Perception Teacher About Media Quipper School for Improve Learning Management

by Slamet Suyanto

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Abstract. This study aims to determine: 1) The feasibility of developing Quipper School teaching materials on environmental change materials in class X; and 2) Improving the management of biology learning using the medium of teaching materials of quipper school. The research model is done by using Design and Developmen Reseach (DDR) by using stages: a) identifiying the problem, b) describing the objective, c) designing and developing product, d) testing and evaluating product, and e) communicating the testing result. The subject of this experiment was conducted in two stages. In the early stages of small-scale use of one teacher of the field of biology class XI that has applied environmental change materials, and two class X teachers who will apply the material to the second stage of large-scale. Data collection using a questionnaire was conducted on a media feasibility questionnaire and a learning management questionnaire. However, in this study the new researchers reached the small-scale test phase. The results of the study on a small scale show an average total of 90.22% of Quipper School media is very suitable for use as a medium in learning environmental change. And an average of 76.52% stated that Quipper School media can be well used to improve learning management in class XI SMA Negeri 6 Yogyakarta.

INTRODUCTION

Quipper School is not a foreign media to be heard at the moment. The media used as additional media, combined with the method of learning confesional (Blended Learning), has been used since 2014 in Indonesia. With this media can help teachers in planning, implementation, as well as in assessment in learning. Why is that so? Because in the Quipper School, teachers can include materials that will be delivered to students in the form of modules, videos, textbooks, test questions, and all forms of knowledge. Teachers can also monitor the extent to which student development is using Quipper School. The purpose of this research is, to know how the perception of teachers to Quipper School in improving the management of teacher learning on environmental change materials.

LITERATURE REVIEW

Well planned learning management will result in a more effective and efficient learning process (Posselt, Böhme, Aymans, Herman, & Kauffeld, 2016: 77; Cavus & Alhih, 2014: 518). The learning management composed by the teacher should consist of the planning, execution, and assessment of learning. So that the management of learning is an effort toward achieving the goals through the activities of others to be done, in the form of increased interest, attention, pleasure, and the background of students (people who learn), by extending the scope of activity (not too restricted), and leading to the development of a lifestyle in the future (Navy, 2013: 389).

In learning management, who acts as a manager is a teacher or educator. Thus, educators have the authority and responsibility to undertake several steps of management activities that include planning the learning, organizing learning, controlling (directing) and evaluating the learning undertaken. Learning to teach today is

not only done in the classroom room with very rigid conditions between learners with educators but can also be mixed by using e-learning learning in which there are learning tools, materials for ease in managing learning and learning activities (Yusuf , PM, 2012: 417-421; Mtebe, 2015: 51). In this study e-learning learning used is Quipper School.

The changes to learners in learning followed were greatly influenced by the quality of the teacher, one of the quality of the teacher is in the management of improving the management of learning (Panichpongsapak, Tesaputa, & Sri-ampai, 2016: 173; Boonmak, Tesaputa, & Duangpaeng, 2015: 194) . Learning system that is carried out by the same treatment every learning activity that carried out will provide boring condition tehadap learners, so things like this is not well done by the teacher (Syaifurrahman, 2013: 61). So the teacher must have many ways for the learning done in the class does not give the impression of saturation in the learners. Teaching management undertaken by teachers during learning activities can address how learning is more fun among teachers and learners well (Cuéllar, Delgado, & Pegalajar, 2011: 4181).

Quipper School (QS) is a learning media that combines learning media with content and technology to facilitate the learning process (Pitagan, 2017: 1; Husaefah, 2017: 524; Wijayanti, 2012: 97). This learning medium can be used freely (Husaefah, 2017: 522). Quipper was first developed by Quipper Ltd located in London by opening the site http://school.quipper.com (Mulyono, 2016: 60; Bang & Saekhow, 2016: 10). Nowadays QS is widely used by teachers and students all over the world for learning process including our own country of Indonesia. So with the Quipper School is expected to improve the management of teacher learning on environmental change materials.

Quipper School now has developed in 5 countries, namely London, Tokyo, Indonesia, Manila, and Mexico. Quipper has been used by millions of teachers and students worldwide, including in the Philippines, Indonesia, Thailand, Mexico, India, Russia, and Turkey. This allows why some of the languages available in the Quipper are compatible with those countries including the UK, Japan, Philippines, Bahasa Indonesia, Mexico-Spain, and Thailand (Mulyono 2016: 60; Saptani, 2017: 233). Teachers from all over the world who know Quipper School have used this much as media and management in their learning process in class (Pitagan, 2017: 1).

