

**AN ANALYSIS OF STUDENTS' PERSPECTIVE
ON THE USE OF QUIPPER SCHOOL APPLICATION**

A THESIS



*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in part fulfillment of the requirements for the degree of
Education in English Education Department*

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MOTTO AND DEDICATION

Motto

“Allah SWT did not say that life is easy, but Allah SWT promised that with every difficulty there is ease”

(Q.S Al-Insyirah)

“It will pass, everything you’ve gone through it will pass”

(Rachel Vennya)

Dedication

“There is no most beautiful sheet in this thesis except the dedication sheet. By expressing gratitude for the Grace of Allah SWT. I present this thesis as a token of proof to my beloved parents, siblings, and appreciation for myself for being able to survive this far”.

ABSTRACT

ZASKIA, 2024. An Analysis of Students Perspectives on the use of Quipper School application. Thesis English Education Department Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. (Supervised by Erwin Akib and Ika Sastrawati)

This study aims to analyze students' perceptive on using Quipper application as a teaching evaluation at SMA Muhammadiyah 1 Unismuh Makassar. This study uses a qualitative approach involving 7 students as research subjects who have experience when using the Quipper application as a learning evaluation media. Data collection was carried out through interviews. The results of the study showed a positive attitude of students towards the Quipper application, students felt that this application facilitated the learning and evaluation process. In addition, students admitted that although there were challenges in understanding some questions, the use of Quipper overall provided a more efficient experience compared to traditional methods. Overall, the results of this study indicate that Quipper has great potential to improve the quality of learning. This study also identified several obstacle that need to be considered, such as technical problems, inconsistencies in the material with the curriculum and the lack of adequate communication features.

Keywords: *Students Perspectives, Teaching Evaluation, App, Attitudes*

ABSTRAK

ZASKIA, 2024. An Analysis of Students Perspectives on the use of Quipper School application.. Skripsi Program studi pendidikan Bahasa Inggris Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. (Dibimbing oleh Erwin Akib dan Ika Sastrawati).

Penelitian ini bertujuan untuk menganalisis persepsi siswa terhadap aplikasi evaluasi pembelajaran di SMA Muhammadiyah 1 Unismuh Makassar. Penelitian ini menggunakan pendekatan kualitatif dengan melibatkan 7 orang siswa sebagai subjek penelitian yang memiliki pengalaman dalam menggunakan aplikasi Quipper sebagai media evaluasi pembelajaran. Pengumpulan data dilakukan melalui wawancara. Hasil penelitian menunjukkan sikap siswa yang positif terhadap aplikasi Quipper, siswa merasa bahwa aplikasi ini memudahkan proses pembelajaran dan evaluasi. Selain itu, siswa mengakui bahwa meskipun terdapat tantangan dalam memahami beberapa soal, namun penggunaan Quipper secara keseluruhan memberikan pengalaman yang lebih efisien dibandingkan dengan metode tradisional. Secara keseluruhan, hasil penelitian ini menunjukkan bahwa Quipper memiliki potensi yang besar untuk meningkatkan kualitas pembelajaran. Penelitian ini juga mengidentifikasi beberapa kendala yang perlu diperhatikan, seperti masalah teknis, ketidaksesuaian materi dengan kurikulum, dan kurangnya fitur komunikasi yang memadai.

Kata Kunci: Perspektif Siswa, Evaluasi Pengajaran, Aplikasi, Sikap

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Zaskia

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CHAPTER I

INTRODUCTION

A. Background

In the digital era, technology has become an inseparable part of various aspect of life, including education. Digital transformation provides significant opportunities to create more interactive, flexible, and efficient learning. Technology-based applications, such as Learning Management System (LMS), offer convenience for students and teachers in accessing learning materials, conducting evaluations, and enhancing communication without being constrained by space and time.

The use of media in teaching and learning is really important, it demands the capacity to engage students and enhance the effectiveness of teaching and learning activities (Syahrial and Syafrudin 2020). In this era, the rapid progress of communication technology and social media enables effortless access to information via devices such as smartphones, tablets, and laptops anytime and anywhere. As Information and Communication Technology (ICT) is advancing rapidly, new technology and innovation in teaching and learning have developed.

In English teaching, teachers use various methods to keep the learning process engaging and prevent monotony, ensuring that Students do not become bored in classroom. By utilizing e-learning, teachers can provide high-quality materials and assignments, thereby increasing student

interest. The use of e-learning creates a new environment for English instruction. Consequently, English teachers should utilize e-learning to improve the quality of their teaching. Online platforms (e-learning) that primarily rely on internet service are expected to provide an effective solution for enhancing learning processes (Nurhazana, Noni, and Weda 2023).

In recent years, the integration of information technology in education has brought significant changes to teaching and learning methods. One innovation that has gained attention is Quipper School, a web and mobile-based application designed to facilitate digital learning activities. This application provides interactive learning materials, online assignment management, and communication features between teachers and students, enabling more flexible and efficient learning processes.

Quipper School is one of the LMS platforms designs to support digital learning. This application provides features such as task management and curriculum aligned learning materials. In Indonesia, Quipper School has become increasingly popular because it offers easily accessible learning solutions. One of its advantages is its flexibility in accommodating students' independent learning needs. (Ayu, 2020) notes that students tend to be more motivated when using digital platforms that provide personalized and need-based learning experiences. However, the implementation of this technology also faces challenges, such as students' technological literacy, device availability, and stable internet access.

Teaching evaluation is an important aspect of educational institutions, helping in improving the quality of teaching (Effendi, 2021). This teaching evaluation aims to improve the quality of teaching and learning and ensure students have an effective learning experience, this supported with method appropriate evaluation for monitor progress results follow carry on done through standard evaluation from instrument accreditation and instruction applicable technicalities. Monitoring in a way regular and stage meeting with all element education environment school for discuss development (Fauzi, et al., 2023).

Although several studies have been conducted to evaluate technology-based learning activities, there is still research that specifically analyses students' perspectives on using the Quipper School application. Most previous studies have focused more on the application's effectiveness from the perspective of teachers or the system itself (Najicun, 2017). Meanwhile, understanding students' perspective essential because students are the primary users who directly experience the benefits and challenges of using the application. (Ayu, 2020) highlights that the success of a learning platform largely depends on how users utilize that available features, which can only be assessed through user experience analysis .

Based on personal observations, there are several reasons why the school choose Quipper School as the evaluation tool for this semester. Firstly, this application can automatically validate the questions to be used. Additionally, once students complete their exams, the application instantly

calculates the validation and reliability of the results. Moreover, this application is already to implement by teachers in their daily classroom activities, making it easier for them to input questions and manually check them with a summarize report. Therefore, the school considers Quipper is quite important for both evaluation and learning. Besides providing an evaluation application, Quipper also offers learning materials, meaning teachers no longer need to seek external references, and it is easier to use. In fact, this application is first used for the final exams this semester.

Therefore, the researcher is interest in conducting a study that analysis Students perspectives and attitudes on students 11 MIPA at SMA Muhammadiyah 1 Unismuh Makassar. So, the researcher would like to conduct a study entitle “AN ANALYSIS OF STUDENTS’ PERSPECTIVES ON TEACHING EVALUATION APP TOWARDS ATTITUDES”

B. Research Question

Based on the above introduction, the following problem formulation is compiled:

1. What are the attitudes of students on using Quipper application?
2. What is the student perspective on using Quipper during the evaluation?

