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Corrective Feedback: How has it been implemented in EFL Writing Class?

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Abstract: Studies have shown that during the process of Interlanguage development, language learners cannot avoid making grammatical errors in either spoken or written form. Although it is considered as a normal phase, errors can lower students' confidence to be active EFL learners in the class. Accordingly, they need teachers' appropriate corrective feedback (CF) to produce effective communication in the target language. Thus, considering the significant contribution of grammar knowledge and teachers' feedback on students' English proficiency, this paper aims to explore the perception of 12 EFL teachers' practices and 91 students, both of whom are involved in an English writing class, about CF. The instruments used to collect the data was closed- and open-ended questionnaire. The results indicate that teachers vary their CF in terms of frequency and types. In addition, students show a different perspective on the effectiveness of CF in writing class. Also, teachers need to become more familiar with electronic CF in order to implement it better in class including for writing instruction process and promoting peer corrective feedback. In line with these findings, suggestions for future research are provided.

Keywords: grammar; strategy; corrective feedback; challenge

Abstrak: Penelitian telah menunjukkan bahwa selama proses perkembangan antarbahasa, pembelajar bahasa tidak dapat menghindari kesalahan tata bahasa baik dalam bentuk lisan maupun tulisan. Meskipun dianggap sebagai fase normal, kesalahan dapat menurunkan kepercayaan diri siswa untuk menjadi pembelajar aktif EFL di kelas. Dengan demikian, mereka membutuhkan umpan balik korektif (CF) yang tepat dari guru untuk menghasilkan komunikasi yang efektif dalam bahasa target. Jadi, dengan mempertimbangkan kontribusi yang signifikan dari pengetahuan tata bahasa dan umpan balik guru pada kecakapan bahasa Inggris siswa, makalah ini bertujuan untuk mengeksplorasi persepsi dari 12 guru Bahasa Inggris dan 91 siswa, keduanya terlibat dalam kelas menulis bahasa Inggris. Instrumen yang digunakan untuk mengumpulkan data adalah angket tertutup dan terbuka. Hasil penelitian menunjukkan bahwa guru memvariasikan umpan balik mereka dalam hal frekuensi dan jenis. Selain itu, siswa menunjukkan perspektif yang berbeda tentang efektivitas umpan balik di kelas menulis. Selain itu juga, guru perlu menjadi lebih akrab dengan umpan balik elektronik untuk menerapkannya lebih baik di kelas termasuk untuk proses instruksi menulis dan mempromosikan umpan balik rekan sejawat.

Kata kunci: tata bahasa, strategi, umpan balik, tantangan

INTRODUCTION

In English learning, Corrective Feedback (CF) deals with the way how teachers guide learners to produce better or correct language use. This is necessary to discuss since in productive skill, particularly speaking and writing, errors are always there during the process of skill improvement. Errors are different from mistakes in which the language learners face certain condition when learning, namely they have not internalized the language yet, receive incomplete knowledge, and cannot correct the errors although the errors are pointed out during the speaking or writing activities. Considering its characteristics and the potential to be the challenges for producing accuracy, errors in English learning need more attention to be explored. In addition,

writing skill as one of the keys in communication has shown that errors seem to be more visible and observable for the readers. This issue attracts more concerns for English teachers to be more careful in training the learners. One of the efforts can be seen from the CF technique they applied. Thus, this paper would like to focus on CF in writing class.

Teaching writing cannot be separated from grammar mastery (Myhill, Jones, Lines, & Watson, 2012; Liao, 2016). Teachers can identify students' weaknesses in grammar through their writing. In response to the variety of errors, English teachers are expected to have sufficient grammatical competence to be included in the teaching package, namely, explanation and selection of materials, task, and assessment. Furthermore, teachers are expected to detect students' work from the two conditions associated with errors: the insufficient learners' knowledge in identifying a problem and the limited capabilities to solve the problem. Corrective feedback potentially provides benefits in solving grammatical errors in writing and training grammatical awareness. Although the usefulness of CF on the students' writing performance has been frequently studied, inserting teachers' and students' perceptions of CF, including the implementation of the electronic one in the context of EFL, is significant to be explored, specifically in higher education context. In addition to understanding teachers' and students' attitudes, doing preliminary investigation on electronic CF in today's learning as discussed in Ellis' typology (Ellis, 2008) seems to be less popular than the implementation of Learning Management System (LMS).

To date, researchers have investigated students' and teachers' perceptions as well as preferences on corrective feedback separately (Atma & Widiati, 2016; Mufanti, 2016; Nemati et al., 2017a; Chong, 2018; Bush, 2020), but few talked about the condition in EFL context and how CF affects both teachers and students. In response to this, Saeb (2017) has explored EFL teachers' view and students' preference in different quantities and kinds of oral CF in Iran. The result supported what Farahani & Salajegheh (2015) and Roothoof & Breeze (2016) found in their investigation. It revealed that students liked big number of explicit corrective feedback. In identifying learners' errors and make them able to correct the errors in the right way. Ellis' typology gives us a clear idea of how to classify CF in terms of teachers' strategy for providing CF and the students' response towards the feedback (Ellis, 2008). In their review, the researchers promote that CF strategy involves direct, indirect, and metalinguistic feedback and the focus of the feedback, electronic feedback, and reformulation. Meanwhile, for the students' response toward corrective feedback, two results are found: revision required and no revision required. From our perspective, Ellis organizes the typology into a systematic category from the very simple way to the most complex one followed by a clear procedure of how to practice each type of CF. The study's significance implies that teachers can consider several alternatives for CF, not only direct and indirect ones.

Before discussing the most effective corrective feedback to be applied in writing classes, we need to review some studies showing issues related to the ineffectiveness of CF. Although Ishikawa and Révész (2020) stated that quality of written Languageing (WL) is associated to L2 development, studies mention that corrective feedback is not always the solution to assist learners in improving their writing. Fukuta, Tamura, & Kawaguchi (2019) stated in their study that providing corrective feedback in written languaging did not show more power compared to written languaging without feedback. Concerning focused and unfocused CF, Castro (2017) highlighted two points regarding the drawbacks of corrective feedback based on the faculties' and students' point of view, namely, affective and pedagogical aspects. The former negative effect suggests that putting all kinds of marks on students' paper can be overwhelming and counterproductive to revision. Thus, too many local errors corrections are believed to be ineffective. As for the pedagogical aspect, teachers need to keep in mind that in constructing the learning objectives in their writing class, students are expected to be able to identify and correct their errors by themselves. Consequently, if the students merely apply the feedback during the writing process without rationalizing their errors, it can hinder their learning, especially in

developing their learning autonomy. Considering these disadvantages, we can look back to the typology of Ellis' classification before deciding the appropriate type of CF, and reflect into our students' levels of English proficiency and personalities.

To teach writing, teachers select a particular approach to develop the students' skill. The popular one is by implementing the process-based approach involving outlining, drafting, editing, revising, and publishing. In regard to this process, corrective feedback plays an important role in students' successful learning (Lee, 2013; Myhill et al., 2012). In line with this, in the revising step, in order to improve their draft, students need input which the teachers are responsible to provide. Accordingly, students can revise their drafts as well as re-think the concept of grammar rules through the teacher's CF. To make CF effective, the requirements of CF need to be met.

Basic principles in giving feedback consists of several points. First, feedback is recurrent. This means that during the writing process, feedback and responses must be integrated. Second, feedback is an input for revision. This input is beneficial to make revision and redrafting. Third, feedback is not grading. Thus, it is not appropriate if the teachers put a score in the students' assignments. Fourth, feedback is given appropriately. When we teach writing, we need to give proper comments to correct grammatical errors. Concerning the third principle, teachers do not need to mark the writing unless the students are ready to show the final draft after several revisions. In this respect, non-threatening comments are required.

Another important issue in developing writing skill is that teachers' only feedback is not sufficient to assist students in building autonomy and self-correcting skills. Therefore, Lee (2017) suggested teachers promote Assessment for Learning (AFL) in writing classroom where the students have to be involved. Both peer-feedback and self-assessment are strongly needed to be inserted in the writing process. In preparing peer-feedback, the teachers should provide a model on how to assess a friend's work. As suggested by Lee (2017), providing peer-feedback sheets is considered beneficial as students' guide. The form can be an open-ended peer-feedback sheet containing some questions as the prompt, peer-feedback rating scale which asks the students to put a checklist, or a peer feedback rating scale equipped with the space provided for open-ended inquiries. As far as this research concerned, the form that is suitable for positioning grammatical check is the latter since with this type of feedback the students can expand their ideas on the types of errors as well as the correction.

Technology advancement facilitates innovation for CF strategy, primarily due to the concern that writing CF is time-consuming. In real practice, teachers have to teach several students and a pile of written assignments to check. Through certain applications, such as Grammarly and gingersoftware.com, teachers can check errors quickly and accurately. Moreover, this computer-mediated feedback can be utilized by individual learners for peer-feedback and self-correction before the writing is handed-in to the teachers. In line with this, to promote writing classroom assessment, English teachers are recommended to allow the students to acquire individual feedback online (Deeley, 2018). This strategy is much more efficient for teachers' correction because the students can improve their grammar accuracy automatically and minimize errors. Related to the benefit, Ariyanti & Nur (2017) mentioned in their study that students prefer being corrected online when they had to write an essay assignment to receiving lecturers' manual feedback.

Regarding the importance of exploring both teachers and students' perception of CF practice in writing class and the shifting trend of teaching towards ICT-based framework, it is considered significant to know the perception of teachers, in addition to awareness and readiness, about the online system in supporting their English proficiency development (Huang & Renandya, 2020). Along this line of investigation, this study aims to identify the participants' attitudes and perceptions of CF practices on their writing classes and the types of feedback they believe to be more effective in developing writing ability for tertiary level students. Additionally, considering the role of technology advancement in the language learning process, this study also aims to investigate the teachers' familiarity with as well as views of online corrective feedback,

specifically its strengths and weaknesses in application. To meet the above-mentioned purposes, the research questions are formulated as follows:

1. Do EFL teachers use different types and amounts of written corrective feedback?
2. Does EFL teachers' corrective feedback suit with the students' perception of learning writing skill?
3. To what extent is electronic corrective feedback implemented by Indonesian EFL teachers in their writing class?

METHODS

Participants

This study involved ninety-one EFL learners and twelve writing teachers. The learners were all at the university level, some being in the fourth semester and some others being in the eight-semester. This indicated that their English proficiency ranges from lower intermediate to higher intermediate level. They came from two different provinces in Indonesia and three different regencies. Additionally, they had taken the writing course(s) and had had the experiences in receiving teachers' corrective feedback when finishing their writing. The teachers involved in this study were all teaching staff of English Department in different higher education institutions with various teaching experiences, ranging from four years to fifteen years. The majority of the teachers held a Master's Degree in ELT, four teachers were students of Doctorate Program in ELT, and one teacher had already finished her doctorate program in ELT. They were writing course lecturers in their respective institutions. The information for this study was collected from teachers in three different areas and seven different regencies.

Teachers' Questionnaire

Teachers' CF practice was investigated by administering an online questionnaire adapted from Thao & Duy (2017) which consisted of five sections with fourteen questions as the total number. It was taken anonymously from the EFL teachers in Indonesia. The questionnaire firstly inquired about the teacher's background information such as gender, affiliation, and writing course taught. Secondly, the respondents were required to contemplate their ideas on the general overview of feedback (questions 1 – 4). Likert scales that were used, ranging from Always, Often, Sometimes, Rarely to Never. The next part dealt with teachers' attitude towards feedback (questions 5-8), and they were written in the form of Likert scales ranging from Strongly agree, Agree, Disagree to Strongly disagree. The fourth part investigated teachers' practice towards students' writing (question (question 9A – 9F). The last section consisted of one Yes/No question and three open-ended questions (questions 11-14). Those questions asked about teachers' familiarity with and perception of electronic corrective feedback.

Learners' Questionnaire

Learners' CF preference was identified from their response towards the questionnaire. Similar to teachers' questionnaire, it was adapted from Thao & Duy (2017). There were nine questions broken down into four sections. The first section asked about the students' background information e.g. institution, semester, and the writing course taken. The second part dealt with the general overview of teachers' corrective feedback during writing class (questions 1-4). The answers were organized from Always, Often, Sometimes, Rarely to Never. Section three sought for students' attitude towards feedback which was presented in Likert Scales (questions 5-8) indicating different degrees of agreement --Strongly agree, Agree, Disagree to Strongly disagree--. The last part explored the students' ideas about effective corrective feedback in the teaching writing course.

Procedure

Data collection which involved gathering the data of students' online responses and obtaining EFL teachers' answer took ten days and six days respectively to complete. The questionnaire was distributed online on the same day to both teachers and students, specifically in the last week of May 2019. Related to the students' voluntary involvement in the research, the researchers asked EFL teachers selected randomly from three different institutions to share a link to an online questionnaire to their students. All of the participants here were allowed to clarify unclear questions during the questionnaire completion by sending an email or asking directly via WhatsApp.

Data Analysis

Close-ended questions

Data collected from close-ended questions were analyzed using percentage, and it was then visualized with charts to illustrate the participants' different responses in regard to the general overview, attitude, and practice of CF. To analyze the type of feedback which gives most benefits to the students and teachers, this study used Chi-square to know whether there is a difference or not in their perceptions according to the level of its usefulness.

Open-ended questions

Data gathered from the open-ended questions were arranged into two themes by using three steps, namely transcribing, categorizing and coding. Afterward, teachers' familiarity with electronic corrective feedback and strategy of electronic corrective feedback was selected as the themes. Each theme describes participants' answers supported by the selected statements.

RESULT AND DISCUSSION

Result

Teachers' and students' responses on the general overview of written corrective feedback

This section explains the answers to four questions dealing with the EFL teachers' and students' perception and practice on written corrective feedback through responding questions number 1, 3, and 4 as presented in Figure 1, Figure 2, Figure 3, and Figure 4.

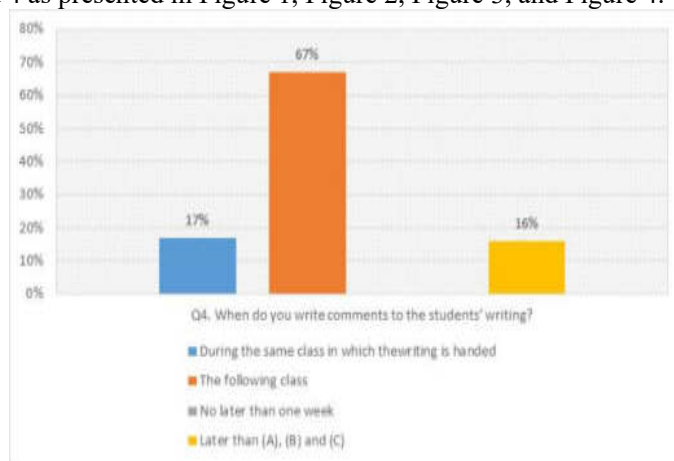


Figure 1. The Frequency of Corrective Feedback Process in Writing Class From Teachers' View

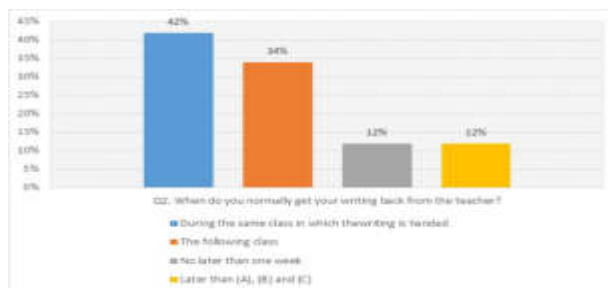


Figure 2. The Frequency of Corrective Feedback Process in Writing Class From Students' View

Figure 1 and Figure 2 show the frequency of teachers returning students' writing assignment, the effort to revise, and the need for writing draft consultation. Concerning the frequency of teachers' returning the students' work, it was found that relatively insignificant number of students did not get their writing back after completing the instruction. In the next question, for the practice, both students and teachers mostly mentioned always and often when asked about their experience of using written CF. This indicates that CF in higher education context is a crucial component of learning which helps students not only as a student but also as a future student-teacher who later will use their knowledge of writing skill for teaching. Related to revising, not all responses indicated the same idea. In other words, the implementation of CF was not completely conducted through a revising step. For consultation session, the responses were varied from the view points of students and teachers. The teachers' answers showed that consultation always, often, sometimes, and rarely occurred in the class, while 10% of the students' claimed that they were taught by teachers who rarely and never gave CF.

Figure 3 and Figure 4 describe teachers' preference in writing comments in the students' drafts. Regarding punctuality, the results did not indicate a consistent and ideal period in giving CF. Reflecting on the teachers' and students' answers, a significant number of participants mentioned that CF was likely to be given later than a week. The answer indicated that some difficulties were hindering the teachers from giving immediate CF.

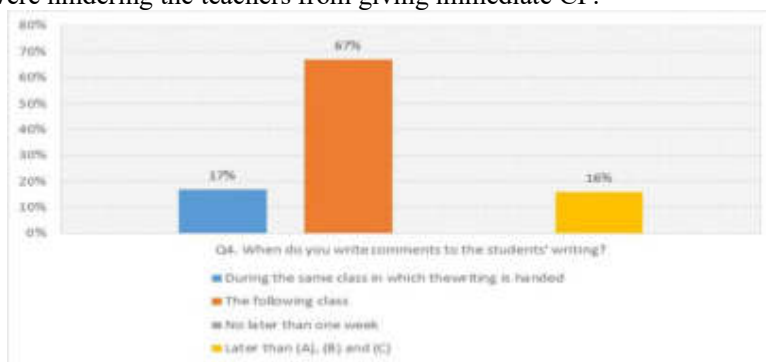


Figure 3. The time taken for teachers to provide corrective feedback on students' writing assignment from teachers' perspective

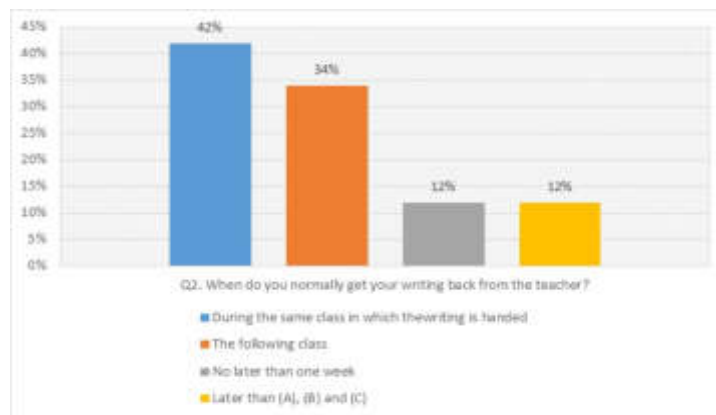


Figure 4. The time taken for teachers to provide corrective feedback on students' writing assignment from students' perspective

EFL Teachers' and Students' Attitude on written corrective feedback

To know how the EFL teachers view the benefits of CF for the students, teachers were asked to respond four statements shown in Figures 5 and 6. In expressing the attitude on the responsibility to give CF, both sides strongly agreed that teachers play an important role in that activity. However, the teachers' chart in Figure 5 shows otherwise. Quite significant number of teachers indicated that students also have self-responsibility to conduct self-correction on what they have written.

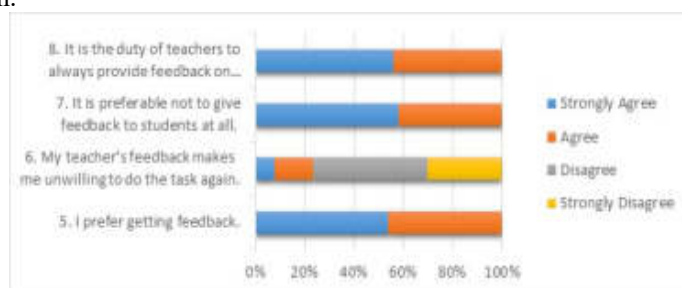


Figure 5. EFL Teachers' Opinion towards Corrective Feedback

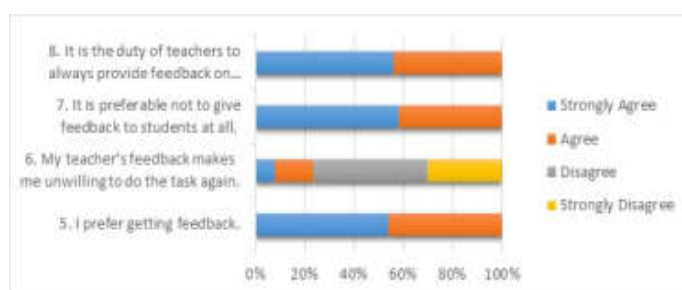


Figure 6. Students' Opinion towards Corrective Feedback

Interestingly, although the students mentioned that they prefer getting feedback, all of the students answered question number 7 regarding the absence of CF in the writing process with answers from the agree spectrum. For teachers, CF is a crucial part in the writing process. Similarly, majority of the students also showed appreciation on CF provided by their teachers. This response correlates with the improvement of students' self-esteem in their writing skill and their impression after being corrected by the teachers. It is clarified in the next response where teachers indicated that they believe students get a lot of advantages from their CF. The students,

on the other hand, showed various responses. More than 20% of the students confessed to have a bad experience after getting CF, while the rest testified that CF helped them in learning how to write in English.

The Ideal Practice of Corrective Feedback Given in Writing Course

To investigate teachers and students' opinion on whether or not all major and minor errors in drafts should be given CF, Figure 7 gives the information about the expectations in the classroom. Marking all major errors but not the minor ones was the highest response from the teachers, while the lowest selected answer was marking only a few of the major errors. In contrast, most of students mentioned that the ideal practice for CF was that teachers should mark all errors in their writing. The option with the lowest rate was select teachers should mark only a few of the major errors.

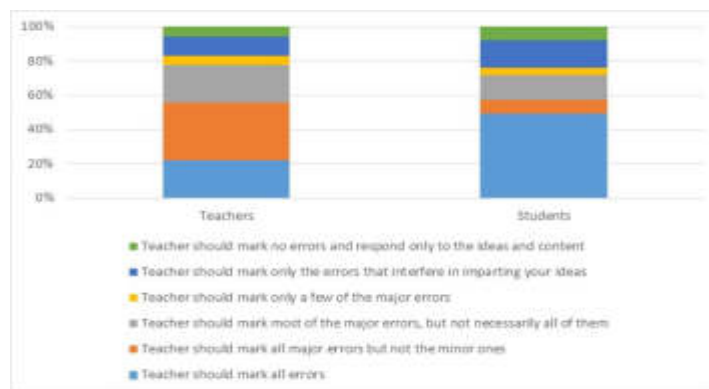


Figure 7. Answers regarding the experience of Corrective Feedback practice given in Writing Course

The Usefulness of Corrective Feedback Type applied in Writing Course

This part explores the usefulness of various types of CF that have been applied by the teachers and received by the students. In the questionnaire, there are seven options of the forms. In this case, Chi square was applied to conclude whether their responses are matched or not. The result of computation shows that there were only three types of corrective feedback out of seven types that were believed to give advantages in writing activities. Then those three CF were compared. The result is higher than the table (5.991), so it is concluded that there is a difference between teachers' and students' perception on the usefulness of the three types of CF implemented in the class.

Table 1. Teachers' and Students' Responses on the usefulness of different types of feedback Corrective Feedback Teachers

Corrective Feedback	Teachers	Students	Total
A	4 (A)	62 (E)	66
B	5 (B)	9 (F)	14
C	3 (C)	20 (G)	23
total	12 (D)	91 (H)	103

Table 2. The Computation of fh

Corrective Feedback	Teachers	Students	Total
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A	4 (A)	62 (E)	66
B	5 (B)	9 (F)	14
C	3 (C)	20 (G)	23
total	12 (D)	91 (H)	103

$$X^2 = \frac{(4 - 7.6)^2}{7.6} + \frac{(5 - 1.6)^2}{1.6} + \frac{(3 - 2.6)^2}{2.6} + \frac{(62 - 58.3)^2}{58.3} + \frac{(9 - 12.3)^2}{12.3} + \frac{(20 - 20.3)^2}{20.3}$$

$$X^2 = 1.705 + 7.225 + 0.061 + 0.235 + 0.0885 + 0.004$$

$$X^2 = 10.115$$

The Usefulness of Corrective Feedback Type Applied in Writing Course

Drawing from the open-ended questionnaire, not all of the EFL teachers implemented electronic corrective feedback. To be more specific, six teachers chose Yes and the other six chose No. For the teachers choosing Yes, they mentioned some tools, from the simple to the more complex and integrated software in the computer. One teacher simply answered that “the website does the feedback”, without mentioning any particular application. One teacher used the feature to track changes in Ms. Word. Three teachers described that they conduct online learning by using Learning System Management (LSM) such as Canvas and Edmodo and manually check their students’ writing assignments. One teacher gave more alternative applications by sharing the websites she usually accesses online, including <https://www.grammarly.com>, <https://smallseotools.com/article>, <https://prowritingaid>.

Strategy of Electronic Corrective Feedback

As explained in the questionnaire, to simplify the teachers in providing feedback, the students submitted the soft file version of their assignment to the teacher. In this case, two strategies in implementing electronic corrective feedback were proposed by two EFL teachers. Firstly, the teacher combined the conventional and the online approaches through reading and computer scan. The teacher said that electronic corrective feedback is very beneficial for the article’s initial screening, especially for checking spelling and grammar after the writing draft is handed in. Then manual check was used to confirm. Finally, the corrective feedback was written for the draft based on inputs which were obtained from checking the draft both electronically and manually.

Another strategy shows that the teacher used the combination but in a different process. After the writing drafts were submitted, the articles were scanned manually based on the teachers’ English proficiency. Afterward, the teacher scanned the drafts using the following websites: Grammarly, prowritingaid, and smallseotool. Sometimes it was necessary to compare the results of different electronic corrective feedback programs. In short, the summary of an alternative strategy that can be applied for the writing classroom is presented in Figure 8.

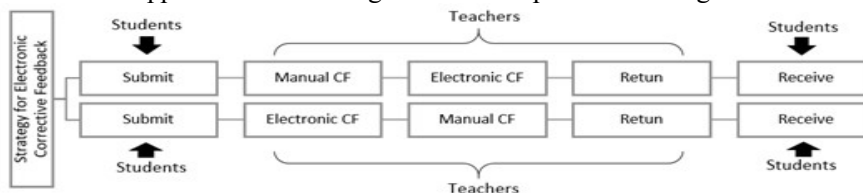


Figure 8. Strategies Used by the Writing Teachers

To run the electronic corrective feedback, some teachers recommended some points to highlight, especially rechecking the result of machine correction. Based on their experience, the applications have weaknesses when completing the scan. Sometimes what they correct does not reflect what the writer expects. Therefore, the teachers have to spend time reading the drafts to provide appropriate feedback. It is necessary to apply more than one applications in checking so that teachers can compare and contrast the features in order to maximize the feedback.

Teacher #2

The feedback provided by Grammarly is not all correct. So teachers need to recheck the feedback.

Teacher #5

You should not believe in the electronic corrective feedback because no matter how good the engine works it cannot be equated with humans.

Teacher #9

Try to explore as many electronic corrective feedback alternatives as possible and choose one or two to be applied.

