

**The Effect of the Use of Quipper School-Based Indonesian History E-Learning Learning Media on the Interest and Learning Outcomes of Class X Students of SMK N 04 Kendal**Sifi Dianing Ratri<sup>1</sup>, Bain<sup>2</sup>, Syaiful Amin<sup>3</sup>**Abstract**

The purpose of this research was 1) to know the interest and learning outcome of the tenth graders at SMK N 04 Kendal before using e-learning quipper-based history learning media, 2) to know the difference in student interest and learning outcomes that use and who do not use e-learning media based on quipper school 3) to know the effect of using e-learning quipper school-based as history learning media towards the interest and learning outcome of the tenth graders at SMK N 04 Kendal. This research was experimental, using a quasi-experimental design with a nonquivalent control group design and survey method. The results of this research show that there is before using e-learning media based on Quipper's interest in learning, the average score of students' learning interest in the class was 67.83 with sufficient category and student learning outcomes before using e-learning media based on Quipper school is still under KKM (Minimal Mastery Criteria) 25.97 for pretest control class and 37.36 for pretest experiment class. The results t-test of students' learning interest shows a t value count as much as  $9.084 > 1.994$  (t table), and the results t-test of students' learning outcomes shows t value count as much as  $6.587 > 1.994$  (t table). Therefore, there is a difference in interest and learning outcomes in the classroom that use and who do not use e-learning media based on Quipper school—using e-learning Quipper school-based history learning media towards students' interest 40,3% and students' learning outcomes as much as 27,5%. Therefore, the use of e-learning quipper school-based history learning media influences the interest and learning outcomes of the tenth graders at SMK N 04 Kendal.

**Keywords:** *Media E-Learning Quipper School, Interest Learning, Learning Outcomes.*

**Introduction**

History learning is a series of interaction processes between teachers and students that discuss events or events that occurred in the past that are reassembled based on the order of facts of events or events to build the character of the nation. This history learning is essential because history education taught in high schools has a strategic position in shaping the character and civilization of a dignified nation as well as in the formation of Indonesian people who have a sense of nationality and love for the homeland, according to Atno (Paramita Vol 21, No.2: 2011).

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In the process of learning history, sometimes it succeeds, but sometimes it fails or is less successful; the causes of failure of the learning process are caused by psychological obstacles, such as interests, attitudes, beliefs, intelligence, and knowledge (Aisyah, 2015; Mais, 2016; Marbun, 2018). Interest is a feeling of preference or interest in something or activity without anyone telling it (Slameto, 2010, p. 180). According to Djaali (2008, p. 121), interest can be expressed through statements and manifested through participation in an activity. These manifestations can be high enthusiasm for learning, seriousness in participating in lessons, seriousness in doing study assignments, being active in class during learning, and enthusiasm for asking questions about the material. However, students' interest in learning history seems lacking, which can be seen when observations are made.

Based on the initial observations made by the researcher, students lacked enthusiasm in participating in history lessons; it was seen when the teacher asked questions, students did not respond, no students wanted to ask questions when the teacher asked students to ask, some students did not pay attention to the teacher's explanations, chatted with their themes, played mobile phones, and were often late collecting assignments given by the teacher. From these conditions, it can be seen that students are less severe and less enthusiastic about participating in history lessons, so from this, it can be seen that students' interest in learning history is still lacking. Another obstacle experienced by students at SMK 4 Kendal is learning outcomes.

According to Hamalik (2008:155), learning outcomes are a process of changing student behavior, which can be observed and measured through changes in knowledge, attitudes, and skills. In the results of initial observations, it is known that students' daily test scores are still low; many are below the Minimum Completeness Criteria (KKM), which is below 75. Teachers' creativity in developing learning media that is balanced with adequate school facilities can increase students' interest in learning. Using media by teachers in the learning process can help students understand the content of the material presented more easily, arousing interest and learning outcomes. In this modern era, the development of science and technology continues to experience very rapid progress. One of the forms of information technology development applied in the world of education is e-learning. E-learning is popular in online and intranet-based learning (Prasojo & Riyanto, 2011, p. 207).