C. Research Objectives

1. To explore and understand the attitudes of students towards teaching evaluation apps.

2. To find out Students perceptions of the Quipper application as a teaching evaluation.

D. Significance of the Research

1. Theoretically

Provide valuable information for readers conducting research. All information is gathered to benefit the institution. It is organized based on research needs for further and relevant studies.

2. Practical

The benefits of this research are as follows:

1. For students

This study aims to help student improving learning quality and give feedback from students through this research can be used by teacher to enhance the quality of learning by identifying areas that need improvement and developing more effective teaching strategies.

2. For teachers

This study aims to increase motivation and performance and receive positive feedback from student may be more motivated and perform better in their teaching.

3. For Other Related Parties

This study aims to improve accountability and transparency in the education system by providing a way for students to voice their opinions about the quality of teaching.

E. Scope of the Research

To limit this research, the researcher only focuses on analysing what are Students perspectives and the attitudes toward teaching evaluation. The teaching evaluation that used is the Quipper School application. The researcher wants to know the results of Students experience through perspectives and attitudes when using this application as a teaching evaluation.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Findings

Many previous studies have discussed this topic. The first study is from Satria Andy Kirana (2017) this research focuses on student perceptions of using Quipper in the student learning process, a platform to prepare them for computer-based national exams. During the research, the research used an instrument in the form of Students Perception Questioner (SPQ-Q) to collect data that will be presented along with aspects that will be followed up. The results of this study state that students have a positive attitude towards the perception of Quipper with some notes about the need to review the functions and user interface.

The second research was conducted by which Santi Septianawati (2020) discusses the perception of students in applying Quipper School as an e-learning platform in teaching English and knowing its advantages and disadvantages. This study took sample classes totalling fifty-three students using cluster sampling techniques that focus on survey study methods. In this study, two instruments were used which are questioner and interview session. So that it reveals its findings that students are comfortable learning with technology and also prefer to use IT. The advantages mentioned in this study are that Quipper School can keep the interaction between teachers and students in and out, students still get lessons or work on materials given by their teacher is not

present in class and improve Students learning experience by using a new learning system. In addition, Quipper School also has weaknesses during the learning process, such as constrained by unstable internet connections, limited facilities (computer) provided by schools to support the learning process.

The third research was conducted by Shevina Yuniar Rachma (2021) this research focuses on English teachers and eleventh grade students. the purpose of this study is to show the results of research on how to use the Quipper School application in English Language subjects and find out how the teachers and students think about the application. The method of data collection conducted by researchers using semi structures interviews. The results presented by the researcher show that use of Quipper School in English teaching actives is seen as a good thing and can help teachers. And in using Quipper School, teacher and students give opinions, and both think that the application has positive and negative sides as a medium of learning and teaching.

The last study was conducted by Kevin Lutfiansah (2021) this research focuses on knowing the interest of 12th grade students from the science class of SMAN 1 Karangobar students in learning English by using Quipper School as a learning media. Researchers used a qualitative descriptive method followed by random sampling technique to take the sample. The results of this study indicate that most students are interested and have little difficulty in using the Quipper School application include 4 skills namely speaking, listening, and writing. And this application also provides complete materials, exercises and

tasks. This makes students feel comfortable in learning English and can also motivate them to learn and improve their English skills.

The similarities of previous research are knowing how advantages and disadvantages when using the Quipper School. And previous research focused more on student attitudes in using the Quipper School in learning English, while in this study researchers will analyse how Students attitudes and perspective use in teaching evaluation.

B. Some Pertinent Ideas

1. Students Perspective

a. Definition of Perspective

According to Martono (2010), as cited in Rukmayana (2022) “Perspective is the viewpoint humans use when observing a phenomenon or issue that is currently occurring”. Therefore, an individual’s perspective involves different ways of thinking when considering something. This perspective process is influenced by external stimuli such as other individuals. The stimulus is received through the five sense and then interpreted, giving it meaning for the person involved (Rukmayana 2022)

Tarmiji et al.(2018) state that perspective is the interpretation of an event, object, or information based on the life experience of the individual doing the interpreting. Perception is one aspect of psychology important for responding to various aspect and symptoms around him (Najicun, 2017). From these statements, the researcher concludes that a students’ perspectives are the understanding or view each student has

after engaging in learning activities, reflecting on the process or actions they have experienced, and how they form thoughts by interpreting the meaning of a particular stimulus or situation.

b. Types of perspective

There are two views in perspective, that are broad and narrow views (Wahyuni 2023). There are also positive and negative perception (Deriyanto et al. 2018) that is:

1) Positive perception

Positive perception comes from an individual's assessment of an object or information with a positive outlook or compatibility between the object and the individual. Usually, positive perception occurs because of the benefits obtained from the object.

2) Negative perception

Negative perception comes from an individual's assessment of an object or information with negative view, due to the absence of compatibility between the object and the individual. It usually occurs due to ignore or the absence of individual experience of the perceived object.

In addition, (Prabawati, AM, and St. Asmayanti AM 2021) state that two kinds of perception, positive perception is a view of an object in which the subject tends to accept the perceived object, or it can be said that there is a conformity between the subject and the object. On the other hand, negative perception is a view that

tends to show a conflict between the subject and the object because there is a mismatch between the two.

Different perceptions are caused by the process of interpreting the stimulus received by each individual is different (Wahyuni 2023). So that each individual's interpretation has a different view of an object, but what is accepted by an individual can be fundamental different from objective reality (Sudarsono & Suharsono, 2016).

2. Teaching Evaluation

a. Definition of Teaching Evaluation

Evaluation technique is one of the important components in the learning process. Evaluation is carried out systematically and continuously so as to obtain a judgment about the quality of something that is measured. In education, evaluation means measuring or observing learning to determine and understand the quality of students. Evaluation aims to determine the effectiveness of the learning that has been done. The results of this assessment can provide feedback to students and motivate them to improve their abilities.

Teaching evaluation is an important component in assessing the quality of education. In recent years, the use of teaching evaluation apps has become increasingly popular, providing a convenient and efficient way for students to provide feedback on their learning experiences. This literature review aims to analyse Students perspectives towards teaching evaluation applications, (Nasution , 2014) state that teaching evaluation

is a systematic process to determine the extent to which teaching objectives have been achieved , and teaching evaluation is carried out to provide feedback to teachers and students in order to improve the teaching and learning process.

3. Attitudes Toward Teaching Evaluation Apps

a. Definition of Attitudes

Attitudes is determined by individual beliefs about outcomes or attributes (Maharani A. 2017). Hence, individuals with a strong belief in positive outcomes tend to exhibit positive attitudes, while those foreseeing negative outcomes tend to harbour negative attitudes. Addressing attitudes poses a significant challenge for teachers, particularly concerning Students attitudes towards learning in the classroom. Attitudes and beliefs are integral components of a group of constructs that delineate a structure. Assessing student attitudes offers valuable insight into how these attitudes may impede or enhance the learning process.

Attitude consistently correlates with emotions towards an object, whether positive or negative. Individuals tend to hold a positive attitude towards object they perceive as valuable and a negative attitude towards those they see as worthless or harmful. These attitudes subsequently influence and drive a series of interconnected and interdependent actions.