In this case, there is a teacher who does not quite favour electronic corrective feedback unless discussion session follows. The following statement justifies the reason.

Teacher #3

My students need to hear and read the corrective feedback. Always discuss the result after you scan it.

Discussion

In regard to the students' attitude, the level of language anxiety may contribute to the phenomenon where the students feel high anxiety after being commented on their writing. This evidence is line with Jang (2011) and some other studies showing the lower anxiety results the positive perception on the CF (Rassaei, 2015; Di Loreto & McDonough, 2014). Similarly, Simard & Zuniga (2020) agree that emotions expressed after getting CF is associated with the text revision. The factors contributing to the anxiety is the type of feedback, topic of the lesson, proficiency. Although teachers can modify the CF based on their situation, looking at the content of the English materials may give different result to their performance. The degree of their familiarity and comprehension to the materials as well as the language proficiency also play a role in responding the teachers' CF (Nemati et al., 2019).

Related to the teachers' preference in writing comments, one of the common aspects hindering the process of giving CF is time constraints. In some other cases, it is revealed that teachers have to teach many students in one class. Conversely, in a large class, they need more time to assess the students' writing. To provide CF with good effect for the learner's uptake need hard work and consistence. In addition, teachers' writing proficiency as well as writing assessment ability also takes a part on this issue. These two important things help a lot to design the writing instruction, particularly to improve the students' writing skill (Nemati et al., 2017b).

The discrepancy between teachers and students' opinions on CF is a complex issue in the pedagogical aspect. If the teachers only provide CF based on their students' preferences, it may create student's dependence on the instructor. In order to cope with this issue, it is crucial for EFL teachers to introduce the use of effective types of CF, including those that are less favorable for learners. Since the learners are student teachers, they can be exposed to the function of different CF types. Promoting varieties of CF and let them practice to implement them will make students aware of the significance of producing a quality writing.

In this situation, the teacher considers that the students need to be guided in the audio and visual ways. There is a tendency that when the teachers want to build independent learning, the condition does not always support. The students are easy to be made aware of their errors if the teachers say it or discuss it face to face in the class. In line with this, Saeb (2017) suggested a conference which can be an alternative for building students' error sensitivity. Before they present, they will make serious preparation since the draft will be read by the whole class. As a result, self-correction is much needed for it. A collaborative approach through peer-feedback can also be implemented (Alshuraidah & Storch, 2019; Elfiyanto & Fukazawa, 2020). Further, being a feedback giver is beneficial for the learners (Rouhi, 2020). When the students attempt to check their classmates' errors, they supposedly activate their cognition in scanning their peer's work. To get more positive effects, the students are supposed to experience the two roles, feedback receiver and giver. To run the process, both need careful reading. To be more specific, being the

feedback giver requires the students comprehend the concept very well, while the feedback receiver need to think critically whether what is given by the peer can be accepted or not. Regarding the technology support, google doc feature may give alternative for teachers and students to sharpen their skill in proofreading and giving feedback to gain better quality of writing (Alharbi, 2020).

CONCLUSION AND SUGGESTIONS

This study explains the different concepts and practices of CF between teachers and students and assesses the readiness of teachers in using electronic CF. Highlighting the discrepancy between students' and teachers' responses, this finding does not represent a fixed situation for the implementation of language pedagogy and practice as a whole in Indonesian EFL contexts. The interpretation depends on the participants' background knowledge and experience. This result confirms the previous studies that found students' dependency of teachers' CF is prevalent, as reflected in students' expectation of receiving a lot of correction from teachers. Thus, students' autonomy in conducting self- or peer-correction need to be improved and practiced through an effective strategy. One of the ways is by promoting the appropriate use of electronic CF as the assisting tool in learning.

Writing class needs teachers who understand the concept of grammatical rules and are skilled in using their understanding to detect errors in order to be able to give suitable treatment. To get the most benefits of implementing the process-based approach in writing classroom, teachers and learners should work collaboratively in monitoring and processing of feedback. This concept is meant to improve writing skill and educate them to be independent and self-regulated learners. Another important point is that corrective feedback should be in line with three stages of learning, namely, what happens in learning before feedback "where I am going", during feedback "how I am going", and after feedback "where to next". Besides, to support the practice of online CF, it is necessary to know teachers and learners' readiness for the implementation. Thus, reflective practice may be a necessary activity to do. From the reflection, teachers can modify or change the form of CF for better learning.

To sum up, further researchers are recommended to explore more on CF in writing activities by involving different participants across countries, various level of teacher profession (pre-service, and in-service teachers—novice and experienced teachers) and level of student proficiency (beginner, intermediate, and advanced). The recommended study brings opportunity to seek for type of CF experienced by English teachers as well as the electronic or Online CF. Therefore, online CF in English classroom are also open for more investigation related to the advancement of technology in assisting English learning.

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Transition from Online to Offline Learning during the Covid-19 Pandemic in SMAN 4 Kediri

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Abstract: During pandemic covid 19, students in different schools will face different problems in adapting the transition from online to offline learning. However, each school or class has different characteristics and obstacles. Therefore, this study would like to observe one of senior high schools in Kediri, East Java to find out the obstacles that could be found by the teachers and students based on teachers' perception and classroom observation. The researcher used a qualitative descriptive approach. The results show that the main problem is the students' motivation in learning English. Besides, students' condition at home and the use of gadgets during online learning also influence the students' learning process even until the offline class is implemented again. The researcher also provides the recommendation from some other studies to solve this kind of problem based on the observation and teacher's interview. Finding out students' intrinsic and extrinsic motivation in learning English are recommended. Gamification can be a good method to increase students' motivation during the learning process.

Keywords: covid-19 Pandemic; learning approach; online teaching; offline learning

Abstrak: Di masa pandemi covid 19, siswa di sekolah yang berbeda akan menghadapi masalah yang berbeda pula dalam mengadaptasi peralihan dari pembelajaran daring ke luring. Namun, setiap sekolah atau kelas memiliki karakteristik dan kendala yang berbeda. Oleh karena itu, penelitian ini ingin mengamati salah satu SMA di Kediri, Jawa Timur untuk mengetahui kendala yang ditemukan oleh guru dan siswa berdasarkan persepsi guru dan observasi kelas. Peneliti menggunakan pendekatan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa masalah utama adalah motivasi siswa dalam belajar bahasa Inggris. Selain itu, kondisi siswa di rumah dan penggunaan gadget selama pembelajaran daring juga mempengaruhi proses belajar siswa bahkan hingga kelas luring kembali dilaksanakan. Peneliti juga memberikan rekomendasi dari beberapa penelitian lain untuk memecahkan masalah semacam ini berdasarkan observasi dan wawancara guru. Mencari tahu motivasi intrinsik dan ekstrinsik siswa dalam belajar bahasa Inggris sangat dianjurkan. Gamifikasi dapat menjadi metode yang baik untuk meningkatkan motivasi siswa selama proses pembelajaran.

Kata kunci: pandemi covid-19; pendekatan pembelajaran; pengajaran online; pembelajaran luring

INTRODUCTION

Since corona virus spread in Indonesia, many people's aspects of life have disturbed including education. Teachers and students should move from offline learning which is more traditional learning, to online learning (Lemay et al., 2021). They should adapt teaching and learning process during this pandemic. After more than a year, most of school applied hybrid learning. This is applied by allowing students to attend the offline school for maximum 50% of the class population and for the rest of students still need to study in online class (Rusyada & Nasir, 2022). It shows that the situation is getting better and students will have opportunity to learn in more conducive situation. However, this learning can be very helpful for students and teachers but different school and different class situation will face different obstacles.

A previous study has conducted research related to the effect of teaching and learning process during pandemic covid 19 (Lemay et al., 2021). They collected the student's perception of online

learning before and after the transition to online learning. The research was analyzed by using a quantitative approach. The results show that overall students still get positive academic achievement. However, it is reported that pandemic covid 19 contributes to increased stress and anxiety. They also find the obstacle in adapting the use of technology for online classes. They also need to adapt to the situation that pushes them to apply the learning process online in distance with their friends. This researcher recommends qualitative research related to this topic. Since the population in certain places cannot represent the population in the world, this kind of research needs to be conducted in different places and cases. Then, the result can be elaborated through a qualitative approach to describe the school condition clearly.

Some common obstacles found are also described by some studies. One of them is students' engagement during the class. It was stated that the online class cannot mimic the offline classroom situation which mostly has students' engagement issues (Cheung, 2021; Lemay et al., 2021). It also found that the students' reticence can be a sign that there is something wrong related to students' learning motivation (Cheung, 2021). For learning English, many students still prefer the offline classroom for foreign language teaching because of some issues related to internet connection which will cause the delay on the teacher speaking and for listening tests or activities (Klimova, 2021). On the contrary, although offline learning starts to be implemented again, the obstacles do not disappear immediately. The transition of this learning situation seems to make students confused. It will affect the teaching learning process even for offline classes. Based on those issues, this study would like to observe one of the senior high schools in Kediri, East Java to find out the obstacles that could be found by the teachers and students based on teachers' perception and classroom observation.

The observation was conducted by the student of the Magister Program of Linguistics, Faculty of Humanity, Universitas Airlangga, named Nimas Ayu Rahardini. The observation was conducted from 15th to 18th November 2021. She observed a total of 6 different English classes of SMAN 4 Kediri. Each class consists of a maximum 17 students since the regulation during Covid 19 Pandemic allows the participants of only 50% of the classroom population to join the offline class. The offline class starts from 7.00 am to 9.45 am while the online class starts from 12.00 am to 2.30 pm. This schedule is only implemented every Monday to Thursday while all classes on Friday are online and Saturday is free. However, the observer only gets permission to observe the offline class.

METHODS

This study uses the qualitative descriptive method to describe the phenomenon and how or why it happened (Nassaji, 2015). The goal is to describe teacher and students' obstacles in the offline teaching learning process. The data were collected by using classroom observation and unstructured interviews. The researcher conducted the observation in each of six classes by directly observing the teaching and learning process and take some documentation in form of photo, videos and audio recording. This study would like to describe the teaching and learning process in 6 classes of 12 grades and a class of 11 grades in SMAN 4 Kediri. The participant of the interview is an English teacher that handles those classes. The results of the teacher's interview used to be supporting data related to students and teacher's obstacles in the English teaching and learning process.

Research Problems

1. What are the obstacles found by students and teachers in English offline class after implementing English online learning in SMAN 4 Kediri?
2. What are the recommended strategies for the English teacher in SMAN 4 Kediri to help students' problem in learning English?

RESULT AND DISCUSSION

Teaching and Learning Process

The description of the teaching and learning process starts with the information related to the given material in each class (See table 1.). The table clearly describes different given materials for each class. According to the teacher, it has followed the syllabus, however, since the students' ability to understand the materials are different, it causes each class to have different material at the same time (See, table 1).

Table 1. Teaching and Learning Material

No.	Material	Class
1.	Make summary text about "Juvenile Delinquence"	XII IIS 3 and XII IIS 5
2.	Review text – students ask to review the poem.	XII IIS 1
3.	Discuss a discussion text that talk about "why people being racist?" and students were asked to guess each sentences, active-passive-verbal-nominal	XII MIA 1 and XII MIA 2
4.	Hortatory exposition- discuss the definition and generic structure of the text.	XI MIA 1

All classes are 5 classes of 12 grades and a class of 11 grades which are taught by the same teacher. In these offline classes, students were allowed to bring their own gadget. Apart from offline learning before the pandemic, some instructions or materials at previous online meetings were given through WhatsApp groups. This situation made the teacher decide to make students also submit all assignments through WhatsApp groups, although some assignments were also given directly at school. However, the school also provides free access to the internet. The other facilities, such as, whiteboard and video projector are also available.

All the classes started with the greeting by the teacher and directly discussed the material. The class started with praying together only in the very beginning of the class at 7.00 am and the last of the class at 10.45 am before they went home. To give the material in every class the teacher preferred to utilize the internet rather than the textbook. The teacher only used LKS (*Lembar Kerja Siswa*) or the book consist of exercises related to the material only to test the students' understanding and to give them assignments when the teacher suddenly must attend the meeting at the office or another. Most of the material was delivered by the teacher in English and a little bit of Indonesian language for some students that find it difficult to understand the instruction.



Figure 1. English Teaching Process at SMAN 4 Kediri



Figure 2. English Teaching Process at SMAN 4 Kediri

Obstacles found by teacher and students

Based on Classroom Observation

In delivering the material the teacher does some strategies to communicate to the students. On the one hand, the teacher did *questioning* (to ask a student response to increase learner involvement in the class.), *natural conversation* (the teacher encourages questioning, asking for clarification, commenting and changing the subject as well as introducing functional and everyday language which is often overlooked in course materials, to ensure understanding.), and *storytelling* (a stimulating alternative to the use of a graded reader in the classroom). On the other hand, students are less talkative. Students still need encouragement because many of them do not have courage to speak in front of the class. In some cases, there are still some students who are more active in volunteering to speak even though it is a little bit difficult. However, there are 2 classes that do not even want to speak in front of the class even though they have been given a stimulus by the teacher, through during teacher talk time.

Many students are not even familiar with English. They have very minimal vocabulary. As a result, they have difficulty in understanding the given instructions. One case in class XII IIS 3, almost all of them have the same problem. In addition, environmental factors affect students' courage in being more active in English class. The majority of students who are constrained above also affect other students who actually understand the material but do not dare to express themselves and choose to be silent.

Cases in class XI MIA 1 are almost the same as the previous one. All students refused to speak even though the teacher had given the stimulus. Even until the lesson ended, the students did not want to talk. Finally, students began to express themselves and be active in class at the next meeting, after the teachers kept giving them advice. Some students in different classes were seen trying to be volunteers to answer questions, but they seemed to have to take a note before they wanted to say. They tried to compose the sentences they wanted to talk about or find the answers from the internet. In other classes, the researcher also found there are interactions among students that helped each other. When a teacher tries to give exercise to students by giving them a chance to volunteer in answering the questions, certain students will help to give their feedback to their friends' answers. This kind of interaction can be a stimulus for students to be more confident to express themselves.

In class XII MIA 2 and 1, researcher found that the students interact smoother to the teacher than the other classes that have been mentioned above. Most of the students understood the instruction and even had a small discussion with the teacher related to the material that is "Why people get racist". Teachers stimulate the students by giving them example cases by using simple sentences. Then, the students perceived the topic that the teacher talked about. Although the researcher still found some students difficult to speak in English, they still understood the instructions well. As well as in class XII MIA 2 and 1, students interacted smoother in class XII IIS 3 and 5. The researcher found some students that more confident to express themselves can

affect the other students who less confidents. They are more motivated to learn English and be more communicative.

Based on Teacher's Interview

In SMAN 4 Kediri, the teacher does not find any different students' performance in English class. The active students still become active students even after experiencing the online classroom. However, the problem happens for some students, influenced by the student's environment at home. In general, if the students do not have problems related to family and distraction because of the use of gadgets, the performance of each student does not change. The teacher explained that there are several students who are distracted by gadgets they use. During the pandemic, not only learning, even entertainment can also be found online including games online. Some students become addicted to games and forget their duty to study and it influences their performance and achievement on learning in general. Besides, some students are also disrupted by the environment at school. Some parents are not aware that their children still need to focus on school even though they do not come to school. The teacher found some of her students working during the pandemic. The parents think that they are doing nothing at home and let their children work. As a result, they cannot focus on studying. They even asked the teacher several times for extra time to submit assignments because they could only do the assignments at night.

The teacher also explained that some classes are only active on the text-based assignment. It means they are actually able to understand the instruction but they do not want to participate actively in speaking. Even when the teacher gave an assignment to record the small conversation in a group and submitted it to the WhatsApp group or uploaded the conversation video to a YouTube channel, only a group of viewers submitted the assignment. They did not submit even until the next meeting. The teacher has tried some methods to make them participate actively in speaking class, but the result shows that they need to adapt in participating in English speaking class.

From the teacher seminar she followed she got insight that most of the students still cannot express their opinion. It is a habit and has become a culture so students in Indonesia mostly still have difficulty expressing themselves, especially in English. The teacher also argued that starting from elementary school the classroom activities give less opportunity for the students to deliver their opinion in written or oral. It makes it difficult for the students to have critical thinking and makes them express their opinion to the teacher in front of the class. They still think that when they are asked to speak in English in front of the class they will be judged by the teacher or their friends.

The teacher also described two classes that are still difficult to express their opinion or answer the teacher's question because they do not want to speak English. It was found by the teacher by giving the questionnaire for the students and the report from the homeroom teacher. The results show that they do not want to speak in English. They wanted the material of the English class delivered by using Indonesian language. However, after keeping on giving advice to attract their motivation, students started to speak English in front of the class.

To solve the problems related to English teaching and learning in SMAN 4 Kediri, the teacher has a plan to teach a certain class starting from X grade and follow their progress to XII grade. The teacher explained that she is never coherently teach any particular class from class X to class XII. This causes teacher to be unable to monitor students' progress from the beginning. This method will be used to analyze the students' needs, consider the appropriate teaching method, and analyze the students' learning progress. It also can help teachers to reconsider the teaching method, so teachers can help students achieve their goals in learning English.

Recommended strategy for the teacher to help students' problem in learning English

Based on the observation, the main obstacles found by the students during the offline English learning process are their motivation in learning English. Even in 12 grades they still are not aware of the importance of mastering English. They still think that English is an unnecessary language to be mastered since they do not have any plan to go abroad for studying or working. Whereas, mastering English for communication in written and oral form can be an additional value for applying jobs and can open up opportunities for students who want to study abroad. (Roinah, 2019). Therefore, in this case, the teacher should have appropriate strategies in teaching English to attract the students' learning English motivation.

In general, students' learning motivation is divided into intrinsic and extrinsic motivation. Extrinsic motivation refers to the certain students' behavior that happened because of incentive / rewards or specific goal, while intrinsic motivation refers to a certain behavior that happened because of the fulfillment of internal needs, such as enjoyment, interest, and self- challenging (Liu, 2017). This is also believed that extrinsic and intrinsic motivation can affect each other although for some cases each of them can stand alone. Based on the classroom observation and the information from the teacher's interview, considering raising students' motivation both intrinsically and extrinsically is recommended. However, the students' extrinsic motivation should be the first step to be improved in this case.

As already mentioned before from the total 6 classes that have been observed, most of the population of those two classes are not aware of the importance of learning English. Even they asked the teacher to deliver the material using Indonesian language. Delivering material using Indonesian language in English class is inappropriate. It makes the main teacher's goal to help students mastering English become more unreachable. Therefore, teachers should start to raise students' learning motivation from their extrinsic motivation.

Further discussion about external motivation can be divided into identified, introjected, or external regulation (Teng et al., 2021). In raising students' awareness of mastering English, which is related to their extrinsic motivation, teachers give motivation to the students based on the identified regulation and external regulation. identified regulation focuses on students' personal purposes of having good achievement of learning English because it can affect their personal well-being, desires, and values. On the contrary, external regulation is related to the immediate reward, pressures, or expectations. Based on this regulation, teachers can inform the students that the better they master English they will get not only good scores on exams but also it can be one of the factors that influence a worker to get a better position and be a well-paid worker in the future.

To maximize the student's motivation, considering the student's intrinsic motivation is also important. Intrinsic motivation is believed that it is related to the students' needs, spiritual motivation and enthusiasm in learning English (Han & Yin, 2021). In other words, it focuses on the learning process. After increasing students' awareness of the importance of learning English, it is very important to increase students' motivation during the learning process in the classroom. It is about how students will feel comfortable expressing themselves and having a high curiosity of learning. In a classroom situation, teachers should try to create a comfortable learning environment that can make students more motivated and feel involved in the learning process.

One method used in intrinsic motivation is gamifying the learning process. Gamifying the learning process, the teacher basically applies the game-design elements to a non-game context (Esquivel Vera et al., 2021). By using gamification, students are expected to be more engaged and interactive. Besides, this method can affect the students to be more challenged. It is because in the learning process there will be a kind of competition among students that will stimulate their motivation to be more and more understanding of the material so they can keep involving and competing. The more they understand they can answer the question correctly they will be more encouraged to learn. The intrinsic motivation also can be increased by applying positive feedback for the students after they express their opinion or answer questions from the teacher. Positive feedback will increase students' confidence. They will feel accepted and it motivates them to be more involved in the learning process.

CONCLUSION AND SUGGESTIONS

The transition of online and offline learning is not really affecting the students in general. However, students still find some obstacles in learning English. Based on the observation and interview with the teacher, the problem that students have in learning English is affected by the student's motivation in learning English. Some students still do not know the importance of mastering English and therefore, they lack of motivation to learn English. The teacher also explained that some classes are only active on the text-based assignment. It means they are actually able to understand the instruction but they do not want to participate actively in speaking. Besides, the influence of the environment condition at home and the use of gadgets also affects their performance in learning English.

To increase learning motivation, teachers need to pay attention to students' extrinsic motivation and intrinsic motivation. Thus, teachers can determine what learning methods are appropriate to help achieve student learning targets. In increasing students' intrinsic motivation, gamification can be a good strategy to apply in teaching English in SMAN 4 Kediri. By using gamification, students are expected to be more engaged and interactive. Besides, this method can affect the students to be more challenged.

The present study limited the sample size as recommended by the previous study to avoid generalizing the finding. The qualitative method used in this study to describe the teaching and learning process and also the perception of a teacher as one of the stakeholders. The researcher believe that the result can be a consideration to evaluate teaching strategy of a particular teacher. However, the result cannot be claimed as the general result for one particular school. Therefore, conducting qualitative research to describe all the population of English teachers in one particular school is recommended. Thus, this finding is expected to be a reference for dealing with any changes and developments related to learning and teaching English at school.

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The Relationship of Student Learning Achievement in Engineering Drawings with Software Applications and Building Interior Design at Modeling and Building Information Design Study Program in SMK Negeri 3 Surabaya

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Abstract: Developments in the world of own design allow for increased accuracy and quality, the replacement of manual drawing machines into a digital application that can define what will be built. The research objectives in this article are to (1) determine the level of mastery of learning to draw techniques at SMK Negeri 3 Surabaya, (2) determine the level of learning achievement in the application class with software and building interior design at SMK Negeri 3 Surabaya, and 3) determine the relationship between the level of learning achievement in class engineering drawing subjects and the level of achievement in learning software application subjects. In this research, the research technique is *Ex post facto*, data is collected through tests and documentation, then each variable is characterized using statistical software, namely SPSS version 26.0 for windows, a prerequisite analysis test is carried out. It was decided to do a test. The researcher observed that students who excel in technical drawing and those who excel in software applications are linked by a correlation score of $r_{count} > r_{table}$ ($0.680 > 0.235$) between the two variables. The correlation coefficient value of 46% is a contribution to the success of learning engineering drawing on the learning outcomes of software applications and building interior design. For other quantities determined by values not included in this study.

Keywords: learning achievement result, technical drawing, software application

Abstrak: Perkembangan dalam dunia rancang bangun sendiri memungkinkan peningkatan ketepatan dan kualitas, penggantian mesin gambar manual menjadi sebuah aplikasi digital yang mampu mendefinisikan apa yang akan dibangun. Tujuan penelitian pada artikel ini adalah untuk 1) Mengetahui tingkat ketuntasan belajar menggambar teknik di SMK Negeri 3 Surabaya, 2) mengetahui tingkat prestasi belajar di kelas aplikasi dengan perangkat lunak dan perancangan interior gedung di SMK Negeri 3 Surabaya, dan 3) mengetahui hubungan antara tingkat prestasi belajar mata pelajaran menggambar teknik kelas dan tingkat ketercapaian prestais belajar mata pelajaran aplikasi perangkat lunak. Dalam penelitian ini teknik penelitian adalah *Expost facto*, data dikumpulkan melalui tes dan dokumentasi, kemudian dikarakterisasi setiap variabel menggunakan perangkat lunak statistik, yaitu SPSS version 26.0 for windows dilakukan uji prasyarat analisis. Diputuskan untuk melakukan tes. Peneliti mengamati bahwa siswa yang unggul dalam menggambar teknik dan mereka yang unggul dalam aplikasi perangkat lunak dihubungkan oleh nilai korelasi skor korelasi sebesar $r_{hitung} > r_{tabel}$ ($0,680 > 0,235$) antara kedua variabel. Nilai koefisien korelasi sebesar 46 % merupakan kontribusi terhadap keberhasilan belajar gambar teknik terhadap hasil belajar aplikasi perangkat lunak dan perancangan interior gedung. Untuk besaran lain ditentukan oleh nilai-nilai yang tidak termasuk dalam penelitian ini

Kata kunci: hasil prestasi belajar, gambar teknik, aplikasi perangkat lunak

INTRODUCTION

The industrial era transition and the pace of globalization have an impact on the economy, for example, is undergoing a significant transformation as a result of rapid technological advances, society, media, culture, including education. When it comes to digital technology, we

have entered the era of Industrial Revolution 4.0, which demands skilled people in all-digital technology.

Formal school education that prepares students to develop abilities and creativity for the industrial world is now a Vocational High School (SMK). In this regard, SMK has different characteristics in its learning. Through ongoing curriculum development, it shows tangible evidence of its involvement in creating the best education delivery in Indonesia. Law No. 20 of 2003 mandates vocational secondary education for this purpose.

SMKN 3 Surabaya is one of the providers of formal education, which provides direction, provision, and learning experiences at the vocational secondary level to grow human resources who have a creative and work ethic following each package of expertise programs. So to adjust to the needs in the industrial world, the education provider seeks to create students who will later be ready to work to meet industrial needs in the field they are engaged in.

Developments in the world of the design itself allow for increased accuracy and quality, the replacement of manual drawing machines with an application on a computer that can make it faster, more efficient, and precise is *AutoCAD*.

Especially in the design, modeling and building information department, students must be equipped with field practice, previously students must be proficient in the basic fields of engineering drawing. In the implementation in the field, the language used is drawing, so that students work according to the instructions in the working drawings that are done through the *AutoCAD* application.

Researchers have made previous observations at SMKN 3 Surabaya on drawing subjects with software, the result is that the learning outcomes of students are on average at a minimum completeness score of 75, it is necessary to optimize as an effort to evaluate learning, many factors which play a role both internally and externally.

According to the Ministry of National Education (2008), learning is a process to find out something either knowledge or skills. While the statement from Smaldino, Lowther and Russell (2008) When someone interacts with information and the environment, they acquire information, skills, or attitudes.

Learning outcomes are a real form of achieving educational goals, so the measurement depends on educational goals (Rumini et al., 2003) , while according to Sudjana (2008) , learning outcomes are skills acquired by students as a result of their involvement in educational activities. Accurate and professional educators in these situations should be aware of the factors that influence to the prediction of the symptoms of students struggling to understand the information in educational contexts. Student learning outcomes are influenced by various factors, the most important of which are listed below:

- 1) Internal factors, namely the physical and mental conditions of students
- 2) External factors are the state of the environment around students
- 3) Factors in the learning approach, one of the elements of the learning approach is the way students learn, including learning materials and teaching methods.

Towards the end of the learning process, a teacher conducts an assessment to determine the extent to which pedagogical objectives are met by students by assessing learning outcomes. Bloom claims that the formulation involves cognitive, emotional and psychomotor characteristics that are claimed to be related to one another that cannot be separated from the measurement and assessment of learning outcomes. The element that is most often evaluated in schools is cognitive. The most important aspect of material mastery of the six cognitive aspects is the lowest level aspect, namely the memory knowledge aspect (reminder).

