

TEACHERS' PERCEPTIONS OF THE USE OF QUINTAL AS LEARNING

MANAGEMENT SYSTEM (LMS) IN ENGLISH CLASSES

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DECLARATION

I hereby declare that the paper entitled "Teachers' Perceptions of the Use of Quintal as Learning Management System (LMS) in English Classes" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

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Andanti Nur Fahira

PREFACE

Alhamdulillahirabill'amin, all praise and gratitude should be to Allah SWT who has given health, strength, capability, and guidance to the researcher strength and patience until she could finish her paper entitled Teachers' Perceptions of the Use of Quintal as Learning Management System (LMS) in English Classes.

The purpose of this paper is to fulfill one the requirement for Sarjana Pendidikan examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. The researcher realizes that this paper is far from being perfect. Therefore, she accepts any suggestion and critics for the completion of this paper and her better study in the future.

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ABSTRACT

Students' experiences with new languages are no longer confined to textbooks or their immediate surroundings. The widespread use of the internet and the growing recognition of technology's importance in classrooms are providing teachers and students worldwide with tools that acquire their ability to learn or teach a second or foreign language. Technology integration in the classroom has become an important aspect of successful teaching. Moreover, it could be an effective teaching tool when used to engage all students in the learning process. This study explores teachers' perceptions of utilizing Quintal as a Learning Management System (LMS) in English classes. Quintal, a digital platform designed to enhance educational delivery, offers a range of tools for course management, communication, and assessment. This study attempt to explore the following question: "How do teachers perceive the use of Quintal as Learning Management System (LMS) in English Classes?" In order to answer this research question, the writer used a qualitative descriptive method and collected data through documentation, and interview. The subject of this study is the English teachers at SMA Global Mandiri. The aim of the research is to investigate teachers' perceptions of the use of Quintal as Learning Management System (LMS) in English classes. Based on the result of all the data, the researcher found that the respondents of this research gave their positive perceptions towards the use of Quintal as learning management system (LMS) in English classes. The positive perception from the respondents also revealed that the Quintal platform can support students to learning English within the aspects of cognitive, affective, and conative or psychomotor. The conclusion is that Quintal platform helps the students understand the materials better, makes them feel motivated, and active in learning English. In addition, it is expected that teachers utilize the Quintal platform to enhance student learning experiences through technology and innovate in their application within English classes.

Keywords: Teachers' Perception, Quintal platform, Learning Management System

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CHAPTER I

INTRODUCTION

A. Background of Study

In the current era of the digital revolution, society finds itself increasingly immersed in the pervasive presence of technology in daily life. Especially in education field, the utility of technology, ICT, can support teaching and learning process better than the conventional ways. Pujilestari (2020) mentioned in her article, that ICT is beneficial since it can be used as teaching media, learning resources, and teaching approach. Nowadays, Youtube, Edmodo, Blogs, Instagram, Google and many more are used both as media and learning resources to provide help for both teacher and students. Other examples of how useful technology is also shown as teaching approach like the implementation of TPACK (Technological Pedagogical Content Knowledge) as the based guidance on how the teaching and learning conducted. Yet, Indonesia is still at the beginning to explore numerous opportunities for the advancement and use of IT in education.

The educational process has benefited greatly from the information supplied by computers with internet access as the primary media. Due to this condition, Pujilestari (2020) added in digital era, teachers' roles have changed as well, from transmitting knowledge to encouraging pupils' grow.

As a result of this technological advancement, electronic learning or "e-learning" has emerged as a dominant form of pedagogy, particularly within the realm of education. While some individuals have become accustomed to using online platforms for teaching and learning, others have found it to be a novel, exciting, yet challenging alternative to traditional in-person education (Naidu, 2006; Afrizah, 2018).

In the realm of e-learning, there exists a wide range of different platforms and tools available to support and facilitate online learning. One of the platforms is the Learning Management System (LMS), which is a software application that enables the creation and delivery of educational content online. As elucidated by Cavus (2015) Learning Management System (LMS) offers a computer-generated platform for online learning by qualifying the management, checking learners, etc. Despite its potential benefits, the efficacy of the LMS in terms of improving student outcomes has been subject to fluctuation (Pektas, 2012).

The swift progress of the internet and virtual meeting platforms greatly aids teachers in crafting engaging resources and fostering dynamic engagement with their students. As a result, despite the physical distance between teachers and students, they can continue to actively learn and communicate within the virtual classroom setting (Wicaksono, 2022). Teachers need to make fresh adjustments in order to properly assess their students because online and offline

sessions use different practice methods. To support students' assessments, teachers must be knowledgeable and proficient in a variety of devices. Since devices are the main media used in the virtual class, familiarity is essential (Windiarti et al., 2019).

It implies that a teacher's perspective on a student can have an impact on that student's behavior. The fact that a learner's behavior is recognized as a result of his or her beliefs is one of the main justifications for studying teachers' perceptions (Ajzen & Fishbein, 1980; Cooney, 2001). To ensure successful learning, the teachers' perceptions will be considered in the learning evaluation.

In previous studies, Chaubey and Bhattacharya (2015) point out that the cost-effectiveness, accessibility, and flexibility of Learning Management Systems (LMS) can all be useful tools in the teaching and learning process for achieving successful learning outcomes. Furthermore, the way that technology is used in any educational setting has fundamentally changed how EFL is taught and learned (Supratman & Wahyudin, 2017). From the teacher's perspective, there are advantages and disadvantages of LMS. The advantages are better than manual management, easy, beneficial for students, maintaining student's data, useful for all subject, and when trained it effectively, which refers to how well it works when properly applied. The disadvantages fact that it is useful for only some courses, user-unfriendly, depends on the internet, not flexible, does not provide basic teaching needs, and increases workload (Bradley et al., 2021).

B. Aim of the Research

The aim of the research is to investigate teachers' perceptions of the use of Quintal as Learning Management System (LMS) in English classes.

C. Research Question

Based on the background of the study, the researcher intends to discover the answer to this question: “How do teachers perceive the use of Quintal as Learning Management System (LMS) in English classes?”

D. Research Focus

This study focuses on teacher perceptions of the aspects on the use of Quintal platform in learning English in English classes.

E. Operational Definition

The research presents three operational definitions in this research:

a. English as EFL class

The study of English by people who live in places in which English is not used as a means of first language communication. Therefore, English Foreign Language (EFL) is a term where English is not a native language. (Gebhard, 2006)

b. Teacher Perceptions

The subjective thoughts, beliefs, attitudes, and opinions held by individual teachers about various aspects of their profession, including their teaching

practices, students, the curriculum, the learning environment, and the educational system as a whole. (Agustrianita, 2019)

c. Learning Management System

Web-based software platforms provide an interactive online learning environment and automate the administration, organization, delivery, and reporting of educational content and learner outcomes. (Chugh, 2020)

F. Research Significance

1. Theoretical Significance

The writer's findings can provide information about the teachers' perception of the use of Quintal platform as a Learning Management System (LMS) in teaching English to senior high school students. As a result, they may be able to prepare themselves in facing the technological era.

2. Practical Significance

This research mainly gives a contribution to English teaching and learning and also make benefit for:

a. Teacher

This research can help teachers to use technology to improve their students' learning experiences. By using the insights from this research, teachers can find the best ways to use technology to engage their students and help them learn better. This research can also help teachers

to choose the right technological tools and resources for their teaching and develop new and creative ways to use technology in the English class.

b. Student

The outcomes of this research endeavor possess the potential to equip and enable students with the necessary skills, knowledge, and competencies to successfully confront and navigate the multifaceted challenges and opportunities presented by the rapidly evolving and dynamic technological era, thereby effectively preparing them to excel in both their personal and professional pursuits.

c. Future researcher

This research can be used as a reference for another researcher who is interested in conducting similar research about teachers' perceptions of the use Quintal as learning management system in English classes.

CHAPTER II

THEORETICAL FOUNDATION

A. Perceptions

1. Definition of Perception

Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Obtaining responses is gained through the stages of selection, interpretation, and reaction (Erin & Maharani, 2018). Other, in Ghadirian et al., (2018) described perception as a process of actions for acquiring information. That acquisition can stem from the environments to which students are exposed. Another definition is taken from (Nugroho, 2015) states that, perception is a process that starts form the use of the five senses in receiving a stimulus, then it organized and interpreted so that it has an understanding of what is sensed.

According to Ruslan, (2020) the word perception comes from the Latin word *percipio*, meaning receiving, collecting, action of taking possession, apprehension with the mind or senses. It can be stated that, the perception can be summed up it refers to the cognitive, affective, and psychomotor process by which human interpret and understand the meaning of sensory stimuli, such as objects, events, or relationships between them. This involves the reception and sensory processing of the

stimuli by the brain, which initiates a series of cognitive processes culminating in the interpretation and understanding of the perceived stimuli.

2. Types of Perception

Perceptions are classified as either good or negative, according to Irwanto in Shandi's thesis (2020):

- a) A positive perception is one that combines all information and actions that are kept in the effort to apply it. Following that, the perceived object will be activated, accepted, and supported.
- b) All information and actions that are out of sync with the perceived object are categorized as negative perception. It will either move forward in passivity or reject and rebel against the perceived thing.

3. Process of Perception

The formation of an individual's perception is a gradual process that involves various cognitive and physiological mechanisms, which are influenced by both internal factors, such as the individual's existing abilities and predispositions, and external factors, such as environmental cues and social influences. Toha (2003), in Rima Yuniarti (2017: p.16) suggest there are a four-step process of perception of an object at the individual, such as:

- a) The stimulus or stimuli, the stimulation is the first step that must be passed for the creation of perception. Stimuli were present from about individuals will be responded by the human senses. It is the way when person feels and sees something, the situation of stimulation created by the environment around that individual where he/she lives.
- b) Registration, the registration process is catching stimulation by human senses, which will be forwarded and registered to the information center or the human brain. It is the situation when stimulation comes to learn responses mentally and physically. Registration is the physical and mental responses that happen directly when someone receives stimulation as much as possible.
- c) Interpretation, after all information has been accepted, the next process will take important roles. Each learner has different process & of cognitive in interpreting the stimulation, it happens because this process is influenced by motivation, experience and personally of each learner. So that, each of them has his/her own interpretation. Therefore, naturally each individual has their own perception toward a thing or things.
- d) Feedback, the last process of perception is given feedback, which the information is interpreted. As the result of interpretation, learners make a reaction towards the stimulation. In this case, both negative and positive reaction could happen. It depends in many factors that influence the process of interpretation. If the reaction is negative, learner will have

bad attitude towards that stimulate such as rejection, disagreement, prejudice or even a rebellion. On the other hand, if that learner has positive interpretation, she or he will have good manner or attitude toward the stimuli. She or he will accept and please or even respect to the stimulation that she perceives or interprets.

4. Aspects of Perception

According to (Hardini, 2017) perception has three main components namely, cognitive, affective, and conative or psychomotor.

a) Cognitive

This aspect refers to the elements of knowledge, perspectives, anticipations, cognitive processes, acquisition of knowledge, and prior experiences. Everything is derived from the individual perception-takers' thinking.

b) Affective

This aspect concerns to the person's emotions and feelings toward specific objects, as well as everything related to judging what is good or bad based on emotional aspects.

c) Psychomotor

This aspect concerns to an individual's motivation, attitudes, behavior, or actions based on the way they perceive a specific object or event.

B. English as a Foreign Language class (EFL)

The concept of English as a Foreign Language (EFL) encompasses diverse approaches to imparting and acquiring English, as described by various scholars. Harmer (2007: 19) states that EFL described situations where students were learning English in order to use it with any other English speakers in the world – when the students might be tourists or business people. Brown (2001: 116) says those foreign language contexts are those in which students do not have ready-made contexts for communication beyond their classroom. EFL is prepared for the students in the specific time or events. Using English for international communication, especially on the internet, means that our students are in fact part of a global target-language community. They are prepared to communicate by using English as global language in the future. Because English becomes powerful influence in daily life, finally learning it since early age is needed.

In a complementary vein, Gebhard (2006) as stated by Santoso, (2010), EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication offers an encompassing perspective, defining EFL as the process of learning English undertaken by individuals residing in areas where English isn't the dominant language in everyday discourse. Consequently, EFL manifests itself within environments where English functions as a secondary or non-native tongue,

highlighting the distinct challenges learners face when grappling with a language that isn't inherent to their cultural or linguistic context.

Within these EFL settings, scholars like Brown (2001) underscore the potential difficulties encountered by learners, emphasizing that certain nuances and intricacies of the target language might not be intuitively understood or readily absorbed. This acknowledges the complexity of navigating the subtleties and idiosyncrasies of a language that diverges from one's native tongue, which can pose hurdles in fluency and comprehension for learners in these contexts. This widespread adoption underscores the global significance and international relevance of EFL education across diverse cultural and linguistic settings, indicating its pivotal role in facilitating cross-cultural communication and global linguistic competence.