Attitudes are not directly observable but must be deduced from observable behaviours, whether verbal or nonverbal. They involve an

evaluative dimension and impact and individual's disposition, shaping their inclination to respond positively or negatively to various stimuli. Students' attitudes play a significant role in determining their success in learning English (Sanchez & Gavilanes, 2017).

a. Aspects of attitudes

Based on the article from (Maharani A. 2017) which was adapted from Asrori's book which explains 3 aspects of attitude, namely:

1) The behavioural aspect

The behavioural aspects of attitude certain to how an individual act in specific circumstances. Indeed, successful language acquisition enables learners to identify with native speakers of the target language. Behavioural patterns among students encompass a range of attitudes and actions exhibited during their studies. According Asrori (2016) Learning behaviour constitutes an attitude emerging from Students responses to teaching and learning activities, reflecting their enthusiasm and responsibility towards the learning opportunities presented to them. The behavioural aspect, or conative component, involves reactions to actions, behaviours or statements reflecting a person's attitude towards behaviour. Certain attitudes may not only be influenced by past experiences but also by present circumstances and aspirations for the future.

2) Aspects of cognitive attitude

This aspect of attitude involves Students beliefs regarding the knowledge and comprehension they gain during the language learning process. Cognitive attitude can be categorized into four parts: relating previous and new knowledge, generating new knowledge, examining new knowledge, and applying new knowledge in various situations. These, understanding, application, analysis, synthesis, and evaluation.

The cognitive component of attitudes pertains to responses to attitude assessments concerning the correlation between cognitive attitudes and symptoms related to thought. This indicates that the cognitive component manifests in the form of processing, experience, belief and one's expectations regarding particular object or groups of objects.

3) Aspect of emotional attitude

(Feng & Chen, 2009) stated that the learning process is an emotional process. It is impact by diverse emotional elements.

Teachers and students engage in a range of emotional activities whiten it, experiencing various emotions. Attitudes enable students to convey their preference or aversions towards objects or situation in their surroundings. According to (Choy & Troudi, 2006) stated that a students' feeling, and emotion affect their perspective and attitude towards the target language. Emotional

attitudes are further detailed into five levels, namely receiving or attending, responding, assessing, regulating, integrating with values.

There are several roles of attitudes:

- a) The self-adjustment function: Individuals tend to develop attitudes that assist them in maximizing goal achievement.
- b) The self-defence function: Attitudes can serve as a shield, protecting individuals from facing uncomfortable thrust about themselves.
- c) The value expression function: Attitudes represent a positive expression of an individual's core values, showcasing their self-image and self-actualization.
- d) The knowledge function: Attitudes help individuals in establishing standards for evaluating something. These standards define the consistency, clarity and stability of one's personal perspective in dealing with objects or events in their surroundings.

Based on study from Cahyani, et al., (2021) stated attitude student to application evaluation teaching can categorized as become two that is attitude positive and attitude negative. Attitude positive showed by aware student's importance evaluation teaching. Students who have attitude positive to evaluation teaching will feel motivated for study more work hard to get it reach results expected learning. Student also will be cooperative in

follow the evaluation process teaching. Attitude negative showed by students who don't realize the importance evaluation teaching. Students who have an attitude negative to evaluation teaching will feel burdened and not motivated for study.

Student also will tend avoid the evaluation process teaching. Invention character and attitude student on study Cahyani et al., (2021), found that attitude student to application evaluation teaching become more positive after implementation of the problem-based learning (PBL) learning model. This matter caused because the PBL model provides chance to student for participate active in the learning process. Students also pushed to think critically and solve problems in an independent.

4. Quipper as tool

a. The nature of Quipper School

Quipper School (QS) is a learning media that combines learning media with content and technology to facilitate the learning process (Pitagan, 2017; Husaefah & Mardhiah, 2017; Wijayanti, 2012). This learning medium can be use freely (Husaefah & Mardhiah, 2017). Quipper was first developed by Quipper Ltd Located in London (Mulyono 2016). Founded by Masayuki Watanebe in December 2010. Currently, Quipper School operates in 5 countries, namely London, Tokyo, Indonesia, Manila and Mexico. It has been widely adopted by teachers and students globally, including in the Philippines, Indonesia, Thailand, Mexico, India, Russia, and Turkey. This explain why some of the languages available on Quipper are

tailored to these countries, including the UK, Japan, Philipines, Indonesia, Thailand, Mexico-Spain and Thailand (Mulyono,2016 ; Saptani, 2017). Teacher from all over the world who know Quipper School have used this much as media and management in their learning process in class (Pitagan, 2017)

Quipper is one of the innovations in learning that is expected to help students learning. Quipper School is an online platform that utilize that internet in its use. Quipper School is a kind of web-based Learning Management System (LMS) or Virtual Learning Environment (VLE) that enables educators to administer, document, track, report, and deliver electronic educational technology (e-learning) courses or training programs (Herri, 2010). Students can access Quipper School through internet-connected devices such as Smartphones, PCs/computers, Laptops, and Tablets. Students can access Quipper school anytime and anywhere, either via Wi-fi or 3G/4G connection on a prepaid basis (Trianingsih, Suyanto, & Rahayu, 2016; Husaefah & Mardhiah, 2017).

b. The basic operation and features of quipper school

Quipper is available online at <http://school.quipper.com>. The system is user-friendly due to its simple menu and sub-menu feature design, allowing users to easily navigate all available features. This ease of using technology as argued by (Teo, Lee, & Chai, 2008) as cited from (Lutfiansah et al. 2021) may promote user positive attitudes towards the particular

technology (such as quipper) and may eventually be a contributing factor to using it.

Figure 2. 1 welcoming screen

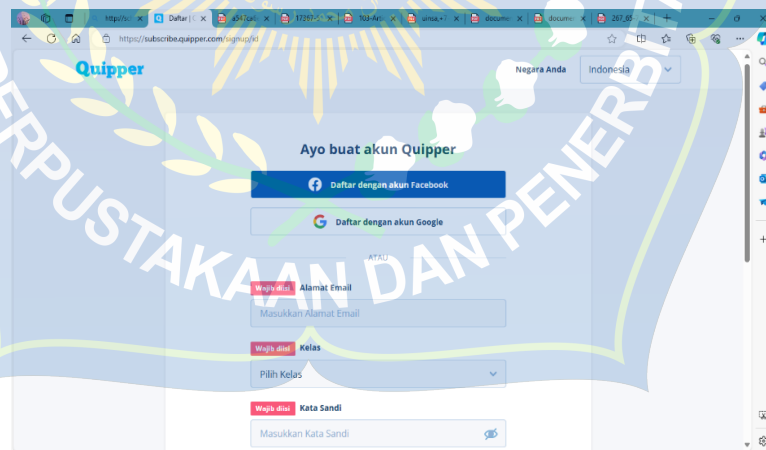


Figure 2. 2 create account screen

To begin using Quipper, both teachers and students need to sign up for an account. They can either use their Facebook account or create a new free Quipper account. To register, users need to provide an email address, telephone number, and the name of their school. If their school has already

registered in the Quipper database, teachers can ask the Quipper ambassador at their school to add their account to the virtual school classroom.

After registration, user can then log in with their username and password. School can affect Students learning. The creation feature involves setting up the learning classroom, including materials and the students' participants. Learners then access these materials via the learning feature. Additionally, Quipper offers a help facility (displayed as a question mark icon) to assist teachers and students in understanding the functions of each menu.