The use of e-learning media is due to the rapid technological advancement in this modern era, which demands the ability to utilize technology in the learning process (Zazin et al., 2019; Ngafifi, 2014).

The application of technology in this learning process is essential because students will become more active, and learning will also seem fun for students because they will feel the development of the times and their desires, namely using technology-based media (Wahyudi et al., 2016; Asmani, 2016; Muammar et al., 2018).

One type of e-learning is Quipper School; quipper school is an application that contains various materials and subject questions provided by the government in all schools; the service is also free, so it will make it easier for teachers, especially in uploading materials, assigning assignments, homework, practicing questions, monitoring student activities, or exams in class with a specified time. Quipper School can be accessed anywhere as long as it is connected to the internet or can also be used on a smartphone, blackberry, computer, laptop, or tablet. The advantages of Quipper School are learning without restrictions, rich and customized educational content, learning as desired, learning mastery and excitement, and being accessible to anyone. With the use of Quipper School, it is hoped that it can positively influence students' learning interests and learning outcomes in learning history.

This research was conducted at SMK N 04 Kendal because SMK N 04 Kendal is a place for the researcher's Field Experience Practice, which has been carried out for approximately three months; this, the researcher is more aware of the learning process that is taking place at the SMK. Based on the above background, it can be known that the objectives of this study are: 1) to find out the interests and learning outcomes of history students in class X at SMK N 04 Kendal before using quipper school-based e-learning history learning media; 2) to find out the differences in interests and learning outcomes of class X students at SMK N 04 Kendal who use and those who do not use Indonesian history e-learning learning media based on quipper school; 3) to determine the influence of the use of quipper school-based e-learning history learning media on the interests and learning outcomes of class X students at SMK N 04 Kendal.

### **Method**

The research methods used in this study are experimental and survey research methods. The experimental research method is used to find the effect of specific treatments on others under controlled conditions (Sugiyono, Research 2015:107). The survey is a study that takes a sample from one population and uses a collection questionnaire as the primary data tool. Experimental research was used to find out the differences in interests and learning outcomes of classes using Quipper school-based e-learning media, and this survey research was then used to find out the effect of the use of Quipper school-based e-learning media on interest and learning outcomes. The population in this study consisted of all class X students at SMK N 04 Kendal, which

amounted to 458 students. In this study, class X RPL 2 is the sample of the experimental class, and class X RPL 1 is the sample of the control class. The sampling technique used is probability sampling with a simple random sampling technique (Susanti, 2005; Syahri, 2014; Wahyono, 2019). This study has two research variables: bound variables and free variables (Turere, 2013; Gunawan, 2014; Pratiwi, 2015). The bound variable was the interest and learning outcomes of class X students of SMK N 04 Kendal, while the independent variable was quipper school-based e-learning media.

The data collection techniques and research instruments used are tests, observation sheets, documentation, interviews, and questionnaires (questionnaires). In the test research, multiple-choice questions in a pretest and posttest were used to determine the influence of Quipper school-based e-learning on student learning outcomes in history learning. Observation is used to determine the initial state of the research object. The questionnaire was used to find out how interested students were in learning history using Quipper school-based e-learning history learning media; the questionnaire used in this research was a checklist using a Likert scale. Data analysis is an activity after data from all respondents or other sources is collected from respondents or other data sources (Sugiyono, 2015, p. 207).

The quantitative data processing carried out in this study included questionnaire data on the effectiveness of the use of quipper schools in history learning, raising learning interest, and learning outcome tests given in experimental and control classes. The techniques used are descriptive data analysis, comparative analysis, and analysis of data hypotheses. Before conducting comparative and regression tests, a prerequisite test is carried out first, including a normality test, homogeneity test, and linearity test (Basuki et al., 2015; Gani et al., 2015; Gunawan, 2018).

### **Results and Discussion**

This research was conducted at SMK N 04 Kendal, located at Jalan Soekarno Hatta, Brangsong Village RT 06 / RW 02, Brangsong District, Kendal Regency. This study involved two classes: the experimental and control classes. The sample taken as the subject of the study was 36 students in class X RPL 2 and 36 students in class X RPL 1. The researcher conducted the research at SMK N 4 Kendal from April 29, 2017, to May 20, 2017.