C. Learning Management System (LMS)

1. Definition of Learning Management System (LMS)

The concept of "*Learning Management System*" (LMS) is used to refer to a broad category of systems that offer online learning opportunities, to increase students' learning engagement, the entire instrument can be used to transfer educational resources. Students become more motivated to engage in active learning as a result. LMS offer numerous advantages for the teaching process, including the ability to eliminate the need for a physical location (Aldiab et al., 2019).

As stated by Oliveira et al. (2016) in an LMS, the interaction happens through devices that enable communication either synchronously or asynchronously, students can learn at any time and from any location. It enables the development of various strategies to increase students' active engagement. In recent years, LMS research has been evolving constantly.

Studies based on teachers' or students' perspectives regarding the integration of internet-based applications and digital learning platforms, particularly in the setting of a pandemic, have also emerged in the context of EFL (Amin & Sundari, 2020). Students' choices, as well as their perceptions and opinions regarding the use of three distinct online platforms in remote learning scenarios. The results demonstrated that those platforms achieved extremely high levels of agreement across all parameters, including authenticity, learner fit, positive impact, meaning focus, learner fit, and practicality.

Furthermore, a classroom observation study conducted by Ulla et al. (2021) discovered a variety of Internet-based applications in an EFL classroom. The teachers responded well to these applications, stating that they make their classroom more dynamic, convenient, and entertaining. As a result, the goal of education in today's digital world is to give students access to information quickly and accurately and to assist them in properly analyzing and evaluating it through the use of relevant internet resources.

This makes LMS an effective instrument for easing the burden on teachers and students alike and for facilitating the teaching-learning process. In assigning and completing homework, monitoring grades and learning outcomes, engaging in a variety of learning activities, and exchanging information synchronously or asynchronously on the study project.

2. Types of Learning Management System (LMS)

A. Quintal

Quintal is an easy-to-use system that parents, students, teachers, and schools can all use. The Quintal is a digital application system that was founded in 2016 by Danny Saksono and is highly capable of fulfilling the demands of the contemporary educational environment (Al Ulil Amri et al., 2020) with the Quintal app, which facilitates online learning, educators and learners can interact by exchanging modules, quizzes, discussions, and web resources. Instructors and students at SMA DEK Padang will find it convenient to use the desktop and mobile versions of the software on their phones or laptops/PCs. Quintal application has been widely used in more than 15 schools in Indonesia, it has happened because those schools are supported by some providers that need extra money to spend (Malasari et al., 2018). Quintal's value input functionality and student attendance data are the system's primary features when used in an EFL classroom. In order for parents of children to be informed immediately about the exam schedule

and student activities, such as whether or not they miss school during the learning process (Hignasari, 2021).

B. Schoology

In higher education, Schoology is a component of the Learning Management System (LMS) utilized by both instructors and students. According to Luaran (2012), Schoology is a social networking, classroom management, and online learning platform that makes learning more engaging. The Schoology program can enhance the effectiveness of teaching and learning and establish a dynamic learning environment. Since Schoology is a free software tool that students can download from the internet, several teachers at the University of Muhammadiyah Malang have made use of it to help them give their lectures anywhere.

Schoology is an online resource that enables teachers to better organize their classrooms, involve students in multimedia-rich classes, and facilitate quick communication. In addition, this application tool aids students in making the most of their free time. Students stay organized, and pedagogical learning is improved. It facilitates the creation and dissemination of scholarly content. Schoology provides the ability to combine online and traditional classroom instruction.

C. Google Classroom

A tool that makes it easy to create online classes is Google Classroom. Furthermore, Google Classroom is being used for assigning assignments, turning in assignments, and even assessing completed activities (Herman dalam Japar, 2020: 169). Google Classroom is an online e-learning platform that allows teachers create and share assignments with students without the need for paper, according to Hakim (2016: 2). You need to have a Google account in order to utilize this service.

In addition, Google Classroom is only accessible in institutions that have Google Apps for Education set up. Google Classroom is a multiplatform tool that users can use, according to Wicaksono (2017: 514). Google designed this blended learning platform specifically for schools with the intention of making the process of creating, assigning, and distributing assignments easier when using paperless methods. Mobile phones and computers are just two of the devices that can be used to access Google Classroom.

According to the explanation given above, Google Classroom is an application that can assist educators and learners in carrying out more in-depth learning activities. It can be used for assignment delivery, including the delivery of assignments via YouTube videos, as well as to monitor attendance during the Covid-19 epidemic.

D. Edmodo

In a web-based learning environment, one can perform a variety of educational activities, including online chats, assignments, and other duties. Available at *www.edmodo.com*, this website serves as a safe and secure educational resource for educators, parents, students, teachers, and school districts. It was created in 2008 by Jeff O'Hara and Nick Borg (Kongchan, 2013).

Everyone looks to exchange ideas, find educational resources, or need a helping hand during a learning activity can visit Edmodo for free. Students and teachers can engage with one another using Edmodo by exchanging ideas, issues, and practical advice. A kind of web-based learning that offers specific components of an environment for learning is Edmodo. An easy platform for presenting instructional materials, Edmodo offers helpful resources for online communication between instructors and students (Hourdequin, 2014). He also notes that both Edmodo's design and functionality closely resemble Facebook.

Using Edmodo, teachers may carry out their teaching and learning activities outside of the classroom. They can assign assignments or give announcements as needed. "Students use Edmodo to communicate with their teachers to ask questions about lessons and homework, and collaborate with other classmates on activities and project ideas," according

to Bahrami Shams-Abadi et al. (2015). Edmodo can facilitate communication between educators and students.

3. Benefits and Shortcomings of Learning Management System (LMS)

Learning management systems can be implemented for a variety of students at every grade level with unique learning and design features. According to Zhang, M (2016) the majority of learning management systems come with a standard set of tools that are used to support online learning and discussion. A threaded discussion forum is one of the technologies used to promote communication and group learning. Other technologies are used to track student achievement and boost teacher efficiency while making sure the course is following curriculum objectives. Examples of these tools are online grade books and exams.

Bagata et al (2020) state that using an LMS to access digital content the district should think about putting in place a learning management system if it is switching to a digital curriculum. A system for managing learning (LMS) is a digital platform that facilitates the exchange of information, materials, and activities, and resources to students both within and outside of the classroom. It is permits educators to provide students with access to customized education anytime, anywhere without geographic constraints.

While an LMS's online environment and traditional teaching and learning share many characteristics, it also has certain distinctive aspects of its own, like flexibility and time for reflection and students' privacy. Furthermore, learning management systems provide the ease of use and assistance for a shared system that is utilized by parents, students, teachers, and support personnel. Availability everyone has access to web-based learning management systems. Students, wherever they may be. This makes it possible for colleges and institutions to a varied group of students. Additionally, the technology facilitates open, flexible learning, which advances globalization surroundings. According to, Beal, V (2017) lists four advantages of LMS: first, time with the aid of learning management systems, educators can add more resources and information to the curriculum, expanding learning opportunities outside of set class times or timetables.

Second, adaptability since every student learns differently, learning management systems give them the flexibility to suit their own learning requirements. If necessary, students can revisit the material or dedicate more time to further investigate a topic of interest. Students now have more control over their education because to this self-directed learning.

Third, cooperation LMS resources promote student cooperation on group assignments. Wikis and group blogs are supported by built-in

capabilities as collaborative learning environments. Moreover, file sharing platforms enable groups to publish and exchange data.

Fourth, community a group of learners working together to expand knowledge is supported by an LMS platform. Real-time texting, file and link sharing, and discussion boards all promote student communities to connect and exchange knowledge.

On the other hand, there are some shortcomings in using Learning Management System (LMS) described by Fyntanoglou & Kartaloglou, (2015) that became clear the platform is only meant to serve as a conduit for communication between teachers and students, not the other way around. Its bare minimum features include distributing course materials, gathering student work, and disseminating information about events related to the course. The explanation of forums' potential piqued the interest of students who had never used one before, and many expressed a desire to incorporate the feature into their coursework.

The lack of instruction; as both teachers and students noted, getting comfortable with the platform requires independent exploring. Technological, psychological, educational, pedagogical, and socio economic aspects can be used to categorize the challenges or issues that are likely to occur while deploying LMS as online technology (Lyashenko, 2014).

4. Related Studies

This research is supported by some relevant researches, the first research is by Malasari et al., (2018) who develop a journal entitled “Teachers’ Perceptions Towards Web-Based School Information System (SIS) in Developing Parents-Teacher Relationship”, It is discovered that the school where this study was conducted uses a mobile application for SIS, while the administration and teachers use it via the web. The web-based student information system (SIS) utilized by the participants has features such as attendance records, assignment or homework information, learning resources, class test schedules, school activities, parent and student contact, and polling/survey.

This study's participants have all been utilizing web-based SIS for roughly 18 months. The results of instructors' perceptions of web-based SIS indicated a positive response to the growth of the teacher-parent bond. The results of the questionnaires show that eleven out of eleven participants thought that web-based SIS may facilitate parent-teacher communication.

The second research with title “Teachers’ Perception of Using Technology in Teaching EFL by Mollaei & Riasai (2013), that the purpose of this study was to look into how EFL teachers perceived about using technology in the classroom and what influences technology use in Iranian Language Institutes. The survey data was analyzed using sample t-test and

descriptive statistics. The findings from the quantitative and qualitative data analysis showed how teacher's felt about incorporating technology into their lessons, what kinds of technology they used, what kinds of incentives they received for doing so, what factors helped or hindered the use of technology in the classroom, and how male and female teachers felt about it differently. The findings showed that instructors' attitudes toward using computers and other forms of technology in the classroom were generally positive.

There are several differences between this journal and the reference journal that have been mentioned above, for instance, the location of the research, the method which one of them are using both of qualitative and quantitative.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

This research adopts qualitative approach that is intended to identify the natural phenomenon of the topic in the research. According to Fraenkel (2009), qualitative research suits researchers interested in how things occur in an event. In addition, qualitative research observes the interaction among people and each other; the answer to specific questions; the meaning of the words and actions uttered by a person; translating people's attitudes into actions; how students seem to be affected by teacher's manner, gestures, or comment; etc. The qualitative aims to describe a phenomenon in natural conditions without any manipulation among variables (Creswell, 2018). To find out the teachers' perception of the use of Quintal as learning management system (LMS) in English classes, the researcher uses a qualitative descriptive approach.

Lambert & Lambert (2012) explain that qualitative descriptive research is characterized by simultaneous data collection and analysis. The presentation of data from a qualitative descriptive research involves a straight forward descriptive summary of the informational contents of the data that is organized in a logical manner. How the data are organized depends upon the researcher and how the data were carried out. Qualitative descriptive research is an approach that is very useful when researchers want to know, regarding events,

who were involved, what was involved, and where did things take place. The researcher employed documentation, and interview methods to obtain the data. The researcher details the actual circumstances and conditions that the researcher encounters in the classroom in this study.

In summary, the researcher used qualitative approach and qualitative descriptive method. The researcher wants to know how do teacher's perceive the use of Quintal as Learning Management System (LMS) in English classes. Therefore to obtain this information, the researcher uses documentation, and interview for instruments. The explanation of research method and design can described in the chart below:

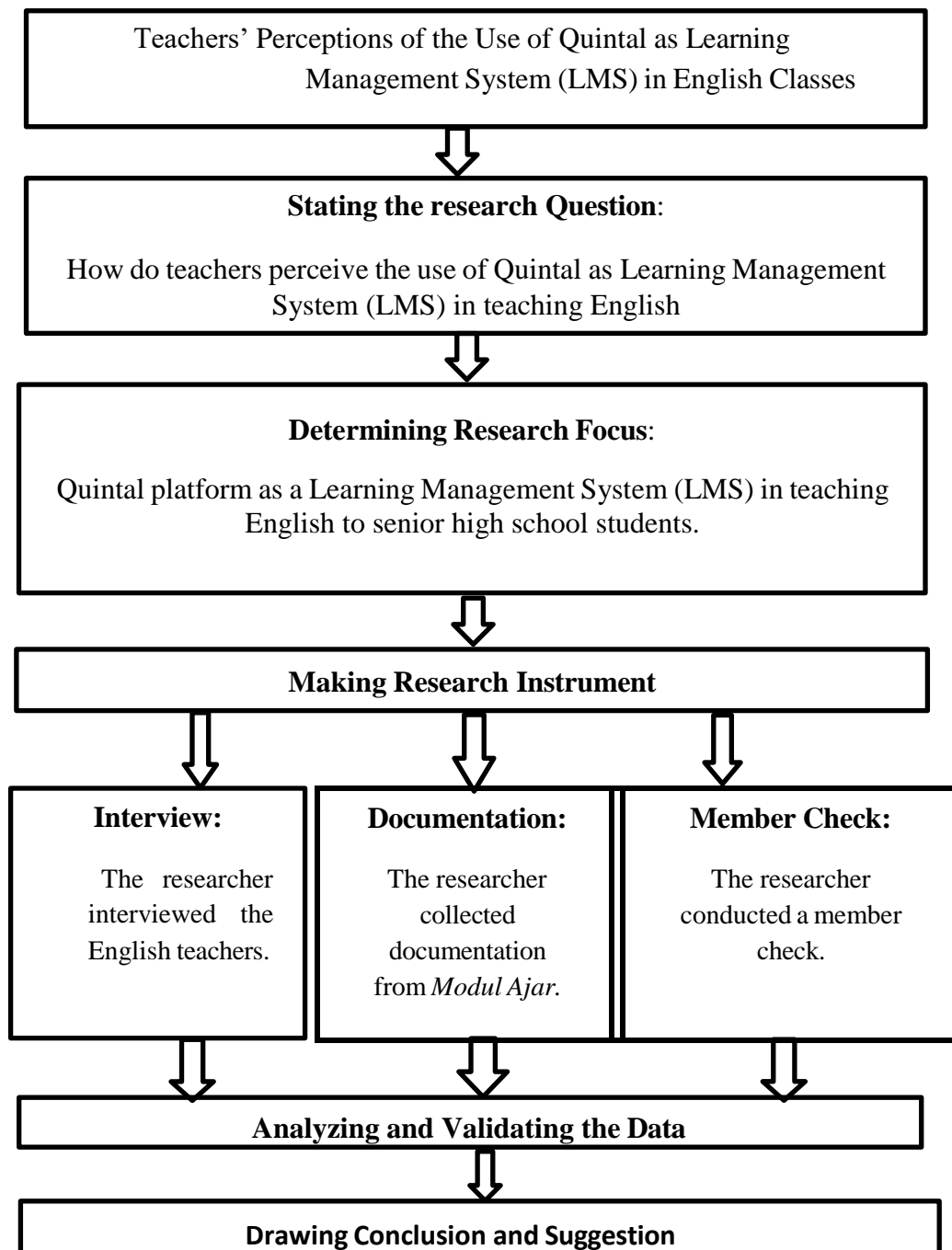


Figure 3. 1 Research Design

B. Research Site and Participants

Global Mandiri Senior High School is the site of the research. Teachers of English at Global Mandiri High School who instruct students in grades 10th, 11th, and 12th are the participants. Based on the teachers' perceptions of their

use of the Quintasl as Learning Management System (LMS) in the English classes, The researcher selected two teachers who often use Quintal as Learning Management System (LMS) in English class as representatives to interview. The researcher used purposive sampling as sampling method to selected site and participants because based on aim of the research; research question and can provide in-depth and detailed information about the phenomenon under investigation. Furthermore, the researcher also used convenience sampling. The researcher collected data from site and participants are solely on convenience accessible.

C. Research Instrument

In conducting the research, the researcher used documentation, and interview to get the data.

1. Interview

The interview is made up of closed questions related the used of Quintal platform as Learning Management System (LMS) in teaching English class to invite free responses from an English teacher. According to Moleong (2007:186) said that interview is a meeting of two person to exchange information and idea through question and responses. This instrument collected data by carried out in a structured way where output depends upon the ability of the interviewer to a large scope. Also, in this activity the researcher recorded sound or video to confirm the data that will obtained. The questions in the interview guide below:

Table 3. 1 Interview Sheet

No.	Dimension	Indicator	Question
1.	Cognitive	Knowledge and experiences	<i>Bagaimanakah pendapat Bapak/Ibu mengenai penggunaan Quintal sebagai Learning Management System (LMS) dalam pembelajaran bahasa Inggris?</i>
			<i>Apakah keuntungan dan kerugian pada saat menggunakan platform Quintal sebagai Learning Management System (LMS) dalam mengajar bahasa Inggris?</i>
2.	Affective	Emotions and feelings	<i>Dengan menggunakan platform Quintal dalam mengajar Bahasa Inggris, Apakah hal tersebut dapat meningkatkan motivasi belajar siswa?</i>
3.	Conative or Psychomotor	Behavior or Actions	<i>Seberapa sering Bapak/Ibu menggunakan platform Quintal dalam mengajar Bahasa Inggris?</i>
			<i>Apakah ada kegiatan fisik dalam pembelajaran Bahasa Inggris di platform Quintal?</i>

2. Documentation

This instrument is critically necessary for conducted in this research. According to Ary (2010:442) documentation is refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Documentation in this research is also required to make the data more reliable and also to strengthen the data that has been obtained from *Modul Ajar* for documentations.

3. Member Check

This instrument is the process of checking the data obtained researcher to data provider. According to Djam'an Satori (2014) the purpose of member check is to find out how far the data obtained corresponds to what provided by the data provider. If the data found is agreed upon by the data givers mean the data is valid data. So it's getting more and more credible or trustworthy. The researchers carry out member checks by looking at the results collecting data from data providers after conducting interviews come and be asked to sign the interview guide to be more authentic.

Table 3. 2 Member Check

No.	The results of interview and documentation with informant		
	About Cognitive Aspect (Knowledge and experiences)	About Affective Aspect (Emotinal and feeling)	About Conative or Psychomotor Aspect (Behavior or action)
1			

D. Research Procedure

Teaching using media can encourage the students to take more responsibility for and control over their learning, engage in joint planning of the syllabus and take longer-term perspectives on their learning (Nasution, 2019). Thus, the researcher wants to know how the English teacher teaching English using Quintal platform as Learning Management System (LMS) especially in learning and teaching English process.

In this study, the researcher used the documentation, and interview for the instruments. The first step of this research, the researcher took a picture and recording learning process in classroom. The purpose is to find out information how the teachers' perceptions of the use of the Learning Management System (LMS) in English classes.

The next step, the researcher got data collection from documentation such as Modul Ajar as a learning activities. Then, these data described by the researcher. The purpose is to clarify whether observation with documentation is appropriate or not.

After having the data collections, the next step the researcher interviewed the English teachers. The purpose the researcher interview the English teachers are to clarify the documentation. Their answers recorded sound by the researcher. It is expected that the result of documentation, and interview answer the research question of this research. After collected the documentation and interview, the researcher conducted a member check.

Therefore, their answers each step of data collection is important to the research process to be more authentic, then summarize.

E. Data Analysis

To analyze the data, the researcher transcribed the interview result with the English teachers. The researcher identified the teacher's *Modul Ajar* as a teaching document. After that, the researcher transcribed the interview result with the English teachers.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This chapter discussed the data description and analysis of three instruments: interview, documentation, and member check. There are two respondents, they are the English teachers of SMA Global Mandiri. The data of documentation and interview was taken on April 30th 2024 until 3rd May 2024. It was intended to answer the research question: “How do teachers perceive the use of Quintal as Learning Management System (LMS) in English classes?”

1. Data from Documentation

The data from documentation was taken from *Modul Ajar* which has been used by the English teachers to conduct the teaching English process during the observation.

a. *Modul Ajar*

1) *Cognitive*

Incorporating cognitive aspects into a learning module involves understanding how students process information and structuring the content to align with these cognitive processes. In this module, the teacher mention the teaching module. The teaching module explains about "Job Application Letter" whose this material will be uploaded to the Quintal platform as learning management system.



Figure 4.2 Modul Ajar #1

The cognitive aspects which focus on the knowledge and experience in this indicator. The first is, handout material, by providing clear information to help students understand learning material about job application letters. The second is learning videos, the teacher uses visual and audio elements to improve comprehension and engagement. The third is student worksheets, by encouraging active participation and promoting critical thinking and problem-solving skills. The fourth is internet, Offers a wide range of information. Furthermore, the teacher used a scientific approach, and a project based learning model, along with discuss and presentation as a learning methods. By using these materials, approaches, and methods, the teaching module supports students' cognitive development, giving them the skills and knowledge in learning materials.

2) *Affective*

Incorporating affective aspects into a learning module involves addressing the emotions, attitudes, motivations, and values of students. These aspects play an essential role in shaping the learning experience and can significantly impact engagement students. In this module, the English teacher mentioned the teaching activities which are opening activity (*pendahuluan*), core activity (*kegiatan inti*), and closing activity (*penutup*). For the time allocation, the English teacher mentioned 90 minutes in

Modul Ajar #2.

PENDAHULUAN	<ul style="list-style-type: none"> • Mengkondisikan suasana belajar yang menyenangkan • Guru mengintruksikan kepada peserta didik untuk memperhatikan kebersihan kelas sebelum pembelajaran dimulai (Pembiasaan karakter peduli lingkungan) • Guru mengarahkan peserta didik untuk memulai pembelajaran dengan berdoa terlebih dahulu. • Guru mengisi agenda kelas dan mengabsen peserta didik (pembiasaan karakter disiplin dan peduli sosial) • Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya. 	10 Menit
KEGIATAN INTI	<p>Kegiatan 4 (40 Menit) Memoriter Keaktifan dan Perkembangan Proyek</p> <ul style="list-style-type: none"> • Guru mengarahkan peserta didik menonton video tentang <i>How to Write a Job Application Letter</i> (https://youtu.be/McDmncPa3cY?si=6oCQ62dKTD8ag1H1) • Guru memberikan pertanyaan terkait proses yang ada dalam video tersebut. • Guru mengarahkan peserta didik untuk duduk secara berkelompok sesuai dengan kelompok di pertemuan sebelumnya. • Guru mengarahkan dan membimbing peserta didik untuk melanjutkan proyek yang telah dirancang, menyusun teks. • Guru mengarahkan peserta didik untuk berlatih mempresentasikan teks yang telah dibuat sesuai dengan peran yang telah ditugaskan. • Guru mengarahkan peserta didik untuk mencatat setiap tahapan, mendiskusikan masalah yang muncul selama penyelesaian proyek, (creativity) 	70 Menit
PENUTUP	<ul style="list-style-type: none"> • Guru mengajak peserta didik untuk melakukan refleksi pembelajaran • Guru mengajak peserta didik untuk menyimpulkan hasil pembelajaran • Guru menyampaikan rencana materi di pelajaran berikutnya • Guru mengakhiri pelajaran 	10 Menit

Figure 4.3 Modul Ajar #2

The affective aspects which focus on the emotion and feeling in this indicator. The first is engagement, by watching a YouTube video to explain "How to Write a Job Application Letter (<https://youtu.be/MeDowsrPx5c?si=Kx0Xa24KTBqg1htt>)" is likely intended to capture students' interest and make the lesson more engaging. Visual and multimedia content can make learning more enjoyable and relatable. Second is accessibility, by uploading the video to the Quintal LMS, the teacher ensures that students can access the material easily and at their convenience.

This consideration shows a concern for students' ability to learn at their own pace. The third is guidance and support the teacher's action of directing students to watch the video and then asking questions about it reflects a supportive teaching approach. This guidance helps students focus on key aspects of the lesson and ensures they understand the content. The fourth is encouragement of critical thinking, by asking questions related to the video's content, the teacher encourages the students to think critically about the material. By focusing on these affective aspects, the teaching approach in this meeting aims to create an engaging, supportive, and well-structured learning experience for the students.

3) Conative or Psychomotor

Incorporating conative or psychomotor aspects into a learning module involves addressing the development of physical skills and coordination. This is particularly important in areas where practical, hands-on skills are essential. In this module, in the third meeting, the English teacher mentioned the teaching activities which are opening activity (*pendahuluan*), core activity (*kegiatan inti*), and closing activity (*penutup*).

PENDAHULUAN	<ul style="list-style-type: none"> • Mengondisikan suasana belajar yang menyenangkan • Guru mengintruksikan kepada peserta didik untuk memperhatikan kebersihan kelas sebelum pembelajaran dimulai (Pembiasaan karakter peduli lingkungan) • Guru mengarahkan peserta didik untuk memulai pembelajaran dengan berdoa terlebih dahulu. • Guru mengisi agenda kelas dan mengabsen peserta didik (pembiasaan karakter disiplin dan peduli sosial) • Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya. 	10 Menit
KEGIATAN INTI	<p>Kegiatan 5 (40 Menit) Mengaji Hasil (Presentasi)</p> <ul style="list-style-type: none"> • Guru mengarahkan peserta didik untuk bersiap tampil menggunakan konsep rencana yang telah dibagikan. (Creativity & Collaboration) • Guru mengarahkan peserta didik merekam penampilan mereka. (Creativity & Collaboration) • Guru mencatat setiap proses pembelajaran peserta didik. <p>Kegiatan 6 (30 Menit) Evaluasi Pengelolaan Belajar</p> <ul style="list-style-type: none"> • Guru mengarahkan peserta didik yang belum tampil untuk mengamati pertunjukkan sebagai audiens. (Literasi) • Guru mengarahkan peserta didik untuk memberikan apresiasi, saran dan masukan kepada penampil. (Collaboration) • Guru memberikan feedback kepada setiap penampil (Collaboration) • Guru memberikan asesmen formatif. • Guru menugaskan peserta didik untuk mengunggah hasil video mereka sesuai dengan pilihan sosial media yang mereka minati. (Efisiensi Produk) 	70 Menit
PENUTUP	<ul style="list-style-type: none"> • Guru mengajak peserta didik untuk melakukan refleksi pembelajaran • Guru mengajak peserta didik untuk menyimpulkan hasil pembelajaran • Guru menyampaikan rencana materi di pelajaran berikutnya • Guru mengakhiri pelajaran 	10 Menit

Figure 4.4 Modul Ajar #3

The conative or psychomotor aspects which focus on the behavior or action in this indicator are student's participation, the students are required to engage in hands-on activities, and interactive activities, the lesson includes interactive activities, such as

roleplaying or group discussions, collaborate with peers, and possibly present their work. These activities involve a combination of gross and fine motor skills.