Table 2. 1 Functions of each menu

Role	Main menu	Sub-menu
Teachers	Overview Assignments Curriculum Message Manage	Overview, performance Assignment, examination Curriculum Message (personal), announcement Students, groups, teachers
Students	Assignment Messages Study notes	To do, try it again, mastered Messages, notices Study notes

The creation feature focuses on setting up the learning environment, including the classroom, materials, and student participants. The assessment feature supports teachers in using the learning materials from

the learning feature. Besides these three main features, Quipper offers a help tool (represented by a question mark icon) to assist teachers and students in understanding the functions of each menu.

The teacher role grants teachers full access to Quipper's three main features, as well as additional menus like overview, assignments, curriculum, message, and manage. The overview menu provides brief information about active assignments submitted by students (overview sub-menu) and their individual performance (performance sub-menu). The assignments menu allows teacher to create new assignments, distribute them to students, monitor their progress. The curriculum menu gives teachers the option to use Quipper's database materials or create their own. The message menu has two functions: facilitating communication between teachers and students, allowing teachers to send notes to all students. they manage menu enables teachers to select course participants, group students, and invite colleagues to collaborate in the virtual classroom.

The student's role is limited to accessing Quipper learning features. As shown in table 1, the student dashboard includes three main menus: assignments, messages, and study notes. The assignments menu informs students about task that need to be completed, notifies them about completed tasks, and their level of mastery. The message menu allows students to interact with teachers and peers, but it only supports one-on on communication, making group discussion difficult. The study notes menu lets students write personal notes related to topics or assignments.

Importantly, students can only access learning materials provided by their teachers within in the course. (Mulyono 2016).

c. Quipper as learning media in teaching English

Quipper school is a free online platform designed for teachers and students. it serves as a straightforward and effective tool for supplementary learning. Teachers can create their classroom activities online, assign study tasks in small, manageable segments to help students gradually build their knowledge, and receive easy-to-understand analytics that track student progress thought the curriculum (Bang & Saekhow, 2016)

Quipper School simplifies assignment management, reducing the workload for teachers. This allows them to focus on delivering high-quality education to future generations. The platform is divided into two parts: Link for teachers and learn for students. Quipper School Link is where teachers can manage their online classes and monitor students process (Setyanida 2019).

Here are some of the advantages teachers can utilize with Quipper School Link, according to the website (www.quipper.com):

- a. Send assignment and practice exam: teachers can use thousands of lessons and quizzes aligned with the curriculum to assign work to entire classes or specific groups of students.
- b. Create educational content: teachers can edit existing content or create new lessons and quiz questions from scratch if needed.

- c. View and download analytics: Students progress is instantly synced between learn and Link, providing teacher with detailed information on student's performance, including their work rate, achievements, strengths, and weaknesses.
- d. Access helpful video: the platform offers video with good explanations that cover almost all the material according to basic competencies.
- e. Utilize practice questions: Quipper School provides practice questions, though teachers often create their own test.

However, as learning media that requires an internet connection, this can be a disadvantage for Quipper School when applied in the learning process, as noted by Lutfiansah et al., (2021).

C. Conceptual Framework

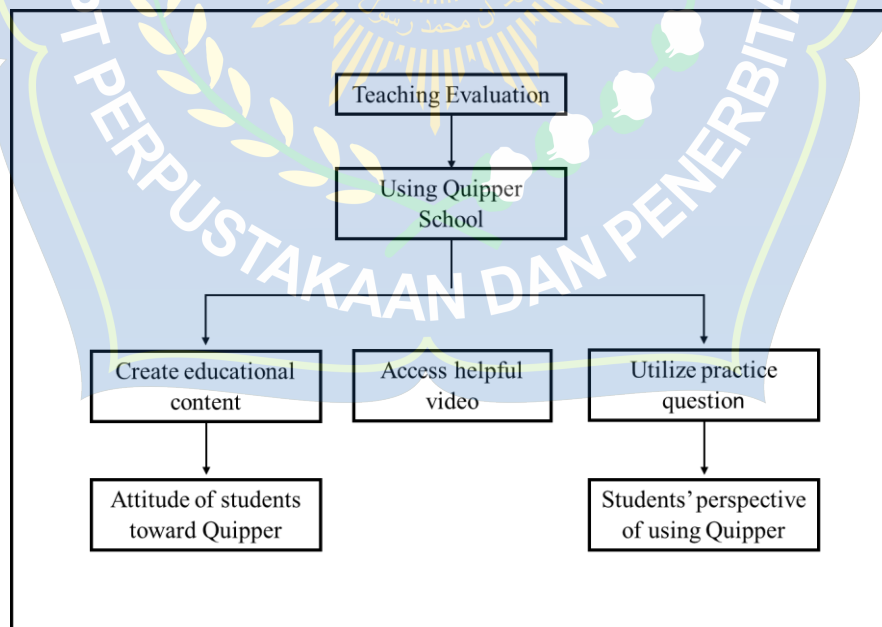


Figure 2. 3 Conceptual Framework

Based on the conceptual framework above, it can be concluded that researcher want to know how Students perspectives on teaching evaluation. In this study, researchers use application technology as a media, namely "Quipper school application". There are several advantages of the application, including, this application can help create educational content, can access helpful videos and can also utilize practice questions. Therefore, in this study according to the objectives, researcher want to see how the attitude of students towards Quipper and how Students perspectives are on the use of Quipper applications as teaching evaluation media.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a qualitative research method. According to (Yuliani, 2018) research descriptive qualitative is purposeful research to describe existing phenomena in a way that exist. This study does not give treatment or manipulation to variables studied. This uses the method study descriptive qualitative. Objective study is for analysis of student's perspectives on teaching evaluation app towards attitudes and at SMA Muhammadiyah 1 Unismuh Makassar. Research data collected through interview. Interview done for information from students about Students attitudes toward Quipper School. So, the researcher understands in depth about attitudes and perspectives of students.

B. Subject of the Research

The subjects in this study are the students of SMA Muhammadiyah 1 Unismuh Makassar. The researcher selected 7 students as participants who have experience with teaching evaluation using Quipper School apps in the 11th grade. The sampling technique used in this study is purposive sampling because the sample is based on certain criteria and characteristics. The criteria referred to here are students who have experience with evaluation using Quipper School. As explained in the research of (Kusumastuti & Khoiron, 2019) Purposive sampling is a sampling technique determine by

certain criteria. The criteria for students in this research are, the first students have used the Quipper School application on final semester exam.

C. Instrument of Research

To obtain data in research, the authors used several data collection techniques, including:

1. Interview

According to (Sugiyono, 2020), an interview is characterized as a meeting between two people who exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic. The interview guidelines give researchers the freedom to explore information from respondents. Closed-ended interview guidelines provide researchers with more specific guidance on what to ask. In qualitative descriptive research, the interview research instrument used must be adapted to the research objectives. From the explanation above, the purpose of the interview in this study is to identify Students perceptions on of using teaching evaluation apps.

D. Data Collection Technique

In this research, the researcher used an interview to collect data from English teachers:

1. First, the researcher determines the subject that used as the subject of this research. The sampling technique used by researcher is purposive sampling and found the subject, namely students who have implemented the Quipper School application and have experience to using it.

2. Second, after obtaining required subjects, the researcher carries out interviews related to the students who have experience and implemented the Quipper School application. From the information obtained in the interview, the researcher can draw conclusion about Students perspectives, and attitude of the implementation of the Quipper School application.