### **Interest and Learning Outcomes of Class X Students of SMK N 04 Kendal Before Using Quipper School-Based Indonesian History E-learning Learning Media**

Based on the formulation of the problem and the results of the research, the interests and learning outcomes of class X students of SMK N 04 Kendal will be discussed explicitly before using Quipper's school-based e-learning history learning media. Based on the initial observation before the treatment was carried out on history learning, it can be known that students are not so interested in participating in history learning; it can be seen in the calculation data of descriptive analysis of student learning interest as follows, from the calculation of descriptive analysis it can be seen that before using quipper school-based e-learning media, there were two students interested in learning history from 36 students Those who had an outstanding interest in learning history, 15 students had a good interest in learning, and 17 students had enough interest in learning, 15 students had a good interest in learning, and two students had a lousy interest in learning.

Moreover, for the average score of students' interest in learning in the class, 67.83% is enough. Based on the results of observations in the field, the cause of the lack of interest in learning class X students in learning history is due to several factors; namely, in history learning, teachers only use the lecture method and have not maximized the use of supporting media in history learning, if using media is still very rare and less varied, namely only using package books as the leading media and power points for complementary, The use of this PowerPoint is still infrequent. As a result, the subject matter delivered is not optimal, and this impacts students' lack of desire to pay attention to history lessons; in other words, students are less interested in learning history. Seeing this condition is indeed very concerning; even though the study of history is essential learning, history not only helps various ages and the ability to find their position in the present by creating a "reassuring relationship" with the past but also indirectly contains a philosophy about meaningful origins in the past and meaningful goals in the future. This must be the reason for human hard work in the present (Kochhar, 2008: 63). Therefore, there needs to be an innovation in the use of history learning media in schools; one of the alternative solutions is quipper school-based e-learning media.

Based on initial data, the learning outcomes of students before using Quipper school-based e-learning media look lacking; this is based on the results of the pretest students at the beginning of learning have an average score of 36 experimental class X RPL 2, which is 37.36 with the most miniature score of 20 and the most significant score of 50. The average result of the pretest for the control class of class X RPL 1, which amounted to 36 students, was 25.97; the highest miniature score was 5, and the largest was 45. The average pretest score of the two classes is

still meager because it is still far below the KKM (Minimum et al.) that has been determined, which is 75. The low score of this student is because, generally, students have not studied the material; this pretest aims to determine the initial abilities that students have regarding the material to be delivered. The pretest results showed that the initial knowledge scores of the experimental and control class students tended to be the same, namely average distribution data, and had a homogeneous variance or no significant difference. Moreover, this shows no difference in students' average initial knowledge between the control class and the experimental class before the treatment.

### **Differences in Interest and Learning Outcomes of Class X Students at SMK N 4 Kendal Who Use and Those Who Do Not Use Quipper School-Based Indonesian History E-Learning Learning Media**

Based on the research results on the effect of using Quipper school-based e-learning history learning media on students' interests and learning outcomes in class X of SMK N 04 Kendal. The results of the calculation of student learning interest data for the experimental and control classes showed that the data was normally distributed and had a homogeneous variance; the alternative hypothesis proposed was accepted; this research was given to students of class X RPL SMK N 4 Kendal. Class X RPL 2 was an experimental class that was given treatment using Quipper school-based e-learning history learning media, and control classes were not given treatment. The results of the study showed that the class that received treatment in the form of the use of quipper school media (experimental class) had a higher interest in learning compared to the class that did not receive treatment (control class); it was evident from the results of the calculation of the average score of the interest in learning history of the experimental class (X RPL 2) of 80.42% with reasonable criteria, while the average score of the control class (X RPL 1) was 67.8% of the sufficient criteria.