Learning strategy according to Sutikno (2021) is a way of presenting information to students so that the learning process can take place to achieve a certain goal. Different approaches, each with their advantages and limitations, can be used depending on the subject matter being taught. Students of Drawing Engineering subjects and Software Applications at SMK Negeri 3 Surabaya use the following methods:

- 1) The lecture method is often used by educators as the first step in the syntax of learning methods, as well as to introduce the material to be studied and to motivate students.
- 2) The question and answer method is usually carried out after the teacher provides an exercise or introduction to a material to encourage students to grow their minds, draw conclusions, apply and communicate.
- 3) In the demonstration method, students under the supervision of the teacher can take a demonstration approach. Practical classes benefit greatly from this approach because many concepts are difficult to understand unless students have the opportunity to observe firsthand the steps involved in completing an assignment.
- 4) Assignment method, when students are given assignments and review student work, they are asked to practice what has been taught, seek teacher help, and present the results of their work. (Muhibbin, 2010)

Technical drawing is a productive category in SMK that makes students focus on mastering the fundamentals following what is happening in the world of technical drawing. Students are directed to learn how to draw buildings, so students must learn the basic concepts in technical drawings for buildings, which students can then use in the design of the developed drawings. Knowledge of students to draw work on a particular field or paper using a scale and as a means of conveying information to field workers. The software application at SMKN 3 Surabaya uses *AutoCAD software* for computerization from manual drawings. Usually, the teacher gives a stimulus first to get to know *the tools that are on the AutoCAD* interface. The purpose of correctly understanding technical drawing subjects is as an introduction for students to operate the design software application, namely *AutoCAD*. Because drawing is the main component of communication in the world of civil engineering and it is closely related to the two subjects. At SMKN 3 Surabaya, software application lessons with *AutoCAD* to be able to master science and technology in their development encourage students to have significant progress towards industrial needs, with better compatibility. high, then *AutoCAD* can be accepted by all other software or operating systems and can be printed easily in various sizes and shapes. (Nursanti, 2004)

With different layouts and basic skill objectives, students are expected to be able to master the *AutoCAD program* by applying the engineering drafting skills they have acquired. Construction engineering drawings can benefit greatly from a basic understanding of wall, foundation, wood, reinforced concrete, and steel building construction (Suparno, 2008)

The results of daily tests, midterms and end-of-semester exams contained in student report cards reflect the conclusions reached by educators after considering all relevant aspects when evaluating performance in vocational schools. The usefulness of the report card can be stated to show the good or bad student achievement when participating in the learning process.

to improve student learning in the field of software applications and building interior digital design.

To achieve the following research objectives, (1) determine student achievement in engineering drawing subjects; (2) determine student achievement in the subject of software application and building interior design, (3) determine the relationship between learning achievement results in engineering drawing subjects with learning achievement outcomes in APLPIG subjects in the expertise program. Research in this field will focus on learning outcomes in both technical drawing and software applications and building interior design.

METHODS

A method known as *Ex post facto* research was used to investigate the relationship between learning outcomes of engineering drawing and learning outcomes of software applications and

building interior design. This method examines past events to determine what factors may have contributed to those events, all without resorting to treatment and manipulation.

According to Nana Sudjana (2008), *Ex post facto* implies after the fact. Due to manipulation and previous treatment by others, researchers in this study were not required to manipulate or treat the independent variables. Correlational descriptive quantitative research was used to explain the findings.

The time of the research was carried out from May 2021 to completion. The population in this study were all students of Class XI majoring in Modeling Design and Building Information at SMK Negeri 3 Surabaya for the 2019/2020 academic year. Students from two classes totaling 70 people, details can be seen in Table 1. Class XI has studied technical drawing in class X semester 1 and class XI semester 1. Documentation and test procedures are used to collect data depending on the variables studied. There are 2 variables in this study, namely (1) the independent variable, the treatment variable or the manipulative variable to know the effect on the dependent variable. In this study, the independent variable is learning achievement in engineering drawing subjects. (2) The dependent variable, this variable arises as a result of the independent variable or the response to the treatment of the independent variable. In this study, the dependent variable is the learning achievement of software application subjects.

Table 1. Population in data collection

Class	Number of Students
XI DPIB 1	35
XI DPIB 2	35
Total	70

The results of the study were strongly influenced by the way of data collection. Accurate and correct data is the goal of the data collection process. This study uses a data collection strategy based on testing and documentation.

In class XI of SMK Negeri 3 Surabaya, the modeling and building information design expertise program, researchers used daily test scores, Mid-semester and end-of-semester exams to collect learning achievement data in engineering drawing subjects and software applications. students in mastering the subject and fulfilling these competencies

Field data is presented as a description of the data for each variable, both independent and dependent. Data analysis includes the presentation of the mean, median and mode of each variable as well as the frequency distribution in the form of frequency distribution tables, histograms, and trend tables. Researchers use *SPSS version 26.0 for windows* to describe the data that has been collected. So it can be formulated that H_a and H_o are two hypotheses that can be drawn from the explanations that have been discussed:

H_a : "Results of research on students majoring in Modeling and Building Information Design class XI SMK Negeri 3 Surabaya indicate that the level of learning achievement in engineering drawing subjects has a significant and positive relationship to the level of learning achievement in software application and interior design subjects. building".

H_o : " The results of research on students majoring in Modeling and Building Information Design class XI SMK Negeri 3 Surabaya indicate that the level of learning achievement in engineering drawing subjects there is no significant and positive relationship to the level of learning achievement in software application and design subjects. building interiors".

Before the researcher tests the hypothesis, he or she first conducts a prerequisite test to analyze the data to determine the next step in the research, because the data must be tested whether the data taken is distributed normally, or has a linear relationship. To avoid extreme data and do not meet normal or linear assumptions.

RESULT AND DISCUSSION

It is very important to distinguish between independent and dependent variables when analyzing research findings based on previously collected field data. The independent variable here is the student's progress on the technical drawing task while the dependent variable is the student's software application and the progress in building design learning outcomes, to test the relationship between the two variables, the data will be presented in the form of tables and histograms as follows. To obtain maximum results, statistical assistant software is used in *SPSS version 26.0 for windows*.

Variables of Achievement in Engineering Drawing Subjects

After performing analytical tests using SPSS version 26.0 for Windows on the data collected from the participants of this study, we were able to generate Table 2.

Table 2. Description of Engineering Drawing Learning Achievement Results

<i>Engineering Drawing Learning Achievement Results</i>	
<i>mean</i>	81.07
<i>median</i>	81.00
<i>mode</i>	83.00
<i>Std. Deviation</i>	4.07
<i>Range</i>	21.00
<i>Variance</i>	16,560
<i>Minimum</i>	70.00
<i>Maximum</i>	91.00
<i>Sum</i>	5675.0

To calculate the class interval, the formula $K=1+3.3 \text{ Log } n$ is used, where n is the number of research samples. It is known that the value of n is 70, where n is the number of research samples (Nurgiyantoro & Gunawan, 2000) . So that there are many classes of intervals $K=1+3.3 \text{ Log } 70 = 7,088$ rounding to 7 classes of intervals which can be seen in Table 2 and the frequency histogram in Figure 1

Table 3. Interval Class of Engineering Drawing Learning Results

interval	Frequency	Frequency (%)	Cumulative Frequency (%)
70 – 72	2	3	3
73 – 75	22	31	34
76 – 78	16	23	57
79 – 81	13	19	76
82 – 84	8	11	87
85 – 87	8	11	99
88 – 91	1	1	100
Amount	70	100	

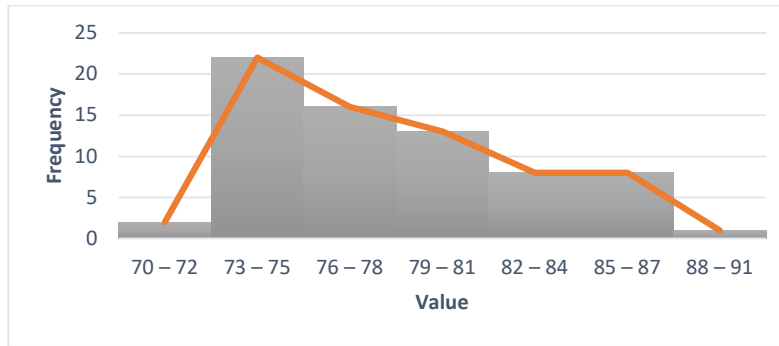


Figure 1. Histogram of Engineering Drawing Learning Results

The tendency of student achievement is determined by the KKM, namely the minimum completeness criteria of 75, the student's mastery scores are divided into 4 categories, namely: very good, good, enough and not enough. After the data is processed, the data can be displayed in Table 3, namely the results of the learning achievement of technical drawing

Table 3. Description of Engineering Drawing Learning Achievement Results

Interval	Frequency		Category
	Frequency	%	
0 – 59	0	0	Not enough
60 – 75	7	10	Enough
76 – 90	62	89	Good
91 – 100	1	1	Very good
Amount	70	100	

The *mean value* (M) of 81.07 lies in the interval 76-90. So from the analysis above it can be concluded that there is no value in the technical drawing variable which is in the less category, the category of mastery learning engineering drawing at SMK Negeri 3 Surabaya is included in the "Good" category because it is in the 76-90 interval range for class XI DPIB students for the 2020/2021 school year.

Achievement Variables in Software Application and Building Interior Design Subjects

According to the results of the analysis test using a statistical assistant program, namely *SPSS version 26.0 for windows*, the data presented in Table 4. can be obtained.

Table 4. Description of Learning Achievement Results of Software Applications and Building Interior Design

<i>Learning Achievement Results of Software Applications and Building Interior Design</i>	
<i>mean</i>	81.04
<i>median</i>	80.00
<i>mode</i>	75
<i>Std. Deviation</i>	5.74
<i>Range</i>	21.00
<i>Variance</i>	33.06
<i>Minimum</i>	75.00
<i>Maximum</i>	96.00
<i>Sum</i>	5673.0

The class interval is obtained by using the formula $K=1+3.3 \text{ Log } n$. Where n is the number of samples used in the study and is known to be 70. The number of interval classes is 7,088 which is rounded up to 7 class intervals, as shown in Table 5 and the frequency histogram in Figure 2.

Table 5. Frequency Distribution of APLPIG Learning Outcomes

interval	Frequency	Frequency (%)	Cumulative Frequency (%)
75 - 77	26	37	37
78 - 80	14	20	57
81 - 83	1	1	59
84 - 86	16	23	81
87 - 89	7	10	91
90 - 92	4	6	97
93 - 95	2	3	100
Amount	70	100	

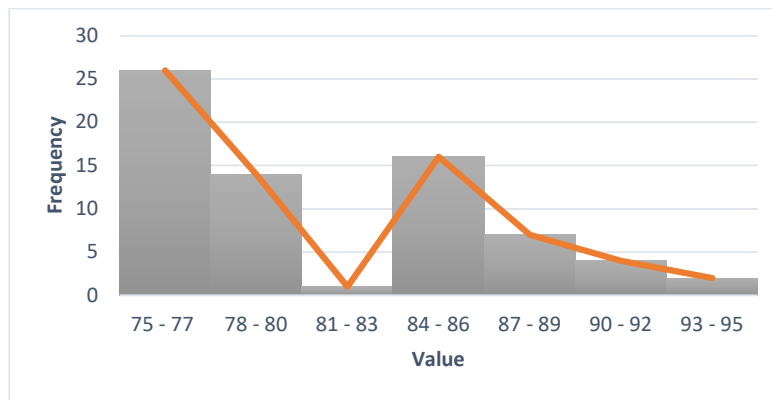


Figure 2. Histogram of Learning Results of Software Applications and Building Interior Design

The tendency of student achievement is determined by the KKM, which is 75, the students' mastery scores are divided into 4 categories, namely: very good, good, enough and not enough. Using this information, it is possible to calculate the level of proficiency in the drawing techniques shown in Table 6.

Table 6. Description of APLPIG Learning Achievement Results

interval	Frequency		Category
	Frequency	%	
0 - 59	0	0	Not enough
60 - 75	7	10	Enough
76 - 90	62	89	Well
91 - 100	1	1	Very good
Amount	70	100	

The *mean value* (M) of 81.04 lies in the interval 76-90. So from the analysis above, it can be concluded that there is no value in the variable drawing application with software that is in the poor category, because it is between the 76th and 90th percentiles for class XI DPIB students for the 2020/2021 academic year, SMK Negeri 3 Surabaya is in the category " good" for the completeness of the learning software application.

The data is ready to be tested for analysis prerequisites before the hypothesis is tested, several conditions must be met through a normal value distribution and the relationship between variables is a linear relationship.

Normality test

Table 7. Discussion of the Normality Test

No	Variable	PCount	Psig	Information
1	X (Technical Drawings) & Y (Software Applications and Interior Designing of Buildings)	0.200	> 0.05	Normal

Normality testing in this study involves a statistical aid program, namely *SPSS version 26.0 for windows* with the nonparametric test *one sample method Kolmogorov Smirnov* test which is summarized in the form of a table presented in Table 7.

The results will be compared with a probability of 0.05 after knowing it (5 percent), the significance value of the residual distribution is declared normal if it meets the requirements, namely the probability coefficient (p) of the test result > 0.05 and vice versa (Algifari & Si, 2003). The following data for normality test results using *SPSS version 26.0 for windows* are presented in Table 8.

Table 8. Normality Test Results with SPSS

One-Sample Kolmogorov-Smirnov Test		
X * Y		Unstandardized Residual
N		70
Normal Parameters	mean	,0000000
	Std. Deviation	4.21553697
Most Extreme Differences	Absolute	,083
	Positive	,083
	negative	-,037
Test Statistics		,083
asymp. Sig. (2-tailed)		,200
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

From the results above, it can be concluded that the two variables have a normal distribution of data.

Linearity Test

The significance value of the linearity deviation in the ANOVA table can be used to conclude linearity. If the significant deviation of linearity value is greater than 0.05 (> 0.05) in the linearity test, then the relationship between variables is considered linear. The data in Table 9 are summarized in the next paragraph. Table 10 shows the results of the linearity test for *SPSS version 26.0 for Windows*.

Table 9. Discussion of Linearity Test

No	Variable	ρ count	ρ standard	Information
1	X and Y	0.201	0.05	linear

Table 10. Linearity test results using SPSS

ANOVA Table						
Y*X		Sum of Square	df	Mean Square s	F	Sig.
Between Groups	Combined	1415.62	17	83,272	5,005	
	linearity	1054.69	1	1054.69	63.385	,000
	Deviation from Linearity	360,934	16	22.558	1.356	,201
Within Groups		865,248	52	16,639		
Total		2280.87	69			

From the results of the linearity test in the table above, it can be concluded that the calculated value is greater than the standard, meaning that the regression direction from the independent variable to the dependent variable is linear.

Hypothesis testing

The purpose of this research is to find a statement that, when viewed from the problems raised by the research, is considered to have real value. To get to this bottom, short-term solutions are devised, which are then tested empirically. This research relies on simple correlation to determine whether the hypothesis is true or not (*product moment*).

There are 2 kinds of hypotheses, namely the alternative hypothesis (H_a) and the null hypothesis (H_o) where the alternative hypothesis (H_a) states that there is a significant relationship between one variable and other variables while the null hypothesis is the opposite. Table 11 shows the test results using the *SPSS version 26.0* statistical assistance application for windows.

Table 11. Product moment correlation test results using SPSS

Correlation			
		X	Y
X	Pearson Correlation	1	,680 **
	Significance. (2-tailed)		,000
	N (Total Population)	70	70
Y	Pearson Correlation	,680 **	1
	Significance. (2-tailed)	,000	
	N (Number of Population)	70	70

Table 12. Discussion of Hypothesis Testing

Sample	Pearson Corellation	Signification	Decision
70	0.680	0.000	Ho is rejected, Ha is accepted

A summary of the discussion of the hypothesis test can be seen in Table 12. The conclusion of the hypothesis test is taken from the significance level, if the significance value is > 0.05 then the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted if the significance value is < 0.05 then otherwise.

Based on the Significance Value of Sig. (2-tailed) between the two variables, namely the achievement of engineering drawing subjects (X) with the achievement of software applications and building interior design (Y) is $0.000 < 0.05$ which means that there is a significant correlation between the variables of learning achievement in engineering drawing and achievement learn software applications and building interior design.

Based on the calculated r-value (Pearson Correlation). It is known that the calculated r-value for the relationship between X and Y variables is $0.680 > r_{table} = 0.235$, then there is a significant correlation from the results of statistical analysis using SPSS, it can be concluded that the null hypothesis (Ho) is rejected and the hypothesis (Ha) is accepted. This can be determined through the r table, which refers to Table 13.

Table 13. Correlation Coefficient

Correlation Coefficient Value	Relationship Level
0.00 – 0.199	Very low
0.200 – 0.399	Low
0.400 - 0.599	Currently
0.600 - 0.799	Strong
0.800 - 1.00	Very strong

(Sugiyono, 2013)

The technical drawing correlation value of 0.680 indicates a "strong" relationship between the results of learning achievement in engineering drawing with the results of learning achievements in software applications and building interior design. Looking at the correlation between the two variants obtained from table 12, the results of the correlation are unidirectional (positive). Because the r count or Pearson correlation in this test is positive, it means that the higher the learning achievement of engineering drawing subjects, the better the achievement of software application and interior design subjects in class XI semester 1 at SMK Negeri 3 Surabaya in the academic year. 2019/2020

To find out how much influence the percent variable on learning achievement of engineering drawing and learning achievement of software applications and building interior design have, a coefficient determination test is performed, which can be seen in Table 14.

Table 14. The results of the determination test using SPSS

SPSS Output Summary (Model)				
Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	,680 ^a	,462	,455	4.24642
a. Predictors: (Constant), X				
b. Dependent Variable: Y				

the independent variable of learning achievement in drawing technique contributes effectively to the dependent variable of software application and building interior design by 46.2%, the remaining 54% is influenced by other variables and factors excluded from this study.

Engineering drawing subjects and software application subjects and building interior design have an average value of 81.04% and 81.07%, respectively, which can be categorized as learning achievements of both subjects in the "good" category. Based on the findings of data analysis. meet the minimum completeness requirements determined by the school of 75. The relationship between learning achievement in engineering drawing subjects with software application subjects and building interior design for class XI at SMK Negeri 3 Surabaya for the 2019/2020 school year shows a "strong" indicator the percentage obtained is 46,2% which means that the technical drawing subject has a positive and significant contribution to the software application and

building interior design subjects. This is evidenced by the results of the calculated r test which reached 0.680. Compared to the r table number with an error rate of 5%, the r table value is 0.235, so the r count is greater than the r table ($0.680 > 0.235$).

With $r^2 = 0.680^2 = 46.2\%$, learning achievement in technical drawing subjects has a significant relationship. The balance of the influence of other variables comes from unobserved factors. As a building science subject, engineering drawing has a great influence on other disciplines, especially in building modeling and information design expertise programs.

Previous research conducted by Akhmad Syaiful Adnan (2016) found a correlation between the topic of engineering drawing and software applications with building interior design subjects with an r -value of $0.54 > 0.2144$. The coefficient of determination r^2 is 29%. Using engineering drawings in software development and building interior designs is beneficial. Consequently, mastery of the basics of drawing is essential if students are to maintain their current level of achievement in the future.

CONCLUSION AND SUGGESTIONS

A student's ability to understand engineering drawings correlates with their ability to use computer software to design building interiors, according to previous research: 1) the results of learning achievement in engineering drawing subjects for students of SMK Negeri 3 Surabaya Class X semester 1 of the modeling and building information design expertise program for the 2019/2020 school year are in the "Good" category with an average score of 81.07, this value has exceeded the KKM, namely by 75; 2) the results of learning achievement in the subjects of software application and building interior design for students of SMK Negeri 3 Surabaya Class XI semester 1 of the building modeling and information design expertise program for the 2020/2021 academic year are in the "Good" category with an average score of 81.04, this has exceeded the KKM, which is 75; and 3) the results of learning achievement in engineering drawing subjects with learning achievement in software application subjects and building interior design for class XI students of the building modeling and information design expertise program at SMK Negeri 3 Surabaya in the 2020/2021 academic year have a positive and significant relationship between the two variables as evidenced by the results of the r test with the SPSS program, obtained a significance value of ($0.00 > 0.05$), the correlation value of r count was $0.680 > 0.235$ r table, it means that r count is greater than r table. The coefficient of determination of 46.2% means that the independent variable of learning achievement in engineering drawing provides an effective contribution to the dependent variable of learning achievement in software applications and building interior design by 46.2%.

According to the researchers, there are suggestions from the results of the study, namely as follows: 1) achievements in the topic of technical drawing and software applications have a good and quite large impact on the achievement of building interior design, so educators are expected to provide understanding to students so that they can get a complex understanding of technical drawing subjects so that for subjects those who are related then can get maximum learning achievement; 2) educators are expected to provide a nurturing and enjoyable learning experience so that students can more easily absorb knowledge. with efforts to improve the achievement of learning outcomes; and 3) learners may benefit from further study of what elements lead to a better knowledge of engineering drawing courses.

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The Effect of Blended Learning on Student Learning Outcomes in Software Application Subjects and Building Interior Design at SMK Negeri 2 Surabaya

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Abstract: Covid-19 is a virus that has caused a pandemic throughout the world including Indonesia since 2020. This has hampered all aspects of life, one of which is the education aspect. By the end of 2020, many schools in Indonesia were implementing mixed learning-based learning between online, offline, and independent learning, or what could be called blended learning. To see whether or not there is an effect of blended learning-based learning on student learning outcomes in the subjects of Software Applications and Building Interior Design, this research was conducted. Class XI DPIB SMK Negeri 2 Surabaya students were the sample in this study. Ex post facto is the method used by researchers in compiling this research. In this study, a questionnaire was used as a data collection technique. There are 36 students as respondents. The time of the research was carried out in the 2021/2022 academic year. Data analysis used linear regression. The results of the study are as follows. (1) The results of the questionnaire analysis on the implementation of blended learning at SMK Negeri 2 Surabaya got an average of 3.21 with a sufficient/normal category. (2) There is an increase in student learning outcomes from semester 1 to semester 2. (3) There is a positive effect of blended learning on learning outcomes.

Keywords: Blended Learning; Learning Outcomes; Software Application

Abstrak: Covid-19 menyebabkan berbagai permasalahan bagi dunia termasuk di Indonesia. Semua aspek kehidupan terdampak, khususnya aspek pendidikan. Pada akhir tahun 2020 banyak sekolah di Indonesia menerapkan pembelajaran campuran antara pembelajaran daring, luring, serta pembelajaran mandiri atau bisa disebut *blended learning*. Untuk melihat apakah ada atau tidak pengaruh pembelajaran berbasis *blended learning* terhadap hasil belajar siswa pada mata pelajaran Aplikasi Perangkat Lunak dan Perancangan Interior Gedung maka dilakukanlah penelitian ini. Murid kelas XI DPIB SMK Negeri 2 Surabaya menjadi sampel pada penelitian ini. *Ex post facto* merupakan metode yang digunakan peneliti dalam menyusun penelitian ini. Pada penelitian ini digunakan angket sebagai teknik pengambilan data. Terdapat 36 siswa sebagai responden. Waktu penelitian dilakukan pada tahun pelajaran 2021/2022. Analisis data menggunakan regresi linier. Hasil penelitian sebagai berikut. (1) Hasil analisis kuesioner pada pelaksanaan pembelajaran *blended learning* di SMK Negeri 2 Surabaya mendapatkan rata-rata 3.21 dengan kategori cukup/normal. (2) Adanya kenaikan hasil belajar siswa dari semester 1 ke semester 2. (3) Pembelajaran *blended learning* berpengaruh positif terhadap hasil belajar.

Kata kunci: *Blended Learning*; Hasil Belajar; Aplikasi Perangkat Lunak

INTRODUCTION

Education is an effort to realize learning so that humans can build potential or talents and interests in themselves which will later be useful for their future and useful for the nation and state. National education has an important role in shaping students into quality individuals and ready to become individuals who can be democratic and responsible in social life. Developing students' talents to become creative, capable, knowledgeable, independent human beings, and also to become citizens of a leader-spirited and responsible citizen is the purpose of the establishment of national education and is stated in Permendikbud Number 54 of 2013 (Kholifah, 2016).

Many sides or aspects result from technological advances in this century. Especially in the education system in Indonesia. Learning today is no longer using conventional methods but using technology-based learning media. Besides making it easier for teachers in the teaching and learning process, it also makes it easier for students to find sources of knowledge on social media. Learning models have developed into many kinds that can be used by teachers in improving the quality of learning. However, because many teachers do not understand the latest technology, it has an impact on the use of learning models that are only limited to lectures or conventional ones. The disadvantage of lecture learning is that students only listen to the teacher when explaining the learning material and seem passive when learning. In addition, the level of student boredom will occur more quickly. When students are getting bored, then the explanation of the material from the teacher will be difficult for students to accept. The role of the teacher is to create learning that does not bore students and attracts students' interest to learn the material being taught. This can be done by making learning interactive and not forgetting to stay conducive.

The year 2020 is a year where all aspects of life experience a downturn. This is due to the emergence of the Covid pandemic which is a deadly epidemic. Education is one of the worst aspects of this pandemic (Sa'diyah, 2021). The government closed schools and prohibited teaching and learning activities at school or face-to-face while the COVID-19 pandemic still existed (I Gusti, 2020). This is to prevent the spread of the COVID-19 virus in the school environment. It is made worse by the number of deaths caused by this pandemic which is increasing day by day.

Education during the pandemic has undergone many major changes. One of them is the change in the learning model which was originally face-to-face to online or independent learning, making teachers required to use several applications to support online or independent learning activities. However, online learning does not fully run smoothly as expected. Many obstacles and adaptations were made by teachers and students. This has an impact on the process of delivering learning materials to students (Santosa, 2021). In the current learning process, students and teachers are required to adapt to online learning, while some practical subjects should be done offline. It's no longer a matter of delivering material, but being constrained by the tools or equipment to practice. This can have an impact on decreasing student learning outcomes. Some schools make an effort after there is a relaxation of regulations from the government, namely by conducting hybrid or blended learning. The implementation of hybrid learning or blended learning is not without reason but to minimize the gathering of many people in school at one time. This is also done to prevent the spread of the virus.

One of them is in the subject of Software Applications and Building Interior Design which is one of the mandatory subjects in Vocational High Schools (SMK) in the field of building modeling and information design expertise (DPIB). This course provides students with skills and knowledge in drawing building designs using software. The results of observations during internships at SMK Negeri 2 Surabaya found that students had difficulties in learning because not all students had computers or laptops at home so that learning outcomes could not be maximized. So there is a need for learning that can be a mediator or solution for online learning, one of which is blended learning.