E. Data Analysis

Meanwhile, the data from interview the researcher analysis by using flow model by (Miles, Huberman, & in Muetia, 2021), data analysis involves the steps of data reduction, data display, and drawing conclusion of verification. These steps can be describing as follows:

1. Data Reduction

This step is performed immediately after data is collected. Interview result research question and requirements. During this process, the researcher gathers all information related to Students attitudes and perspective on teaching evaluation using Quipper School.

2. Data Display

The data is then grouped more specifically. In these steps, the researcher categorizes data related to Students attitudes, and perspective, along with their evaluation.

3. Drawing Conclusions

The researcher identifies the structure of student's attitudes and perspective on teaching evaluation using Quipper school. This analysis

is then discussed in the context of relevant theories and supported with data and information derived from the students interview response, the answer from interview. The researcher will analysis the interview response to determine Students perspective and attitudes toward using the Quipper School.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research involved 7 of 11th grade students at SMA Muhammadiyah 1 UNISMUH Makassar. The following are the results of the researcher findings after conducting interviews with students who have followed the learning process using Quipper media.

Furthermore, this study found students experiences through perspectives and attitudes when using the Quipper application as a teaching evaluation. The results showed that students have a positive attitude towards Quipper application, feeling that this application facilitates the learning and evaluation process. In addition, students recognised that although there were challenges in understanding some questions, the overall use of Quipper provided a more efficient experience compared to traditional methods.

Table 4. 1 Glossary of symbol contained in the research findings

The Symbol	Description
R	Researcher
P (P1, P2, P3...)	Participant
Q (Q1, Q2)	Questions

1. Students attitude towards Quipper

The results of interviews conducted by researchers with 7 students who showed attitudes towards using the Quipper application. The following are the results of the analysis of student interview transcripts:

a. Effectiveness of Using Quipper App as Exam Media

The use of quipper as exam media gives a different impression to students. We can see this in the following interview transcript:

R: *“How do you feel about using the Quipper application as a medium used for school exams? Do you think it is more effective than the traditional way?” (Q1)*

P1: *“First, from a security perspective, as a student, I feel that the chances of cheating are lower, making this application suitable for exams. Additionally, the variety of question types, such as essays and multiple-choice, is a great advantage.”*

P2: *“In my opinion, Quipper is already very good. It’s really helpful for students.”*

P3: *“In my opinion, the exam we took using Quipper was good because, first, for those who have limited understanding of IT, they might get stuck on the Quipper page and not know how to operate the computer. However, Quipper makes it easy to access the exam page since the instructions are clear.*

P4: *“It’s good, because I don’t really like writing. With Quipper, we don’t have to write anymore; we just need to type.”*

P5: *"I personally find it quite helpful because, besides learning at school, I can also study independently and not be limited by the exam schedule. I think the features are great because once the questions are released, they can't be repeated, which reduces the risk of cheating."*

P6: *"I think it's better because, when using paper, there is still a possibility of cheating. In contrast, Quipper can help minimize this risk, especially since the exams are conducted in a computer lab with partitions at each desk, which reduces the opportunity to cheat."*

P7: *"I believe that using Quipper is very beneficial for students because it allows us to read and think about our answers, unlike traditional paper-based exams where we have to write everything down. Quipper makes the UAS (Ujian Akhir Semester) process much simpler."*

From the results of the seven student interviews regarding the use of the Quipper application as an exam media, the researcher found several important points of student attitudes after using the application which can be interpreted:

- 1) Exam Security and Cheating Prevention: Some students highlighted that Quipper can reduce cheating opportunities. They felt that the digital format provided by Quipper, such as unrepeatable questions and exams conducted in computer labs with barriers, strengthened exam security compared to paper-based exams.
- 2) Accessibility and Usability: there are students who shared their experience that Quipper provides clear instructions making it easy to

access the exam page, although there may be students who are less tech-savvy Quipper is still easy to access.

- 3) Flexibility in Learning: there are also students who add that apart from being used in exams, Quipper provides flexibility for students to study independently outside of school hours. This extends the benefits of the app as a more flexible learning medium compared to traditional methods.
- 4) Preference for Digital Methods: Students liked the digital features offered by Quipper. Students felt more comfortable with typing than handwriting, while other students also thought Quipper made the end-of-semester exam process easier by making it simpler and allowing students to focus more on thinking rather than writing.
- 5) Diverse Student Experiences: While the majority of students gave positive feedback, there were a few who mentioned potential difficulties, alluding to technological barriers for less IT-savvy students.

Overall, the majority of students responded positively to using Quipper, especially in terms of improving exam security, learning flexibility and ease of use. Quipper is considered an effective tool and superior to traditional exam methods.

b. The Effect of Quipper on Student Motivation

Based on the results of using the quipper application affecting student motivation. The following is a transcript of student answers regarding the influence of the quipper application:

R: *"In your opinion, does using the Quipper application make you more motivated to learn? Why?" (Q2)*

P1: *"This application makes things easier for us because, during exams, we only need to prepare our devices and log in to our accounts. It's different from using paper-based methods, which are more time-consuming because we have to write down our personal details, answer the questions, and write our responses."*

P2: *"Yes, I think so. It also makes things easier because with Quipper, we don't have to write like in other methods that still use paper."*

P3: *"With Quipper, there are sometimes mistakes or typos in the exam questions, which can confuse us as students. However, Quipper provides practice questions and learning materials in video format, so we don't get too confused because the exam questions are usually related to the practice questions we've already learned."*

P4: *"I think it's effective because it makes learning easier."*

P5: *"I think that when using paper, there's still a chance for cheating, but with Quipper, we are given a set time and can only use it once. This way, we can truly answer according to our abilities."*

P6: *“I think it’s somewhat effective because sometimes the explanations in Quipper cover material that hasn’t been discussed by the teacher yet.”*

P7: *“Yes, it is effective because using Quipper lightens the load for students. Previously, during UAS, we had to write down both questions and answers, which required a lot of effort. With Quipper, we only need to think about our answers and then submit them.”*

From the results of interviews with seven students regarding the use of the Quipper application, researchers found several important points related to the influence of the Quipper application on Students learning motivation, the following are the results of the analysis of student interview transcripts:

- 1) Convenience and Efficiency: Students feel motivated because Quipper reduces technical hassles like manual writing and data entry, so they can focus more on learning.
- 2) Interactive Materials and Exercises: Video features and practice questions make learning more interesting and better prepare students for exams, although there are minor technical glitches such as typos.
- 3) Learning Effectiveness: Students appreciate Quipper's effectiveness in facilitating the learning process, which directly increases motivation to use the application.

- 4) Exam Security and Fairness: The time and limited opportunity system in Quipper is considered fairer, thus motivating students to study more seriously and independently.
- 5) Material Challenges: Although the material is sometimes more advanced than what the teacher teaches, some students are motivated to study more deeply, although this can cause confusion.