Quipper School itself can be accessed by students via internet-connected devices equipped with web browsers or using Smartphones, BlackBerrys, PCs / computers, Leptops, and Tablets. Students can access Quipper School anytime and anywhere, either via Wi-Fi or 3G / 4G connection on a prepaid basis (Trisnaningsih, S, 2016: 30; Husaefah, 2017: 524). Teachers can use this medium for instructional advice in activities good learning in delivering materials up to assignment, and with QS can also be used as an evaluation. As learners can access materials and tasks that have been given by teachers anytime and anywhere and still monitored and guided teachers, so this can add insight knowledge and understanding of the learners, especially in the material changes environment.

METHOD

This research was conducted in SMA Negeri 6 Yogyakarta in February 2018 even semester. The subjects used in the research were two teachers in the field of biology study of class X and XI. This research uses DDR method design with quantitative data, to know teacher perception toward Quipper School media usage in improving learning management. The data used in this study using preliminary study data in research.

The instrument used in this study is a questionnaire that refers to the teacher's response to the use of Quipper School and Quipper School media in improving learning management. Each question in each instrument amounted to 46 questions and 33 questions. With the questionnaire instrument given to the teacher's response, then the data obtained how the teacher's perception of the use of Quipper School media in improving learning management on environmental change materials.

RESULT AND DISCUSSION

Data of research result in this research is divided into two data, first data of teacher's evaluation toward Quipper School teaching materials materials on environmental changes and teacher perception result data to Quipper School in reminding learning management.

A. Teachers' Assessment of Quipper School Teaching Materials

In a given questionnaire instrument, teachers are required to provide how the teacher responds to the given Quipper School media. Starting from; feasibility of presentation, display feasibility, use of media and teaching materials, and how language use is contained in Quipper School.

Table 1. Average Results of Teacher Assessment of Media Quipper School.

Aspect of Assessment	Assessment Options			
	STS	TS	S	SS
I. Feasibility of Content	0	0	23,08	76,92
II. Feasibility of Presentation	0	0	25,00	75,00
III. Display Feasibility	0	0	75,00	25,00
IV. Use of Media and Teaching Materials	0	0	44,44	55,56
V. Use Of Language	0	0	37,50	62,50

In the aspect of appraisal based on table contents, 76.92% of the teachers stated that strongly agree to the content of the content stated in the media Quipper School and 23.08% who agreed to agree. Where in the eligibility of the contents are assessed related to the 13 aspects of assessment. The teacher states equally strongly agree on the appropriateness of the aspects assessed on the completeness of the material according to the KD, the extent of the material according to KD, the depth of the material according to KD, the science literacy skills, the accuracy of the example and the case, the accuracy of the image, animation and video, the suitability of examples and cases with science and technology , the emergence of innovative experts, and use the example cases contained in everyday life. Each teacher also provides a different assessment of the conformity assessment aspects of the case and case as well as the suitability of the questions. In addition the two teachers also provide an assessment agree on the accuracy of concepts and definitions, the accuracy of facts and data contained in the Quipper School.

In the aspect of assessment of feasibility of presentation as much as 75% of teachers stated strongly agree and 25% agreed to the media Quipper School. Aspects of assessment are assessed on the feasibility of presentation of 8 aspects. Both teachers alike stated strongly agree to 5 aspects, such as consistency of serving systematics in learning activities, conceptual demands, material regularity, presentation of material summaries, and connectedness with other learning resources. Assessment of teachers alike expressly agree on the assessment aspects of the sample questions in each learning activity. In addition to having the same assessment, each teacher also has a different assessment on the aspects of exercise questions at the end of each learning activity and discussion of answers to questions presented in the Quipper School.

In the aspect of appraisal feasibility assessment as much as 75% of teachers stated agree while strongly agree as much as 25%. This aspect assesses as many as 8 aspects. Among these aspects the teacher has an assessment that is equally agree on aspects of assessment, consistency of presentation, feature layout, display fiture website, the display of interesting materials, reading areas that do not use scroling, and looks user friendly. In addition, teachers also assess the aspects of assessment on aspects of color composition and the use of appropriate links on the media Quipper School.

In the aspect of the assessment of media use and teaching materials as much as 55.56% stated sagat agree and 44.44% agreed to the media Quipper School. The assessment aspect measured in this assessment is 9 aspects. Teachers share a strongly agreed assessment of the assessment aspect, the proportion of the image, the proportion of animation, sound, and video, the pouring of creative ideas, and conformity with the intellectual development of learners. Teachers also have mutually agreed assessment of aspects, are effective in presenting concepts, understanding of messages or information, and the effectiveness of sentences. In addition the teacher also has a different assessment of aspects of the assessment of the presentation of messages in teaching materials and language used communicative.

