

IMPROVING TEACHERS' QUALITY IN TEACHING USING ECOOLE

Ida Ayu Panuntun, Rizka Hayati, and Erwan Kustriyono

Universitas Pekalongan

rizkalinguistik@gmail.com

Abstract: Online learning is very important in the teaching-learning process, especially in the era of the Covid 19 pandemic. Therefore, an online learning application is really needed. The demands of education are not only transferring knowledge but also improving students' creativity. One of the ways to improve students' creativity is by putting the students as the center of learning using the cooperative learning method. Ecoole is a platform of learning application which combines cooperative learning method into an online system. The aim of this research was to improve the teachers' quality in teaching using Ecoole. The research design used in this research was action research. The researcher used 15 teachers as the subject. The instrument in this research was a questionnaire. The technique in analyzing the data were doing observation (using pre-test), cycle 1, cycle 2, and giving post-test. Based on the result in analyzing the data, it can be concluded that the teachers' skill in teaching was improved. It can be seen through the improvement in each cycle. The average result in the pre-test was 68.5, cycle 1 was 73, and cycle 2 was 78. Therefore, it can be concluded that the teachers' quality in teaching was improved by using Ecoole.

Keywords: *Ecoole, cooperative learning, online learning, teachers' quality*

INTRODUCTION

Learning English is one of the formal learning which is held in every school. It is one of the lessons which play an important role in education. Nowadays, English is a language that is used in all aspects, since our current condition related to the ASEAN economic community that asks all aspects of life using English. Therefore, everyone must master English.

Mastering English will be easier if it is practiced in all daily life. To do this, we need partners in practicing English. Partners here can be in the form of an English community like in an English classroom. Communication that happens in the class will be very helpful in English learner's fluency. The conversation among the teacher and the students while the learning activity is still in progress is the key to success. They can deliver utterances to each other. The way to do it is by using direct media. According to Mayer (2014:673), media is an active process of knowledge construction rather than a passive process of internalizing the information presented in an external display. Based on Mayer, media is a display which can be used to construct knowledge.

There are so many types of media which can be used to support the teaching-learning process. According to Smaldino et al. (2005: 21), types of instructional technology include computer / laptop, distance learning hardware, internet. Based on that statement, one of the types of media is the internet. It means that the internet is very useful to support the interaction among teachers and students in transferring knowledge. The completeness of internet media facilitates the learning process. Mckenzie (2005: 131) states that the internet is an interconnected virtual community made up of all kinds of multimedia information, interaction, and collaboration. Based on Mckenzie's statement, it can be concluded the internet provides many advantages for users.

Direct media is well known as face-to-face media. But right now, Indonesian people are still facing the Covid-19 pandemic. That is the problem. This pandemic makes all activities must be stopped. The schools must be closed. Why is it done? It is done to prevent the spread of the Covid-19 virus. Therefore, direct learning activity cannot be reached through the direct system of

learning. We need learning using the online concept in its realization. Through this, learning activities can still be done as usual.

Online learning is one of the better ways to conduct the teaching-learning process. According to McBrien et al. (2009), rapid developments in technology have made distance education easy. Based on that statement, online learning is a medium of learning supported by technology. At the same time, the teacher and students can meet each other in different places.

There are so many models of online media. But, most of them focus on individual learning. It will be in contrast with the Indonesian government's educational policy now. It focuses on the grouping model. The grouping model is well known as Student-Centered Learning (SCL).

Related to the online learning model which prioritizes the students' activeness as the center of learning, the teacher must improve their quality in operating the technology. They can use the Ecoole learning platform, which provides a student-centered learning strategy in online media. The aim of this study was to measure the teachers' quality in teaching using Ecoole.

The role of media in learning is very important. Having the right media in the teaching-learning process can make students more interested and increase interaction between teacher and students. Thus, the teacher must create or use innovative and creative learning media in order to create class situation better. The proper learning media in the teaching and learning process will produce a satisfactory output, including the change in the behavior of students (Akrim: 2018). Learning media is the media used in the teaching-learning process. It can be used to deliver the materials or in the form of a learning platform to learn.

Most of the times, learning media which are used, are media which are not involved in IT. Moreover, in order to catch the requirement of the globalization era, we also have covid-19, so teachers need to consider the learning media or learning platform that used or involved IT technology. Web-based learning media is needed nowadays to fulfill the need of this era. Learning media nowadays must consider the use of IT. One of the forms of IT is web-based learning media or learning platform. Based on the needs, the researcher chooses Ecoole as the learning platform, which can be used to apply cooperative learning in online learning.