Overall, student motivation is increased due to ease of use, interactive features, and a safer and fairer exam system. However, there are also aspects that have the potential to weaken motivation, such as technical problems (typos) and inconsistencies between the material in the application and what is taught in school.

c. Constraints and Solutions Found

In this study also found obstacles and solutions that students find when using the quipper application. The results of interviews with students can be seen in the following transcript:

R: *“Have you ever felt difficulty in using the Quipper application? How did you overcome that?” (Q3)*

P1: *“When studying, sometimes it’s difficult to find certain materials because Quipper hasn’t provided a complete set of resources yet.”*

P2: *“During the UAS (final exams), thankfully, I didn’t experience any issues.”*

P3: *“Yes, I once had my Quipper app restart suddenly, and to fix it, I switched to another device.”*

P4: *“Yes, I did, but it seemed to be a technical issue. I solved it by switching to a different device.”*

P5: *“During the UAS, I had trouble logging in, so I asked the operator for help, and it was fixed. I guess I was just unlucky.”*

P6: *“During the UAS, I fortunately did not experience any issues.”*

P7: *“I have never experienced any difficulties because Quipper offers a variety of features, and I haven’t encountered any issues.”*

From the results of interviews with seven students regarding the use of the Quipper application, as for the obstacles and solutions encountered in using the quipper application from the analysis of the interview transcripts, namely:

- 1) Usage Issues: Several participants reported issues when using Quipper, primarily related to incomplete materials, the app suddenly restarting, and difficulties logging in. Most of the problems encountered seemed to be technical in nature.
- 2) Problem-Solving: Users tended to find solutions quickly. For example, when the app restarted, some participants chose to switch to another device. When experiencing login issues, some sought help from the operator.
- 3) Positive Experiences: Some participants did not experience any problems, especially during the final exams, and some highlighted that Quipper offers a variety of features that make it easy to use.

Overall, although there were some technical issues, most users found efficient solutions, and some even reported fully positive experiences.

d. Time Efficiency in Completing Tasks

In this study, the results of using the quipper application related to time efficiency in completing student assignments were found. this was found in the results of interviews with students, which we can see in the following interview transcript:

R: *“How is the time given to complete the task in Quipper? Is it easier than tasks that are worked on manually?” (Q4)*

P1: *“Quipper gives us 90 minutes for exams, and I think the time allocation is good. For instance, if someone’s time runs out, they can no longer continue. If a student is late, the timer adjusts based on when they start, so time efficiency is better maintained.”*

P2: *“The time given is the same as what’s normally provided for exams, so it’s similar to the manual method.”*

P3: *“The time given in Quipper is the same as in regular exams, so there isn’t much difference. But Quipper does save time during the exam because we just have to choose the available answers.”*

P4: *“I think the time given is enough because using a computer saves time compared to traditional methods where we have to write out the answers.”*

P5: *“I think the time given is similar, but there is usually extra time left. However, there’s one subject that takes longer because it involves calculations.”*

P6: *“We were given 1.5 hours for the UAS, but some subjects, like mathematics, require more time.”*

P7: *“Quipper is actually simpler and has a timer that we can see. However, sometimes there are students who deliberately take a long time in the exam room to complete the questions.”*

From the results of interviews with seven students regarding the use of quipper applications, related to time efficiency in completing tasks, the use of quipper applications can be analysed as follows:

- 1) General Perspective on Time Allocation: Most participants felt that the time allotted in Quipper is equivalent to manual exams, around 90 minutes for final exams. This indicates that Quipper does not significantly alter time allocation but maintains existing time standards.
- 2) Advantages in Time Efficiency: Some participants noted that using Quipper helped improve efficiency. For example, since they only needed to select available answers rather than write answers manually, exams could be completed faster. Quipper also manages time better if students start late, and they can clearly monitor time through a timer.

- 3) Limitations in Specific Subjects: Although most felt that the time given was sufficient, there were notes that subjects like mathematics required more time due to calculations.
- 4) Delays and Adjustments: Some participants mentioned that there were students who sometimes took longer to complete questions in the exam room, but overall, Quipper was considered to provide a more efficient experience compared to manual methods.

In general, time allocation in Quipper is considered balanced and similar to traditional methods, but more efficient in implementation. Some subjects require adjustments, especially for more complex questions such as mathematics.

e. Academic Integrity and Preventing Cheating

In researching the use of the quipper application as an exam media, researchers found important points related to academic integrity and how to prevent student cheating in taking exams. this can be seen from the following student interview transcripts:

R: “What do you do to ensure that you take tests on Quipper honestly / don't cheat?” (Q5)

P1: *“As for cheating, the lab we used had dividers on the left and right, so I don't think there's a chance to cheat. Quipper itself has strong security features, but it also depends on the teachers how they enhance security by supervising the rows to prevent students from cheating.”*

P2: *“When we used Quipper, we weren’t allowed to open any other tabs besides Quipper. Its security is also quite good.”*

P3: *“Sometimes, I angle my screen so that others can’t see my answers, and I usually submit my answers right away to avoid anyone looking at them.”*

P4: *“There’s always a chance that some might cheat.”*

P5: *“At that time, we had an operator monitoring us, so if we opened another tab, the Quipper page would automatically close. The security is quite strict.”*

P6: *“During the last exam, the settings prevented us from opening other websites or applications.”*

P7: *“Recently, the operator set it up so that students cannot open other tabs, allowing them to focus solely on the test questions.”*

From the results of the interview above, the researcher can describe the important points that are the result of research on the use of quipper applications as exam media. as for the results of the researcher's analysis, namely as follows:

- 1) **Physical Supervision and Facilities:** Several participants mentioned that physical supervision, such as the presence of an operator or supervisor in the room, plays a significant role in preventing cheating. Students mentioned that the labs used were equipped with partitions to minimize interaction between students, while other students added

that having an operator monitor students during the exam further reduced cheating.

- 2) Technology Security Features: Quipper itself is equipped with strict security features, such as preventing students from opening other tabs during the exam. This helps keep students focused on the exam and reduces the possibility of online cheating.
- 3) Personal Initiatives for Honesty: Some students also took their own initiative to prevent cheating, such as angling their screens so that their answers were not visible to other students or immediately submitting their answers upon completion to prevent others from copying.
- 4) Views on the Potential for Cheating: Although Quipper's supervision and security features are quite strict, it is still acknowledged that there is always a possibility of cheating in any situation, indicating that technology alone cannot completely eliminate the potential for cheating without proper supervision.

Overall, honesty in exams with Quipper is maintained through a combination of physical supervision and technological security features. However, students also demonstrate awareness and personal initiative to maintain honesty during exams.

2. Students Perspectives on Using Quipper During Evaluation

The results of interviews conducted by researchers with 7 students who showed students perspectives on using Quipper during evaluation. The following are the results of the analysis of student interview transcripts:

a. Application Efficiency

From the results of this study, students' perspectives were found when using the Quipper application as an evaluation medium. The researcher found students who compared the efficiency of using the Quipper application as an exam medium compared to traditional exam methods. This can be seen in the following interview transcript:

R: "Do you think that this application more efficient than traditional evaluation methods?" (Q1)

P1: *"I think it's definitely more efficient because it saves a lot of time compared to traditional exams (UAS) that use paper-based methods."*

P2: *"I think it's more efficient because it's very helpful. I'm the type of learner who is more engaged with videos, and that motivates me to study before exams and practice using the exercises available on Quipper."*

P3: *"I think Quipper is better because, for instance, if a teacher is absent from class, we are directed to open the material on Quipper and watch videos related to specific subjects. This makes it easier for us to recall and understand the material when it comes time for exams."*

The videos on Quipper are also very engaging since they use animations, which helps us better grasp the concepts.”

