takes a condition that makes students play an active role in learning, can
concentrate in absorbing all the information in the course so that in such conditions students can be said to enjoy learning. The results of the analysis of critical incidents when asked whether learning is carried out preferably online, offline, or both, the student answers prefer learning that combines online and offline learning. This is in accordance with that opinion that blended learning is the concept that includes framing teaching learning process that incorporates both face to face teaching and teaching supported by ICT. Blended learning incorporates direct instruction, indirect instruction, collaborative teaching, individualized computer assisted learning.[14]. In engaging learning, for matters related to practice questions and job descriptions, it is desirable to have task descriptions and structured exercises. Structured assignments with various components in learning evaluation will really help students understand the extent to which learning can be absorbed properly. The absorption of learning determines the extent to which students try to expend all their abilities in learning. If this happens in learning, the learning can be interpreted as engaging learning.

In media analysis, the facts show that all students have their own mobile phones, this shows that if learning is carried out online then there is already support for tools. The fact that all students have mobile phones can also be an inspiration that learning can be assisted with mobile learning media which can be in the form of videos, articles or slides. The ease with which students access the internet can make recommendations that online learning can be implemented.

Finally, some recommendations for further strategies for engaging learning are, 1) developing learning strategies for engaging learning both online and offline, whether the material can be accessed online then stored offline; or blended learning can be done, the tasj arranged in this study are structured task; 2) the type of media used can be in the form of tutorials videos, mobile learning, print media, electronic modules, articles, documents, slides; 3) it is possible to use social media such as whatsapp in learning needs; 4) in fact 100% of students have mobile phones, therefore it is better to use this tool, even though offline learning can also be used on campus computers.

CONCLUSION

Engaging learning is expected to overcome student boredom and low learning resources. Engaging learning strategies can be compiled from the results of surveys on students. The survey results show that students have a high interest in learning in using learning media in the form of video, learning through the learning management system (LMS) platform, print media in the form of modules and carrying out structured assignments. Learning that combines online and offline learning is highly recommended. Some alternative learning media can be in the form of video tutorials, articles, documents, slides or modules. To integrate all of this, social media can be used as a communication channel between lecturers and students.

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REFERENCES