2. Data from Interview

The interview was done as a second of the instrument in gathering the data. The interview was conducted with two English teachers on April 30th, 2024, until May 3rd 2024. The interview was conducted to investigate the teachers' perceptions of the use of Quintal as Learning Management System (LMS) in English classes. The researcher used a recorder to make it easier to describe the data. The results can be seen as follows:

a. Cognitive Aspect

The first question is about the experiences that respondents face when using quintal platform in English classes. 2 out of 2 respondents (#R1, #R2) admitted that almost all respondents have used this platform in teaching English. When they use this platform, they are greatly helped by the features on it. It can be seen based on the interview results of #R2 in excerpt #1 below:

Excerpt #1

“Menurut pendapat saya pribadi, penggunaan LMS Quintal di dunia pendidikan terutama saya mengajar di SMA kelas 12, ini betul-betul sangat memudahkan para guru dalam mendeliver pembelajaran. Dalam arti, siswa itu dimudahkan dengan mengakses materi di mana saja, kapan saja, bisa di malam hari, pagi hari, di waktu kapan pun siswa bisa mengakses nya seperti itu. Karena di dalam Quintal ini sebelum guru mengajar itu. Guru memberikan materi berupa bentuk pdf, ada juga bentuk video di youtube dan lain sebagainya seperti itu dan siswa bisa mengakses nya seminggu sebelum pembelajaran dimulai. Jadi ketika nanti guru masuk di kelas siswa itu udah ada basic, mereka sudah membaca-baca, sudah menonton apa saja video pembelajaran yang gurunya sudah buat seperti itu.”

[My personal opinion, using Quintal LMS in the world of education, especially when I teach in 12th grade, really makes it easier for teachers to deliver learning. In a sense, it is easy for students to access material anywhere, anytime; it could be at night, in the morning, or at any time. Students can access it like that. Because in this Quintal, before the teacher taught it, the teacher provided material in PDF form, there is also youtube and so on, and students can access it a week before learning starts. So when the teacher comes into class, the students will already have the basics, they will have read and watched all the learning videos that the teacher has made like that.]

The statement above is the same as the previous statement that when using Quintal platform in English classes greatly simplifies teaching English for teacher. It allows students to access materials, such as PDF, Youtube videos, anytime and anywhere, even a week before classes begin. This preparation enables students to come to class with a foundational understanding, having already reviewed the learning material resources.

The second question is to find whether there is any benefit and shortcomings in using the Quintal platform in teaching English. Most respondents (R1, R2) have a similar answer, that the benefit is more features, while the shortcomings is only network technicians. It can be seen based on the results of interview #R1 in excerpt #2.

Excerpt #2

“Yaa, yang pasti kalau keuntungan sih memang lebih banyak keuntungannya ya, kemudian yang di dapat dari fitur-fitur yang ada di Quintal. Kalau kerugiannya paling lebih ke teknis, terkadang ada update data. Jadi kita harus menunggu kadang-kadang ada seperti itu. Kemudian, apa namanya keuntungan juga. Selain itu, orangtua pun juga bisa mengakses hasil kerja siswa ataupun PR, atau tugas-tugas yang belum dikerjakan itu bisa di akses oleh orang tua. Jadi disitu ada kulinasi dari guru ke siswa dan orang tua juga. Jadi memudahkan sekali sih. Lebih banyak itu keuntungannya dari pada kerugiannya kira-kira.”

[The benefits are greater than what you get from the features in Quintal. Most of the disadvantages is technical, sometimes Quintal is updating data. So we have to wait some time, like that. Then, what is profit called? Apart from that, parents can also access student work results, homework, or assignments that have not been completed. So there is communication from teachers to students and parents too. So it's really easy. There are more advantages than disadvantages.

The benefits of using Quintal outweigh its shortcomings, which mostly technical, such as data updates causing delays. Despite these minor setbacks, Quintal facilitates communication between teachers, students, and parents. Parents can access their children's work and unfinished

assignments, enhancing the ease of monitoring academic progress. In addition, the benefits of Quintal outweigh the shortcomings.

b. Affective Aspect

The third question is related the emotion and feelings when using Quintal platform in English classes. All of the respondents (#R1, #R2) claimed it can increase students' learning motivation, when teachers use the Quintal platform in English classes. This platform helped the students in learning process, their students will be even more encouraged to study harder, because everything is there and made as interesting as possible. Because if learning is unique and interesting his students will be curious in English learning. It can be seen based on the interview result of #R1 in excerpt #3 below:

Excerpt #3

“Menurut saya dengan mudahnya siswa mengakses materi pembelajaran, informasi dimana pun dan kapan pun, ini akan memotivasi siswa untuk lebih maju lagi ya, untuk one step ahead karena semua informasi bisa diakses disitu, kemudian ada juga materi pembelajaran guru bisa mengunggah link video dari youtube, materi pembelajaran dari internet, serta membuat tanggal ujian dan lain -lain sebagainya, jadi dari awal itu sudah terkonsep, semuanya sudah jelas. Jadi untuk motivasi, tentunya siswa akan lebih terdorong lagi untuk belajar lebih giat ya, karena semuanya ada disitu dan dibuat semenarik mungkin. Karena kalau pembelajaran itu unik dan menarik, maka siswa itu tidak akan bosan dan akan semakin curious atau lebih tepatnya penasaran. Dari situ mereka akan menggali ilmu -ilmu baru seperti itu.”

[In my opinion, the ease with which students can access information anywhere and at anytime, this will motivate students to go even further, one step further because all information can be accessed there, for example learning material from Youtube, internet, and exam dates and so on. So, from the start that already conceptualized, everything is clear. So for motivation, of course, students will be even more encouraged to study harder because everything is there and made as interesting as possible. Because if the learning is unique and interesting, students will not be bored and will be more curious or more precisely intrigued. From there, they will explore new knowledge like that.]

The ease of accessing information anytime and anywhere greatly motivates students to push themselves further. With all necessary information readily available, including Youtube videos, internet, and exam dates and organized content, students are more encouraged to

study harder. When learning is unique and interesting, it prevents boredom and stimulates student's curiosity, encouraging the students to learn a new things.

C. Conative or Psychomotor Aspect

The fourth question focuses on behavior or actions. Using the Quintal platform as an LMS, the strategies employed by English teachers for the teaching and learning include tasks or activities that sometimes require students to engage in physical coordination. All of the respondents (#R1, #R2) claimed the respondents argue explained sometimes students to engage in physical coordination such as peer collaboration. It can be seen based on the interview result of #R1 in excerpt #4 below:

Excerpt 4

“Ya, dengan berjalan nya waktu, anak -anak terbiasa dengan penggunaan Quintal. Jadi, ketika kita kasih instruksi sederhana pun, anak -anak sudah ready dengan membuka aplikasi Quintal di device -nya antar laptop atau pun iPad. Jadi memang hampir 80 persen atau mungkin 90 persen kegiatan pembelajaran nya saya lakukan di sekolah itu memang menggunakan Quintal. Platform inipun bisa untuk memberikan materi pembelajaran, tugas, dan nilai. Dan aplikasi yang lain, mungkin hanya 5 atau 10 persen saja untuk sebagai pendukung.

[Yes, as time goes by, the students get used to using Quintal. So, even when we give simple instructions, the students are ready to open the Quintal application on their devices, either laptop or iPad. So, almost 80 percent or maybe 90 percent of the learning activities I did at school used Quintal. This platform can also provide learning materials, assignments and collecting the grade data. And other applications, maybe only 5 or 10 percent are for support.]

The Quintal platform is a main application used daily in the school for sharing materials, assignments, and collecting grade data. It was supported by R2 in Excerpt #5

Excerpt #5

“Hampir setiap saat saya menggunakan Quintal, terkadang kita sebagai guru ingin juga melihat penampilan siswa, keaktifan siswa juga. Seperti mereka bisa melakukan kreativitas dan berkolaborasi dengan teman nya. Sebagai contoh saya menggunakan fitur video pada Quintal untuk mengunggah demonstrasi tugas fisik. Siswa dapat menonton demonstrasi ini dan kemudian merekam diri mereka sendiri saat melakukan tugas serupa. Hal ini memungkinkan mereka untuk mengamati dan meningkatkan keterampilan psikomotorik mereka. Selebihnya juga, saya bisa melihat perkembangan nilai siswa di situ. Dan Quintal ini bisa kita lacak nilainya dari siswa misalkan kelas 10, semester 1 dan 2, kelas 11 semester 3 dan 4, dan kelas 12 berikutnya. Semuanya ada. Jadi kita bisa lihat rekam jejak.”

[Almost every time I use Quintal, sometimes we as teachers also want to see students' appearance, students' activity too. Like they can be creative and collaborate with their friends. For example, I use the video feature in Quintal to display physical tasks. Students can watch these and then record themselves performing similar tasks. This allows them to observe and improve their psychomotor skills. Moreover, I can see the development of students' grades there. And we can track Quintal's grades from students, for example class of 10th in first and second term, class of 11th in third and fourth term, and class of 12th. It's all there. For example, the student's current position is in class of 12th. So we can see his track record.]

Likewise, R2 elaborates the teachers appreciate seeing students' activities and creativity, especially their collaboration with peers. The teacher use Quintal's video feature to display physical tasks, which students then watch and replicate, enhancing their

psychomotor skills. Additionally, Quintal allows the teacher to track students' grade development, from 10th to 12th class, including their complete academic track record.

3. Data from Member Check

The Member Check was done as a third of the instrument in gathering the data. The member check was conducted and agreed with two English teachers on July 18th, 2024, until 22nd 2024. The member check was conducted to find out how far the data obtained corresponds to what provided by the data provider based on the teachers' perceptions of the use of Quintal as Learning Management System (LMS) in English classes.

Table 4. 1 Member Check with English Teacher 1

No	The results of interview and documentation with informant Mr. Rio		
	About Cognitive Aspect	About Affective Aspect	About Conative or Psychomotor Aspect
1.	<p>The teacher discussed their experience using Quintal as a Learning Management System (LMS) for almost 4 years. The following are the main points conveyed:</p> <ul style="list-style-type: none"> • Access Learning Materials: using Quintal makes it 	<p>The teacher stated that using Quintal platform in English Classes helped the students in learning process, such as:</p> <ul style="list-style-type: none"> • Feeling of Ease and Help: The presence of digital technology, 	<p>The teacher stated that using Quintal platform in English classes contributes the activities that require physical coordination. The following are the main points conveyed:</p> <ul style="list-style-type: none"> • Habituation and

	<p>easier for teachers to distribute learning materials. Students can access open materials at any time and from anywhere, supporting independent learning and learning continuity.</p> <ul style="list-style-type: none"> • Management and implementation of Tasks: students can access and submit assignments through Quintal, increasing order in their assignment management. It's time management skills and academic responsibility. • Feedback and Ratings: the online correction feature in 	<p>especially Quintal, makes it easier for students to access and submit assignments. This gives them a feeling of being helped in completing their school work.</p> <ul style="list-style-type: none"> • Satisfaction and Confidence: With the ability to see their grades and achievements in real-time, students feel more satisfied and confident because they can know their academic progress and understand areas for improvement. • Engagement and 	<p>Readiness: Using Quintal platform the students become familiar with the application. They demonstrated high readiness in using Quintal whenever given simple instructions, demonstrating increased adaptability and habit in using technology for learning.</p> <ul style="list-style-type: none"> • Consistent Use: Almost 80 to 90 percent of learning activities are carried out
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	<p>Quintal allows teachers to provide fast and efficient feedback. Students can see the results of their work and understand areas that need improvement, which helps improve their learning and understanding.</p> <ul style="list-style-type: none"> • Academic Progress Monitoring: students can aggregate their grades and achievements in real-time through Quintal. This provides insight into their academic development, helps them identify strengths and weaknesses, and set clearer learning 	<p>Motivation: Easy access to assignments and grades increases students' engagement in the learning process and increases their motivation to stay current academically.</p> <ul style="list-style-type: none"> • Order and Control: Students feel more organized and have more control over their learning because they can monitor assignments and grades independently. <p>Overall, the use of digital technology and Quintal in particular had a positive impact on students'</p>	<p>using Quintal. This consistent use shows students' involvement and commitment in utilizing technology to support their daily learning.</p> <ul style="list-style-type: none"> • Active Engagement: the students actively use Quintal for various purposes, such as accessing materials, completing assignments, and collecting grade data. This shows students' initiative and
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	<p>goals.</p> <ul style="list-style-type: none"> • Collaboration of Teachers, Students, and Parents: parents can access student work results and incomplete assignments, enabling better collaboration between teachers, students and parents in supporting student learning processes. This helps students in developing communication and interaction skills with various stakeholders in their education. <p>Overall, the use of Quintal makes a positive contribution to students' cognitive development by</p>	<p>affective aspects, such as increasing their sense of ease, satisfaction, self-confidence, involvement, motivation, order and control in their learning.</p>	<p>independence in managing their own learning.</p> <ul style="list-style-type: none"> • Integration in Learning: the Quintal platform has become a mainstream application in school learning, with students and teachers using it almost every day. This shows a strong integration of technology in the teaching and learning process, which encourages students to continue to engage and actively
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	<p>facilitating access to materials, managing tasks, feedback and assessment, monitoring academic progress, and collaboration between teachers, students, and parents.</p>		<p>participate in academic activities.</p> <ul style="list-style-type: none"> • Collaboration and Performance: the students use Quintal platform for individual and group assignments, demonstrating the ability to work together and collaborate with their peers. It also reflects increased teamwork skills and responsibility <p>Overall, the use of Quintal has a positive impact on students' conative aspects by</p>
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			forming habits, increasing readiness and involvement, and encouraging initiative and independence in the teaching and learning process. Member Check with English Teacher 2
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Table 4. 2 Member Check with English Teacher 2