The difference was also shown significantly based on the t-test; it was known that the t-value calculated of 6,587 was more significant than the t-value of table 1,994 ( $t_{\text{calculated}} > t_{\text{table}}$ ), so  $H_0$  was rejected.  $H_a$  was accepted; in other words, there was a significant difference in the learning interest of students who used Quipper school-based e-learning history learning media and those who did not. The difference in learning interest between the experimental and control classes in this study was caused by the difference in treatment in the learning process. The e-learning history media based on the Quipper school was used in the experimental class, while the control class did not use the media. Humans are happy or interested in something new, as are students; Quipper School Media is a new online media innovation at SMK N 04 Kendal

because it has never been used before. This interest encourages students to study history lessons. The research data on learning outcomes also shows something similar to learning interest that there is a difference between the control class and the experimental class; this research was given to students in class X RPL SMK N 04 Kendal, and the treatment given was in the form of the use of quipper school-based e-learning history learning media. The treatment was given to the experimental class for four meetings.

After conducting a study comparing the experimental and control classes, the final data results showed that the average score of the history learning outcomes of the experimental class (X RPL 2) pretest was 37.36. The post-test was 81.11, while the average score of the control class (X RPL 1) pretest was 25.97, and the post-test was 59.03. This difference was also shown significantly based on the t-test; it was known that the t-value calculated at 9.084 was more significant than the t-value of table 1.994 ( $t_{\text{calculated}} > t_{\text{table}}$ ), so  $H_0$  was rejected.  $H_a$  was accepted; in other words, there was a significant difference in the learning outcomes of students who used the Quipper school-based e-learning history learning media and those who did not.

### **The Effect of the Use of Quipper School-Based Indonesian History E-Learning Learning Media on the Interest and Learning Outcomes of Class X Students of SMK N 04 Kendal**

Interest in learning is a person's sense of interest in a learning process that arises as a result of fun activities in the learning process (Slameto, 2010, pp. 180-181). According to Sadirman (2011:95), interest can be aroused in the following ways: (1) arousing a need, (2) connecting with the problem of experience, (3) giving good results, and (4) using various forms of teaching. One of the ways used to arouse students' interest in this research is to use the fourth point, which is to use various forms of teaching by using new quipper school media in history learning. Quipper School is an online learning platform that facilitates students in the learning process and supports teachers in managing classes (2017:3). Learning using Quipper school-based e-learning as a medium for learning history encourages students to participate in learning activities actively. By utilizing technological advances in quick school-based e-learning, the learning atmosphere feels more enjoyable because of the new atmosphere in learning.

From this study, it can be seen that the use of quipper school-based e-learning media influences students' learning interests; this is by the data from the regression test analysis that has been carried out that support the research hypothesis of the two variables X, and Y has a significant favorable influence on the research results. From the results of this study, the effect of variable X (use of quipper school-based e-learning media) on Y1 (learning interest) through regression  $\hat{Y} = 46,429 + 0.478 X$ , the results of a simple regression calculation show that the calculated t

value of 4,790 is more excellent than the table  $t = 1,994$ , then  $H_0$  is rejected and  $H_a$  is accepted, this means that there is a significant influence of the use of quipper school-based e-learning history learning media (X) on learning interest student (Y). Variable X has a natural effect on variable Y; it is based on the results of the calculation of the F test that the value of F calculated = 22,940 is more significant than F table = 4.13. The influence of the use of Quipper school-based e-learning history learning media on learning interest based on the calculation of the determination coefficient of  $(0.635)^2 = 0.403$  or equivalent to 40.3%; thus, it can be said that the use of Quipper school media is quite a dominant factor in influencing learning interest.

Learning outcomes are the results achieved from the teaching and learning process by educational objectives (Purwanto, 2009, p. 54). Benjamin Bloom in Sudjana (2009:22) broadly classifies learning outcomes into three domains, namely 1) cognitive domain, 2) affective domain, and 3) psychomotor domain. The learning outcomes measured in this study used the cognitive realm, and the research instruments used were pretest and posttest questions.