Blended learning is learning that mixes offline, online, and independent learning activities (Widiari, 2018). Combining traditional or face-to-face learning with technology-based learning. Current technological advances make learning models develop very quickly. Another opinion was expressed (Agus Purnomo, Nurul Ratnawati, 2016), that blended learning is a mixture of offline learning activities with online learning (using internet facilities or media). Blended learning does not replace offline activities completely online (online), it only complements the material that is lacking when learning offline (Priono & Komaro, 2018). It aims to reduce the number of students who attend offline and are replaced by online. This allows students to experience face-to-face learning again after a long period of online teaching and learning activities. Based on the understanding of blended learning from experts, the definition obtained is mixing or combining

offline or offline learning with online learning activities or independently at home by utilizing technology to achieve the goals of learning (Kiranawati, 2015).



Figure 1. Blended Learning Scheme

According to M. Carman (2005) which is contained in the Blended Learning Model book, the requirements for carrying out learning activities have five important points, namely as follows: (1) Live event or face-to-face learning is learning that is still the main learning used by educators. Face-to-face learning or often called traditional learning utilizes meetings between educators and students directly at school. In this learning, educators often use the lecture method, question and answer, and discussion. (2) Self-paced learning or independent learning, namely online-based learning that allows students to learn anytime and anywhere. The media used can use video, simulation, animation, images, and audio. In addition, it can be packaged in a book, web, or online journal. (3) Collaboration or collaboration is learning that combines communication tools such as chatrooms, emails, and discussions with conventional learning. It's easier than online meetings, you can use applications that provide online meeting features. (4) Assessment or assessment is an important step in learning. The assessment is carried out to determine the ability or mastery of the students' material. Assessments that combine online and offline assessments, as well as test and non-test, are requirements that must be met in the implementation of learning. (5) Performance Support Materials or supporting learning materials, are an important component as a helper for learning activities. To assist students in using learning media when conducting online or offline learning activities, it is better to summarize in digital and print forms. These five important points are expected to be able to create appropriate learning objectives.

The conclusions obtained from the description above are, that blended learning is a combination of learning methods between online and offline learning and student independence in technology-based learning. Indicators to measure the implementation of blended learning are: (1) The implementation of learning which is divided into two, namely offline or offline learning and online or online learning. (2) Independent learning, namely online or online learning that students can do anytime and anywhere. The media used can be videos, simulations, animations, images, and audio and can also be made such as books, web, or online journals. (3) Teaching materials or materials that support students in learning offline or online. (4) Assessment, to see the development and understanding of students in the ongoing learning, it is necessary to have a test or assessment. Assessment can be from student activity, written or non-written tests, or assignments.

Learning outcomes are a reference used by teachers in knowing the strengths and weaknesses of students in a lesson (Santosa, 2021). As well as a reference to the effectiveness of the teaching and learning process carried out, which will later be useful for revising or improving teaching materials and also perfecting learning activities for students to become even better. Learning outcomes are a manifestation of a learning process that affects three domains of education in students (Miski, 2015). In learning, to find out how well students understand mastering the material, an assessment of learning outcomes can be used. This can be done by asking questions during the lesson, by giving written or non-written tests, or by looking at student activities during learning.

There are two factors that can have an impact on student learning outcomes, namely, internal and external. The influence that occurs as a result of the individual itself is included in internal factors, while external factors or influences from outside the individual itself. Internal factors

include physical and spiritual fatigue factors, health factors, and psychological factors (such as student maturity and readiness as well as interests and talents). External factors occur due to several things including family factors (household atmosphere, parental ways of teaching, parental attention, and relationships between family members), school factors (teaching ways of teachers at school, relationships between students, relationships between teachers and students, circumstances building, as well as homework or homework), and community factors (friends hanging out, activities in society). These factors greatly affect the learning outcomes of students (Saputra et al., 2018).

The explanation above shows that the benchmark used by the teacher in knowing the progress of students and understanding the learning that has been carried out is a definition of learning outcomes and a tool to find out the strengths and weaknesses of students in a lesson. Indicators to measure learning outcomes are written and non-written assessments.

Software Applications and Building Interior Design is a study that explores an application that is useful for designing and processing building drawings. Students are expected to be able to master applications or software to prepare them for the Field Work Practice period and prepare them to enter the world of work. During this pandemic, students are experiencing any problems while participating in this lesson. Students have difficulty adapting to learning that was initially offline into a hybrid, especially in subjects that have practice. In 2015 a study was conducted by Ike Kiranawati which discussed the effect of using blended learning on student learning outcomes in accounting subjects and in 2018 a similar study was conducted by Agus et al. In both studies, it was found that the X variable affected the Y variable.

Based on the background explanation above, this research also focuses on the effect of Blended Learning on the learning outcomes of class XI DPIB students in the subjects of Software Applications and Building Interior Design at SMK Negeri 2 Surabaya. While the difference from previous research is in the subjects and current conditions that are being hit by a pandemic.

This research has the following problem formulations: (1) How is the implementation of blended learning in Software Applications and Building Interior Design subjects? (2) How are student learning outcomes in the subjects of Software Applications and Building Interior Design? (3) What is the effect of blended learning on student learning outcomes in the subjects of Software Applications and Building Interior Design at SMK Negeri 2 Surabaya?

This research has the following objectives: (1) Knowing the implementation of blended learning in the subjects of Software Applications and Building Interior Design. (2) Knowing student learning outcomes in the subjects of Software Applications and Building Interior Design. (3) Knowing the effect of blended learning on student learning outcomes in the subjects of Software Applications and Building Interior Design. The benefits that are expected after this research is carried out are: (1) Students are expected to be able to maximize teaching and learning activities both online and offline. (2) For teachers to make it easier to make learning more attractive to students both offline and online.

METHODS

The research method is the core structure of a study. A method is needed in completing the research. The method used is also adapted to the themes and problems taken in a study (Sugiyono, 2017). The researcher chose the quantitative method as the research method and used an ex post facto approach. This method itself is a method used to find the relationship between one thing and another (cause and effect) that occurs in the field and is not given treatment by the researcher (Ramadhan et al., 2017). Ex post facto is a method commonly used for research related to education. It begins by describing the circumstances that are suspected to be the result of the previous factors, and after that conducting a backward investigation to determine the cause of the existing problems (Ramadhan et al., 2017).

A total of 36 11th-grade students of DPIB SMK Negeri 2 Surabaya became respondents in this study. In the even semester of the 2021/2022 academic year this research was carried out using an online class. The research instrument used as a means of collecting data is a questionnaire that contains experiences when carrying out blended learning in the subjects of Software Applications and Building Interior Design. To find out student learning outcomes, the examination scores in related subjects are taken which are then calculated as the average student scores.

The purposive sampling technique was chosen by the researcher in collecting data in the field. This data collection technique takes into account the criteria needed when conducting research. This data collection must be selective or by the research to be carried out. After collecting data in the field, later the data will be processed or analyzed using descriptive analysis and simple linear regression analysis. Before entering the simple linear regression analysis stage, the research data must pass the classical assumption test or the data feasibility test before entering the regression analysis.

RESULT AND DISCUSSION

This research was conducted to see whether or not there is an influence of the blended learning process on student learning outcomes in the subjects of Software Applications and Building Interior Design. The data taken is data on the implementation of blended learning and student learning outcomes packaged in a questionnaire. The questionnaire contains 17 statement items that are given an answer which is chosen according to the conditions experienced by the students. Questionnaires were distributed to 36 respondents, all of whom were students of XI DPIB SMK Negeri 2 Surabaya. The blended learning questionnaire contains four indicators, namely: (1) implementation of blended learning, (2) independence in learning, (3) teaching materials or materials, and (4) assessment.

This research produced data that is processed through SPSS 16.0. The data on the results of the questionnaire on the implementation of learning using the blended learning method is in Table 1.

Table 1. Implementation of Blended Learning

Instrument	No	N	Min	Maks	Mean	Std. Dev
1	1	36	2	5	4.14	1.018
	2	36	2	5	4.22	1.098
	3	36	3	5	4.50	.697
	4	36	1	5	2.61	1.022
	5	36	1	5	2.44	1.027
	6	36	1	5	2.42	1.105
2	7	36	1	4	2.44	.969
	8	36	1	4	2.14	.798
3	9	36	3	4	3.56	.504
	10	36	3	5	3.72	.701
	11	36	2	5	3.86	.798
	12	36	1	5	3.22	.637
	13	36	2	5	3.56	.998
4	14	36	1	5	2.86	.899
	15	36	1	5	2.92	.967
	16	36	2	5	3.14	.931
	17	36	2	5	2.86	1.018
Mean					3.21	

The results of the blended learning questionnaire can then be categorized using a range of values. The interval of the questionnaire value range is obtained from the following calculations:

$$I = \frac{\text{Highest answer} - \text{lowest answer}}{\text{Alternative number answer}}$$

Description :

I = Interval

After calculating the value range interval, the results are shown in Table 2.

Table 2. Range of Questionnaire *Blended Learning*

Interval Length	Criteria
1 – 1.8	Very Less
1.81 – 2.61	Less
2.63 – 3.42	Neutral
3.43 – 4.23	Good
4.24 - 5	Very Good

From Table 1, the descriptive analysis obtained from the questionnaire on blended learning is that, of the 6 statements in the first instrument, the lowest average is item number 6 with a value of 2.42. point number 6 contains online learning methods that are very interesting and innovative. In the 2 statement items in the second instrument, the lowest average is number 8 with a mean of 2.14 which contains the understanding of the material during independent learning carried out by students outside of school. Of the 5 statements on the third instrument, the lowest average is at point 12 which contains statements about students learning the material given during learning activities. In the fourth instrument, the lowest value is in items 13 and 17 which have an average value of 2.86. From the calculations, the average number of questionnaires for the implementation of blended learning is 3.21. This value when referring to the rating scale is included in the sufficient/neutral category.

Based on the results of the analysis of student learning outcomes carried out, it can be seen through Table 3.

Table 3. Learning Outcomes

Semester	N	Sum	Max	Min	Std. Dev	Mean
Smt 1	36	2796	84	68	3.74929	77.6667
Smt 2	36	2813	88	68	4.49223	78.1389
N	36					

After analyzing the data on student learning outcomes during odd and even semesters, the lowest score in odd semesters is 68. If the Minimum Completeness Criteria (KKM) is less than 75 then in odd semesters there are 3 students who do not pass the KKM. The highest score obtained by students in odd semesters is 84 and the total number of students' scores in odd semesters is 2796 and if averaged, the average value of odd semester students is 77.6667. There was a slight increase in the even semesters compared to the odd semesters. The increase was in the highest student score of 84, the total number of students' scores was 2813 and the average value of students was 78,1389.

In data processing, researchers used a simple linear regression analysis method. This analysis technique is an analytical technique used to measure the size of the influence of the X (independent) variable on the Y (dependent) variable (Kurniawan & Yuniarto, 2016). In the process of processing the data using regression analysis, the researcher must ensure that the data taken has passed the pre-requisite test for the feasibility of simple linear regression analysis. Prerequisite tests carried out include: (1) Normality Test, used to check the data taken including normal or abnormal distribution. (2) Linearity test, is a test in which both variables are corrected whether they choose a linear relationship or not. If these variables have a linear relationship, then you can proceed to the next stage. (3) Heteroscedasticity test, conducted to determine whether

there is a difference in variation from the residual value of one observation to another. After carrying out the three prerequisite tests and being declared to have passed the test, the research data is ready to be processed using simple linear regression analysis (Darma, 2021). In measuring the influence of variable X on variable Y, a simple regression test is needed. In this data processing, researchers used IBM SPSS software to assist in processing the data obtained.

The normality test is a prerequisite test used in data analysis. If examined from the basic word "normal", then the normality test is a test of research data to check the data taken including normal or abnormal distribution. To perform this test, several methods can be used, including the Kolmogorov Smirnov test, the graph test, the chi-square test, Shapiro Wilk, and Lilliefors. In this study, the researcher used Kolmogorov Smirnov with the following conditions: (1) If the result of significance (Sig.) > 0.05, the research data was normally distributed. (2) If the result of significance (Sig.) < 0.005, the research data is not normally distributed. After analyzing the data taken, the results of the normality test are shown in Table 4.

Table 4. Normality Test

		Unstandardized Residual
N		36
Normal Parameters ^a	Mean	.0000000
	Std. Dev	3.55742887
Most Extreme Differences	Absolute	.135
	Positive	.135
	Negative	-.096
Kolmogorov-Smirnov Z		.807
Asymp. Sig. (2-tailed)		.532

In the calculations performed, the obtained value (sig.) with a magnitude of 0.532 > 0.05. Based on the existing provisions, the conclusion obtained is that the data taken is normally distributed. With these results, the requirements for the normality test as a requirement in a simple regression have been met and further testing can be carried out.

A linearity test is a test carried out to meet the requirements of simple linear regression data analysis. A linearity test is a test that is intended to find out the X variable or independent variable with the Y variable or the dependent variable has a linear attachment or not. The linear test in this study was conducted to determine whether there was a significant linear relationship between blended learning and learning outcomes. After analyzing the data taken, the results of the linearity test are obtained in Table 5.

Table 5. Linearity Test

Learning Outcomes * Blended Learning		Sum of Squares	df	Mean Square	F	Sig.
	(Combined)	305.014	9	33.890	3.384	.007
Between Groups	Linearity	122.474	1	122.474	12.229	.002
	Deviation from Linearity	182.540	8	22.817	2.278	.054
Within Groups		260.396	26	10.015		
Total		565.410	35			

In the linearity test, the decision to pass or not the data can be done by comparison: (1) If the value (Sig.) > 0.05 means that there is a linear relationship between blended learning and learning outcomes. (2) If the value (Sig.) < 0.05 means that there is no linear relationship between blended learning and learning outcomes. The results of the linearity test calculations were carried out, resulting in the data contained in table 5. The results were obtained with (sig.) 0.054. According to the provisions, the magnitude of the significance of 0.054 is greater than 0.05. So the conclusion obtained is that there is a linear relationship between blended learning and learning outcomes.

A heteroscedasticity test is a test carried out to determine the presence or absence of heteroscedasticity symptoms in the data. Before performing a simple regression analysis, the previous data should not be heteroscedasticity. In the heteroscedasticity test, several ways can be used, but in this study, the researchers used the Glejser test. As for the determination of test decisions: (1) If the results of significance (Sig.) > 0.05, it means that there are no symptoms of heteroscedasticity in the research data. (2) If the result of significance (Sig.) < 0.05, it means that there are symptoms of heteroscedasticity in the research data. After analyzing the data taken, the results of the heteroscedasticity test are shown in Table 6.

Tabel 6. Heteroscedasticity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.458	2.914		1.187	.244
	Blended Learning	-.015	.053	-.050	-.289	.774

According to the results of the analysis above, the results obtained a significance of 0.774 which means the value is greater than 0.05. So it can mean that there are no symptoms of heteroscedasticity in the research data.

After testing the data prerequisites or the classical assumption test, then the next step is to test the research data using simple linear regression analysis. This analysis is an analysis that is useful for measuring the magnitude of the influence on the X variable or the independent variable on the Y variable or the dependent variable. The hypotheses tested in this analysis are:

- H_0 : There is no effect of blended learning on student learning outcomes in the subjects of Software Applications and Building Interior Design at SMK Negeri 2 Surabaya.
 H_a : There is an effect of blended learning on student learning outcomes in the subjects of Software Applications and Building Interior Design at SMK Negeri 2 Surabaya.

On the basis of decision making:

H_0 is rejected if the significance value (Sig.) < 0.05

H_0 is accepted if the significance value (Sig.) > 0.05

The results obtained after conducting the analysis are shown in Table 7.

Tabel 7. Simple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	64.556	4.394		14.691	.000
	Blended Learning	.244	.080	.465	3.066	.004

In general, each of these regression analyzes in order to determine whether there is an influence between the two variables or not, use the equation below:

$$Y = a + bX$$

Description :

- a = constant number of unstandardized coefficients, we get 64,556. Has a meaning if there is no blended learning (X), then the value of learning outcomes (Y) is 64,556
- b = the regression coefficient, the value obtained is 0.244. It means that every 1% addition of blended learning level (X), means that learning outcomes (Y) will increase by 0.244

Based on the results of the analysis, the regression coefficient is positive (+), it can be concluded that blended learning (X) has a positive influence on learning outcomes (Y) with the formula $Y = 64,556 + 0.244X$.

Making decisions in this analysis can be done in two ways, namely the first to compare the results (Sig.) with the probability and the second by comparing the T count and T table. In the calculations performed, the results obtained a significance of 0.004. Based on the decision-making guidelines, the significance value (Sig.) of 0.004 is not greater than the probability value of 0.05, which means that it can be concluded that H0 is rejected and Ha is accepted. Ha means that there is an effect of blended learning (X) on learning outcomes (Y). After that, the determination of the magnitude of the influence can be seen in the R Square table. The results of data processing from the IBM SPSS 16.0 software obtained an R square of 0.217 which can be seen in Table 8.

Table 8. Nilai R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.465 ^a	.217	.194	3.60936

The amount of R square means that the effect of blended learning (X) on learning outcomes (Y) is 21.7% and while 78.3% of learning outcomes are influenced by other variables not examined.

Blended learning has a positive effect on student learning outcomes, but only 21.7%, meaning that there are other variables that have a greater influence on learning outcomes. Blended learning must also pay attention to the teacher who teaches and the students who are taught.

The results of this study are in line with the research of Kiranawati (2015) and Agus et al (2018) which state that there is an effect of blended learning on student learning outcomes in a positive direction, this can be evidenced by an increase in student learning outcomes after using blended learning in Application Software subjects and Building Interior Design.

Blended learning can be applied to complement online learning, because not all materials can be delivered online, there must be offline learning. Blended learning can be a solution and link for online and offline learning. Blended learning can also be a combination of online and offline learning, for example, the introductory material uses online, then the practice uses offline.

CONCLUSION AND SUGGESTIONS

This study obtained several conclusions, namely as follows: 1) the implementation of blended learning at SMK Negeri 2 Surabaya is sufficient/neutral. This is based on the average acquisition of the questionnaire results with a value of 3.21. Obtaining sufficient/neutral results is caused by the implementation of independent learning which is less attractive to students. This can be seen in the questionnaire items 7 and 8 which get an average result below 3 which indicates it is less attractive to students; 2) there is an increase in student learning outcomes from semester 1 to semester 2. This is evidenced by the increase in the average score of students from an average value of 77.6667 to 78.1389 which is above the KKM; and 3) the use of blended learning in Software Applications and Building Interior Design subjects influences student learning outcomes at SMK Negeri 2 Surabaya. This is evidenced by simple regression analysis with a significance result of 0.004, which means that (Sig.) <0.05, which means that there is an effect of

blended learning on student learning outcomes. Blended learning has a positive influence on student learning outcomes. This is evidenced by the value of the regression coefficient (+) which means that the X variable or blended learning has a positive influence on the Y variable or learning outcomes. The effect of blended learning on learning outcomes is 21.7% as evidenced by the results of the calculation of R square on the IBM SPSS 16.0 software with a result of 0.217 which means 21.7%, then the other 78.3% is influenced by other variables not examined.

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Students' Perception: Coffee Shop as Joyful Learning Space in Improving English Speaking Skill

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Abstract: Learning English requires a special condition so that the learners can learn English, especially speaking skill, without anxiety. For that reason, preparing a comfortable place is essential for making the learners motivated to learn or at least to make them like English. This study attempts to explore the students' perception of the customers in a coffee shop to learn English informally. This study use qualitative research since it does not deal with any numbers at all and it takes 4 respondents of the coffee shop, at Djuw Cafe, selected by purposive sampling with the criteria as the loyal customers who very often come to the coffee shop. They were interview unintentionally with unstructured interview and observation by the researcher. The interview was also done with the owner of the coffee shop. These sources of data then interpreted and classified into the domain with the themes based on the semantic meanings. These themes then were analyzed and interpreted, and finally drawn the inferences for conclusion. It was found that the most essential factor that makes the respondents highly motivated to learn English is the listening of English songs. Secondly, they are motivated to enjoy learning English through the written English expressions that are decorated on the walls. Therefore, making the learners motivated to learn English, it requires a comfortable place with a specific design of the place with English songs and some written English expression for the decoration on the wall.

Keywords: Anxiety, comfortable place, Internal motivation, external motivation, joyful learning

Abstrak: Belajar bahasa Inggris membutuhkan kondisi khusus agar pembelajar dapat belajar bahasa Inggris, terutama keterampilan berbicara, tanpa kecemasan. Oleh karena itu, mempersiapkan tempat yang nyaman sangat penting untuk membuat siswa termotivasi untuk belajar atau setidaknya membuat mereka menyukai bahasa Inggris. Penelitian ini mencoba untuk mengeksplorasi siswa dari pelanggan di sebuah kedai kopi untuk belajar bahasa Inggris secara informal. Dibutuhkan 4 responden kedai kopi di Djuw Cafe yang dipilih secara purposive sampling dengan kriteria sebagai pelanggan setia yang sangat sering datang ke kedai kopi. Mereka diwawancarai secara tidak sengaja dengan wawancara tidak terstruktur dan observasi oleh peneliti. Wawancara juga dilakukan dengan pemilik kedai kopi. Sumber data tersebut kemudian diinterpretasikan dan diklasifikasikan ke dalam domain dengan tema berdasarkan makna semantiknya. Tema-tema tersebut kemudian dianalisis dan diinterpretasikan, dan akhirnya ditarik kesimpulan untuk ditarik kesimpulan. Ditemukan bahwa faktor terpenting yang membuat responden sangat termotivasi untuk belajar bahasa Inggris adalah mendengarkan lagu-lagu berbahasa Inggris. Kedua, mereka termotivasi untuk menikmati belajar bahasa Inggris melalui ekspresi bahasa Inggris tertulis yang dihias di dinding. Oleh karena itu, agar siswa termotivasi untuk belajar bahasa Inggris, diperlukan tempat yang nyaman dengan desain khusus dengan lagu-lagu bahasa Inggris dan beberapa ekspresi bahasa Inggris tertulis untuk hiasan di dinding.

Kata kunci: Kecemasan, tempat yang nyaman, Motivasi internal, motivasi eksternal, pembelajaran yang menyenangkan.

INTRODUCTION

English as a Lingua Franca in the world and so it is one reason that students must be able to speak English fluently. University students is an adult learners that they should be able to English for a global communication. However, to make them motivated to learn English is important. They need to get a good place that they can enjoy for learning. Therefore, joyful place is one of

factor that influence students to enjoy their teaching and learning process. It is supported by Sepe (2017) that the objectives of happy place mapping is to find the happiness of people in the city and the factors that make places happy from the users' point of view as well as identifying design interventions to enhance or create it.

Adult learners prefer to hang out with their friends very often. They like to confide with their best friend or like to do their assignment in a clean and comfortable places. Therefore, it is good for teachers when they are able to utilize this condition or moment to make their students more fluently in speaking skill. Teachers can design their activities out of classroom as long as they can manage the activities well organized. They should create appropriate learning strategies in order the class will run well. Brian Cambourne claims that it is the ability to use a strategy or skill in a real-world context that often makes the learning meaningful to the learner. It means that real situation makes students feel enjoy in their learning process. For example in the Swedish curricula, positive emotions such as joy, pleasure and desire are said to stimulate learning. This research aims to know the students' opinion of joyful places in learning English Speaking skill. As stated by Kaul (2004,21) that the most important part of Joyful Learning is that the system is designed to develop self-confidence, self-esteem, and a sense of security in the child.

Learning English is not only about vocabulary mastery or translating words from Indonesian to English or from English to Indonesian, but more than that learning English should include the ability how to apply for verbal communication process to written process. Nowadays, drinking coffee at a coffee shop is prevalingly done as a tradition and trends of most society especially teenagers and adult. Coffee shop is one of place that offers the convenient place to talk with other people. For example, they can share everything about their life, their problem, their happiness, etc. By this situation, it is better that the activities of drinking coffee can be a routinely to improve their speaking skill. Learners will feel to enjoy learning the language because of the situation.

Many students are not confident in exploring the idea through speaking. Although they are good in listening, reading, and writing, it does not guarantee that they are fluent in speaking. In connection with this fact, Brown (2015) said that several factors that affect students' speaking performance, such as anxiety, nervousness, and insecurity. It is clear that most of students have no big confident on giving the opinion of particular topic. Furthermore, Richards (2008, 22) in the context of teaching listening and speaking, stated "when people meet, they exchange greetings, engage in small talk and chit-chat, recount recent experiences and so on because they wish to be a friendly and to establish a comfortable zone of interactions with other. Therefore, by inviting the students in real places, teachers hope that students will be able to explore the idea smoothly and confidently. Besides that, communicative games will be implemented to make students are being communicatively in their speaking skill. But educators should pay attention to the noisy of the atmosphere in the coffeeshop because some students feel disturbed, teachers must handle it as much as possible. Therefore, communicative games should covers all of the activity and the condition in a certain places.

It is a game that allows students to improve their speaking because they are forced to speak. Martin (1995) in Brewster's Book (2004) defines game as any fun activities that provide a chance for learners to practice foreign language in a relaxed and happy condition. By providing creative activities and supporting by comfortable places, students will enjoy teaching and learning process. Besides that, their speaking skill will be improved because the game that have been implemented by the teacher. Arathi Sriprakash (2009) examined about joyful learning programs, an example of pedagogic reform implemented in rural primary schools in the Southern Indian state of Karnataka. This study continues to investigate joyful learning places to improve students' speaking skill. This study was conducted to find out the opinions of students when learning speaking skills at a coffee shop, whether they enjoy it more or even get nervous, this can be ascertained from the opinions of the students themselves.

Based on the arguments above, a comfortable place can reduce anxiety. A comfortable place is also one of the factors that can induce the learners' motivation to acquire English speaking skill. The less internal motivation that the students have can be enhanced by providing them with

external motivation. This can be done by providing a comfortable pace as suggested by Chen (2015) and Effomg (2016). When students feel free and enjoy with the place, they can explore their opinion freely without any scared expression to express the opinion.

This study explores the customers' perception of a coffee shop, *Djuw Café*—why they come very often and how they enjoy the listening to the music and English songs in that café. They are such as one college student (Rizky) who is still writing a thesis, two college graduates (Tjandra and Mahendra), and one senior high school student (Adrian). This study wants to find out how their perception towards the coffee shop for making them impressed and motivated to learn English informally through the comfortable place with specific design. It can be predicted that the result of this study can benefit the schools or training center on English for global communication.

THEORETICAL FRAMEWORK

Previous Studies

Some previous studies focused on examining the students' feeling and their speaking skill acquisition. For example, Chen (2015) in her case study to explore connections between ESL students' speaking-in-class anxiety and their presentation performance, factors causing oral anxiety during presentations. It was found internal factors from participants and environmental factors from their physical contexts caused language anxiety. Therefore, places can be one of the factors that either hinder or induce speaking skill.

Another previous study was done by Effomg (2016), who focused on foreign language anxiety (FLA) experienced by Japanese learners of English in four universities. This study explored the causative agents by looking into the classroom. The questions were given to the respondents on how FLA is influenced by classroom social factors. The study adopted qualitative data collection procedures using interview related to the field work that took place over a period of 4 months with 24 students. It showed that among the factors causing the anxiety is the place that is too formal.

Last but not least, it was a study by Pappamihiel (2002) with 178 Mexican immigrant students of EF attending school in the US. It was recommended that the schools should reduce anxiety so that they can learn comfortably. From the previous studies, it can be judged that the place where anyone learn English is considered the factor that can affect the success in learning English, especially for speaking skill.