No	The results of interview and documentation with informant Mr. Hendriko		
	About Cognitive Aspect	About Affective Aspect	About Conative or Psychomotor Aspect
1.	<p>The teacher revealed several main points related to the use of Quintal LMS (Learning Management System) in education, especially for grade 12 high school students.</p> <ul style="list-style-type: none"> • Better Understanding of Material: the Quintal LMS makes it easy 	<p>The teacher revealed that using Quintal platform in English Classes helped the students in learning process, such as:</p> <ul style="list-style-type: none"> • Increased Motivation: Easy access to learning materials anywhere and anytime motivates students 	<p>The teacher stated that using Quintal platform in English classes contributes the activities that require physical coordination. The following are the main points conveyed:</p> <ul style="list-style-type: none"> • Student Activities and Creativity: Using the video feature on Quintal to upload

	<p>for students to access learning materials anytime and anywhere. This gives students the impression of learning according to the time and place they choose. The material provided a week before learning begins allows students to prepare themselves and have a basic understanding before the teacher explains it in class.</p> <ul style="list-style-type: none"> • Visual Learning: The use of videos in learning materials helps students understand information more easily visually. 	<p>to study harder. With all the information available online, students feel compelled to catch up and learn better. This easy access helps students to stay engaged in learning and maintain their enthusiasm for learning.</p> <ul style="list-style-type: none"> • Curiosity: Quintal LMS facilitates the presentation of unique and interesting material, which can foster students' curiosity. When learning is presented in a creative way, 	<p>demonstrations of physical tasks allows students to perform and record similar tasks. This encourages students to engage in hands-on activities and improve their psychomotor skills. These activities engage students in real-world practice that helps them apply the theory they have learned and demonstrate the results of their work.</p> <ul style="list-style-type: none"> • Collaboration: the Quintal's LMS allows students to collaborate with their friends. It includes assignments that require collaboration,
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	<p>Videos can be repeated so students can learn the material in more depth. Students not only rely on the teacher's explanations in class, but also have additional learning resources that can be accessed again if needed.</p> <ul style="list-style-type: none"> • Management and Monitoring: Parents can collect student grades and attendance through the LMS. This allows parents to be more involved in their child's educational development. Teachers can also 	<p>students feel more interested and curious to explore further. The curiosity that arises from this interesting learning can encourage students to dig deeper and learn new knowledge.</p> <ul style="list-style-type: none"> • Clear Planning: By having a system that is conceptualized from the start, such as exam dates and clear material, students feel more structured in their learning. This certainty reduces anxiety and increases students' self-confidence in 	<p>where students can share ideas and learn from each other. This feature supports positive social interactions and the development of collaboration skills.</p> <ul style="list-style-type: none"> • Monitoring and Evaluation: Teachers can monitor the development of student grades from time to time via the Quintal LMS. This includes viewing academic progress from semester to semester, providing a comprehensive picture of a student's progress. The ability to track grades and track records helps teachers provide
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	<p>monitor student progress and provide feedback more effectively.</p> <ul style="list-style-type: none"> • Parental Involvement: Parents have access to the system to present their child's attendance and grades, providing greater transparency and involvement in the child's education. Daily reports from the homeroom teacher regarding student attendance help parents to know their child's attendance in real-time. • Increasing Student Readiness: With early access to 	<p>facing learning.</p> <ul style="list-style-type: none"> • Enjoyable Learning Experience: the Quintal's LMS allows teachers to upload various types of materials, including videos from YouTube and learning materials from the internet. This makes the learning experience more varied and enjoyable. Learning that is presented in an interesting way can reduce students' boredom and make them more enthusiastic about following the 	<p>more effective feedback and adjust teaching strategies according to student needs.</p> <ul style="list-style-type: none"> • Practical Application: By recording and grading physical assignments, students not only learn theory but also implement practical skills. This increases the learning experience that is more applicable and relevant to the real world. <p>Overall, the conative aspect of this interview shows how Quintal's LMS supports students' concrete actions in the learning process, such as performing tasks,</p>
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	<p>materials, students come to class with basic knowledge that they have already learned on their own. This allows the learning process in class to be more efficient because students already have an initial understanding.</p> <p>Overall, this interview shows that the use of Quintal LMS in education can increase effectiveness, facilitate various student learning styles, and involve parents in the educational process. Also the other results showed that this has a positive impact on students' understanding and involvement in the learning process.</p>	<p>material.</p> <p>Overall, the affective aspects indicated that the Quintal LMS contributes to increased student motivation, curiosity, and positive learning experiences. This has the potential to make students more involved and enthusiastic in the learning process.</p>	<p>collaborating, and applying practical skills. It also reflects how teachers can effectively monitor and evaluate student progress.</p>
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B. Data Analysis

In this research, the writer would like to investigate teachers' perception of the use of the Quintal as Learning Management System (LMS) in English Classes. The data were gained by using three instruments: documentation, interview, and member check. The results of this research were analyzed using theoretical references and related research by Hardini (2017) as stated that perception has a three components namely cognitive aspect, affective aspect, and conative or psychomotor aspect. Below is the analysis:

1. Cognitive Aspect

According to the data gathered from the documentation and two interview questions, the English teachers favored the used of Quintal platform as LMS for their teaching and learning process in English classes. The data from Modul Ajar #1 (Learning materials), this module covers the topic of "Job Application Letter." English teachers employ various tools, including handouts, videos, and student worksheets, to provide clear instructions and help student's knowledge the material on job application. Students are then gained the vocabulary from the digital dictionaries, and the internet as learning media and resources to access a variety of

information. The teaching approach involves a scientific method and a project-based learning model, supplemented by discussions and presentations.

Then based on interview, the use of Quintal platform as LMS in English classes setting appears to offer significant cognitive benefits. It promotes flexibility, pre-class preparation, and active engagement, while also enhancing parental involvement and communication. Despite occasional technical challenges, the benefits far outweigh the shortcomings, making it a valuable tool for modern education. The overall cognitive impact is positive, fostering an environment conducive to improved learning outcomes and student success.

The result of all the data shows that the teachers' perceive the use of Quintal as LMS is cognitively related to statement by Al Ulil Amri et al. (2020) stated that with the Quintal app, which facilitates online learning, educators and learners can interact by exchanging modules, quizzes, discussions, and web resources. Based on the results the data collected from the two instruments above, it can be concluded that the English teachers prefer using the Quintal platform for teaching, as it enhances the learning process with some of tools such as handouts, videos, internet, also students' worksheets. This approach gains the vocabulary from various digital resources and involves scientific and project-based learning methods. The

Quintal platform as LMS offers significant cognitive benefits such as make it a valuable educational tool, leading to better learning outcomes and student success.

2. Affective Aspect

According to the results of documentation, it was found that the Quintal platform as LMS can attract students' interest in learning English. This indicator emphasizes the emotion and feeling indicators, which is related to students' learning motivation when learning English using Quintal platform as LMS. Based on the results of the documentation, the teachers can upload any materials such as PDF form, Youtube videos, etc. The teaching approach aims to create an engaging, supportive, and wellstructured learning experience for the students. This consideration shows a concern for students' ability to learn at their own pace.

Then based on interview, the teachers' perceive of the use of Quintal platform as LMS helped the students in learning process, their students will be even more encouraged to study harder, So, if learning is unique and interesting the students will be curious in English learning.

The result of all the data shows that the teachers' perceive the use of Quintal as LMS is related to the aspect of affective is in accordance with the statement by Aldiab et al. (2019) stated that to increase students' learning engagement, the entire instrument can be used to transfer educational

resources. Students become more motivated to engage in active learning as a result. LMS offer numerous advantages for the teaching process, including the ability to eliminate the need for a physical location. Based on the results the data collected from the two instruments above, it can be concluded that the Quintal platform effectively help students to be more interested in learning English.

3. Conative or Psychomotor Aspect

According to the results of documentation, it was found that the students' physical participation in learning when the teachers using Quintal platform as LMS. This indicator emphasizes the behavior or actions, which is related to the strategies employed by English teachers for the teaching and learning. The students are required to engage in hands-on activities, and interactive activities, the lesson includes interactive activities, such as roleplaying or group discussions, collaborate with peers, and possibly present their work. These activities involve a combination of psychomotor skills.

Then based on the interview, the strategies employed by English teachers for the teaching and learning include tasks or activities that sometimes require students to engage in physical coordination such as peer collaboration.

The result of all the data shows that the teachers' perceive the use of

Quintal in aspect of conative is in accordance with the statement by Oliveira et al. (2016) in learning management system, the interaction happens through devices that enable communication either synchronously or asynchronously, students can learn at any time and from any location. It enables the development of various strategies to increase students' active engagement. In recent years, LMS research has been evolving constantly. Based on the results the data collected from the two instruments above, it can be concluded that the Quintal platform promotes and facilitates students' physical participation in learning activities through hands-on and interactive tasks, fostering engagement and enhancing the overall learning experience.

After analyzing all of the data, it can be concluded that the teachers' perceive of the use of Quintal platform as LMS in English classes significantly support the English teachers across three aspects: cognitive, affective, and conative or psychomotor. In terms of the cognitive aspect, Quintal helps the teachers in processing English learning concepts by providing learning materials, interactive tools, and assessment resources.

The platform addresses the affective aspect by fostering positive emotions, attitudes, and motivations among students, such as attributable to its userfriendly interface and engaging content. Additionally, Quintal contributes to the psychomotor aspect, potentially through activities that require physical coordination, such as interactive tasks and collaborative

exercises. Overall, the most of English teachers show a clear preference for Quintal in their English classes, emphasizing its efficiency in enhancing both the learning and teaching experiences in English classes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The subject of this study with English teachers, who were chosen as research participants to conduct this research. The question of this research is, “How do teachers perceive the use of Quintal as Learning Management System in English Classes?” The researcher used three instruments to answer the question: documentation, interview, and member check. The documentation was *Modul Ajar*, and the interview was conducted with two English teachers, Also the member check was agreed with two English teachers.

According to the data analysis, it can be concluded that the English teachers in SMA Global Mandiri used the Quintal platform as Learning Management System in English classes, and has perceived that Quintal platform can support the students to learn English within aspects: cognitive, affective, and conative or psychomotor. In terms of the cognitive aspect, Quintal help the teachers in processing English learning concepts by providing learning materials, interactive tools, and assessment resources that can help students to comprehend more about the materials. The platform addresses the affective aspect by fostering positive emotions, attitudes, and motivations among students, such as attributable to its user-friendly interface and engaging content. Additionally, the Quintal contributes to the conative by provides students' physical participation in learning activities.

B. Suggestion

Based on the conclusions discussed in Chapter four, the researcher would like to provide the following recommendations:

1. For Teacher

The results indicates that Quintal platform can help teachers by using technology to improve their students' learning experiences. By using the insights from this research, teachers can find the best ways to use technology to engage their students and help them learn better. Therefore, the teachers are expected choose the right technological tools such as Quintal and resources for their teaching and develop new and creative ways to use technology in the English class.

2. For Future Researcher

This research can be used as a reference for another researcher who has not been found whether Quintal platform is effective or not for teaching English. Therefore, future researchers can conduct quantitative research.