P4: *“Actually, I get bored quickly when watching material on Quipper.”*

P5: *“I think it’s efficient, but sometimes the questions on Quipper are hard to understand because they tend to be at a higher difficulty level. Additionally, the practice questions sometimes don’t correlate with the explanatory videos provided or the explanations from the teachers.”*

P6: *“Yes, I believe it is more efficient. Using paper takes up a lot of time because we have to write everything down, and it also helps reduce waste by not using paper.”*

P7: *“Yes, I believe that Quipper is much more efficient. In my experience using the Quipper learning app, I’ve found it to be simpler compared to other methods. I’ve tried Ruang Guru, but it felt complicated.”*

The interview results show that the majority of students consider the Quipper application to be a more efficient evaluation method compared to traditional methods such as paper-based exams. The following are key points from their responses:

- 1) Time Efficiency and Reduction of Paper Use: Some students emphasized that Quipper is more efficient in saving time and

reducing paper use, which makes the application environmentally friendly and practical.

- 2) Interactivity and Engagement in Learning: Some students feel that the instructional videos on Quipper, especially those using animations, motivate them to study and help them better understand the material, particularly when the teacher is absent.
- 3) Varied Opinions on the Quality of Content and Questions: While many students find Quipper efficient, there are also some criticisms. One student expressed that they quickly get bored with the material, while another highlighted that sometimes the practice questions do not align with the explanation videos or are too difficult to understand.
- 4) App Preference: One student compared Quipper with Ruang Guru, stating that Quipper is simpler and easier to use, while Ruang Guru felt more complicated.

Overall, most students believe that Quipper is more efficient and helpful in supporting the learning process compared to traditional methods, though there are some challenges related to the difficulty level of the questions and individual interest in the content.

b. Student-Teacher Communication

From the results of this study, students' perspectives were found when using the Quipper application as an evaluation medium. Researchers also found the influence of the Quipper application on communication

between students and teachers. This can be seen in the following interview transcript:

R: “Did you agree that this application support better communication between students and teachers?” (Q2)

P1: *“I agree. Quipper has a class feature that can be used for class discussions, but so far, it’s rarely used because we tend to have direct discussions or use WhatsApp groups.”*

P2: *“Yes, I agree.”*

P3: *“Yes, I agree. We can ask about anything we don’t understand while studying using Quipper. Sometimes, the explanations provided are easy to understand, but the questions can be challenging.”*

P4: *“Yes, if there’s something we don’t understand, we can ask questions directly.”*

P5: *“I don’t fully agree because, so far, Quipper has mainly been used for learning. Although there is a classroom feature for discussions, classroom discussions are still mostly conducted in person or through WhatsApp.”*

P6: *“Currently, in 11th grade, we rarely use Quipper.”*

P7: *“I agree. Quipper not only makes things easier for students but also for teachers. For example, if a teacher is unable to attend class, they can still assign tasks through Quipper.”*

The interview results showed that students agreed that the Quipper application supports better communication between students and teachers,

although there were some views that indicated limitations in the use of communication features in the application. Here are the main points of their responses:

- 1) **Support for Class Discussions:** Some students agree that Quipper has a class feature that can be used for discussions, although this feature is rarely used because they prefer to engage in face-to-face discussions or use WhatsApp groups.
- 2) **Ease of Asking Questions and Receiving Explanations:** Students feel that they can ask questions about material they do not understand while using Quipper. Although the explanations provided in the app are sometimes easy to understand, some students acknowledge that the questions can be quite challenging.
- 3) **Limitations of App Usage:** One student expressed partial disagreement with the notion that Quipper supports communication well, emphasizing that the app is mainly used for learning, and classroom discussions are still predominantly conducted in person or through WhatsApp.
- 4) **Involvement of Teachers in the Learning Process:** Another student added that Quipper not only makes things easier for students but also for teachers; for example, if a teacher is unable to attend class, they can still assign tasks through Quipper.

Overall, while many students agree that Quipper can support better communication between students and teachers, there is recognition that the

communication features within the app are not maximally utilized, and interactions still tend to occur more frequently in person or through other applications like WhatsApp.

c. User Comfort

From the results of this study, students' perspectives were found when using the Quipper application as an evaluation medium. Researchers also found that there was user comfort, namely students, in using this application as an evaluation method. This can be seen in the following interview transcript:

R: *"Are you comfortable enough when using the Quipper?" (Q3)*

P1: *"Yes, I feel comfortable using it."*

P2: *"Yes, it's comfortable to use, although sometimes I feel lazy to complete assignments."*

P3: *"It's comfortable to use, but the font size on the computer is quite small because it's part of the system settings. Also, when answering essay questions on Quipper, the answers have to be exactly the same, so if there's even a small difference, it's marked incorrect."*

P4: *"Yes, it's comfortable, but sometimes I feel too lazy to do the assignments."*

P5: *"It's comfortable to use because the instructions are clear, and the video features also help us in the learning process."*

P6: *"Yes, I feel comfortable. The material discussed in Quipper sometimes hasn't been covered by the teacher yet, and vice versa."*

P7: *“Honestly, yes. I feel comfortable using it, and it makes things easier for me.”*

The interview results show that students feel comfortable using the quipper application as a learning evaluation method, even though there are several obstacles they face. The following are the main points of their responses:

- 1) **General Comfort Level:** Most students expressed that they feel comfortable using the application, indicating that its interface and features are accessible.
- 2) **Challenges Related to Assignments:** Some students acknowledged that while they feel comfortable, there are times when they feel lazy to complete assignments. This suggests that although the application makes tasks easier, motivation to finish the work can still be a challenge.
- 3) **Issues with Font Size:** One student noted that the font size on the computer is quite small, which may make it difficult to read. Additionally, this student complained that answers to essay questions must be exactly the same, and even a small difference can result in the answer being marked incorrect.
- 4) **Clarity of Instructions:** Several students emphasized that the instructions in the application are very clear, and the video features assist in the learning process, which enhances their comfort while using the app.

- 5) **Material Related to Learning:** There is also recognition that the material discussed in Quipper is sometimes not yet covered by the teacher, indicating that the application can serve as an additional learning resource.

Overall, while the majority of students feel comfortable using the teaching evaluation application, there are some aspects, such as font size and the demand for accuracy in answers, that need to be addressed to improve the user experience.

d. **Ease of Use**

From the results of this study, students' perspectives were found when using the Quipper application as an evaluation medium. Researchers also found ease of use, namely students in using this application as an evaluation method. This can be seen in the following interview transcript:

R: “What do you think about this app? Is this relatively easy for students to use?” (Q4)

P1: *“In general, this app is easy to use for students. The interface is simple, and it doesn't take much time to learn how to navigate through the features.”*

P2: *“It's easy to use, but sometimes there are issues during the quizzes, like system errors where the questions don't show any answers.”*

P3: *“Even for people who aren't very familiar with computers, I think the instructions in the application are clear, so it's easy to use.”*

P4: *“Honestly, in Quipper, the use of formal language is a bit challenging because we’re not used to the language used in the app.”*

P5: *“It’s easy to understand, but there was a time when I couldn’t access the career aptitude test through the app. However, I was able to access it via the website.”*

P6: *“Yes, it’s easy to use because the instructions for using Quipper are very clear.”*

P7: *“I think it’s quite easy to use, especially since the interface is user-friendly.”*

From the interview transcripts, the researchers found that in general, students felt that the application was easy to use, but there were several challenges and different experiences. Here are the main points of their responses:

- 1) **General Usability:** Most students agree that the app is easy to use, highlighting that the interface is simple and does not require much time to learn how to navigate its features.
- 2) **Technical Issues:** Some students noted occasional problems, particularly during quizzes, such as system errors that prevent answers from being displayed. This suggests that while the app is user-friendly, technical reliability is a concern.
- 3) **Clarity of Instructions:** Several students emphasized that the instructions within the app are clear, making it accessible even for

those who may not be very familiar with computers. This is a significant factor contributing to the overall ease of use.