Internal and External Motivation

Internal motivation comes from the inside of individual while external motivation comes from outside. When individual does a job because he thinks that it is good for him, then his action is driven by his inner motive (Plant and Devin, 1998). On the contrary, when individual does a job because he is paid, then that is external motivation. He is driven by the payment as the external factor that drives him to do the job (Klonis et al., 2015).

The two kinds of motivations need to be paid attention so that when an individual is lack of either of them, an appropriate action can be done. For example, one someone is lack of internal motivation; he must be given more external motivation. In the case of learning English, less internal motivation can be treated for example by providing a comfortable place for learning.

Speaking Skill

Based on four language skills, speaking skill is the most important skill to be mastered. By mastering this skill, someone can use it for communicating with others. Someone must have fluently speaking in order the conversation run well. Jones (1989) defines speaking as a form of communication in which the effective conveyance of what the speaker says is very crucial. Ghazali (2010, p. 249) stated that the ability to speak is a thing grow of experience, so one can learn how to interact verbally in the way to participate directly in conversation. In this case,

conversation can be a way of improving speaking skill because through conversation, someone can transfer the message they want. Therefore, in order to be able to communicate with other people globally, speaking skill is essential to be mastered.

Other proponents also appreciate the speaking skill for anyone to master. It is also stated that speaking skill, according to Iskandarwassid and Dadang Suhendar (2008), is considered a primary skill to generate a stream of articulation sound systems. By doing so, anyone can communicate their wishes, needs, feelings, and desires to others. Furthermore, speaking is also one of basic four skills in learning foreign language that must be mastered by learners. English is used as daily communication in many countries especially in doing presentations, making business, and economic. Thus, speaking is the key important skill than that of others because it's a productive skill that can be observed through the oral production test (Djuwari, et.al., 2022)

Communicative Game

Communicative game is a set of well fun-designed activities that can stimulate students' interaction in the classroom. These games require them to take part actively in the classroom by e.g., speaking in order that they can express their ideas or give information. More than that, students' confidence will be automatically formed due to their comfort feeling in building habits of interaction. Game means "an activity with rules, a goal and an element of fun" (Hadfield, 1996). In addition, game is "an activity in which the learners play and usually interact with others" (Wright et al., 2006). Therefore, games as the fun-instrument will create a comfortable condition that can finally induce the learners' motivation to learn.

In order the students can express their own point of view or give information, they must speak or write as in getting the meaning from others. They also have to understand what people are saying or have written (Gate, 2003). Moreover, Richards (2006: 16) states that communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. Therefore, communicative games is a set of activity that can encourage learners to be brave and confident to speak up because through the activities. They will have a potential idea to be spoken in front of their classmates. This game can be used by teachers as an alternative to teach about some particular topic. In conclusion, Communicative game is expected to give students opportunities to express their opinion confidently. Most essentially, games are identic to fun an this fun can create a good atmosphere that is a comfortable place.

Coffee Shop as Joyful Learning Area to Improve Speaking Skill

There are some places that can be used as the place to learn. Following the trends, most of teenagers and adult prefers to hang out with their friends in a coffee shop. A study from the University of Illinois found that individuals came up with more creative product ideas when exposed to ambient sound at around 70 decibels – the average volume of a bustling coffee shop. It means that although in a crowded place, people still can concentrate on their activities as long as they feel comfortable with the situation.

Coffee shops, especially in East Java, and more specifically in Surabaya, are now prevailingly opened with some comfortable places designed to make the customers enjoy their time. This can be found in for example IDN News (7 August, 2022). There are lots of coffee shop opened with heir different tastes and designs of places. All of these are intended to make the customers feel comfortable to enjoy their time while drinking coffee. More specifically, the coffee shop tends to be designed using some mottos or expression in English. *Djuw Café*, for example, the coffee shop located in the Surabaya suburb, exactly the border between Surabaya city and Sidoarjo, is also designed in such a way that he customer can read some expression in English around the wall.

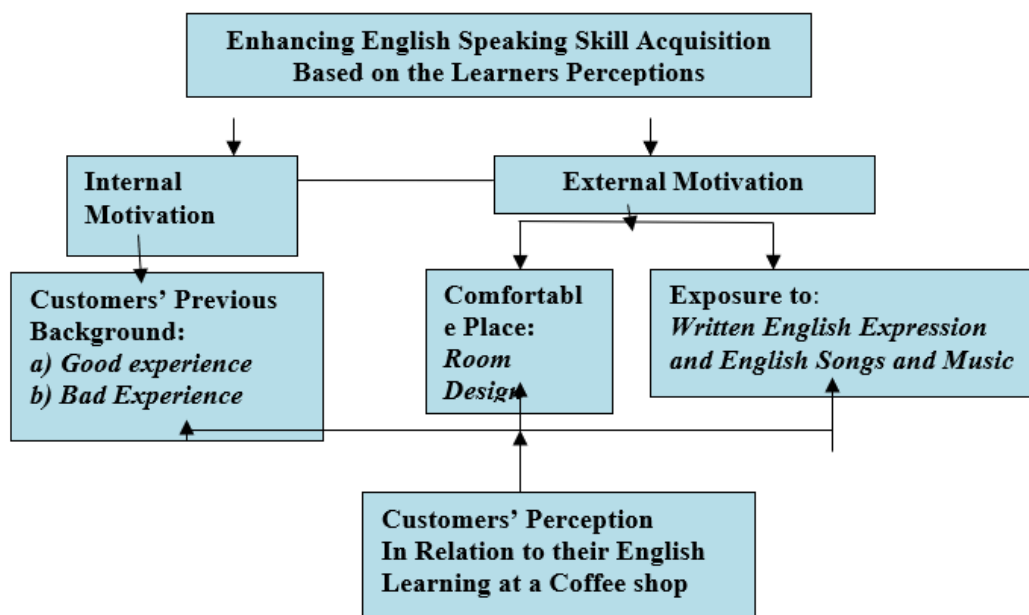


Figure 1. Research Framework

METHODS

This research belongs to qualitative and descriptive study. Creswell (2012) claims, “In qualitative research, statistics are not used to analyze the data; instead, the inquirer analyzes words (e.g., transcriptions from interviews) or images (e.g., photographs)”. Qualitative research concentrates in depth understanding of the meaning in the particular Dornyei (2007:27). Observation is done through recording the situation of the learning process at the coffee shop. This research also uses purposive sampling that is selecting the sampling purposively.

The respondents in this study are the customers of *Djuw Café* and they come to the coffee shop for learning English through listening the English songs with the design of the café with English expressions around the wall. The data were collected by interview both the respondents of those who are the loyal customers in *Djuw Café*. After that they are given the communicative game that is related to speaking. Observation was done when the game is implemented. Then, 4 customers and one as the owner of the café shop is interviewed. The interview was at *Djuw Café* coffee shop that is designed in such away so that they can enjoy not only drinking coffee but using the place for learning English.

The interview was also done with the owner of the coffee shop for confirming and triangulation of the data. By doing so, the inference can be done. While the researcher was interviewing them, he was also as the participant, pretending to be the same customer drinking coffee together with them. Thus, besides getting information unintentionally, the researcher also observed the real condition and atmosphere in the coffee shop. The respondents didn't know they were being interviewed for this research, unstructured interview (Jamshed, 2014). According to him, unstructured interviews can be done to allow the respondents let them express in their own ways and pace, with minimal hold on respondents' responses. “This could be carried out by one-to-one interviews or as issue-directed discussions.” (Jamshed, 2014)

By the time it was finished, the interviewer, the researcher, directly transcribed the results of the interview behind the coffee shop so that the respondents didn't understand him. This was done directly in order the researcher did not forget the information he got from the interviewees.

According to Krosnick and Presser (2010), questionnaire is the heart of the survey, they also stated it is like drawing a sample, hiring and training interviewers and supervisors, programming computers, and other preliminary work are all done in order to facilitate the discussion between researchers and respondents. It can be completed online (paperless) (Iqbal et.al, 2018). This data will be analyzed through several procedures i.e. transcribing, coding, categorizing, and interpreting the data. The sources of the data in this research are the several public students who come to the designated coffee shop. Yet, this study took the sample purposively based on their frequency that they often come to the coffee shop.

First, the 4 customers were interviewed using the same questions for all. The questions related to their internal motivation, and their purpose to come to the coffee shop. The interview is also related to the design of the coffee shop and the songs, the music, and of course the condition in general. This information could provide their intention and motivation after being given an external motivation in the form of comfortable place. Then, the responses were defined in terms of the themes, semantically classified into internal motivation, external motivation, the motive to come to the coffee shop and their perception also deal with the comfortable place, and finally analyzed to get inferences. This procedure is presented in Figure 2.

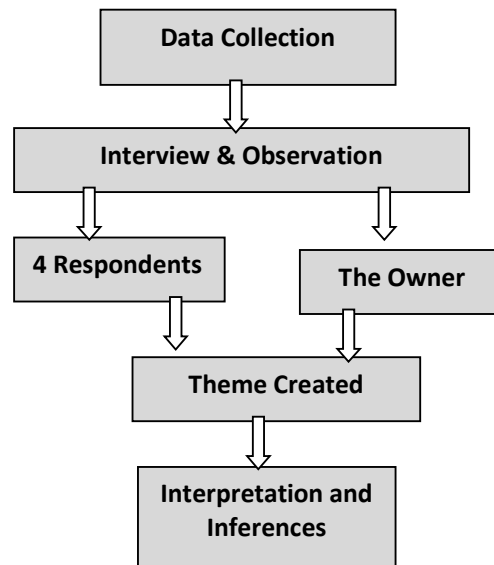


Figure 2: Procedure of Data Collection and Analysis (Jamshed, 2014)

RESULT AND DISCUSSION

The findings cover the results of interview with the 4 respondents and the interview with the owner of the coffee shop. Besides that, observation was also done by the researcher as the participant.

Findings

A. The data from the 4 customers

Table 1: Customer No 1 Responses and Its Interpretations (Adrian, Third Year of Private Senior High School)

QUESTION	RESPONSES	INTERPRETATION and THEMES
1. Do you like studying English that is taught in your school?	Yes but not seriously like it	He likes to learn English but he does not seriously like it. There is an interest and it needs to be enhanced by providing him with external motivation Themes: a) no motivation to Learn English b) External Motivation is needed
2. Is this Coffee shop a good place for you to enjoy English music?	Yes. I Like all the songs that are played and I can learn some English words from it	The place can be used for enhancing English learning He can learn English enthusiastically when the place for learning it is made comfortable/ Music and some expressions in English are the instruments for enhancing his motivation to learn English Themes: a) A Comfortable Place can Enhance learning English by enjoying the situation. b) English Exposure through English songs and Written Expression are essential to enhance learning English
3. Why do you like to come to this coffee shop?	The coffee is nice and the place is comfortable.	There is a great motivation to come to the coffee shop that is made comfortable with some designs of the wall with English expression and the music and songs are in English too. This is other instrument to enhance his motivation to learn English Themes: a) Comfortable place b) English exposure using English songs and written expression
4. What do you think about this coffee shop if you read some English expression on the wall and listening to English songs bein placed in this coffee shop?	It is a good place for relax. Actually I cannot speak English but I enjoy the songs, I also understand the English expressions written on the wall of this coffee chop	By having a comfortable place, he found no anxiety so that this comfortable place is not only for serving coffee but also enhancing his motivation to learn English. Being exposed to English expression on the walls and English song he listen to makes him highly motivated to learn or to like English. Themes: a) Comfortable place to enhance English learning b) External motivation is essential

Table 2: Customer No 2 Responses and Its Interpretations (Ryski: A College Student still Writing His Thesis)

QUESTION	RESPONSES	INTERPRETATION and THEMES
1. Do you like studying English that is taught in your school?	Yes but I cannot speak English now.	He has motivation to learn English even though he cannot speak English Themes: a) There is an internal motivation to Learn English b) External Motivation is still needed
2. Is this Coffee shop a good place for you to enjoy English music?	Yes it is. The songs are in English so that I like this place.	English songs are the instrument that can make him like this place. He enjoys English through English songs. Themes: a) A Comfortable Place can Enhance learning English by enjoying the situation. b) English Exposure through English songs is essential to enhance learning English
3. Why do you like to come to this coffee shop?	First, it is just for relax. I enjoy the situation and the songs that are played. The songs are in English, though I don't know all the meaning, I like the songs and some friendly friends here.	It indicates that the comfortable pace with English music and songs makes him come to this place. One more thing, he likes friendly customers because they also enjoy the situation and he music. Themes: a) Comfortable place b) Friendly Customers that is created by the Coffee shop condition (New Theme)
4. What do you think about this coffee shop if you read some English expression on the wall and listening to English songs been placed in this coffee shop?	I just enjoy the place and the English songs. I seldom read the English writing on the wall.	He likes English when it is in the form of English songs. Therefore, The place is comfortable for him and he likes English through the songs. a) Comfortable place to enhance English learning b) External motivation is essential using comfortable place provision

Table 3: Customer No 3 Responses and Its Interpretations (Tjandra, A College Graduate)

QUESTION	RESPONSES	INTERPRETATION and THEMES
1. Do you like studying English that is taught in your school?	Not at all, but I want to be able speak English	He has no motivation to learn English at all. But, he admits that he wants to be able to speak English. It indicates that there is an internal motivation but it is not supported by the external motivation. Themes:

QUESTION	RESPONSES	INTERPRETATION and THEMES
		a) no motivation to Learn English b) External Motivation is needed
2. Is this Coffee shop a good place for you to enjoy English music?	I think it is one of other places. But I come here because it is near my house. Other coffee shops are far from my house. Yes, I like the music and songs that are in English.	He can go to any coffee shop as long as they are comfortable like <i>Djuw coffee shop</i> . He comes here very often because it is closer to his house. However, the consideration is still the place that is comfortable. And near his house. Again, the music and the songs that are in English that make him come to drink coffee and enjoy listening to English song. Themes: a) A Comfortable but closer Place can Enhance learning English by enjoying the situation. b) English Exposure through English songs essential to enhance learning English
3. Why do you like to come to this coffee shop?	I like the comfort and I can relax while listening to English songs or Western songs.	He considers that the comfort place and the songs are in English that makes him come to this coffee shop and learn some English words from the songs. Themes: a) Comfortable place b) English exposure using English songs Not Written
4. What do you think about this coffee shop if you read some English expression on the wall and listening to English songs been placed in this coffee shop?	I just enjoy the place and the English songs. I seldom read the English writing on the wall.	He likes English when it is in the form of English songs. Therefore, The place is comfortable for him and he likes English through the songs. a) Comfortable Place b) Exposure to Music English songs

Table 4. Customer No 4 Responses and Its Interpretations (Mahendra, A Gollege Graduate)

QUESTION	RESPONSES	INTERPRETATION and THEMES
1. Do you like studying English that is taught in your school?	No, I don't. I have graduated from my college, and my English subject was not good. I got only C score.. <i>hahaha.</i>	He seems that he was not interested in English subject when he was in his college. But, he often comes to this Coffee shop t enjoy the situation with some English expression on the wall of the coffee shop. Themes: a) no motivation to Learn English

QUESTION	RESPONSES	INTERPRETATION and THEMES
2. Is this Coffee shop a good place for you to enjoy English music?	Yes, I like English songs being played. But, I also like Indonesian song, such as Melayu songs too.	<p>b) External Motivation is needed</p> <p>He likes the English songs being played in the coffee shop. Besides that, he also likes Indonesian song or Melayu songs. However, it still shows that he likes to come to the coffee shop to enjoy the situation or the place that makes him relax and like English in the form of English songs.</p> <p>Themes:</p> <p>a) A Comfortable Place can Enhance learning English by enjoying the situation.</p> <p>b) English Exposure through English songs to enhance learning English</p> <p>c) Indonesian songs or Melayu is also the factor to make him come to the coffees hop. (New Theme)</p>
3. Why do you like to come to this coffee shop?	Number one is just for relax and drinking coffee. The place is good for relax by listening to the music.	<p>This college graduate likes to come to this coffee shop because he can relax. He thinks that the place is good for that purpose while enjoying the English songs being played in this coffee shop.</p> <p>Themes:</p> <p>a) Comfortable place</p> <p>b) English exposure using English songs</p>
4. What do you think about this coffee shop if you read some English expression on the wall and listening to English songs being placed in this coffee shop?	It can remind me of my English subject that I could only C score. I still understand all the meanings of English expression on the wall. All about coffee and benefits.	<p>In fact, the comfortable place can make him like English though he didn't feel interested when he was a college student. This can be said that to make someone like English and learn it, it needs the design of the place where he /she learn and make the condition decrease the anxiety. Comfortable pace is needed.</p> <p>a) Comfortable place to enhance English learning through Written Expression on the wall.</p> <p>b) External motivation is essential</p>

B. Findings from the Owner of Coffee Shop

Table 5: Interview with the Owner and the Interpretations (Ponta is the Name of the Owner of the Coffee Shop)

QUESTION	RESPONSES	INTERPRETATION and THEMES
1. What is the purpose that you design your coffee shop with some expression in English?	To make the customers impressed with the benefits of coffee and make them get used to reading written English expression.	Themes: a) The impressive place is priority by making the customers comfortable . b) Written English expression is essential way to make the customer impressed .
2. a) What music and songs do you always play in your coffee shop? 2. b) Why?	a) Mostly English songs but sometime or rarely Indonesian songs. b) Just to make the customers impressed and remember my coffee shop.	Themes: a) Music and English songs are the best strategy to make the customers feel comfortable and impressed . b) Comfortable place
3. a) What types of customers those who come to your coffee shop? e.g., Age and Gender? 3. b) What do you think when they are in this coffee.	a) Mostly they are college students; some are senior high schools students. But, sometime I also have customers with parents and their children. b) They enjoy the music, some looking around reading the written English expression, but mostly listening to the music and English songs they require.	Themes: a) English Songs and music are the best strategy. b) written English expression is also essential

Discussions

Based on the result of the observation, 4 customers are very active in expression their opinion. Although they still have many hesitations on the way they speak, but it is unexpected result that they are happy and feel free to give the idea. They do not feel upset when they do not know, but they have discussed about the topic with the partner. Therefore, this communicative game have big impact to whom who implement it. It can be the alternative solution to learn English when people regard that learning English is difficult. It is supported by Sari, Ratna that communicative games gives positive improvement on students' active participation, confidence and their fluency in speaking skill. Therefore, this game can help teachers more in teaching English.

Base on the 4 customers (one senior high school student, one college student who is still writing his thesis, and two college graduates), it can be stated that two of them have no internal motivation. They do not like English, especially the graduate student who's the called name, Mahendra. He didn't like English as his experience when he was in the college he got only C score for his English subject. On the contrary, when coming to the coffee shop with the music and English song also the written English expression on the wall, he feels comfortable and begins to like English (as done by the respondents: Risky and Adrian). This is in line with the study by Chen (2015) it is essential to reduce anxiety in English classroom. To do this, creating a comfortable place is required. This is also supported by Pappamihel (2002), for Mexican English

students, Anxiety is also the factor that hinder the students English mastery due to being unable to make the class process run smoothly.

Another issue is the external motivation that is created by making the condition of the classroom impressive. The less internal motivation (as the case by the customer named Mahendra) can be lifted up by providing a nice place that makes the learners feel comfortable. Like what is done by the Coffee shop in this study, the customers who had bad experience with English when they studied before, finally get interested in English induced by some English songs and the music. They are also motivated to come to the coffee shop very often due to be also exposed to some English songs and some written English expressions. In this evidence, it is supported by the evidence of the research done by Arathi Sriprakash (2009). He examined about joyful learning programs in rural primary schools in the Southern Indian state of Karnataka. This is also in line with Martin (1995) in Brewster's Book (2004), using games for enhancing the learner's English learning process. They learners were made happy and relax. Comfortable places and exposure to English are essential both in the forms of songs and music and English written expression in the room where the learners are in.

From the questions no 2, 3, and 4, mostly the researchers got the evidence dealing with the importance of comfortable place. This comfortable place is mostly induced by English songs, and secondly by written English expressions decorated on the walls in the coffee shop. This indicates that being exposed to English, especially the listening in the form of English songs is required. This provides significant evidence that mostly they come very often to the coffee shop due to listening to the music and the English songs as experienced by Risky and Adrian.

There is another new theme found from the respondent or customer no 2. When dealing with the question no 3 about "why did he come to the coffee shop," he also replied that he could enjoy the condition friendly with other customers who happened to be in the coffee shop. This means that when he learned English informally in the coffee shop, he is also induced or motivated by the friendly situation.

CONCLUSION AND SUGGESTIONS

It can be generalized that the respondents come to the coffee shop being exposed to the listening to English songs. These English songs are proved to be the most essential factor that make the respondents enjoy the situation and they are motivated to learn English unintentionally and informally as well as comfortably. Those who didn't have any internal motivation

In fact could be triggered by the external motivation in the form of comfortable place, coffee shop with specific design. Therefore, in order that anyone or any students who want to learn English to get the skill, especially speaking, it would be better they are prepared with a comfortable place. Even though they did not have any motivation to learn English, they would be interested in English because they learn in the comfortable place, like the coffee shop they visited.

Another factor is the exposure to written English expressions. It is also essential to decorate the room where the learners learn English with some written English expressions. They can read and enjoy the expression. They also need a friendly atmosphere so that they can also enjoy the place to learn English.

The limitation of this study lies on time that was in a short period. Observation and unstructured interview would be more generalizable when it takes longer period. The results can be much more comprehensive. For that reason, suggestion fro further study is to continue by having interview and observation in a longer time.

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Mastery Level of Basic Concept of Science Course Using STEM-PBL based PHET Simulation Application

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Abstract: This study aims to determine the effectiveness of using the Phet Simulation application based on STEM (Science, Technology, Engineering, and Mathematics) – PBL (Problem Based Learning) for mastering the basic concepts of science, especially the subject of Dynamic Electricity. This research was conducted on 1st Semester students from one of the PTKIS in Lamongan who taught the basic science concepts course for the 2022/2023 academic year, namely 35 people. The type of research used is quasi-experimental with a One Group Pretest-Posttest research design. The data collection techniques as the main data are pretest and posttest to find out the increase in mastery of the concept. The hypothesis testing in this study used the Paired Sample t Test using the SPSS 25 application. Based on the data obtained sig.2tailed 0.000 < 0.05, it can be concluded that the use of the Phet Simulation application based on STEM-PBL is effective in increasing students' understanding of concepts.

Keywords: Mastery of Concepts; Phet Simulation; STEM-PBL

Abstrak: Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan aplikasi *Phet Simulation* berbasis STEM (*Science, Technology, Engineering, and Mathematics*) – PBL (*Problem Based Learning*) terhadap penguasaan konsep mata kuliah konsep dasar IPA khususnya materi Listrik Dinamis. Penelitian ini dilaksanakan pada mahasiswa semester 1 dari salah satu PTKIS di Lamongan yang mengampu mata kuliah konsep dasar IPA tahun akademik 2022/2023 yakni sebanyak 35 orang. Jenis penelitian yang digunakan quasi eksperimen dengan desain penelitian *One Group Pretest-Posttest design*. Adapun teknik pengumpulan data sebagai data utama yakni *pretest* dan *posttest* untuk mengetahui peningkatan penguasaan konsep. Uji hipotesis dalam penelitian ini menggunakan uji *Paired Sample t Test* menggunakan aplikasi SPSS 25. Berdasarkan data yang diperoleh sig.2tailed 0,000 < 0,05 sehingga dapat disimpulkan bahwa penggunaan aplikasi phet simulation berbasis STEM-PBL efektif terhadap peningkatan pemahaman konsep mahasiswa.

Kata kunci: Penguasaan Konsep; Phet Simulation; STEM-PBL

INTRODUCTION

The basic concept of natural science is a compulsory subject that must be mastered by semester 1 students of the PGMI Study Program at the Islamic University of Lamongan. One of the aims of students studying the basic concepts of science is to develop knowledge, skills, and self-confidence so that they can apply the concepts acquired in everyday life. One of the materials in the basic science concept course is dynamic electricity. The concept of dynamic electricity is a material that is generally difficult to learn because in its application it feels abstract, moreover, not all PGMI Study Program students come from the science department.

Based on the results of observations, students find it difficult when the concept of dynamic electricity is applied through questions related to everyday life. Even though science material (physics) is a subject that is considered difficult for students in high school, most students can still easily accept the knowledge provided, but it is difficult to apply this knowledge flexibly in solving problems in everyday life (Warimun, 2012). So far, the learning model used is only in the form of conveying information by lecturers, so concepts are only transferred to students so and the impact is a lack of mastery of student concepts. According to Krathwohl (2002), to master the

concept of material, students must master the six categories of cognitive processes in Bloom's taxonomy namely remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and create (C6).

The limitations of laboratory equipment and the lack of use of laboratory equipment are the umpteenth reason that makes it difficult for students to interpret the material received. According to Emda (2014), a laboratory must have complete equipment for practicum needs, a laboratory as a place to carry out practicum, measurement, research, and scientific research which functions in proving an abstract concept to increase students' curiosity and interpret the concepts received.

Based on the problems that have been described, it is necessary to have learning innovations, one of which is by using a virtual laboratory. The use of virtual laboratories can increase students' motivation to learn (Karagoz, *et,al*, 2010). One of the virtual laboratory media is Physics Education Technology (PhET) Simulation. Ramadani & Nana (2020) states that learning that is carried out with the help of Phet simulation can support students' understanding of concepts so that they can master the material provided. The Phet Simulation application has several advantages, it can be used on computers and cellphones because it can be connected to an internet network or without an internet network (Arifin, *et, al*, 2022). Phet Simulation is a fun software based on discovery and can be used to clarify physical concepts and abstract phenomena (Rochman & Madlazim, 2013). PhET can be used for practicum activities which can save time but do not eliminate the objective of the practicum it self (Astuti & Handayani, 2018).

The use of PhET simulation can be applied in learning with an integrative approach that uses several disciplines. Science, Technology, Engineering, and Mathematics (STEM)-Problem Based Learning (PBL) is a new approach that integrates more than one discipline. PBL is a problem-based learning model, while STEM is a collection of various disciplines that are closely related to each other so that students can have provisions in social life following the STEM field of science (Mayasari, dkk, 2014; Nugraha, dkk, 2017). The purpose of the PBL learning model is to develop the basics of substantial knowledge by positioning students as active problem solvers who are confronted with situations (ill-structured problems) so that students get the opportunity to learn how to learn (Simanjuntak, 2014). Simanjuntak (2014) in his research stated that during the learning process using the PBL model, students were emphasized to make conceptual discoveries. In general, STEM itself when applied in learning can encourage students to design, develop, and utilize technology, and can hone cognitive, affective, and manipulative abilities and be able to apply their knowledge (Ariyatun & Octavianelis, 2020; Capraro, *et al*, 2013).

It is felt necessary to overcome students' lack of mastery of the concept of dynamic electricity in basic science concepts courses by testing the use of the STEM-PBL-based Phet simulation application to improve students' understanding of concepts.