While in the last aspect in the use of language obtained data as much as 62.50% of teachers stated strongly agree and 37.50% of teachers agreed. The assessment aspect measured in this assessment is 8 aspects. Teachers alike agree on two aspects of the assessment on the suitability of spelling with EYD rules and the use of special term use. Teachers also both stated strongly agree on aspects of assessment, ease of language understanding, language conformity with the level of thinking of learners, use of communicative language, and the length of the sentence in accordance with the level of student understanding. In addition, teachers also have different assessment on two aspects of the assessment of the accuracy of the number of words in each paragraph and the precision of the preparation of sentence structure.

So based on the five aspects of the assessment measured against the Quipper School media, a total of 90.22% stated that the media is very feasible in use as a medium of instructional material on environmental changes. This media can be used in teaching and learning activities with learning methods Blanded Learning.

B. Master's Perception of Media Quipper School in Improving Learning Management

The perceptions of teachers assessed here in improving the mangement of teachers' lessons are seen in how the use of Quipper School media is used as a medium of instruction for environmental change. Is the media able to improve the management of teachers' lessons in biology learning in class. Perceptions of teachers here are assessed by questionnaire assessment on 4 aspects of assessment.

Table 2. Average Results of Teacher Perception Assessment of Media Quipper School in Raising Learning Management.

Aspect of Assessment	Assessment Options			
	STS	TS	S	SS
I. Planning	0	66,67	33,33	0
II. Orgnizing	0	0	87,50	12,50
III. Actuating	0	0	72,73	27,27
IV. Controling	0	0	75,00	25,00

In the aspect of Planning assessment on teachers' perception to improve learning management, the data obtained from teachers who disagree as much as 66.67% while those who agreed as much as 33.33%. Aspects of assessment are measured in this assessment as much as 6 aspects. The two Teachers both have an agreed assessment, against the easy assessment of incorporating the media into the Quipper School. Teachers also share an assessment that does not agree with the assessment, the ease of preparing the scoring rubric, preparing the block exams, and helping to prepare the lesson plan. Because for teachers Quipper has not given ease to the three aspects of the assessment. In addition to having similarities in the assessment the teacher also has a different assessment of the assessment on the ease of designing the material in accordance with the objectives of the existing curriculum and preparing assignments that exist at the Quipper School.

In the aspect of the assessment of organizing data obtained in 87.50% agreed, while 12.5% of the teachers stated strongly agree. The assessment aspect measured in this assessment is 8 aspects. Both teachers equally agreed on the assessment aspect of the easy, to upload instructional media, found it helpful to provide assignment, collection, return as well as provide practice questions to the students, and also helped the teacher to facilitate the students to obtain other material resources. In addition, teachers also have different assessments on the assessment aspects of the material organizers and provide interesting learning media for students using Quipper School.

In the aspect of assessment of actuating data that can be as much as 72.73% states agree, while 27.27% stated strongly agree. The assessment aspect measured in this assessment is 11 aspects. Both teachers both agreed on the assessment aspect, easy to control students, more effective learning time, assisted in assigning assignments, correcting, and appraising students with Quipper School media. In addition, teachers also have different assessments on aspects of assessment, implementation of learning, material understanding process, and classroom management using Quipper School.

In the last assessment aspect of controlling, 75% of teachers were given an agreed assessment, while 25% stated strongly. The assessment aspect measured in this assessment is 8 aspects. both teachers equally give penaik agree on 4 aspects of assessment, and 4 aspects of other assessments with different assessment.

So from the four points of assessment that is done on the perception of teachers to the media Quipper School in improving teacher management, it turns out the point of aspect assessment planing are still many teachers who have not agreed to use the media Quipper School. While with the other aspect point the average teacher agreed. Thus, from the total number of points average of each point in the data obtained 76.52% of teachers stated that the media Quipper School Kite to be used in increasing the management of learning.

CONCLUSION

Quipper School media material is very suitable for use as a medium used in teaching and learning activities for environmental change materials. In addition Quipper School media is also feasible as a medium that can improve learning management. Because with the Quipper School media this can help teachers to manage learning in providing materials, assignments, until the evaluation to students. But in the aspect of media

planning school quipper not yet feasible to use. And in general can be said that the media really really help teachers in learning activities.

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FINAL GRADE

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GENERAL COMMENTS

Instructor

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CRITERION 1

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CRITERION 2

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CRITERION 5

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