Ecoole is a web-based learning platform that combines cooperative learning and online learning. Online learning usually tends to be individual learning. However, by using Ecoole, teachers can apply the cooperative learning strategy in their classroom activities. Ecoole provides learning features for both teachers and students. It consists of some features like classroom chat, student grouping, group chat, upload, and share materials, download materials; Ecoole provides cooperative learning strategy like Group Investigation, Jigsaw, STAD.

Cooperative learning is teaching practices that provide opportunities for students to learn together in small groups. Cooperative learning can be used to improve students' motivation and help the teacher to achieve the teaching target. E-Coole provides some cooperative learning strategies such as STAD, Jigsaw, and Group Investigation. Group investigation is one of the cooperative learning strategies that required students to be active and participate in the learning process by looking for information about the materials that will be learned independently. (Medyasari, Muhtarom, & Sugiyanti, 2017). According to Slavin (2005), in the STAD technique, students are assigned to four or five members of learning teams that are mixed in performance level and gender. According to Sahin (2010), Jigsaw is one of the cooperative learning techniques, is based on group dynamics and social interactions. It means that the student must study in a group (Anonymous, 2010:30). All of those strategies facilitate the students to work in a group. Those strategies, which are displayed in the form of an online system, will help the students do

the same activities in the classroom but in a distant place. Moreover, the feature in the E-Cool application shows an interesting model and colorful enough.

METHOD

This research used action research as the research design. The researcher used action research because the aim of this research is to improve teachers' quality, especially in teaching. This research used a classroom action research design by Kemmis and Taggart (1988). They state that action research is a self-reflecting cycle to develop the process toward finding the new effective way to reach an optimal result. This definition is in line with the aim of this research, which is to improve teachers' quality in teaching using e-learning and cooperative learning.

The design was conducted in 2 cycles. The general cycle procedures were: planning, acting, observing, reflecting. In both cycles, the procedure is a pre-test, planning, acting, observing, reflecting the result, post-test 1, planning, acting, observing, and reflecting post-test 2.

The researchers used 15 teachers as a subject in this research. The teachers belong to the MGMP Bahasa Inggris SMP Kabupaten Pekalongan. The researchers choose them to be the subject because the teachers couldn't maximize the use of the e-learning platform in their teaching-learning process. Moreover, they also want to maximize the cooperative learning strategy in their teaching-learning process.

The instrument used in this research was the questionnaire. The questionnaire used was given as a pre-test and post-test. The form of the questionnaire is an open questionnaire. The questionnaire (pre-test) was about the knowledge mastery of cooperative learning and e-learning. While the questionnaire for the post-test is also about mastery of cooperative learning and e-learning, but the post-test has added some questions about Ecoole.

The technique in collecting data in this research was doing Ecoole (E-cooperative learning) training for the teachers, giving pre-test and post-test in the form of a questionnaire. Next, after the data being gathered, the data was analyzed by using some steps. The technique of analyzing data finding the mean score of each test (pre-test, and 2 post-tests), and then comparing the mean score for each test. After analyzing data, the researchers made the conclusion.

FINDINGS AND DISCUSSION

Before conducting the analysis, the researchers have to collect the data. The data was taken by doing training of E-Cool, pre-test, and post-test. Before the training was given, the team gave a pre-test to the subjects. The result of the pre-test was:

Tabel 1. The Result of Pre Test

No.	Teacher's Code	Score
1.	T-1	67,5
2.	T-2	68,5
3.	T-3	69,5
4.	T-4	67,5
5.	T-5	69,5
6.	T-6	68,5
7.	T-7	69,5
8.	T-8	68,5
9.	T-8	67,5

10.	T-10	69,5
11.	T-11	68,5
12.	T-12	67,5
13.	T-13	70,5
14.	T-14	69,5
15.	T-15	67,5
Average score		68,5

The result of the pre-test shows that the mean score of the teachers' category was Enough. Thus, it must be improved. The researchers wanted to improve the teacher's quality by using E-Cool training. By this step, the research has entered cycle one. Cycle one was started by doing the treatment, which was giving E-Cool training.

After getting the result of the pre-test, which showed the average of teachers' quality in teaching was still below, so the researcher continued by conducting cycle 1 and cycle 2.