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APPENDICES

APPENDICES

Appendix 1: Documentation

Modul Ajar





KOMPONEN UMUM

<p>KOMPETENSI AWAL</p> <p>Peserta didik telah memahami pembuatan job application letter dan penggunaan simple present tense.</p>	<p>PROFIL PELAJAR PANCASILA</p> <ul style="list-style-type: none"> Bernalar kritis: Mengidentifikasi ide pokok, informasi detail, dan informasi tersirat dari sebuah job application letter. Kreatif: Memilih atau menentukan topik apa yang ingin didemokan dalam bentuk video tutorial (job application letter). Kebhinekaan global: Mengidentifikasi ragam contoh job application letter yang ada di sekitarnya dalam perspektif global.
<p>MODEL PEMBELAJARAN</p> <ul style="list-style-type: none"> Tatap Muka Menggunakan Project Based Learning 	<p>TARGET PESERTA</p> <ul style="list-style-type: none"> Peserta didik reguler/typikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar. Peserta didik dengan kesulitan belajar: memiliki gaya belajar yang terbatas hanya satu gaya misalnya dengan audio. Memiliki kesulitan dengan Bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang, dsb. Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berpikir aras tinggi (HOTS), dan memiliki keterampilan memimpin.
<p>SARANA & PRASARANA</p> <ul style="list-style-type: none"> Pembelajaran menggunakan media/Alat: Laptop/komputer, LCD, Video, Audio, HP, Jaringan Internet, Speaker 	
<p>ASESMEN</p> <ul style="list-style-type: none"> Asesmen Diagnostik Asesmen Formatif Asesmen Sumatif 	



Sekolah Global Mandiri

JOB APPLICATION LETTER



KOMPONEN INTI

Capaian Pembelajaran

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.

TUJUAN PEMBELAJARAN

Setelah melakukan kegiatan literasi, diskusi, tanya jawab dan bermain peran, diharapkan peserta didik dapat:

- Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk surat lamaran kerja (job application letter) secara kritis, kreatif dan santun terkait topik yang berkaitan dengan kompetensinya dengan tingkat kelancaran dan ketepatan yang optimal.
- Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk surat lamaran kerja terkait topik yang berkaitan dengan kompetensinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.

PEMBAHASAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mampu:

1. Memahami fungsi sosial, unsur kebahasaan yang ada dalam sebuah surat lamaran kerja.
2. Memproduksi surat lamaran kerja yang berkaitan dengan pekerjaan yang ingin dilamar sesuai dengan kompetensi keahliannya.



Sekolah Global Mandiri

JOB APPLICATION LETTER



PERTANYAAN PEMANTIK

- What things are included in the job application letter?
- What is the social function of a job application letter?
- How is the job application letter that you make interesting to accept?

MATERI PEMBELAJARAN

1. Handout material
 - Example of job application letter hardcopy
 - Presentation about job application letter in video (Youtube)
2. Video



3. Students Worksheets/LKPD

MODEL DAN METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Model Pembelajaran : Project Based Learning
3. Metode pembelajaran : Diskusi & Presentasi

MEDIA, ALAT/BAHAN, DAN SUMBER BELAJAR

1. Media : Video, Handphone, Digital Dictionary
2. Alat : Alat tulis, buku pegangan, Dictionary
3. Sumber Belajar : Handout & Internet



Kegiatan Pembelajaran

PERTEMUAN KE 1

Tahapan Kegiatan	Langkah Pembelajaran	Waktu
PENDAHULUAN	<ul style="list-style-type: none"> • Guru mengarahkan peserta didik untuk memulai pembelajaran dengan berdoa terlebih dahulu. • Guru mengisi agenda kelas dan mengabsen peserta didik (penumbuhan karakter disiplin dan peduli sosial) • Guru memberikan apersepsi dan motivasi melalui pertanyaan pemantik (penumbuhan karakter menghargai prestasi) • Peserta didik menerima informasi tentang materi, tujuan, manfaat, teknik penilaian, dan langkah-langkah pembelajaran yang akan dilaksanakan (penumbuhan karakter kerja keras, rasa ingin tahu, dan komunikatif) • Guru memberikan pertanyaan pemantik terkait materi yang akan dipelajari. 	10 Menit
KEGIATAN INTI	<p>Kegiatan 1 (35 menit) Pertanyaan Mendasar</p> <ul style="list-style-type: none"> • Guru mengarahkan peserta didik untuk mengamati contoh gambar job application letter. • Guru memberikan pertanyaan kepada peserta didik terkait struktur apa saja yang tercantum dalam job application tersebut dan menjawab sesuai kadar pemahaman siswa. • Guru membangun pengetahuan atau latar belakang pengetahuan siswa terhadap job application letter beserta fungsi, struktur, dan unsur kebahasaannya. (Literasi) • Guru mengarahkan peserta didik untuk membuat kesimpulan konsep (contoh: mind map) tentang literasi konsep job application letter. • Guru meminta peserta didik untuk mempresentasikan hasil kesimpulan mereka sesuai dengan minat mereka (seperti ppt, video, jurnal, dan sebagainya) • Guru memberikan apresiasi bagi usaha yang telah mereka lakukan untuk dapat memaparkan materi baru sesuai dengan kemampuan pengetahuan mereka. • Guru akan menggunakan hasil pekerjaan murid untuk memetakan kebutuhan belajar murid. 	70 Menit



Sekolah Global Mandiri

JOB APPLICATION LETTER



Tahapan Kegiatan	Langkah Pembelajaran	Waktu
KEGIATAN INTI	<p>Kegiatan 2 (25 menit) Mendesain Perencanaan Produk</p> <ul style="list-style-type: none"> • Guru memberikan beberapa model/ccontoh Job application letter dalam bentuk link, sebagai acuan bagi dalam menghasilkan karya tulisan. • Hasil dari analisis kebutuhan belajar murid, guru mengarahkan siswa untuk membuat kelompok yang terdiri dari 2-3 siswa berdasarkan minat konten job application letter. (Diferensiasi Konten) • Guru menjelaskan terkait proyek yang akan dibuat, dengan menjelaskan bahwa konten teks dan video yang akan dibuat berkaitan dengan fungsi sebuah lamaran kerja dan cara dalam menuliskannya. • Guru mengarahkan peserta didik untuk membuat perencanaan proyek, seperti; tema proyek, peran/tugas setiap anggota, alat yang akan digunakan, teks, media dan sumber lainnya yang dibutuhkan (Creativity) • Guru melakukan observasi selama peserta didik melakukan kegiatan diskusi, guru dapat memberikan pertanyaan "mengapa" saat mereka berdiskusi untuk mempersiapkan pembuatan video. • Diakhir kegiatan ini guru memberikan pertanyaan: (1) Mengapa kalian memilih tema tersebut untuk dijadikan proyek kalian? (2) Tantangan apa yang kalian hadapi dalam proses merancang proyek tersebut (Diferensiasi Proses) <p>Kegiatan 3 (10 menit) Menyusun Jadwal Pembuatan</p> <ul style="list-style-type: none"> • Guru mengajak siswa untuk berdiskusi menentukan alokasi waktu latihan dan pembuatan proyek.(Collaboration) • Guru mengarahkan siswa untuk membuat jadwal dan mempresentasikannya (Collaboration) 	70 Menit
PENUTUP	<ul style="list-style-type: none"> • Guru melakukan refleksi pembelajaran • Guru melaksanakan quiz • Guru menyimpulkan hasil pembelajaran • Guru menyampaikan rencana materi di pelajaran berikutnya • Guru mengakhiri pelajaran 	



Sekolah Global Mandiri

JOB APPLICATION LETTER



PERTEMUAN KE 2

Tahapan Kegiatan	Langkah Pembelajaran	Waktu
PENDAHULUAN	<ul style="list-style-type: none">• Mengkondisikan suasana belajar yang menyenangkan• Guru mengintruksikan kepada peserta didik untuk memperhatikan kebersihan kelas sebelum pembelajaran dimulai (Penumbuhan karakter peduli lingkungan)• Guru mengarahkan peserta didik untuk memulai pembelajaran dengan berdoa terlebih dahulu.• Guru mengisi agenda kelas dan mengabsen peserta didik (penumbuhan karakter disiplin dan peduli sosial)• Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.	10 Menit
KEGIATAN INTI	<p>Kegiatan 4 (40 Menit) Memonitor Keaktifan dan Perkembangan Proyek</p> <ul style="list-style-type: none">• Guru mengarahkan peserta didik menonton video tentang <i>How to Write a Job Application Letter</i> (https://youtu.be/MeDowsrPx5c?si=Kx0Xa24KTBgg1htt)• Guru memberikan pertanyaan terkait proses yang ada dalam video tersebut.• Guru mengarahkan peserta didik untuk duduk secara berkelompok sesuai dengan kelompok di pertemuan sebelumnya.• Guru mengarahkan dan membimbing peserta didik untuk melanjutkan proyek yang telah dirancang; menyusun teks.• Guru mengarahkan peserta didik untuk berlatih mempresentasikan teks yang telah dibuat sesuai dengan peran yang telah ditugaskan.• Guru mengarahkan peserta didik untuk mencatat setiap tahapan, mendiskusikan masalah yang muncul selama penyelesaian proyek. (Creativity)	70 Menit
PENUTUP	<ul style="list-style-type: none">• Guru mengajak peserta didik untuk melakukan refleksi pembelajaran• Guru mengajak peserta didik untuk menyimpulkan hasil pembelajaran• Guru menyampaikan rencana materi di pelajaran berikutnya• Guru mengakhiri pelajaran	10 Menit



PERTEMUAN KE 3

Tahapan Kegiatan	Langkah Pembelajaran	Waktu
PENDAHULUAN	<ul style="list-style-type: none"> • Mengondisikan suasana belajar yang menyenangkan • Guru mengintruksikan kepada peserta didik untuk memperhatikan kebersihan kelas sebelum pembelajaran dimulai (Penumbuhan karakter peduli lingkungan) • Guru mengarahkan peserta didik untuk memulai pembelajaran dengan berdoa terlebih dahulu. • Guru mengisi agenda kelas dan mengabsen peserta didik (penumbuhan karakter disiplin dan peduli sosial) • Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya. 	10 Menit
KEGIATAN INTI	<p>Kegiatan 5 (40 Menit) Menguji Hasil (Presentasi)</p> <ul style="list-style-type: none"> • Guru mengarahkan peserta didik untuk bersiap tampil menggunakan konsep rencana yang telah ditentukan. (Creativity & Collaboration) • Guru mengarahkan peserta didik merekam penampilan mereka. (Creativity & Collaboration) • Guru mencatat setiap proses pembelajaran peserta didik. <p>Kegiatan 6 (30 Menit) Evaluasi Pengalaman Belajar</p> <ul style="list-style-type: none"> • Guru mengarahkan peserta didik yang belum tampil untuk mengamati pertunjukkan sebagai audiens. (Literasi) • Guru mengarahkan peserta didik untuk memberikan apresiasi, saran dan masukan kepada penampil. (Collaboration) • Guru memberikan feedback kepada setiap penampil (Collaboration) • Guru memberikan asesmen formatif. • Guru menugaskan peserta didik untuk mengunggah hasil video mereka sesuai dengan pilihan sosial media yang mereka minati. (Diferensiasi Produk) 	70 Menit
PENUTUP	<ul style="list-style-type: none"> • Guru mengajak peserta didik untuk melakukan refleksi pembelajaran • Guru mengajak peserta didik untuk menyimpulkan hasil pembelajaran • Guru menyampaikan rencana materi di pelajaran berikutnya • Guru mengakhiri pelajaran 	10 Menit



PERTANYAAN PEMANDU PROSES REFLEKSI MURID

1. Apa yang telah kamu pelajari dalam pelajaran ini?
2. Apa yang paling menarik atau berkesan dari pelajaran ini?
3. Apa yang kamu temukan paling menantang dalam pelajaran ini?
4. Apa yang paling membantu kamu dalam memahami konsep atau informasi baru?
5. Adakah hal yang membuat kamu merasa bingung atau ingin tahu lebih lanjut?
6. Bagaimana perasaan kamu tentang cara pembelajaran yang digunakan dalam pelajaran ini?
7. Apa yang ingin kamu eksplorasi lebih lanjut setelah pelajaran ini?

**Guru memberikan apresiasi atas semua usaha murid sepanjang pelajaran materi ini.

PENILAIAN HASIL PEMBELAJARAN

- a. Teknik : test
- b. Bentuk :
 - Penilaian Sikap : Observasi sikap peserta didik
 - Penilaian pengetahuan : Tes tertulis berupa multiple choice
 - Penilaian ketrampilan : Penyusunan Teks Dialogue & Presentasi
- c. Remedial dan Pengayaan :
 1. Remedial
 - Peserta didik yang belum mencapai standar penilaian (75) diberi tugas untuk membaca teks dan direkam dalam bentuk video.
 2. Pengayaan
 - Bagi peserta didik yang melampaui nilai 75 diberi pengayaan video berisi how to write a cover letter for a job application! (the best example cover letter to get you hired!), dan diminta untuk menjawab soal berdasarkan video tersebut.
 - Memberikan apresiasi terhadap hasil kerja peserta didik

Mengetahui,
Kepala SMAS Global Mandiri,

Jupri, S.Sos.I., S.S.
NUPTK. 1443757660110012

Bogor, Maret 2024
Guru Mata Pelajaran,

Hendriko, S.Pd.
1850767670200002



RUBRIK PENILAIAN

1. PENILAIAN SIKAP

Guru memberikan check list pada proses setiap proses pembelajaran.