From this study, it can be seen that the use of quick school-based e-learning media influences student learning outcomes. Regression analysis data supports the research hypothesis that the two variables, X and Y, significantly influence the research results. From the results of this study, the effect of variable X (the use of quipper school-based e-learning media) on Y1 (learning outcomes) through regression  $\hat{Y} = 26,980 + 0.762 X$ . The results of a simple regression calculation show that the value of t calculation = 3,592 is more significant than t table = 1,994, so  $H_0$  is rejected.  $H_a$  is accepted; this means that the use of Quipper school-based e-learning history learning media (X) significantly influences student learning outcomes (Y). Variable X has a natural effect on variable Y; it is based on the results of the calculation of the F test that the value of F calculated = 12.905 is more significant than F table = 4.13. The influence of the use of Quipper school-based e-learning history learning media on learning outcomes based on the calculation of the determination coefficient of  $(0.525)^2 = 0.275$  or equivalent to 27.5%; thus, it can be said that the use of Quipper school media is quite a dominant factor in influencing learning outcomes.

### **The Effectiveness of the Use of Quipper School-Based E-Learning History Learning Media**

Quipper School is a free online platform provided for teachers and students. The use of quipper school media in history learning is an innovation of history learning media at SMK N 04 Kendal, making students more interested and enthusiastic when learning occurs. Based on the results of the descriptive analysis of the data, it can be known that the use of Quipper School history

learning media is good it can be known from the results of the descriptive analysis of the data as follows, based on the results of the calculation; it is known that (22.22%) of 8 students think that the effectiveness of the use of Quipper School media in history learning is excellent, (75%) 27 students think that the effectiveness of the use of quipper school media in History learning is good, (2.78%) or one student thinks that the effectiveness of the use of Quipper School media in history learning is sufficient. The average score for the effectiveness of using Quipper School media is good, with a score percentage of 79%.

Based on interviews with several students and teachers, results related to the use of Quipper School were obtained, and the conclusion was that Quipper School media is an exciting, innovative, and unprecedented media in this school. Besides that, the materials and quizzes in Quipper School benefit students' learning. Using Quipper school media is not so tricky and cost-effective; register on the Quipper school portal, and students can use it immediately. Quipper School is also time-efficient because it can be opened anytime and anywhere, as long as it is connected to the internet. Teachers can also control student assignments easily, but the obstacles faced in using this Quipper School are that this Quipper School media can only be used online and cannot be downloaded offline, so the internet network must always be ready, but this can be solved by using the wifi available at SMK N 04 Kendal school.

### **Conclusion**

Based on the results of the research and discussion that has been carried out, it can be concluded that the learning interest of students in class X of SMK N 04 Kendal before being given treatment or the use of quipper school-based e-learning media based on research data shows an average score of 67.83% included in the sufficient category, while for the learning outcomes of students before being given treatment shows an average pretest score of 25.97 and an average posttest score of 59.03.

The learning interest of students who used the Indonesian history e-learning media based on Quipper School (experimental class) was higher than that of the class that did not use the media (control class); the average score of the experimental class was 80.42 with reasonable criteria, while the control class of 67.8 criteria was sufficient. This difference was also shown in the t-test, and it was known that the calculated t-value of 6.587 was more significant than the t-value of Table 1.994. The learning outcomes of students who used the Indonesian history e-learning media based on Quipper school (experimental class) were higher than those who did not use the media (control class); in the control class, the average pretest score (25.97), posttest (59.03), while in the experimental class the average pretest score (37.36), posttest (81.11). The

difference was also shown in the t-test, where the calculated t-value of 9.084 was more significant than the t-value of Table 1.994.

Based on the calculation of a simple linear regression analysis test, it can be concluded that the use of quipper school-based e-learning history learning media significantly affects students' learning interest in class X of SMK N 04 Kendal. This can be seen from the coefficient of determination (R<sup>2</sup>) on learning interest of 40.3, or it can be said that the influence of the independent variable on the dependent variable is 40.3%. The use of Quipper school-based e-learning history learning media also significantly affects the learning outcomes of students in class X of SMK N 04 Kendal. This can be seen from the coefficient of determination (R<sup>2</sup>) on the learning outcomes of 27.5, or it can be said that the influence of independent variables on dependent variables is 27.5%, while other variables influence the rest.

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