METHODS

This type of research is an experiment with a quasi-experimental research design in the form of one group pretest-posttest. In this study, there was only one experimental group that was given a pretest before being given treatment by applying STEM-PBL based Phet simulation, and after the treatment was given a posttest to see the level of student's mastery of concepts. The subjects of this study were 35 of the Freshman. As for the research design framework (Sugiyono, 2016), as follows:

O1 X O2

Information:

O1 = Pre-Test ability to master the concept

X = Treatment using the STEM-PBL-based Phet Simulation application

O2 = Post-Test ability to master the concept

The data collection technique used a student concept understanding test which had previously been validated and calculated for reliability. While supporting data with observation and documentation of student activities during learning activities. The data analysis method used to determine the effectiveness of using the STEM-PBL-based Phet simulation application for understanding the concept is by using the paired sample t-test, previously the data was tested using the Smirnov-Kolmogorov normality test through the SPSS 25 application.

RESULT AND DISCUSSION

Applying the basic science concepts on the topic of dynamic electricity using the STEM (Science, Technology, Engineering, and Mathematics)-based phet simulation application - PBL (Problem Based Learning) is an alternative to increasing students' understanding of concepts. Technology in the form of Phet simulation supporting tools helps students understand the concept of material. Students are trained to design, assemble, and understand procedures in solving a given problem. While mathematics itself is a tool used to simplify the concept of science itself in a more systematic and mathematical form.

Table 1. Application of STEM in learning

Component	Explanation
Sains	Dynamic Electricity, Electrical Circuits
Technology	Use of Phet Simulations
Engineering	Design and manufacture Electrical Circuits in Miniature Houses
Mathematics	Designing Energy Efficient Electrical Circuits

Table 2. Learning Stages Using the STEM-PBL-based Phet Simulation Application

Step	Learning Activities	Category
Asking Questions and Defining the Problem	<ol style="list-style-type: none"> Educators ask questions about phenomena or events that are related to electrical circuits that are close to everyday life. Students clarify the problem and try to solve the problem 	Science
Do the Hypothesis	<ol style="list-style-type: none"> Educators guide students to carry out hypotheses in order to develop an explanation of the phenomena that occur using phet simulation Students carry out hypotheses observing circuits in phet simulation 	Technologi
Analyse and Interpret Data	Students analyze the observed data obtained and after the data is analyzed then students design an electrical circuit using phet simulation which is then applied to the design of miniature houses	Engineering
Uses Math and Computational Thinking	Students use mathematics to calculate the current flowing in electrical circuits and use problem-solving methods in analyzing the data obtained to obtain energy-efficient electrical circuits.	Mathematich

Students' mastery of concept skills is obtained through tests using valid and reliable pretest and posttest dynamic electricity subject matter instruments. The recapitulation of the results of

mastering the concept of semester 1 students who teach basic science concepts courses is presented in Table 1.

Table 3. Average results of mastering the concept of dynamic electricity

Component	Average Score		N-gain	Category
	Pretest	Posttest		
Average	36	82	0.71	High
Highest Score	77	93	0.69	medium
Lowest Score	23	63	0.52	Medium

Based on table 3, shows that there was an increase in the pretest and post-test students' concept understanding scores which were measured using questions developed based on indicators of conceptual understanding which included 6 aspects namely remembering, understanding, applying, analyzing, evaluating, and creating. The successful use of the STEM PBL-based Phet application has a positive effect on students' ability to understand the concept of dynamic electricity. The visualization presented by the Phet Simulation application is easy to understand so it makes students' cognitive abilities stronger. According to Rochman and Madlazim in Abdul (2019) This phet simulation is a fun and discovery-based interactive simulation medium and can be used to clarify certain physical concepts or phenomena.

In using the STEM PBL-based phet simulation application, students are provided with worksheets that ask students to hypothesize and analyze the given problem, apply phet then construct it in a concrete project so that students' thinking skills continue to develop and, in the end, students can interpret, relate between events from the simulation using the phet simulation application so that concepts are awakened in students. This is following research conducted by Abdi, dkk (2021) that the PHet simulation helps students by displaying visualizations that enable students to describe an abstract theory, thereby making students interested in learning physics.

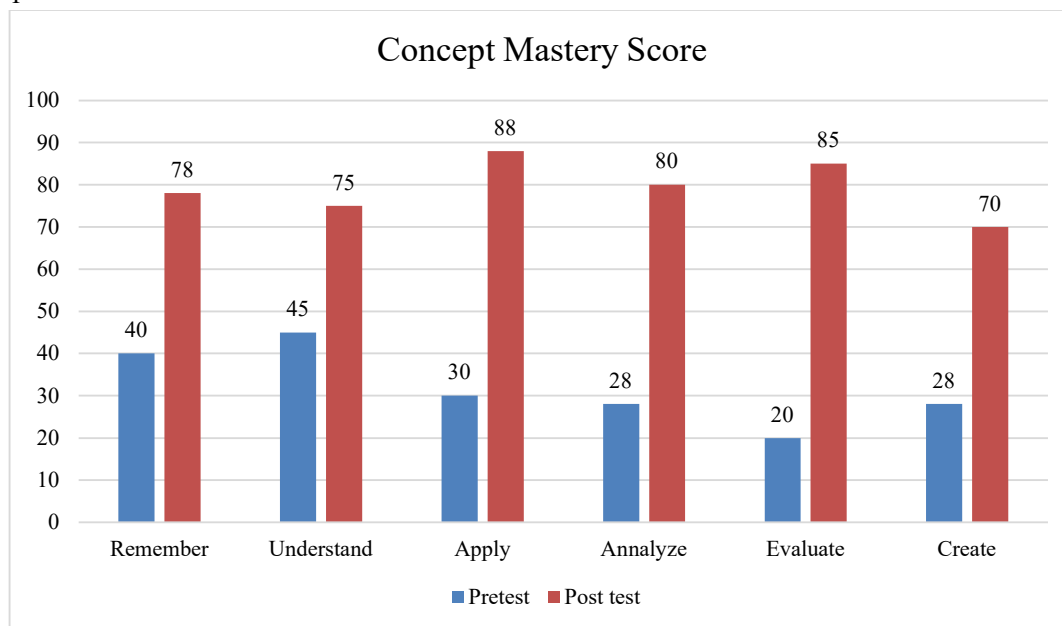


Figure 1. Students use phet simulation to construct energy-efficient electrical circuits



Figure 2. Students construct a series that has been arranged using phet simulation to become a project

The use of the STEM PBL-based Phet simulation application is an effective way to construct students' conceptual understanding by maintaining the integration of science, technology, mathematics, and engineering. STEM integration with PBL makes it possible to actualize environmental literacy and student creativity (Farwati, et al, 2017). If it is interpreted on a graph of student mastery of concepts based on indicators of mastery of concepts, it is presented in Graph 1



Graph 1. Data on Concept Mastery Aspects

From the analysis that has been carried out, an average pretest score of 36 is obtained and an average posttest score is 82. So a gain score of 0.71 is obtained in the high category. The highest average score of concept mastery occurs in the applying indicator. This is because, through learning using the Phet simulation application, students independently find concepts, and tinker with existing content in Phet such as using the required resistance and voltage, so students will gain a lot of experience and make learning more meaningful and then be able to apply the concept. that they understand to apply. In line with the opinion expressed by Moore, dkk (2014) that the use of the simulation allows students to gain meaningful experiences and can raise students' curiosity about the concepts they are studying.

Other indicators that also received significant improvements, namely evaluating and analyzing. Through STEM PBL-based learning, students are trained to think critically by solving a problem, students can make a good interpretation of the data obtained when using the phet simulation application. This is in line with what was stated by Putri, dkk (2020) that learning using STEM PBL can facilitate students to always be critical in discovering concepts and linking their experiences with the material being studied. Han, dkk (2015) also mentioned that with STEM PBL students are required to solve real-world problems and engage in ill-defined tasks to become well-defined outcomes through collaboration.

The creation indicator gets a post-test score with the lowest average. This is because in principle the activity of creating has a higher level of difficulty compared to other aspects of cognition (remembering, understanding, applying, analyzing, and evaluating). When students construct electrical circuits in miniature houses that are done in groups, students only rely on colleagues in their groups. So when given questions related to C6 abilities, the student scores have not increased much.

Furthermore, hypothesis testing was carried out using the paired sample t-test with the help of IBM SPSS. Based on the tests performed, the output results are presented in table 4

Table 4. Test result of paired sampel t test mastery of the concept

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest - posttest	-46.257	12.940	2.187	-50.702	-41.812	-21.149	34	.000

The results obtained a significant value of $0.000 > 0.05$ so it can be concluded that the use of the STEM PBL-based phet simulation application is effective in increasing students' understanding of concepts. This is in line with research conducted by Rizkiana & Apriani (2020) that students who were taught using PhET had a better understanding of concepts than students who were taught without using PhET.

CONCLUSION AND SUGGESTIONS

Based on the results of this study, it can be concluded that the use of the STEM PBL-based PHET simulation application in learning the basic science concepts of electrical circuit material is effective in increasing students' conceptual understanding with a sig value of 0.000. Suggestions from the conclusions that can be conveyed in this study are, in implementing the use of the PHET simulation application, careful preparation is needed and planning learning activities so that students are more motivated, and further research is needed regarding student responses to the use of STEM PBL-based phet simulation.

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The Role of Self-Discipline, Self-Concept and Self-Efficiency on Teacher Performance

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Abstract: The quality of education is very dependent on the role of teachers in it because teachers are professional educators. Quality education processes and outcomes are also inseparable from teacher performance. Therefore, given the importance of this, various efforts are still being made to improve teacher performance such as self-discipline, self-concept and self-efficacy as will be discussed in this study. This study uses a quantitative approach by using the method of observation and questionnaire design. The population observed was 38 teachers, because the number was less than 100, the sample was determined using the census technique. The data were then tested for validity and reliability as well as the classical assumption test. In the end there is multiple regression analysis using SPSS version 26.0 program. The conclusion that self-discipline has a significant effect on improving teacher performance. Likewise, what happened to the independent variables of self-concept and self-efficacy also had a partial and significant influence on improving teacher performance. These three variables have a significant effect simultaneously on improving teacher performance.

Keywords: self-discipline; self-concept; self-efficiency; teacher performance.

Abstrak: Mutu pendidikan sangat bergantung pada peran guru di dalamnya karena guru sebagai tenaga pendidik yang profesional. Proses dan hasil pendidikan yang berkualitas juga tidak terlepas dari kinerja guru. Oleh karena itu mengingat pentingnya akan hal tersebut, maka berbagai upaya masih terus dilakukan untuk meningkatkan kinerja guru seperti dengan adanya disiplin diri, konsep diri dan efikasi diri sebagaimana akan dibahas di penelitian ini. Studi ini menggunakan pendekatan kuantitatif dengan menggunakan metode observasi dan rancangan kuesioner. Populasi yang diamati adalah guru yang berjumlah 38 orang, karena jumlahnya kurang dari 100, maka penentuan sampel menggunakan teknik sensus. Data selanjutnya diuji kevalidan dan kehandalan serta uji asumsi klasik. Pada akhirnya ada analisis regresi berganda dengan menggunakan program SPSS version 26.0. Kesimpulan bahwa disiplin diri memiliki pengaruh signifikan terhadap peningkatan kinerja guru. Begitu pun yang terjadi pada variabel bebas konsep diri dan efikasi diri turut memiliki pengaruh secara parsial dan signifikan terhadap peningkatan kinerja guru. Ketiga variabel tersebut memiliki pengaruh signifikan secara simultan terhadap peningkatan kinerja guru.

Kata kunci: disiplin diri; konsep diri; efikasi diri; kinerja guru

INTRODUCTION

Education has been recognized as an important element in developing the human personality and has an important role in forming quality human beings. The government pays serious attention to cultivating and developing the education sector. The existence of a systematic and quality-oriented educational process is expected to produce a generation that is reliable in building the nation and facing all changes and global demands. Education reform efforts have been carried out in the midst of the dynamics of change. There is an overarching goal by prioritizing the right of every citizen to obtain a proper education in order to ensure the welfare of life. Formal and non-

formal educational institutions are involved in achieving these goals. Every organization must give its best effort to produce optimal organizational performance (Ahmad et al., 2014; Sinambela & Darmawan, 2021).

The school through teachers and principals has an important role in realizing the goals of education to educate the nation's life (Yuliana, 2012). Teacher performance is a measure of school success (Hariyani et al., 2016). Individual and organizational performance is an important element supporting organizational success (Jamaluddin et al., 2013). Good teacher performance will support a good learning process as well. According to Darmawan (2015), teacher performance is the ability and success of teachers to carry out their duties in learning activities. According to Luthans et al. (2015), performance is the quality that an individual produces from doing his job. This performance describes the extent to which a person's activity is to do the task and contribute to realizing the goals that have been set previously (Hutomo, 2011; Issalillah & Wahyuni, 2021). Teachers who have good performance are often considered as professional teachers. According to Mardikaningsih et al.(2022), teacher performance is the embodiment of the final result of the work of each teacher, including in the field of administration and the main task of teaching based on professionalism. Teacher performance will show the level of achievement of teachers carrying out main tasks in the field of education according to performance standards in a certain time span to support overall educational goals (Sinambela & Ernawati, 2021).

One of the factors that shape teacher performance is self-discipline. Self-discipline is seen by others in daily behavior (Kiley et al., 2015). Teachers should understand how they have awareness and try to be a good person and also try to comply with the provisions and norms in the social environment (Novrianda et al., 2012). Studies of organizational behavior have shown this to be important and capable of helping and realizing organizational goals (Ningwulan et al., 2012). The existence of direction on the attitude of discipline will produce work effectively. Thus, discipline is an important element for organizations in an effort to achieve goals. However, it all stems from the behavior of organizational members (Karina et al., 2018; Infante & Darmawan, 2022).

In addition to self-discipline, teacher performance can also be determined by self-concept. The success of teachers related to their performance is largely determined by their self-concept. Calhoun & Acocella (1995) explain that self-concept is how an individual views himself and this includes three dimensions that shape it, namely knowing oneself, respecting oneself and judging oneself. Self-concept determines how individuals behave/act in various situations (Munir et al., 2022). Rivera (2020) states that self-concept affects teacher performance. Teachers who have attitudes and traits that support the achievement of organizational goals will lead to the implementation of tasks correctly. In negative situations, teachers who tend to be less supportive of work, for example, are reluctant to develop themselves and do not want to be involved in work with other people, of course, this will have an impact on teacher performance. A bad self-concept will cause difficulties regarding the realization of hidden talents and potentials (Darmawan, 2013). On the other hand, a healthy self-image will pave the way for success and happiness in life (Mardikaningsih & Putra, 2021). A person with a positive self-concept will succeed in developing self-confidence, self-esteem and being able to see himself realistically. With the realization of these traits, the person can establish relationships with the right people so that later they can easily adapt to the social environment. Thus, teachers who have a positive self-concept will expand their success in learning while those who have a negative self-concept will have difficulty.

Self-efficacy also has a role in teacher performance. The role of self-efficacy is needed so that teacher performance can be further developed because the realization of self-efficacy will create a sense of confidence in their abilities in completing the work assigned by their leaders. According to Lunenburg (2011), self-efficacy is an individual who believes that he can produce something useful. Self-efficacy is an important part of cognitive social theory or self-efficacy as a belief in one's ability to achieve results (Lestari et al., 2020). Bandura (1997) explains that self-confidence is a form of belief in oneself in acting in order to be faced with conditions where the

expected results can be obtained. The study of Song et al. (2018) found that teacher performance can be positively and significantly influenced by self-efficacy. As explained by Darmawan (2019) which states that if an individual has a high level of self-efficacy, then all efforts, attention to achieving goals will be devoted to the maximum and if you face failure, it is not easy to despair, instead the efforts made will be increased as much as possible. In addition to this, individuals with high self-efficacy can change the events around them, but on the contrary a sense of being unable to complete everything around them shows that their self-efficacy is low. When individuals with low self-efficacy are faced with difficult situations, they quickly give up and on the contrary, every effort will be made even harder in order to solve the challenges faced when the individual's self-efficacy is high (Caprara et al., 2006). Based on this description, the author conducted a study entitled Improving Teacher Performance through self-discipline, self-concept and self-efficacy.

METHODS

This study uses a quantitative approach by using the method of observation and questionnaire design. This study takes a case in one of the junior high schools (SMP) in the city of Surabaya. The population observed was teachers, totaling 38 people. Based on this, because the number of population members is less than 100 people, the researcher uses a census technique and makes all members of the population as members of the sample or respondents.

In this study there were three independent variables involved, namely self-discipline, self-concept, and self-efficacy. The dependent variable is teacher performance. The following is an explanation of the operational definitions and measurement indicators for each variable.

1. Self-Discipline Variable (X.1)

Self-discipline is the awareness and willingness of teachers to obey all the rules and social norms that apply in the workplace. According to Arifin et al. (2017), self-discipline has several indicators, namely (a) the teacher's sense of care for the achievement of organizational goals; (b) high enthusiasm, enthusiasm and initiative of teachers when working; (c) the teacher is fully responsible for the proper implementation of the task; (d) awareness to fulfill obligations as a teacher.

2. Self-Concept Variable (X.2)

Self-concept is an individual's personal view of himself which includes knowledge of self, self-esteem and self-assessment. According to Calhoun and Acocella (1995), self-concept has indicators (a) knowledge related to oneself; (b) expectations of a set of views about what one might become in the future; (c) self-assessment.

3. Self-Efficacy Variable (X.3)

Self-efficacy is a belief in one's ability to carry out tasks. According to Lunenburg (2011), self-efficacy indicators are (a) past performance; (b) vicarious experiences; (c) verbal persuasion (verbal persuasion); (d) emotional cues.

4. Teacher Performance Variable (Y)

Performance is a measurement of the expected work results in the form of something optimal. The indicators for measuring performance according to Darmawan (2021) are (a) work quality; (b) quantity; (c) punctuality; (d) effectiveness; (e) independence.

The data collection tool used in this study was a questionnaire. The questionnaire uses a Likert scale which serves to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. There are eight levels from Strongly Agree (SSS) with eight points to Strongly Disagree (STSS) with one point.

The data were then tested for validity and reliability as well as the classical assumption test. In the end, there is a multiple regression analysis using the SPSS version 26.0 program.

RESULT AND DISCUSSION

1. Characteristics of Respondents

Respondents from teachers are grouped based on their respective characteristics. Based on gender, there were 12 men and 26 women. Characteristics of respondents based on age showed that there were two respondents aged 25 to 30 years, 17 people from 31 to 40 years old, 10 people from 41 to 50 years old, and nine people over 50 years old. There were two people in the school for less than a year. There are eight people who have worked at the school for a span of one to five years. There are 15 people who are in the range of five to 10 years. The rest are more than 10 years old. There are 11 people who have teacher certification.

2. Validity and Reliability Test

Based on the results of testing the validity of each research variable, the statement in this research questionnaire is declared valid because the value of $r > 0.30$. While the reliability test in this study was carried out using the Cronbach Alpha value guideline with the criteria if Cronbach's Alpha value > 0.7 then it is said to be reliable and Cronbach's Alpha value < 0.7 then it is said to be unreliable.

Table 1. Variable Reliability Test Results

VARIABLES	CRONBACH'S ALPHA	STATUS
Self-Discipline (X.1)	0.712	Reliable
Self-Concept (X.2)	0.839	Reliable
Self-Efficiency (X.3)	0.778	Reliable
TEACHER PERFORMANCE (Y)	0.764	RELIABLE

Source: SPSS Output

Based on these results, the Cronbach Alpha value for the self-discipline variable (X.1) is $0.712 > 0.700$ so it is said to be reliable. While the Cronbach Alpha value for the self-concept variable (X.2) is $0.839 > 0.700$ so it is said to be reliable and the Cronbach Alpha value for the self-efficacy variable (X.3) is $0.778 > 0.700$ so it is said to be reliable. The Cronbach Alpha value of the teacher performance variable (Y) is $0.764 > 0.700$ so it is said to be reliable.

3. Classic assumption test

The multicollinearity test is based on the Variance Inflation Factor (VIF) value on the SPSS 26 output. Each independent variable has a VIF 10 and a Tolerance value 0.10. This is the basis that it is stated that the multiple linear regression model does not have multicollinearity between the independent variables and other independent variables so that it can be used in this study. The results are shown in Table 2.

Table 2. Multicollinearity Test Results

Variables	Tolerance	VIF
Self-Discipline (X.1)	.829	1.206
Self-Concept (X.2)	.570	1.754
Self-Efficiency (X.3)	.573	1.746

Source: SPSS Output

The normality test in Figure 1 of the P-P Plot graph shows that the data spreads around the diagonal line and moves in the direction of the diagonal line. This means that the data are normally distributed and meet the normal assumptions.

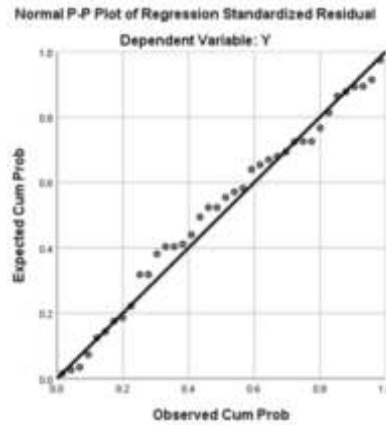


Figure 1. P-P Plot Data Normality (Source: SPSS Output)

Heteroscedasticity test was observed with a scatterplot graph. From Figure 2 it can be seen that the points spread randomly and do not form a pattern so it is concluded that there is no heteroscedasticity in the regression model in this study.

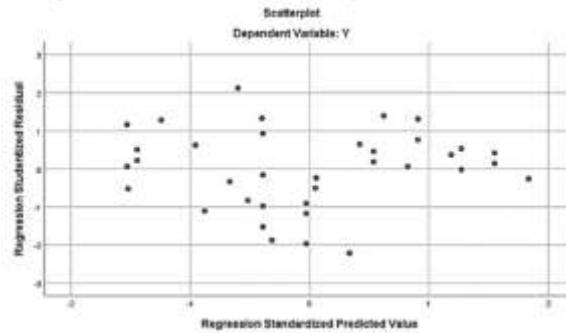


Figure 2. Scatterplot Graph (Source: SPSS Output)

4. Linear Regression Analysis

The results of the multiple regression test conducted on three independent variables, namely self-discipline, self-concept, and self-efficacy are presented in Table 3 below.

Table 3. t test results

MODEL	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	T	SIG.	COLLINEARITY STATISTICS	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	24.379	5.230		4.661	.000		
X.1	2.881	.774	.410	3.722	.001	.829	1.206
X.2	1.852	.756	.326	2.451	.020	.570	1.754
X.3	1.462	.689	.282	2.123	.041	.573	1.746

Source: SPSS Output

The regression equation obtained is as follows $Y = 24,379 + 2,881X.1 + 1,852X.2 + 1,462X.3$. Based on Table 3, the t-test can be seen that the tcount value of the self-discipline variable is 3.722 with a significant level of 0.001 (<0.05). The tcount value of the self-concept variable is 2.451 with a significant level of 0.02 (<0.05). The t-count value of the self-efficacy variable is

2.123 with a significant level of 0.041 (<0.05). This shows that there is a positive and significant effect of self-discipline, self-concept and self-efficacy variables on teacher performance variables.

The F test exists to determine the role of the independent variables simultaneously giving an impact on the dependent variable. This was tested at a 5% significance level. The results of the F test can be seen in Table 4.

Table 4. F . Test Results

MODEL		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
1	Regression	963.310	3	321.103	21.750	.000 ^b
	Residual	501.953	34	14.763		
	TOTAL	1465.263	37			

Source: SPSS Output

Based on Table 4, the probability value of alpha 0.000 is smaller than the value of 0.05. This means that the variables of self-discipline, self-concept and self-efficacy simultaneously have a significant effect on the variable of improving teacher performance.

Table 5. Coefficient of Determination

MODEL	R	R SQUARE	ADJUSTED R SQUARE	STD. ERROR OF THE ESTIMATE	DURBIN-WATSON
1	.811 ^A	.657	.627	3.842	1.334

Source: SPSS Output

The value of the coefficient of determination is the contribution of the independent variable to explain the variation of the dependent variable. Based on Table 5 shows the value of Adjusted R Square of 0.627 or 62.7% which means the contribution of self-discipline, self-concept and self-efficacy to improving teacher performance is 62.7%, while the remaining 37.3% is the contribution of other variables not examined or variables others that are not included in this research model.

5. Discussion

Based on data analysis, self-discipline variable has a significant effect on improving teacher performance. This is in accordance with the findings of Darmawan (2014, 2015); Aprilianti et al. (2019); Sinambela et al. (2019); Sulaksono & Mardikaningsih (2021); and Darmawan (2022). Self-discipline is needed by every individual, including teachers because it will determine their attitude or behavior based on all written or unwritten rules and regulations which should be obeyed and implemented. Teachers who can obey the rules and implement these rules well, then at work will feel calm because they have worked according to existing norms so that whatever is done to achieve educational goals will be reflected in the performance provided. The smoothness and success of the teaching and learning process, a conducive school atmosphere, student behavior, the formation of student character, student achievement are also largely determined by the self-discipline of the teacher. Teachers who have a high level of self-discipline will accept that attitudes, actions taken based on regulations are not a burden, on the contrary the teacher will feel burdened if they cannot do what they should. In contrast to teachers who have a low level of discipline, they tend to ignore and even violate the rules that have been set when they should be obeyed. Therefore, self-discipline will create social norms and awareness so that all school rules and learning systems are obeyed. The realization of this certainly requires continuous supervision so that the self-discipline that has been possessed can be consistently applied so that there is no desire to commit violations that actually harm him and disrupt the survival of the school. However, with self-discipline that helps improve teacher performance, self-discipline is actually a form of self-control which will have an impact on the welfare of the teacher's life (Joshnloo et al., 2020) and reduce work stress (Nielsen et al., 2020). In addition, it can also be a factor that

allows the teacher not to be easily influenced by negative things because he prioritizes long-term goals in the world of education (Bardi & Schwartz, 2003).

Another finding shows that the self-concept variable has a significant effect on improving teacher performance. These results support the findings of Sugiarta et al. (2018); Rivera (2020). Self-concept will support a person's belief that he can succeed under certain conditions. This of course must be supported by the competence and behavior or work attitude of the teacher (Lembong et al., 2015). This character supports work results and the desire to carry out responsibilities at work with a high level of awareness (Arifin et al., 2022). Teachers with high self-concept can control the classroom situation, smooth the learning process so that teachers can carry out their roles professionally. Therefore, self-concept is an important component in best practice in educational units that can implement effective educational interventions in the school context to maximize potential which ultimately has an impact on the level of professionalism.

The data analysis also proves that the self-efficacy variable has a significant effect on improving teacher performance. The results of this study support previous research conducted by Song et al. (2018). Individuals with high self-efficacy are able to judge that every failure is due to personal mistakes and that it needs to be corrected with better efforts. A person's doubts as a form of low self-efficacy will have an impact on avoiding complex tasks. This is because it is considered disturbing their comfort zone. This condition shows a person has a low level of commitment to the organization. Complex tasks are seen as troublesome and they are trapped in lack of self-confidence. Furthermore, the results obtained will be poor (Issalillah et al., 2021; Putra et al., 2022).