No.	Nama Siswa/ Kelompok	Santun				Percaya diri				Teliti				Kerjasama				Skor
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
dst																		

Keterangan :

- 4 = jika empat indikator terlihat.
- 3 = jika tiga indikator terlihat.
- 2 = jika dua indikator terlihat
- 1 = jika satu indikator terlihat

Indikator Penilaian Sikap :

1. Santun Bila:

- menyampaikan pertanyaan atau pendapat dengan bahasa yang santun
- menghargai pendapat temannya
- memberi kesempatan temannya untuk menjawab pertanyaan atau mengungkapkan pendapat
- berperilaku sopan

2. Percaya diri Bila:

- berinisiatif untuk menyampaikan pendapat atau mengajukan pertanyaan
- menjawab pertanyaan guru
- bekerja dengan kemampuan sendiri
- melakukan pekerjaan dengan tenang

3. Teliti Bila:

- melakukan pekerjaan sesuai langkah langkah
- meneliti alat sebelum digunakan
- mengamati dengan seksama
- memeriksa ulang hasil pekerjaan

Nilai akhir sikap diperoleh berdasarkan modus (skor yang sering muncul) dari ke empat aspek sikap di atas.

Kategori nilai sikap:

- Sangat Baik : apabila memperoleh nilai akhir 4
- Baik : apabila memperoleh nilai akhir 3
- Cukup : apabila memperoleh nilai akhir 2
- Kurang : apabila memperoleh nilai akhir 1



RUBRIK PENILAIAN

Rubrik Penilaian Unjuk Kerja: Presentasi

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (<i>Pronunciation</i>)	Lafal dapat dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahpahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya Sering	Hampir selalu keliru dalam pelafalan sehingga tidak dapat Dimengerti
Tata Bahasa (<i>Grammar</i>)	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa, tetapi tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit dipahami
Kosakata (<i>Vocabulary</i>)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas	Menggunakan kosakata yang salah sehingga tidak dapat Dipahami	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog
Kelancaran (<i>Fluency</i>)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan Bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta
Comprehension	Seluruh isi percakapan dapat dipahami meskipun sesekali ada pengulangan di bagian-bagian tertentu	Sebagian besar isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali di bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak	Tidak dapat dipahami bahkan dalam bentuk dialog yang singkat sekalipun

Cara penilaian presentasi

No.	Nama Peserta Didik	Perolehan Skor					Jumlah Skor Perolehan
		Aspek ke-1	Aspek ke-2	Aspek ke-3	Aspek ke-4	Aspek ke-5	
1.							
2.							
3.							
dst							

Rumus perhitungan nilai siswa sebagai berikut:

Jumlah skor yang diperoleh siswa X 100 =

Skor maksimal/ideal

keterangan:

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari Aspek ke-1 sampai dengan ke-5.
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 5 kriteria). Jadi skor maksimal/ideal= 4×5 = 20



PENILAIAN OBSERVASI

PENILAIAN OBSERVASI

Deskripsi Penilaian

VW : Cakap

VW : Berkembang

V : Awal

NO	NAMA MURID	KRITERIA					
		MENGANALISIS KONTEN TEKS		MENYUSUN TEKS		MEMPRESENTASIKAN PROYEK	
		Tgl Observasi	Hasil Observasi	Tgl Observasi	Hasil Observasi	Tgl Observasi	Hasil Observasi



REFLEKSI KEGIATAN

JURNAL REFLEKSI MODEL 4F

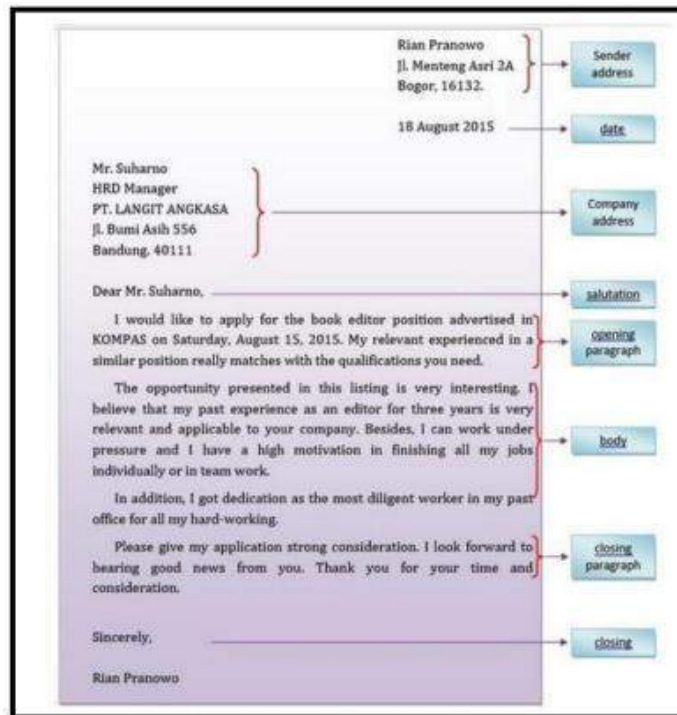
NO	KATEGORI	PERTANYAAN REFLEKSI	JAWABAN REFLEKSI
1	FACTS (PERISTIWA)	1. Kegiatan apa saja yang telah dilakukan dalam proses pembelajaran ini? 2. Apa haambatan yang dialami selama proses berlangsung? 3. Apa solusi yang bisa dilakukan untuk mengatasi masalah tersebut?	
2	FEELINGS (PERASAAN)	4. Apa yang anda rasakan selama proses belajar ini berlangsung?	
3	FINDINGS (TEMUAN)	5. Pembelajaran apa yang anda dapatkan dalam kegiatan ini?	
4	FUTURE (PENERAPAN)	6. Upaya apa yang anda akan lakukan untuk memperbaiki proses pembelajaran ini?	



MEDIA AJAR



<https://youtu.be/MeDowsrPx5c?si=zYc8Rzn8KHhMIKi6>



Appendix 2: Interview

- a. The English Teacher from 10th and 11th grade.
Question Number 1

The Researcher:

“Bagaimanakah pendapat Bapak/Ibu mengenai penggunaan Quintal sebagai Learning Management System (LMS) dalam pembelajaran bahasa Inggris?”

The English Teacher:

“Iya jadi, Quintal memang digunakan di sekolah Global Mandiri hampir lebih dari 3 tahun ya kurang lebih ya, 4 tahunan. Memang ini membantu sekali guru-guru, untuk katakanlah sharing material. Kemudian penugasan juga. Kemudian untuk penugasan inipun juga bisa memudahkan siswa, artinya kalau kita kasih PR, memberikan PR itu mereka bisa akses Quintal dimanapun mereka ada, kira-kira demikian. Jadi, memang penggunaan Quintal bagi saya pribadi itu membantu sekali untuk sharing material. Kemudian, untuk penugasan ada feature buat guru, mengkoreksi hasil kerja siswa, kita kembalikan dan siswa bisa mengeceknya secara online, kira-kira demikian.”

Question Number 2

The Researcher:

“Apakah keuntungan dan kerugian pada saat menggunakan platform Quintal sebagai Learning Management System (LMS) dalam mengajar bahasa Inggris?”

The English Teacher:

“Yaa, yang pasti kalau keuntungan sih memang lebih banyak keuntungannya ya, kemudian yang di dapat dari fitur-fitur yang ada di Quintal. Kalau kerugiannya paling lebih ke teknis, terkadang ada update data. Jadi kita harus menunggu kadang-kadang ada seperti itu. Kemudian, apa namanya keuntungan juga. Selain itu, orangtuapun juga bisa mengakses hasil kerja siswa ataupun PR, atau tugas-tugas yang belum dikerjakan itu bisa di akses oleh orang tua. Jadi disitu ada kulinasi dari guru ke siswa dan orang tua juga. Jadi memudahkan sekali sih. Lebih banyak itu keuntungannya dari pada kerugiannya kira-kira.”

Question Number 3

The Researcher:

“Dengan menggunakan platform Quintal dalam mengajar Bahasa Inggris, Apakah hal tersebut dapat meningkatkan motivasi belajar siswa?”

The English Teacher:

“Yang pasti dengan kehadiran digital teknologi ini pastinya memudahkan anak-anak untuk mereka mengakses tugas, mencari tugas juga. Kita bicara tentang dunia digital bukan hanya Quintal tapi banyak sekali aplikasi-aplikasi pendukung lainnya, yang pasti memudahkan siswa untuk mengumpulkan tugas. Kemudian, mengakses nilai juga jadi mereka juga bisa melihat data nilai mereka, kira-kira pencapaian mereka mungkin selama satu term itu dapat nilainya berapa, kekurangannya apa, itu bisa terpantau dari Quintal. Jadi memang kehadiran Quintal membantu anak-anak juga.”

Question Number 4

The Researcher:

“Seberapa sering Bapak/Ibu menggunakan platform Quintal dalam mengajar Bahasa Inggris?”

The English Teacher:

“Ya, dengan berjalan nya waktu, anak -anak terbiasa dengan penggunaan Quintal. Jadi, ketika kita kasih instruksi sederhana pun, anak -anak sudah ready dengan membuka aplikasi Quintal di device -nya antar laptop atau pun iPad. Jadi memang hampir 80 persen atau mungkin 90 persen kegiatan pembelajaran nya saya lakukan di sekolah itu memang menggunakan Quintal. Dan aplikasi yang lain, mungkin hanya 5 atau 10 persen saja untuk sebagai pendukung.”

Question Number 5

The Researcher:

“Apakah ada kegiatan fisik dalam pembelajaran Bahasa Inggris di platform Quintal?”

The English Teacher:

“Hampir setiap saat, pastinya. Ya, hampir tiap saat. Karena memang di sekolah kami ini Quintal jadi salah satu aplikasi utama untuk pembelajaran, entah itu untuk sharing material ke siswa, penugasan, penugasan siswa yang mengharus untuk tampil sendiri atau bersama teman, kemudian untuk pengumpulan data -data nilai yang masuk, itu semua tersimpan dalam Quintal. Jadi memang, bukan hampir tiap hari, memang setiap hari saya dan mungkin teman-teman juga menggunakan Quintal. Terima kasih.”

- b. The English Teacher from 12th grade.
Question Number 1

The Researcher:

“Bagaimanakah pendapat Bapak/Ibu mengenai penggunaan Quintal sebagai Learning Management System (LMS) dalam pembelajaran bahasa Inggris?”

The English Teacher:

“Menurut pendapat saya pribadi, penggunaan LMS Quintal di dunia pendidikan terutama saya mengajar di SMA kelas 12, ini betul-betul sangat memudahkan para guru dalam mendeliver pembelajaran. Dalam arti, siswa itu dimudahkan dengan mengakses materi di mana saja, kapan saja, bisa di malam hari, pagi hari, di waktu kapan pun siswa bisa mengakses nya seperti itu. Karena di dalam Quintal ini sebelum guru mengajar itu. Guru memberikan materi berupa bentuk PDF, ada juga bentuk video di Youtube dan lain sebagainya seperti itu dan siswa bisa mengakses nya seminggu sebelum pembelajaran dimulai. Jadi ketika nanti guru masuk di kelas siswa itu udah ada basic, mereka sudah membaca-baca, sudah menonton apa saja video pembelajaran yang gurunya sudah buat seperti itu.”

Question Number 2

The Researcher:

“Apakah keuntungan dan kerugian pada saat menggunakan platform Quintal sebagai Learning Management System (LMS) dalam mengajar bahasa Inggris?”

The English Teacher:

“Kalau untuk keuntungan, ini banyak sekali yaa yang bisa didapatkan jika sekolah itu menggunakan sistem LMS Quintal. Di antaranya, salah satu keuntungannya, yaitu satu yang saya sudah sebutkan tadi, siswa bisa mempelajari materi sebelum kelasnya dimulai, itu satu. Yang kedua, karena di dalam materi itu salah satunya tersisipkan ada video. Maka untuk siswa yang dia itu bagus di visual, maka dia akan lebih cepat untuk menyerap materi. Karena video itu bisa diulang-ulang seperti itu ya. Berbeda, di bayangan kalau kita tidak menggunakan LMS Quintal, cuma di kelas aja. Ketika siswa lupa apa yang guru nya sampai kan udah gitu kan, lupa. Tapi kalau misalkan ada berbentuk file-file disitu, ini tinggal siswa nya aja gitu kan, mau buka atau enggak seperti itu. Dan alhamdulillah, penggunaan LMS Quintal ini bener-bener membantu banyak pihak ya, baik guru, siswa maupun orang tua. Nah, kenapa disini ada orang tua? Karena orang tua disini bisa membantau nilai mingguan siswanya, kemudian selain itu juga bisa memantau absensi, absensi siswa ya kan, takutnya dari rumahnya berangkat, sampai ke sekolah gak nyampe, nanti ada keterangannya dari walikelas, laporan hariannya. Kalo misalkan sampai tidak hadir, tapi siswa berangkat, orang tua bisa langsung tau hari itu juga. Bisa akses, mereka pun punya password untuk masuk ke situ, jadi bisa melihat perkembangan nilai siswa setiap semesternya, bisa ngecek kehadiran dan lain sebagainya.”