In cycle 1, the researcher did the treatment for the teacher to use Ecoole in their teaching-learning process. The result of cycle 1 was as follows:

Table 2. The Result of Cycle 1

No.	Teacher's Code	Score
1.	T1	71
2.	T2	72
3.	T3	73
4.	T4	80
5.	T5	70
6.	T6	69
7.	T7	75
8.	T8	71
9.	T9	78
10.	T10	68
11.	T11	79
12.	T12	72
13.	T13	69
14.	T14	77
15.	T15	75
Average score		73.0

The results of cycle 1 were 11 data with a percentage of 73.3% identified in the Good category and 4 data, with its percentage of 26.7% identified as Enough. Based on that finding, it showed the teachers' quality in teaching was 73. It means that the average score was greater than the average score in the pre-cycle. The improvement in teaching quality, which showed based on the score, could be concluded that the teachers' quality was in the Good category.

After completing several actions in cycle 1, the researcher did the next step, which was called cycle 2. Cycle 2 was done to prove that E-Cool was a kind of online media in improving

teaching quality. In cycle 2, the researcher did the same action with cycle 2. In cycle 2, the teacher did the teaching process using Ecoole. After conducting cycle 2, the researcher got the data and analyzed it. The result of cycle 2 was shown in the following table.

Table 3. The Result of Cycle 2

No.	Teacher's Code	Score
1.	T1	78
2.	T2	80
3.	T3	79
4.	T4	77
5.	T5	82
6.	T6	80
7.	T7	78
8.	T8	79
9.	T9	75
10.	T10	76
11.	T11	78
12.	T12	79
13.	T13	75
14.	T14	77
15.	T15	78
Average score		78.0

Based on the average score above, it was proven that the teachers' quality was improved. The results in cycle 2 were 1 data with a percentage of 6.67% identified into Very Good category and 14 data, with its percentage 93.3% identified into Good category. The average score of teachers' quality in teaching was 78.

Good category based on the criteria in teaching quality shows that the teachers can understand the definition of cooperative learning, Student-Centered Learning Strategy, and E-Cool application. Besides that, the teachers can implement E-Cool in delivering their material.

CONCLUSIONS

The result of the analysis shows that E-Cool training can be used to improve teacher's quality in teaching. The result can be seen from the mean score of pre-test, post-test 1, post-test 2. The scores were 68.5, 73, and 78. The first category for 68.5 was enough, so it must be improved. The researchers conducted training, and the result of post-test 1 was in the category good, the result of post-test 2 was also in the category good, but the score was improved. The improvement in their teaching quality can be seen from their ability in understanding cooperative learning, understanding more in Student-Centered Learning strategy and its practice. They also can use E-Cool application to support their teaching, so help the students having motivation in daring class. Based on the explanation, it is clear to see that E-coole can be used to improve teacher's quality.

REFERENCES

- Akrim. 2018. Media Learning in Digital Era. *Advances in Social Science, Education and Humanities Research*, volume 231. University of Muhammadiyah Sumatera Utara
- Kemmis, S. and Taggart, R. 1988. *The Action research planner*. Victoria : Deakin University Press.
- Mayer, Richard E. 2014. *Multimedia Learning*. New York: Cambridge University Press.
- McBrien, J. L., Cheng, R., Jones, P. (2009). Virtual spaces: Employing a synchronous online classroom to facilitate student engagement in online learning. *The International Review of Research in Open and Distributed Learning*, 10(3), 1–17.
- Mckenzie, Walter. 2005. *Multiple Intelligences and Instructional Technology*. Washington DC: International Society for Technology in Education.
- Medyasari, Iarasati Tiara, Muhtarom, Sugiyanti. 2017. Efektivitas Pembelajaran Group Investigation Berbantuan Kartu soal Terhadap Prestasi Belajar Ditinjau dari Motivasi Belajar pada Materi Turunan Fungsi Aljabar. *AKSIOMA: Jurnal Matematika dan Pendidikan Matematika*. Volume 8 No.1. UPGRIS.
- Sahin, Abdullah. (2010). *Effects of Jigsaw II Technique on Academic Achievement Attitudes to Written Expression Course*.
- Slavin, R.E. (2005). *Cooperative Learning* (2nd ed New York: Allyn and Bacon Sullo B. (2009). *The Motivated Student Unlocking the Enthusiasm for Learning* Washington DC: ASCD.
- Smaldino, Sharon, E&Russel, James. D.et.all.2005. *Instructional Technology and Media for Learning*. Columbus, Ohio: Pearson Education.