Simultaneously, the three independent variables showed a significant effect on the teacher performance improvement variable. Although the role of the teacher determines the success of educational goals, the management system also plays an important role in this. Human and system factors are two things that contribute to performance (Mardikaningsih, 2014). Organizational culture must be formed to lead to effective results (Ishak et al., 2016). The effectiveness of the system is shown by the role of the manager. If the policy is appropriate, it will increase the sense of motivation, confidence and job satisfaction of organizational members (Purnamasari et al., 2021). This will also improve teacher performance. Organizational members also have the desire to remain with the organization (Ramadhan et al., 2013; Mahyanalia et al., 2017; Retnowati et al., 2021).

CONCLUSION AND SUGGESTIONS

Based on the results of the data analysis test and the previous discussion, it can be concluded that self-discipline has a significant effect on improving teacher performance. Likewise, what happened to the independent variables of self-concept and self-efficacy also had a partial and significant influence on improving teacher performance. These three variables have a significant effect simultaneously on improving teacher performance.

With the research results obtained, the principal should be able to implement several policies related to existing regulations. The implementation of this policy must be known by all school members including teachers and it is important to set an example regarding discipline to improve the teaching and learning process in schools. The task of disciplining teachers is not an easy thing because there are so many characters inherent in the teacher that it takes intellectual intelligence, emotional intelligence, and spiritual intelligence that a school principal has to carry out his duties. Discipline as the main capital strengthens the motivation of every teacher so that their self-competence continues to be developed. Can also carry out supervision properly so that teacher performance, the learning process can improve. Supervision is one of the fundamental functions of school programs that must be carried out effectively and responsibly. The existence of

academic supervision does not mean that it intends to judge the mistakes or shortcomings of teachers, school residents and cause sanctions to be imposed, but to improve performance in terms of better learning quality so that appropriate, systematic solutions can be found to foster the teachers concerned. In this case the principal as a related party must have interpersonal, conceptual and technical skills. In addition to this, the implementation of academic supervision must be monitored regularly, assessed, evaluated and followed up so that expectations for improving teacher performance can be realized as they should because teachers have received feedback that can help to correct deficiencies that should have been avoided. In addition, it is important for every teacher to maintain their commitment as educators where duties, obligations, responsibilities, dedication must be carried out with full responsibility, trust and try to give their best. Various programs from schools and governments to improve the quality, competence, self-concept and self-efficacy of teachers should be utilized optimally because this will certainly benefit the teacher. For other researchers, it is recommended that they determine several relevant independent variables by adding research samples obtained from several schools so that more varied research results can be found.

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Problems of Using Innovative Learning Media in the Digitalization Era of the Merdeka Program in Basic Education

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Abstract: The purpose of this study is to describe the problems of using digital-based innovative learning media in the digitalization era which is an independent learning program in basic education. This problem is very important to study more deeply, considering that learning media is an important component that must exist in the implementation of learning. The method used in this research is descriptive qualitative. The research was conducted at SDN Sidosermo 1 Surabaya during December 2022. The data needed in this study included literature studies, direct observation, supported by questionnaire results and interviews with PPG students who carried out PPL at SDN Sidosermo 1 Surabaya. The results of this study note that there are still teachers who have not utilized digital-based innovative learning media during learning. Teachers still use the lecture method and simple media in the form of pictures and word cards to support learning. The lack of use of digital-based innovative learning media is not only seen in Sidosermo 1 Surabaya Elementary School, but also in several schools in Indonesia. This is known from data which states that around 60% of teachers in Indonesia still do not master information and communication technology. Based on the results of this study it can be concluded that the use of digital-based innovative learning media is still minimal and needs to be improved in the future. It is intended that there is a balance between technological advances and scientific advances in the school environment, which in turn can improve the quality of learning.

Keywords: Problematics, Innovative Learning Media, Digital Based, Basic Education

Abstrak: Tujuan dari penelitian ini adalah untuk mendeskripsikan problematika pemanfaatan media pembelajaran inovatif berbasis digital di era digitalisasi yang merupakan program merdeka belajar pada pendidikan dasar. Permasalahan tersebut sangat penting untuk dikaji lebih dalam, mengingat media pembelajaran merupakan salah satu komponen penting yang harus ada dalam pelaksanaan pembelajaran. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian dilaksanakan di SDN Sidosermo 1 Surabaya selama bulan Desember 2022. Data yang diperlukan dalam penelitian ini meliputi studi literatur, observasi langsung, didukung dengan hasil angket dan wawancara dengan mahasiswa PPG yang melaksanakan PPL di SDN Sidosermo 1 Surabaya. Hasil penelitian ini diketahui bahwa masih terdapat guru yang belum memanfaatkan media pembelajaran inovatif berbasis digital selama pembelajaran. Guru masih menggunakan metode ceramah dan media sederhana berupa gambar dan kartu kata untuk menunjang pembelajaran. Minimnya pemanfaatan media pembelajaran inovatif berbasis digital tidak hanya terlihat di SDN Sidosermo 1 Surabaya saja, akan tetapi juga di beberapa sekolah yang ada di Indonesia. Hal ini diketahui dari data yang menyatakan sekitar 60% guru di Indonesia yang masih belum menguasai teknologi informasi dan komunikasi. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa pemanfaatan media pembelajaran inovatif berbasis digital masih minim dan perlu untuk ditingkatkan kedepannya. Hal ini bertujuan agar terjadi keseimbangan antara kemajuan teknologi dan juga kemajuan ilmu pengetahuan di lingkungan sekolah yang nantinya dapat meningkatkan mutu pembelajaran.

Kata kunci: Problematika, Media Pembelajaran Inovatif, Berbasis Digital, Pendidikan Dasar

INTRODUCTION

The presence of information and communication technology (ICT) in recent years has significantly increased in every aspect of daily life, including education. The application and use of ICT in education can be more successful in reforming the education system. ICT facilities need to be applied in the field of education to improve the quality of the education system, both in terms of infrastructure, professional excellence in teacher training, and the production of quality teachers.

Learning is a process that can be carried out through formal or non-formal education. When formal education is being offered, teachers and students are encouraged to be more creative to achieve the desired educational goals (Abdul Istiqlal, 2018). In childhood, social interaction skills become one of the central competencies that need to be developed from an early age (Ngoc, 2021). Social interaction is very important because it influences the next child's life, especially socializing and spreading thoughts. One of the media for children to learn to interact socially is at school. Teachers as facilitators of social interaction education for children must realize the importance of social interaction skills for children, where through education children will more easily achieve interaction competence with their surroundings (Mariati et al., 2022). During the teaching process, a teacher's job is not just to impart knowledge to students; Teachers must also be able to inspire and motivate students to be more active. During the teaching process, a teacher's job is not just to impart knowledge to students; Teachers must also be able to inspire and motivate students to be more active (Mariati, 2020).

It should be understood that education is a system with several components that interact with each other to achieve a goal. Some of the components include: objectives, teaching materials, methods, tools or media, four and evaluation. Education is a system, so the effectiveness of each component of the system must interact for education to be effective. As the most important component of this system, the media serves as a means of nonverbal communication. As the only component of the system, this means that media must exist or must be used in every lesson. This is said because if only one component is missing then the result will not be very good (Suda, 2019).

Utilizing media during teaching is the single most effective solution to various problems related to teaching effectiveness. The use of appropriate media will increase students' interest in the material being taught. Interest and motivation can be increased through media assistance, students will concentrate more and it is hoped that the learning process will be better so that in the end students' understanding of learning material can be improved. Therefore, the use of media as a teaching tool must be appropriate and able to help students understand the material presented (Emda, 2011: 150) in (Abdul Istiqlal, 2018).

Factually, in the world of education, namely at the basic education level, learning has so far been dominated by cognitive aspirations. Most of the learning in the classroom still uses the teacher's approach or the teacher's more role or teaching center (Azhar Arsyad, 2008). In teaching practice it is often seen that the teaching process is monotonous, the class atmosphere is passive and wordy, students are only given directions and given assignments, and the teacher carries out lessons with (verbal) narrative only. It is rare to find further learning activities such as applying innovative learning media, discussing or making discoveries. Situational learning can be demonstrated by sitting, listening, taking notes, and memorizing very carefully (Alwi, 2017).

This is in accordance with the educational conditions that take place in several elementary schools in Surabaya. According to current data, the situation of school learning media is rather concerning. Government assistance providing education in schools can assist teachers in teaching, but is not widely utilized. There are still many teachers who have not been able to take advantage of these innovative learning media. Therefore, teachers must increase their proficiency in using innovative teaching materials in all subjects (Wahyu et al., 2020). In science lessons, for example, there are lots of learning media that can be utilized, such as visual media, auditory media, and

audiovisual media. Even advanced schools already have several laboratories such as Science Laboratories, Language Laboratories, ICT Laboratories and so on.

Hasrah discussed other issues related to the application of ICT in education, including the role of teachers' ICT knowledge on student success. We all know that teachers are the driving force behind classroom education initiatives. In this learning process, ICT serves as a tool that can help instructors do their job better so that students can benefit from education both inside and outside the classroom. Therefore, mastery of ICT by teachers has become an obligation in order to increase teaching professionalism (Hasrah, 2019).

Based on the problems described above, the authors are interested in conducting research related to the Problems of Utilizing Innovative Learning Media in the Era of Digitalization of the Merdeka Program in Elementary Schools. This is very important to do, considering that learning media is one of the main components in the learning process which can have a positive impact on student learning outcomes. Besides that, in order to keep up with the rapid development of technology and knowledge, education in schools must also be able to keep up. This is one of the teacher's duties in transferring knowledge when in the school environment.

METHODS

The purpose of this research is to identify problems related to the use of innovative media in the digitalization era of the independence program in elementary schools. This type of research uses descriptive qualitative. The method used in this study is qualitative with the aim of obtaining information about media and the use of learning media in elementary schools. The research was conducted at SDN Sidosermo 1 Surabaya during December 2022. The data needed in this study included literature studies, direct observation, supported by questionnaire results and interviews with PPG students who carried out PPL at SDN Sidosermo 1 Surabaya. The purpose of the interviews was to gather information about the use of digital-based innovative learning media. Documenting the implementation of learning and documenting tools are also used to find out whether innovative media in schools are available and utilized or not.

RESULT AND DISCUSSION

Teachers are an important resource for ensuring that students meet their learning goals in ways that are adapted to their cognitive, emotional, and social abilities. Student achievement in class is the single most reliable indicator of teacher competence in class, according to Rohmah and Marimin (2015). In order to provide proper guidance to students, learning should be done carefully. Utilization of learning media is the single most important component of the educational goals of the support system. The assumptions of media experts about how to use media for learning imply that this is true. When educational activities are carried out with integrity in planning, use and evaluation, educational media will be very helpful if used by teachers (Budiyono, 2020).

The quality of education is not as high as we expect. There are some educational problems behind it. This was also stated by Sukmadinata in Mutakin (2015) and refers to the relatively low level of learning opportunities. In addition, the problem also includes quality that has not been carried out seriously. This is the result of a lack of proper professional teacher training. On the other hand, according to Sanusi in (Munandar, 2020), teachers cannot be compared with certain performance standards because they do not have the required qualifications in the fields of research, education, didactics, methodology, and social affairs, especially in the areas of discipline and motivation, as well as collaboration with teachers. others and educational leaders (Mariati, 2021).

According to research findings, there are several obstacles that prevent teachers from using effective and interesting teaching materials that can increase students' motivation to learn. One of the problems is that teachers have to deal with school administration besides creating and preparing innovative media. Another obstacle is that teachers think that learning media are expensive, so they are reluctant to make or buy them. Teachers feel inadequate or unable to create innovative learning media even though workshops and training have often been held both at school and outside of school. Innovative learning media are not available in schools which makes teachers unable to apply them in class. There is a lack of appreciation received by teachers for the innovations that have been produced, so that teachers are less enthusiastic about making innovative learning media (Alwi, 2017).

Regardless of this, the teacher still has an obligation to advance knowledge and understanding of the material to students. This obligation must be encouraged with new skills and ideas from the teacher. As for the skills possessed by a teacher, namely the ability to monitor, grow, and encourage student academic, occupational, social, and managerial growth. But so far the teacher has not been able to carry out his responsibilities as expected by the community due to several obstacles. One of the factors hindering progress in this area is the fact that the instructor's own capacity to carry out his responsibilities is not fully developed. Some of the teacher's abilities referred to here are the ability to use and provide educational technology and media (Wahid, 2018). Educational technology in question is a behavioral science and educational model that implements and manages technology to facilitate and solve learning problems (Almalki, 2020; Son et al., 2019) in (Mariati et al., 2022).

Lack of Utilization of Innovative Learning Media in Schools

According to Everet M. Roger in Saharuddin (2011), now the advancement of information and communication technology has reached the era 4.0 or interactive communication, previously namely the era of telecommunications (3.0), print (2.0) and the longest, namely the era of writing (1.0). The rapid development of technology is capable of bringing about significant changes to all sectors of life, including changes to learning media (Budiyono, 2020).

Technological developments in the field of education that are running rapidly must be balanced with the ability of educators to utilize learning media. The use of learning media is expected to integrate technology in it, so that learning can run optimally, effectively and attract students' attention. The use of technology in learning media besides having good benefits for improving the quality of learning, also raises problems for teachers and the school.

The minimal use of digital-based innovative learning media also occurs at SDN Sidosermo 1 Surabaya. The use of innovative learning media in these schools is still less effective and less than optimal. This is because there are several teachers or homeroom teachers who are still mostly fixated on textbooks and worksheets, so teachers rarely create digital-based innovative learning media to help students in their learning process. From the observations it was found that students also sometimes feel bored and bored when the teacher only explains the material with the help of textbooks and worksheets, coupled with the lecture method which makes students more bored and less enthusiastic about learning.

The following is a documentation of the implementation of learning that occurs in class with the lecture method carried out by the teacher.



Figure 1. Implementation of Learning with the Lecture Method

In the picture, it can be seen that only a few children look enthusiastic and actively participate in learning. The teacher only explains the subject matter directly without using the help of learning media. Thus, students do not fully understand the material presented and look less enthusiastic in participating in learning. The minimal use of learning media was also seen during observations in grade 5. In this learning activity, the class teacher used simple media in the form of pictures of the digestive system and digestion cards. The learning media is not made by the teacher but is made directly by students.

The following is a picture of the implementation of learning using simple learning media in the form of pictures of the digestive system and digestive cards made by students.



Figure 2. Utilization of picture media and word cards in learning

Based on this picture, we can see that the use of learning media used by teachers is still not digital-based. Teachers only use simple learning media in explaining learning material. So that students are less enthusiastic and interested in learning. Current learning, as we know, must be able to activate students' abilities with innovative and interesting learning media approaches. One of the innovative and interesting learning media is by using digital-based learning media. The use of media in the learning process should be a part that must get the attention of the teacher as a facilitator in every learning activity (Ghufron et al., 2022).

This problem does not only occur at SDN Sidosermo 1 Surabaya. There are still many teachers in several schools in Indonesia who have not utilized innovative digital-based media in learning. According to the Head of the Education and Culture Information and Communication Technology Center (Pustekkom) of the Ministry of Education and Culture (Kemendikbud) Gatot Suhartowo (2019) stated that currently of the total teachers in Indonesia, only 40% are literate with information and communication technology (ICT). The rest, still 60% of teachers still stutter

with progress in this digital era. This problem is influenced by three factors, namely low teacher competence, minimal learning material content, and inadequate facilities and infrastructure in the regions.

One of the factors is low teacher competence, namely around 30% of teachers in Indonesia are over 45 years old and are nearing the end of their working period or retirement. There are usually a lot of teachers like this who use conventional learning methods and lectures. They tend to be comfortable with the learning methods used before. As we know, science is currently experiencing a lot of developments, especially in the field of technology. If the teacher cannot follow these developments, there will be a decrease in the quality of learning.

In order to overcome these problems, the Ministry of Education and Culture provides the *PembaTIK* program. *PembaTIK* is ICT-based learning where this program aims to improve teachers' ICT skills referring to UNESCO's ICT Teacher competence improvement framework. The benefits obtained after participating in this program are being able to improve ICT literacy competencies, improve ICT implementation competencies, increase ICT creation competencies, Increase sharing and collaboration competencies, Obtain certificates at each level on a national scale, and have the opportunity to become Ambassadors of Learning Houses (Kemdikbud, 2022).

Nadiem Makarim, Minister of Education and Culture, is targeting 75,000 teachers to attend this year's ICT training program (known as *PembanTIK* Program). Five thousand more people showed up this year than last year. One of the most powerful programs in the Ministry of Education and Culture's Center for Data and Technology is currently batik. In 2020, 70,300 teachers throughout Indonesia participated in the event, and for 2021 it is targeted that 75,000 teachers will take part in the technical education program. According to Nadiem's remarks, the *PembaTIK* training program is an effort by the Ministry of Education and Culture to respond to the increasing demands for technology integration into the classroom (Yopi Makdori, 2021).

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The second factor that affects the minimal use of technology is that the content of educational technology is still very little. The government has made efforts to continue to improve technology-based learning materials in the form of educational television, several social media and e-commerce applications and platforms that have had a positive impact on the development of education. The impact of technological advances has opened educational opportunities to a much wider audience than before. High human dependence on technology has pushed the education sector to experience similar changes. He hopes that by utilizing information and communication technology, the teaching and learning process will be more two-way. Students can also access educational resources such as the Ministry of Education and Culture's TV channels and online study rooms through apps and websites (Gatot, 2019).

The third factor is the availability of an internet network which is still inadequate, especially in underdeveloped, frontier and outermost (3T) areas. In order to overcome these obstacles, the Ministry of Education and Culture conducts training for 10,000 teachers each year so they are familiar with technology. As for internet network constraints, the Ministry of Education and Culture and Kominfo are trying to provide internet services in schools. According to Gatot (2018) there are approximately 1,420 schools in the area that have provided internet services.

The three inhibiting factors in the use of digital-based innovative learning media basically have been efforts by the government to provide solutions. All of that returns to the teacher again, are there any efforts to improve his competence or are he just comfortable with the abilities he has now.

CONCLUSION AND SUGGESTIONS

Based on the results of the research described above, we can conclude that more than 50% of teachers in Indonesia have not mastered technology in learning. This causes the minimal use of digital-based innovative learning media in the learning process. These problems consist of three factors including low teacher competence, little educational technology content and inadequate availability of facilities and infrastructure in the regions. There are also problems experienced by teachers in preparing innovative learning media, namely teachers feel bothered, teachers think that learning media are expensive, teachers feel inadequate or unable to make innovative learning media, and innovative learning media is not available in schools, and less teachers receive awards. There have been efforts from the government to overcome some of these problems, it's just that they haven't reached all teachers in Indonesia.

Based on the conclusions above, suggestions that the writer can give to increase teacher competence in the preparation of digital-based innovative learning media are as follows:

1. Teachers must realize that they are the main resource in helping students improve their abilities at school, therefore teachers must have high abilities in mastering science
2. The teacher must continue to update knowledge to keep up with the times so that students can get new knowledge in accordance with the latest developments
3. Teachers must be ready and willing to take part in training in order to improve their abilities, especially in the field of educational technology

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The Effectiveness of TPACK-Oriented Interactive Learning Media on Fourth Grade Learning Outcomes at UPT Sd Negeri 183 Gresik

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Abstract: The purpose of this study was to determine the effectiveness of TPACK-oriented interactive learning media on the learning outcomes of fourth-grade students of UPT SD Negeri 183 Gresik. This research is experimental research with a quantitative approach. The research design used is one group pretest-posttest. Data analysis in this study is a paired sample T-test parametric analysis. The subjects of this study were 32 graders of UPT SD Negeri 183 Gresik. The results showed that there were differences between student learning outcomes before and after using TPACK-oriented interactive learning media. Student learning outcomes obtained at the time of the pretest still did not meet the KKM value set by the school. The average student pretest learning outcomes are 33.75. Student learning outcomes at the posttest showed an average increase to 85.63. Based on the results of the statistical output of the paired T-test, it shows sig(2 tailed) $0.000 < 0.05$. In this case, it can be concluded that H_a is accepted, meaning that TPACK-oriented interactive learning media is effective in the learning outcomes of fourth-grade students of UPT SD Negeri 183 Gresik.

Keywords: Learning Outcomes, Learning Media, TPACK

Abstrak: Penelitian ini bertujuan untuk mengetahui efektivitas media pembelajaran interaktif berorientasi TPACK terhadap hasil belajar siswa kelas IV UPT SD Negeri 183 Gresik. Penelitian ini merupakan penelitian eksperimen dengan pendekatan kuantitatif. Desain penelitian yang digunakan yaitu one group pretest-posttest. Analisis data dalam penelitian ini yaitu uji analisis parametrik paired sample T-test. Subjek penelitian ini yaitu siswa kelas IV UPT SD Negeri 183 Gresik yang berjumlah 32. Hasil penelitian menunjukkan bahwa terdapat perbedaan antara hasil belajar siswa sebelum dan sesudah menggunakan media pembelajaran interaktif berorientasi TPACK. Hasil belajar siswa yang diperoleh pada saat pretest masih belum memenuhi nilai KKM yang ditetapkan oleh sekolah. Rata-rata hasil belajar pretest siswa yaitu 33,75. Hasil belajar siswa pada saat posttest menunjukkan peningkatan rata-rata menjadi 85,63. Berdasarkan hasil output statistik uji paired T-test menunjukkan sig(2 tailed) $0.000 < 0.05$. Dalam hal ini dapat disimpulkan bahwa H_a diterima, artinya media pembelajaran interaktif berorientasi TPACK efektif terhadap hasil belajar siswa kelas IV UPT SD Negeri 183 Gresik.

Kata kunci: Hasil Belajar, Media Pembelajaran, TPACK

INTRODUCTION

The development of technology in the 21st century is happening so fast and has a great influence on every aspect of life, including education. Even today's technology is becoming increasingly needed in the world of education (Nasar & Daud, 2020). The use of technology in education is very helpful in the education management process, one of which is the learning process in schools. In the survival of society, education is one of the most important elements because it can form a society with good character and behavior (Dhawati & Hariyatmi, 2017). One of the keys to the success of education in schools lies in a teacher, namely as a professional as well as a learning agent (Fitriyana et al., 2021).

Teachers have roles as facilitators and mediators at the elementary school level (Akhwani & Rahayu, 2021). In the learning process in the classroom, teachers in 21st-century learning are not

enough just to master pedagogical abilities, but also have to master the content of the material being taught and the use of technology to support the teaching and learning process. These three components are integrated into one unit known as Technological, Pedagogical, and Content Knowledge (TPACK) (Koehler & Mishra, 2008). Technological knowledge (TK) is knowledge about software and hardware or everything related to technology, information, and communication (ICT). Pedagogical knowledge (PK) is knowledge about how to manage classroom conditions, how to deliver learning materials, and how to guide students. Content knowledge (CK) is knowledge about the subject matter. These three pieces of knowledge are an integrated whole and must be mastered by 21st-century teachers.

21st-century education requires teachers who can master and collaborate on pedagogical, content, and technological competencies (Turmuzi & Kurniawan, 2021). The implementation in the field turns out that elementary school teachers are still having difficulties in implementing learning based on the TPACK framework. Therefore, in this study, the use of TPACK-oriented interactive learning media was tested which is expected to stimulate students in improving their learning outcomes. In this case, the researcher conducted a research entitled Effectiveness of TPACK-Oriented Interactive Learning Media on the Learning Outcomes of Fourth Grade Students of UPT SD Negeri 183 Gresik. Based on the explanation above, in general, this article aims to determine the effectiveness of interactive learning media used with TPACK orientation.

METHODS

This study uses an experimental research type with a quantitative approach. The design of this research is one group pretest-posttest. The place and subject of the research consisted of 32 fourth-grade students who were held at UPT SD Negeri 183 Gresik. Data collection techniques in the form of a written test given to students. Pretest sheets were given to students before treatment, while posttest sheets were given to students after treatment. In this case, the treatment is in the form of using interactive learning media oriented to TPACK on the material of multiples and number factors. The test instrument consists of 5 description questions. The questions on the pretest-posttest sheets are made differently with the same question grid. Test the validity and reliability of this study using the validity of experts and analysis of the calculation of the level of difficulty of each item. The data that has been obtained is then analyzed by using the statistical paired sample T-test using the SPSS version 26 application.

RESULT AND DISCUSSION

The results of this study were made based on data obtained from the activities of the study. The following are the results of this study:

1. Fourth-grade students' learning outcomes before using TPACK-oriented interactive learning media.

Knowing the learning outcomes of fourth-grade students before the intervention, it was obtained through a pretest. The results of the pretest were then analyzed through descriptive statistics using SPSS version 26. The following are the learning outcomes of fourth-grade students of UPT SDN 183 Gresik before using TPACK-oriented interactive learning media:

Table 1. The results of the descriptive statistical analysis

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	32	0	60	1080	33.75	17.916
posttest	32	40	100	2740	85.63	17.027
Valid N (listwise)	32					

Based on these results, it can be seen that the results of the pretest descriptive analysis consisting of 5 description questions were filled out by 32 respondents (students). The highest value (maximum) is 60 and the lowest value (minimum) is 0. Meanwhile, the average value (mean) is 33.75 and the standard deviation is 17.916.

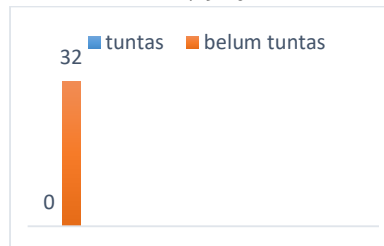


Figure 1. Completeness Bar Diagram of Pretest Results

Before the application of learning media, student learning outcomes in mathematics have not yet reached the KKM. The highest score that can be achieved by students is 60 and the lowest score is 0. The results of the pretest show that of the 32 students, there are still no student pretest results who can reach the minimum completeness criteria (KKM) determined by the school, which is 75. The following is a picture of the pretest scores obtained by the fourth-grade students of UPT SD Negeri 183 Gresik:

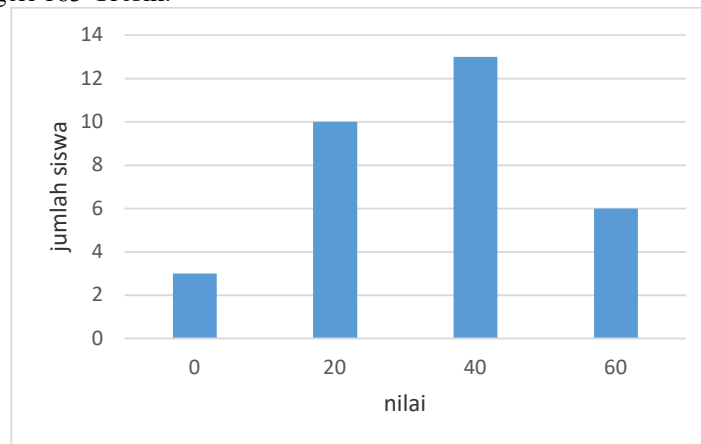


Figure 2. Diagram of the acquisition of pretest scores

Based on the diagram above, it is known that as many as 13 students get a value of 40, as many as 10 students get a value of 20, as many as 6 students get a value of 60, and as many as 3 students get a value of 0. Most students are only able to get a value of 40, so it can be said that student learning outcomes before using this learning media are still low.