Question Number 3

The Researcher:

“Dengan menggunakan platform Quintal dalam mengajar Bahasa Inggris, Apakah hal tersebut dapat meningkatkan motivasi belajar siswa?”

The English Teacher:

“Menurut saya dengan mudahnya siswa mengakses materi pembelajaran, informasi dimana pun dan kapan pun, ini akan memotivasi siswa untuk lebih maju lagi ya, untuk one step ahead karena semua informasi bisa diakses disitu, kemudian ada juga materi pembelajaran guru bisa mengunggah link video dari youtube, materi pembelajaran dari internet, serta membuat tanggal ujian dan lain -lain sebagainya, jadi dari awal itu sudah terkonsep, semuanya sudah jelas. Jadi untuk motivasi, tentunya siswa akan lebih terdorong lagi untuk belajar lebih giat ya, karena semuanya ada disitu dan dibuat semenarik mungkin. Karena kalau pembelajaran itu unik dan menarik, maka siswa itu tidak akan bosan dan akan semakin curious atau lebih tepatnya penasaran. Dari situ mereka akan menggali ilmu -ilmu baru seperti itu.”

Question Number 4

The Researcher:

“Seberapa sering Bapak/Ibu menggunakan platform Quintal dalam mengajar Bahasa Inggris?”

The English Teacher:

“Setiap pembelajaran bahasa Inggris saya menggunakan Quintal. Sebetulnya untuk Quintal itu, namanya Quintal, disinikan sebagai LMS ya, atau Supplement, kalau kita sedang olahraga itu kita butuh Supplement, kita butuh asupan seperti itu, untuk mendukung keberhasilan olahraga kita. Nah, si LMS ini tujuannya adalah untuk memudahkan siswa dalam mengakses materi. Jadi, kita tidak membutuhkan buku lagi, ketika saya harus bilang buka halaman sekian, itu sudah ada di PDF -nya seperti itu. Jadi, pembelajarannya itu ketika saya menyuruh sesuatu untuk membuka halaman tertentu di PDF atau untuk menonton video singkat selama 3 menit di awal pembelajaran, nah disitulah peranan Quintal seperti itu. Dan satu lagi, Quintal ini bisa juga membantu guru untuk mencetak raport seperti itu. Jadi, kita cetak raportnya lewat aplikasi Quintal, maka dengan ini saya nyatakan Quintal ini benar -benar membantu kegiatan belajar - mengajar di sekolah.”

Question Number 5

The Researcher:

“Apakah ada kegiatan fisik dalam pembelajaran Bahasa Inggris di platform Quintal?”

The English Teacher:

“Hampir setiap saat saya menggunakan Quintal, terkadang kita sebagai guru ingin juga melihat penampilan siswa, keaktifan siswa juga. Seperti mereka bisa melakukan kreativitas dan berkolaborasi dengan teman nya. Sebagai contoh saya menggunakan fitur video pada Quintal untuk mengunggah demonstrasi tugas fisik. Siswa dapat menonton demonstrasi ini dan kemudian merekam diri mereka sendiri saat melakukan tugas serupa. Hal ini memungkinkan mereka untuk mengamati dan meningkatkan keterampilan psikomotorik mereka. Selbihnya juga, saya bisa melihat perkembangan nilai siswa di situ. Dan Quintal ini bisa kita lacak nilainya dari siswa misalkan kelas 10, semester 1 dan 2, kelas 11 semester 3 dan 4, dan kelas 12 berikutnya. Semuanya ada. Jadi kita bisa lihat rekam jejak.”

Appendix 3: Surat Keputusan Pengangkatan Bimbingan Skripsi



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
 Jalan Pakuan Kertajati No. 412, Cibeureum, Kabupaten Bogor, Jawa Barat (0251) 8379608 Bogor

SURAT KEPUTUSAN
 DARI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
 Nomor : 347/900/DFK/PP/2024

TENTANG
 PENGANGKATAN PEMBIMBING SKRIPSI
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
 DARI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- | | | | | | | | | | | | | | | | | | |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--|-------------------------|------------------|------------------------------|-----------------------|--|--|------|-------------------|-----|-----------|---------------|---------------------------|---------------|-------------------------------------------------------------------------------------------------|
| Menimbang : | <ol style="list-style-type: none"> 1. Mula-mula kepentingan peningkatan akademik, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku. 2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan. 3. Sangat diperlukan sistem akademik bagi mahasiswa untuk mengikuti ujian skripsi. 4. Ujian tersebut harus dilaksanakan dengan baik. | | | | | | | | | | | | | | | | |
| Meringkat : | <ol style="list-style-type: none"> 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional. 2. Peraturan Pemerintah Nomor 32 Tahun 2013 Mengetahui Perubahan dan Penetapan Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan. 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan. 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi. 5. Keputusan Rektor Universitas Pakuan Nomor 159/KEP/REK/03/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025. | | | | | | | | | | | | | | | | |
| Memperhatikan : | Laporan dan pertimbangan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat awal pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan. | | | | | | | | | | | | | | | | |
| MEMUTUSKAN | | | | | | | | | | | | | | | | | |
| Menetapkan
Pertama : | <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Mengangkat Saudara</td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;">Idipriah Nasri H, M.Pd.</td> <td style="width: 50%;">Pembimbing Utama</td> </tr> <tr> <td style="width: 50%;">R. Lingsih Hilda Wati, M.Pd.</td> <td style="width: 50%;">Pembimbing Pendamping</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;">Nama</td> <td style="width: 50%;">ANDANTI NUR FAHRA</td> </tr> <tr> <td style="width: 50%;">NPM</td> <td style="width: 50%;">031110055</td> </tr> <tr> <td style="width: 50%;">Program Studi</td> <td style="width: 50%;">PENDIDIKAN BAHASA INGGRIS</td> </tr> <tr> <td style="width: 50%;">Judul Skripsi</td> <td style="width: 50%;">TEACHERS' PERCEPTIONS OF THE USE OF QUINTAS LEARNING MANAGEMENT SYSTEM (LMS) IN ENGLISH CLASSES</td> </tr> </table> | Mengangkat Saudara | | Idipriah Nasri H, M.Pd. | Pembimbing Utama | R. Lingsih Hilda Wati, M.Pd. | Pembimbing Pendamping | | | Nama | ANDANTI NUR FAHRA | NPM | 031110055 | Program Studi | PENDIDIKAN BAHASA INGGRIS | Judul Skripsi | TEACHERS' PERCEPTIONS OF THE USE OF QUINTAS LEARNING MANAGEMENT SYSTEM (LMS) IN ENGLISH CLASSES |
| Mengangkat Saudara | | | | | | | | | | | | | | | | | |
| Idipriah Nasri H, M.Pd. | Pembimbing Utama | | | | | | | | | | | | | | | | |
| R. Lingsih Hilda Wati, M.Pd. | Pembimbing Pendamping | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Nama | ANDANTI NUR FAHRA | | | | | | | | | | | | | | | | |
| NPM | 031110055 | | | | | | | | | | | | | | | | |
| Program Studi | PENDIDIKAN BAHASA INGGRIS | | | | | | | | | | | | | | | | |
| Judul Skripsi | TEACHERS' PERCEPTIONS OF THE USE OF QUINTAS LEARNING MANAGEMENT SYSTEM (LMS) IN ENGLISH CLASSES | | | | | | | | | | | | | | | | |
| Kedua : | Kopede yang bersangkutan dibebaskan dari dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan. | | | | | | | | | | | | | | | | |
| Ketiga : | Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kebalikannya dalam keputusan ini akan diadakan perbaikan sepeperunya. | | | | | | | | | | | | | | | | |

Dibuatkan di Bogor
 pada tanggal 24 Juni 2024



- Terbaca :
1. Rektor Universitas Pakuan
 2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 4: Surat Izin Penelitian



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kertel-Poa 452, E-mail: kip@unpak.ac.id, Telpax (0251) 8775688 Bogor

Nomor : 7882/WADEK/IFKIP/IV/2024

05 Maret 2024

Perihal : Izin Penelitian

Yth. Kepala Sekolah SMAS Global Mandiri
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : ANDANTI NUR FAHIRA
NPM : 031118059
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 29 April s.d. 29 Mei 2024 mengenai: TEACHERS' PERCEPTION OF THE USE OF QUINTAL AS LEARNING MANAGEMENT SYSTEM (LMS) IN ENGLISH CLASSES

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

s.n Dekan
Wakil Ketua
Bidang Akademik dan Kemahasiswaan

Dr. Guntur Budiono, M.Pd.
NIK. 1100000000000000000000

Appendix 5: Surat Selesai Penelitian



YAYASAN PERKUMPULAN DIAN BANGSA
SEKOLAH GLOBAL MANDIRI
Legenda Wisata Cibubur
Jl. Alternatif Transyogi KM 6 Cibubur, 16965
Telp/Faks: 021-624 96220 / 0249 8058. E-mail: sgm@cibubur@globalkemandiri.ac.id, Website: www.globalkemandiri.com

SURAT KETERANGAN
No: 060/YPDB/SMA_GMC/S.Ket/VI/2024

Bogor, 12 Juni 2024

Lampiran : -
Hal : **Keterangan Akhir Penelitian**

SMAS Global Mandiri Cibubur, menerangkan bahwa:

Yang bertanda tangan di bawah ini:

Nama : Japri, S.Sos.I., S.S.
NUPTE : 1443757660110012
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama : Andanti Nur Fahira
NIM : 031118059
Universitas : Pakuan Bogor
Fakultas : Pendidikan Bahasa Inggris
Program Studi : S1 Pendidikan Bahasa Inggris
Keterangan : Telah melakukan penelitian dengan menggunakan dokumentasi dan wawancara

Mahasiswa tersebut benar-benar melakukan kegiatan penelitian di SMAS Global Mandiri Cibubur, pada tanggal 30 April s/d 3 Mei 2024. Dengan judul penelitian:

"TEACHER PERCEPTION OF THE USE OF QUINTAL AS LEARNING MANAGEMENT SYSTEM (LMS) IN ENGLISH CLASSES"

Demikian agar surat ini dapat digunakan sebagaimana mestinya.

Mengetahui,








Kepala SMAS Global Mandiri Cibubur

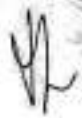










Japri, S.Sos.I., S.S.

Appendix 6: Berita Acara Bimbingan Skripsi

Lampiran 2 Catatan Bimbingan

Tanggal	Bab	Catatan Bimbingan	Paraf
31/05/22	1	• Judul diganti → "Lecturers' Teaching Technique in Teaching Speaking"	
28/02/23	1	• mengubah judul "Technology Used for teaching English at Senior high school"	
8/05/23	1	• mengubah judul "Teacher-perceptions on the use of Quintel platform in EFL classes", memo serta mengubah point"	
16/5/23	1	• Background of study, Aim, resear, Focus, Operational definition	
16/5/23	1	• Background of study, Aim of the research, research question, Research focus, Operational definition, & research Significance (grammar).	
17/6/23	1	Research focus. Background	
25/10/23	1	Background study	
01/11/23			

Catatan Bimbingan			Paraf
Tanggal	Bab		
14/07/23	1	mengganti research focus, tahun related research.	
10/11/23	1	Background study.	
02/11/23	2	- Persepsi (cognitive, affective, psikomotor) - Benefits of LMS	
02/11/23	2	- Research instruments	

Tanggal	Bab	Catatan Bimbingan	Paraf
22/11/23	I	Background & Amni ole.	
07/11/23	II	harus sejajar.	
07/11/23	II	Mangin dan mirror revisi content	
14/12/23	II	ole langit Bab III	
18/12/23	III	Revisi restment	
18/12/24	III	- " -	

Tanggal	Bab	Catatan Bimbingan	Paraf
24/01/2024	II	Silakan data sensor tetapan di setjir oleh Pemb. Utama.	sdg
25/1/24	III	Silakan ikut sempro	sdg
15/05/24	IV	Perbaiki data description	sdg
28/5/24		Perbaiki data desc	sdg
28/05/24	IV	<u>Data Descript - perbaiki</u>	sdg
29/05/24		Data Analysis	sdg

Tanggal	Bab	Catatan Bimbingan	Paraf
5/24	IV-V	Revisi Concluse & Data analysis	[Signature]
09/06/24	IV	Data description & Analysis	[Signature]
13/06/24	IV dan V	-Data analysis -Conclusion & Suggestion	[Signature]
21/06/24	V dan Abstract	Perbaikan	[Signature]
25/06/24	abstrak IV	Revisi	[Signature]
		Check to V	[Signature]
		revise the Journal	[Signature]
9/7/2024		Abstract ok	[Signature]
10/7/2024		Journal	[Signature]