The low student learning outcomes in mathematics are certainly caused by one thing. 2 factors can cause low learning outcomes, namely internal factors, and external factors. Internal factors include the low learning motivation of students. External factors can be in the form of less attractive learning methods. This is in line with the research results of Atiaturrahmaniah et al,

(2021) which state that the factors that cause student learning difficulties are internal factors including student attitudes towards mathematics lessons that affect the learning process, low learning motivation, and body health. While external factors include the family environment, the use of less varied learning methods, the use of learning media that has not been maximized, as well as facilities and infrastructure in schools.

Efforts made by researchers to increase student motivation are using the help of learning media. Febrita & Ulfah, (2019) stated that one of the efforts to increase interest and motivation in learning is through the use of good and correct, and interesting learning media. When students have an interest in something new in learning, it can stimulate their curiosity and can help equalize perceptions of the material presented by the teacher.

2. Fourth-grade students' learning outcomes after using TPACK-oriented interactive learning media.

Fourth-grade students' learning outcomes after treatment were obtained through posttest results. The posttest results were then analyzed through descriptive statistics using SPSS version 26. The following are the results of the post-test descriptive statistical analysis for fourth-grade students of UPT SDN 183 Gresik after using TPACK-oriented interactive learning media:

Table 2. The results of the descriptive statistical analysis

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	32	0	60	1080	33.75	17.916
posttest	32	40	100	2740	85.63	17.027
Valid N (listwise)	32					

Based on these results, it can be seen that the results of the post-test descriptive analysis consisting of 5 description questions were filled out by 32 students. The highest value (maximum) is 100 and the lowest value (minimum) is 40. Meanwhile, the average value (mean) is 85.63 and the standard deviation is 17,027.

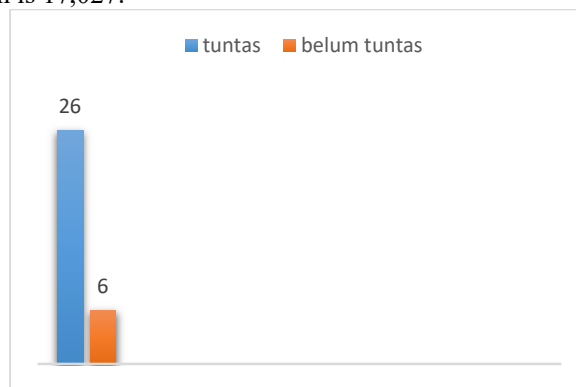


Figure 3. Completeness Bar Diagram of Posttest Results

From the results of the diagram above, it can be seen that as many as 26 students were declared complete because they scored >75 and 6 students had not completed because the score was <75. In this case, the number of students whose posttest results meet the KKM increased compared to before using interactive learning media with TPACK orientation. The following is a picture of the post-test scores of fourth-grade students of UPT SD Negeri 183 Gresik:

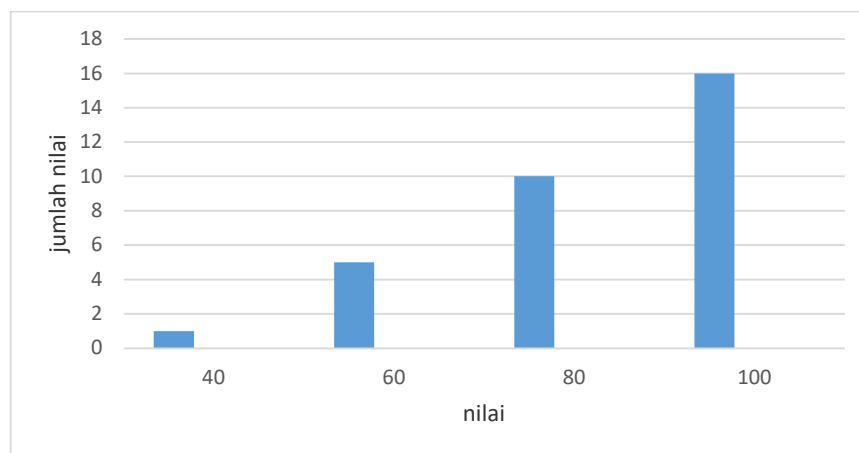


Figure 4. Diagram of the acquisition of posttest scores

Based on the diagram above, it is known that as many as 16 students got a score of 100, as many as 10 students got a score of 80, as many as 5 students got a value of 60, and as many as 1 students got a value of 40. Most of the students had obtained a value of 100, so it can be said that student learning outcomes after using this learning media that is in the high category.

The use of TPACK-oriented interactive learning media in mathematics can increase students' enthusiasm for accepting the material presented by the presenters during the teaching and learning process. Learning in the classroom becomes active and reciprocity occurs between the speaker and the students. This is in line with the opinion of Sumiharsono & Hasanah (2017) that teaching aids can help increase student interest in learning and facilitate the delivery of learning materials by teachers. The use of TPACK-oriented interactive learning media is expected to provide solutions and assist teachers in delivering material on mathematics subjects to improve learning outcomes for grade IV UPT SD Negeri 183 Gresik.

3. The effectiveness of TPACK-oriented interactive learning media on fourth-grade students' learning outcomes on multiples number factors

Based on the results of research in the field that has obtained data on student learning outcomes before and after using TPACK-oriented interactive learning media in mathematics learning material factors and multiples of numbers, it can be seen that student learning outcomes have increased. After the data is declared to meet the assumption test and the data is normally distributed, then the hypothesis test is carried out using a comparative test, namely the paired sample t-test. The results of hypothesis testing in this study are using SPSS version 26 calculations with the following results:

Table 3. Paired Samples Test Result

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest posttest	-51.875	20.859	3.687	-59.395	-44.355	-14.069	31	.000

Based on the results of the SPSS calculation above, it can be seen that the value of sig. (2-tailed) is 0.000. this means $0.000 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. This means that TPACK-oriented interactive learning media is effective on students' cognitive learning outcomes.

From these results, it can be seen that there is an increase in learning outcomes before and after giving treatment, therefore it can be concluded that TPACK-oriented interactive learning media is effective on mathematics learning outcomes for fourth-grade students of UPT ADN 183 Gresik on factor and number multiples material. The following is a diagram showing the improvement of student learning outcomes:

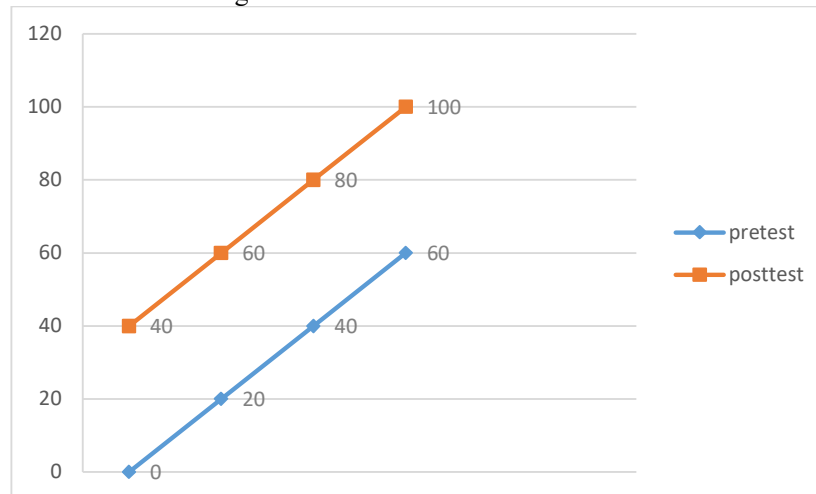


Figure 5. Pretest-posttest improvement diagram

From the diagram above, it can be seen that there is an increase in learning outcomes before and after giving treatment, therefore it can be concluded that TPACK-oriented interactive learning media is effective on mathematics learning outcomes for fourth-grade students of UPT SDN 183 Gresik on the material of factors and multiples of numbers. Dewi & Budiana (2018) Stated that learning is said to be effective if there are changes in students' cognitive, affective, and psychomotor aspects. Changes in cognitive aspects, for example, there is a change in the achievement of students' knowledge values so that they meet the minimum competency limits that have been formulated.

CONCLUSION AND SUGGESTIONS

Based on the results of the study, it can be concluded that this study shows that the TPACK-oriented interactive learning media is effective in the learning outcomes of fourth-grade students. The results of the statistical test output of the paired T-test showed sig(2 tailed) $0.000 < 0.05$. Student learning outcomes before treatment had not yet reached the KKM. The average pretest score of students is 33.75. While in the post-test, the average student learning outcomes increased to 85.63.

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The Analysis of English Teacher Effort for Evaluating Teacher Performance during Online Learning at Islamic Junior High School

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Abstract: Teaching performance evaluation is the way to improve teacher ability, because the teacher performance is effect on the students interesting. There are two ways in evaluating but the formative evaluation is closely related with the teaching performance evaluation. The research purpose is to know how the English teacher effort to apply the teaching performance evaluation during online learning. The research was conducted at Islamic junior high school in the academic year of 2020/2021. This research uses qualitative method by conducting the interview and observation to collect the data. The teacher taught by using video conference. The result of the study showed the teacher effort to apply her teaching performance evaluation during online teaching, the researcher can conclude as follow : (1) Considering feedback (2) Collecting classroom observation result (3) Obeying the comment from supervision activity (4) Practicing the plan and improving the plan. Those are the effort to apply teaching performance evaluation that the researcher has conclude. The result that give by this research. First, the research result can help the teacher to apply her teaching performance. Second, for the other researcher it can help them to make a better research about the performance evaluation in teaching English.

Keywords: online teaching; performance evaluation; formative evaluation

Abstrak: Evaluasi kinerja pengajaran adalah cara untuk meningkatkan kemampuan guru, karena kinerja guru bisa berdampak pada ketertarikan siswa. Ada dua cara dalam mengevaluasi tetapi evaluasi formativ yang berhubungan erat dengan kinerja mengajar. Tujuan riset adalah untuk mengetahui bagaimana upaya guru bahasa inggris untuk menerapkan evaluasi kinerja pengajaran selama pembelajaran daring. Penelitian itu dilakukan di SMP Muhammadiyah 10 Sidoarjo di tahun akademik 2020/2021. Peneliti memilih guru bahasa inggris di kelas tujuh. Penelitian ini menggunakan metode kualitatif dengan melakukan wawancara dan pengamatan untuk mengumpulkan data. Guru mengajar dengan melakukan pertemuan menggunakan penggilan video. Hasil penelitian menunjukkan empat cara yang guru bahasa inggris gunakan untuk menerapkan evaluasi kinerja pengajarannya selama pengajaran daring, peneliti dapat menyimpulkan sebagai berikut: (1) mempertimbangkan umpan balik (2) mengumpulkan hasil observasi kelas (3) mematuhi komentar dari kegiatan pengawasan (4) mempraktikkan rencana pengajaran dan meningkatkan rencana pengajaran. Itulah langkah-langkah untuk menerapkan evaluasi kinerja pengajaran yang disimpulkan oleh peneliti. Hasil yang diberikan oleh penelitian ini. Pertama, hasil penelitian dapat membantu guru untuk menerapkan kinerja pengajarannya. Kedua, untuk peneliti lainnya akan membantu mereka membuat penelitian yang lebih baik tentang evaluasi kinerja dalam mengajar bahasa inggris.

Kata kunci: Pengajaran Online, evaluasi kinerja, evaluasi formativ

INTRODUCTION

Online learning style grows very rapidly in education. The teaching process do in different place with same application by using video conference and other technology communication. The atmosphere of learning class refers to the learning environment which learners are taught and teachers interact with each other and use a variety of information source in their study activity (Pan, 2013). The atmosphere of learning should be built by the teacher and it can be supported by the students. According to (Pan, 2013) the enjoyment of teaching and learning is the key factor

in the development of the learning and teaching atmosphere. It will build students thinking more powerful, but the English teacher must understand what way to invent the online teaching atmosphere. The way that teacher delivers subject of learning and prepare material before teaching is one of the basics process for creating teacher existence in the class. As the teacher teach in online learning, they need to be more conscious about planning and teaching(Baran et al., 2013).

While teaching in the online learning may not take more time, but it actually takes more effort (Baran et al., 2013). Teacher can make the list for arrange the process of online teaching from the opening until closing to make it easy and it will help the teacher to know where is the missing place that make the learning process did not run well. That is called performance evaluation. Almost in every country the teacher make teaching evaluation, but there are several teachers that use performance evaluation to know the teacher's shortage and weaknesses. The teacher can undergo the learning process better in every meeting.

Although performance evaluation can help teacher to upgrade their quality in online teaching, sometimes teacher also have bad manner in evaluating their performance. (Gitomer & Bell, 2013) revealed that the Columbia announced dismiss of 241 teachers cause of poor performance result from the new evaluation system impact. That problem proved that the teacher should evaluate their performance in teaching carefully. Because the teacher effectiveness appraisal in teaching differ substantially from the class to class and from year to year (Darling-Hammond et al., 2012). Therefor the performance evaluation should be upgraded by the English teacher in teaching because performance in teaching must follow the way in teaching, the class atmosphere and also students needed. So the teacher must prepare their self for evaluating teacher performance during online teaching in order there is not problem that will be faced. The teacher must use performance evaluation in teaching English to hold the quality of teaching performance.

The teacher as role model in the class must apprehend their skill in teaching English during online learning, because there are many students that learn from the different place and situation. That is way The teacher should pay attention with their performance in teaching during meeting face to face by using video conference, because it can be effect on students interesting and understanding with the material that is delivered by the teacher. The different presentation manner and online teaching management technique must be learned by the teacher, adding time to the course development, administration and delivery (Mulig & Rhame, 2012). Because it will effect on the teaching effectiveness. Teacher plays the role model in the online teaching, which has flaws and mistake in their performance, but it can be repaired by the teacher. According to (Chen et al., 2015) teaching performance evaluation is an effective instrument to hold the quality of teaching, therefore has been a lot of attentiveness from the education institutional managers. In consequence, it has been obtaining a lot of considerate from educational institutional managers. (Ballou & Springer, 2015) state that the utilization of preceptor evaluation system as a determinate development, to provide sagacious use is made of the information.

The online teaching performance evaluation in this research have role in learning process as teacher feedback and teacher learning. Because teacher duties to give the understanding to the students in order they can understand well, although teacher have some problems during online teaching. (Ballou & Springer, 2015) revealed that the evaluation system as a fortification of development, one of the problems in their design and implementation needs to be addressed. The problem that faced by the teacher, such as teacher lost of students interaction during explaining the material. But the problem in teaching have some reasons, it can be affected by the teacher performance. Therefor teacher should make the performance evaluation during online teaching in

every meeting. So the English learning process must be orderly and efficiently that will create the efficient teaching process.

The result of the explanation above have told how performance evaluation can enhance teacher skill in teaching and create learning process more power full. Teacher assessment and teacher professional in teaching can support more rigorous the evaluation and development across a variety of routes into teaching and can increase teacher consistent in their licensure(Darling-Hammond, 2010). Although the performance evaluation is effective to use for teacher, but there is problem that face by the teacher to apply it. They still less of understanding in evaluating their teaching performance. That is not enough for ascertaining that clear statement. The researcher will analyze about English teacher effort for evaluating teaching performance at Islamic junior high school. Because the researcher curious with the English teacher effort to apply her teaching performance. The reason why the researcher curious with the English teacher effort in apply her teaching performance because the teacher still evaluate her teaching performance during online learning. The researcher want to know how the teacher effort apply her teaching performance during online teaching. The researcher collect some data from English teacher that teach at seven grade.

METHODS

This research is qualitative, The researcher use case study for analyzing, because this research focus in the case that happened in previous researches and the English teacher perception with the performance evaluation during online learning. (Darling-Hammond, 2010) revealed that case study is one of the types of research that to be used in the qualitative methodology. There are some previous research believe that performance evaluation can increase the teacher ability in teaching. There are some problem that face by the English teachers in teaching that make them do the evaluating in their teaching performance. Although performance evaluation do by the teachers they still less of the good way in their performance cause of some aspect that happened. The researcher did interview and observe the English teacher at Islamic junior high school to collect the data about performance evaluation in teaching during online learning that made by the English teacher. The researcher collect the data by doing interview and observation with the English teacher that teach at seventh grade.

RESULT AND DISCUSSION

Result

From the interview result, the teacher got some problems in teaching that effect on her teaching performance, but she tried to give a best way to solve, such as gave the question with random absent to make the students active. The researcher also can understand From the interview result that done by English teacher, it has many process, such as the teacher accepted feedback, did the class observation, planning the teaching process and monitoring that done by the head master. Although there are several process in evaluating teaching performance during online learning, sometimes the teacher still lack of the teaching performance result. The teacher must do the performance evaluation in each chapter and get the supervision by the head master in every semester.

From the problems that the teacher face during online teaching, the teacher can know what is the teacher shortage or failure by doing evaluation in her teaching performance. The performance evaluation done by the teacher is same with the other research explained, such as the teacher get feedback from the other teacher, head master and the students. Although the teacher get positive or negative feedback the teacher do the consideration to get the best way in applying their teaching performance evaluation. Performance evaluation use by the teacher to create a good

teaching process in the future, here are the interview result and supported by the observation result:

1. What is the problem faced by the teacher that effect on the teacher performance during online teaching?

According to the interview result and supported by the observation result, the problem that teacher faced in teaching how to built the learning atmosphere. Because the learning process was lack of the students and teacher interaction.

“ There are so many difficulties that I faced, like how make the students active and make them to speak up”

Based on the statement above the teacher fell difficult to make the students speak up and turned on the video, because some of them were shy and afraid to speak up by using English. The teacher advised to the students to turn on the video but the students bothered. The problem that faced by the teacher also internet problem disturbed the teacher teaching performance that made the teaching process was ineffective.

2. When does the teacher evaluate her teaching performance ?

According to the interview result the teacher did the evaluation although she taught during online teaching. The teacher asked to the students related with the material while she though and explained the material. In order the teacher knew how the students understanding related with the material and teacher explanation.

“ I do the evaluation in every chapter”

The teacher made evaluation system in her English teaching performance after she finished to teach one chapter. Because the teacher could guess which ones were less or less to say from evaluating one chapter.

3. When does the teacher make a planning during online teaching ?

According to the interview result, the teacher made planning to support her teaching performance.

“Before the teaching process I prepare the plan and After the teaching process if anything is lacking I will repair. In order the planning can use for the next meeting”

Based on the statement above the teacher made planning to connect with the material for the next meeting. the teacher made planning after explaining the material in one chapter and after get the result of the students understanding related with one chapter that the teacher had explained. Because the teacher thought if the teacher did not plan the material and teacher teaching process from the opening until closing, it will be effect on the time management in teaching and it will effect in her performance. So the teacher made a planning before and after teaching process to connect with the next meeting or to complete the last meeting which was lack of teacher explanation.

4. What does the teacher do if her planning is not suitable with the condition of the class or learning process?

According to the interview result the teacher wont use the planning that she had made.

“ If my plan of practice is improper then I must improve my teaching”

Based on the English teacher’s statement, she improved her teaching process and change the planning related with the material and the class situation if her planning did not suitable or appropriate with the material or class situation. The teacher chosen which one the strategy, media or the manner to teach that suitable for using.

5. Does the English teacher agree that the planning teacher's make for teaching is influenced by classroom observation, feedback and supervision ?

According to the interview result the English teacher agreed if the planning is influenced by the classroom observation, feedback and supervision, because plan is one of the component in evaluation which teacher will use or show the result of the plant.

“ I agree if the planning is influenced by classroom observation, feedback and supervision process.”

Based on the English teacher's statement above, the teacher made a planning according to the students feedback, classroom observation and the supervision process. Supervision process gave a small role for teacher planning, and the supervision process the teacher got the evaluation from other people especially the headmaster. So the teacher can make a better planning because the teacher needed the class room observation, feedback and supervision to arrange her plan.

6. What kind of monitoring that done by the teacher during online teaching?

According to the interview result the school used supervision to monitor the teaching performance. Supervision done by the head master to know the shortage in teaching process and teacher excessed in teaching process

“ Although the learning process is online but the head master do the supervision to monitor my teaching process”

Based on the statement above the learning process was online, the headmaster or the vice principals did the supervision by using Google meet to follow the learning process. So the headmaster could monitor the teacher performance during online teaching.

7. How the process of monitoring done by the head master during online learning?

According to the interview result the supervision process was done by the headmaster in the end of the semester. None the less if the head master could not do it, the vice principals will stand it.

“ The head master do the supervision with joining the online class”

Based on the statement above the headmaster followed Google meet or video conference that did by the teacher to teach. After the supervision did by the head master, the headmaster will give the feedback, comment or the compliment to the teacher. supervision done by the head master to know the shortage in teaching process and teacher excess in teaching process. the process of supervision also did in the online learning.

8. How the teacher do the classroom observation to evaluate her online teaching performance?

According to the interview result the teacher did the classroom observation while she teaches. The teacher asked to the students about students understanding with the material that the teacher explained.

“ I made a abrupt observation to learn the students' ability to understand the material I presented in Google meet and WhatsApp”.

Based on the statement above the teacher did the informal observation to know the students ability to apprehend the material that she taught . The teacher did the classroom observation during video conference with the students in Google meet. She also did the classroom observation in WhatsApp group. In doing the classroom observation the teacher looked at her teaching result that accepted by the students. Although the teacher just did the classroom observation she must observed the class atmosphere which was produced by the learning process, because it effected in the students comprehension.

9. What kind of feedback that the teacher get and how does the teacher get their feedback from the teaching performance during online teaching ?

According to the interview result the teacher got positive and negative feedback from the other teacher, headmaster and students. Although the teacher got feedback from other teacher, headmaster and students about her teaching performance, the teacher always thought over before used the feedback.

“ So the feedback that I use for improve in the next meeting, in order in the next meeting wont be other problem in teaching”

Based on the statement above the teacher could improve herself in teaching. The teacher usually got feedback from the headmaster about her teaching manner such as how she delivered the material from the opening until closing, the material that she used and the media. The teacher also got feedback form the students, actually it was about students’ response about what they did not know with the material that she taught during video conference. The students also told the teacher if she explained the material fastly.

10. What is teacher effort to apply performance evaluation result after get feedback and supervision from the other teacher, students and the headmaster?

According to the interview result the English teacher considered the suggestion from the teacher, headmaster and also from the students for applying in the next meeting.

The English teacher said that, “ The evaluation that I get, I will consider it before I use it ”

Based on the statement above the teacher will consider every evaluation, because the teacher must comprehended with the students need and the class situation. if the suggestion or feedback used full for the learning process, students and the English teacher, she will apply it in her teaching plant for the next meeting. if there was negative comments, she will look for the best way for improving her teaching performance for the next meeting.

Discussion

The objective of this research aim to find out how the English teacher effort to apply teacher teaching performance evaluation during online learning. Performance in teaching is very important to be evaluate in order the students more understand, enthusiastic and the teacher can improve their quality in teaching. It is very important for the teacher to evaluate their practice, the teacher can measure their development and take their time to examine themselves (Darling-Hammond, 2010). Although the teaching performance is online or offline the evaluation system still needed by the teacher. The result of the research self reflection is improving the one’s pedagogical during online teaching performance (Laprade & Perkins, 2014). The online teaching performance do by using social media that support the learning process, such as the online teaching process that done in Islamic junior high school the teacher use WhatsApp and Google meet to show their teaching performance. the teacher explain the material appropriate with the lesson plan that she use although there are some ways that the teacher didn’t use based on the lesson plan such as giving the motivation and informing to the students about the material that the teacher will explain for the next meeting.

Based on the statement illustrated by (Baldasaro, 2014) in her journal with title “ *Understanding the Teacher Performance Evaluation Process from the Perspective of Jamaican Public School Teachers*”. The research conduct that there are four cycles of the teaching performance evaluation those are planning, monitoring, classroom observation and feedback. Those cycles are interrelated to get the performance evaluation result and the way that the teacher apply their teaching performance. the evaluation that the researcher use is formative evaluation because that is interrelated with the teaching performance evaluation. Here are the interview result that show the ways that the English teacher use to evaluate her teaching performance:

1. Planning

“Before the teaching process I prepare the plan and after the teaching process if anything is lacking I will repair, In order the planning can use for the next meeting”

The teacher statement above that appropriate with the interview result, it is true because the teacher also made formal plan for the teaching process it can be proved in the appendices three. But the teacher also used informal plan that the teacher used to increase her teaching performance during online teaching.

2. Class observation

“ I made a abrupt observation to learn the students’ ability to understand the material I presented in Google meet and WhatsApp”

Based on the English teacher’s statement above, she made abrupt observation to evaluate her teaching performance with gave the question to the students and looked at the students interesting in learning.

3. Monitoring

“The head master do the supervision with joining the online class”

Based on the teacher’s statement above monitoring done by the head master in every semester to find the teacher shortage and failure that must be repaired.

4. Feedback

“ So the feedback that I use for improve in the next meeting, in order in the next meeting wont be other problem in teaching”

Based on the interview result above the teacher get feedback and put the feedback for the planning that the teacher use for the next meeting.

Based on the explanation from the interview, observation and support by the teacher lesson plan, the researcher conclude that the performance evaluation have the ways and rule that must obeyed by the teachers. The teacher must apply performance evaluation for the next teaching process in order there will be a good performance that done by the teacher. There are several manner to apply the teaching performance that do by the English teacher at Islamic junior high school. The researcher find several ways that the English teacher use to apply the teaching performance in Islamic junior high school, those are :

a. Considering feedback

The teacher consider feedback from the students and other teacher before she uses it in teaching. Because the teacher must know is it use full or not for applying in teaching performance

b. Collecting classroom observation result

The teacher collect some data in doing the classroom observation by nature. When the teacher find their weakness in teaching performance. The teacher will upgrade her teaching performance in the next meeting.

c. Obeying the comment from supervision activity

The teacher listen and apprehend the headmaster comment in the supervision activities. But the teacher always consider the feedback that she get before apply it in teaching performance.

d. Practicing the plan and improving the plan

The planning that the teacher make must be practiced by the teacher in the class but if there are some problem that happen the teacher must improve it for the next meeting or for the other class meeting.

The teacher applies performance evaluation for enhancing her quality in teaching performance. The teacher put performance evaluation result in her planning for the next teaching process. After the teacher improve and prepare her teaching plant the teacher take a notice it for her teaching performance. The teacher do the practice based on the planning that the teacher made.

The teacher make a planning in teaching performance based on the feedback, classroom observation and supervision activity. So the teacher can enhance their teaching quality. The researcher make it based on the observation and interview that the researcher do.

CONCLUSION AND SUGGESTIONS

Performance evaluation in teaching English during online learning use planning, classroom observation, monitoring and feedback. It based on the formative evaluation cycle. The teacher use formative cycle to evaluate, because it is interrelated with the English teaching performance. The formative evaluation is discussed about how the way the English teacher performance in teaching. From the performance evaluation cycle it can be fined the effort of the English teacher during online teaching. There are several effort that the English teacher did during online teaching at Islamic junior high school, those are considering the feedback, collecting classroom observation result, obeying the comment from the supervision activity, practicing the plan and improving the plan. The efforts of English teacher to apply teaching performance must appropriate with the students needed, Because performance evaluation in teaching follow the needs of the students and learning process. the English teacher effort to apply the teaching performance it can help the teacher to show a good performance evaluation result. So there is not problem that will be faced by the teacher for applying the performance evaluation result.

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