- 4) Language Barrier: One student mentioned that the use of formal language in Quipper can be a bit challenging, indicating that the language may not align with the students' everyday communication styles.
- 5) Access Issues: Another student pointed out an issue with accessing specific features, such as the career aptitude test, through the app, although they were able to access it via the website. This highlights some limitations in the app's functionality.
- 6) User-Friendly Interface: Lastly, students appreciated the user-friendly nature of the interface, which further enhances their experience with the app.

Overall, while students generally find the app easy to use due to its clear instructions and simple interface, technical issues and language challenges present some barriers that could be addressed to improve the user experience.

e. Effectiveness of Application Features

From the results of the study on the use of the quipper application as an evaluation medium. Researchers found that there were students who felt the effectiveness of the features on the quipper application. This can be seen in the following student interview transcript results:

R: “How do you think about the features that available in this Quipper app?” (Q5)

P1: “The most commonly used feature is the assignment feature, but it's not as good as it could be. I think the developers could further improve and refine the features available in Quipper.”

P2: “The features are good because we can track which assignments we've completed, and which ones are still pending.”

P3: “The app has many features, even up to university-level content. The features are impressive because some materials that aren't available in textbooks are already provided on Quipper.”

P4: “The essay feature still needs improvement. Sometimes, even when we answer correctly based on our understanding, it's still marked wrong because the answer isn't precise or exact.”

P5: “I think the features need to be further developed because sometimes when searching for a specific topic, the curriculum feature doesn't provide all the material. We have to look for it in other curriculums.”

P6: “Sometimes when I try to answer according to my understanding, it turns out to be wrong, and I have to provide an answer that exactly matches the system.”

P7: “The features are pretty good. For example, when there's a task that requires watching materials, Quipper has a feature that allows

teachers to monitor whether students have watched the provided materials or not.”

From the interview transcripts, the researcher found that students had mixed feelings about the features available in the Quipper application, recognizing both strengths and areas for improvement. Here are the main points from their responses:

- 1) **Common Features and Areas for Improvement:** One student noted that while the assignment feature is the most commonly used, it could be improved. This indicates that although the feature is utilized, there is a desire for enhancements to increase its effectiveness.
- 2) **Tracking Assignments:** Several students appreciated the app's ability to track completed and pending assignments, highlighting this feature as beneficial for managing their tasks effectively.
- 3) **Content Variety:** One student remarked that the app offers a wide range of features, including university-level content, and provides materials that may not be available in textbooks. This indicates that Quipper is valued for its comprehensive resources.
- 4) **Challenges with Essay Features:** Some students expressed concerns about the essay feature, stating that answers can be marked incorrect even when they believe their understanding is correct. This points to a need for more flexibility in evaluating student responses.
- 5) **Curriculum Navigation:** Another student mentioned difficulties in finding specific topics, noting that the curriculum feature does not

always provide all the necessary material, which sometimes forces them to search other curricula. This suggests that the organization and accessibility of content could be improved.

- 6) Precision in Answers: A few students highlighted the challenge of needing to provide answers that match the system exactly, which can be frustrating and may hinder their ability to express their understanding.
- 7) Monitoring Student Engagement: On a positive note, one student pointed out that Quipper allows teachers to monitor whether students have watched provided materials, which adds a layer of accountability and engagement.

Overall, while students recognize that Quipper has useful features, they also identify several areas for improvement, particularly concerning the accuracy of grading, curriculum navigation, and the flexibility of answer requirements. Their feedback suggests a strong desire for continued development and refinement of the app's features to better support their learning experiences.

B. Discussion

Based on the research findings, it is clear that students have a positive acceptance of the use of the Quipper application as a learning and evaluation medium. The majority of students consider Quipper to be an efficient and effective tool in improving their understanding of the subject matter. Interactive features such as learning videos and interactive quizzes are

considered very helpful in making the learning process more interesting and easier to understand.

At the researcher's points regarding students' Attitude in addressing the Effectiveness of Using Quipper App as Exam Media, The Effect of Quipper on Student Motivation, Constraints and Solutions Found, Time Efficiency in Completing Tasks, and Academic Integrity and Preventing Cheating researchers found positive responses related to this. Quipper presents several features that can facilitate the teaching and learning process in the classroom which is very accepted by students so that it presents a positive response from them. As one of the references, at the point The Effect of Quipper on Student Motivation participant 1 said *“This application makes things easier for us because, during exams, we only need to prepare our devices and log in to our accounts. It’s different from using paper-based methods, which are more time-consuming because we have to write down our personal details, answer the questions, and write our responses”* and participant 3 said *“With Quipper, there are sometimes mistakes or typos in the exam questions, which can confuse us as students. However, Quipper provides practice questions and learning materials in video format, so we don’t get too confused because the exam questions are usually related to the practice questions we’ve already learned.”*. Based on these responses, the researcher concluded that the teaching and learning features in using Quipper are very beneficial for students and teachers.

Based on the results of the researcher's findings in the point section which discusses the student's perspective on using Quipper, it is found that students prefer the teaching and learning style using the Quipper App. There are several reasons for this, namely the essence of the application that can make it easier for students to learn. The students also feel very comfortable when using quipper while learning because the method that uses video is quite interactive and interesting, there are the results of interview participant 5 *“It’s comfortable to use because the instructions are clear, and the video features also help us in the learning process.”*

There are many points that are able to make students accept quipper very relieved to use including, the interactive presentation of the application by using videos in the teaching and learning process, the efficiency of the application that does not use a lot of time, the variety of variations contained in the application. This is what the researcher considers revealing that the teaching method using the quipper application is more effective and efficient than the face-to-face teaching and learning method in the classroom.

However, several obstacles were also found, such as occasional technical problems, difficulty in understanding some questions, and inconsistencies between the material in the application and the material taught in class. In addition, several students also felt that the communication features in the application were less than optimal.

The results of this study are also supported by research conducted by Satria Andy Kirana (2017). His research stated that students have a positive

attitude towards the perception of Quipper with some notes on the need to review the functions and appearance of the user interface. The results of the research that has been conducted also found that students believe that Quipper is more efficient and helpful in supporting the learning process compared to traditional methods, although there are some challenges related to the level of difficulty of the questions and individual interest in the content.

The results of a study conducted by Santi Septianawati (2020) revealed that students feel comfortable learning using technology and also prefer to use IT. This is in line with the results of research that has been conducted where students who feel comfortable using the quipper application as a learning evaluation method, there are several things such as font size and demands for accuracy in answering that need to be considered to improve the user experience.

The results of this study are also supported by research conducted by Shevina Yuniar Rachma (2021) which shows that in using Quipper School, teachers and students provide opinions, and both consider that the application has positive and negative sides as a teaching and learning medium. This is in line with the findings in the research that has been conducted where students agree that Quipper can support better communication between students and teachers, there is an acknowledgement that the communication features in the application have not been utilized optimally, and interactions still tend to occur more often directly or through other applications such as WhatsApp.

Finally, research conducted by Kevin Lutfiansah (2021) shows that most students feel interested in using the Quipper application and experience little difficulty. However, students still feel comfortable learning, so they are motivated to learn and improve their skills. This is in line with what was found in the research that has been conducted where students feel increased motivation due to ease of use, interactive features, and a safer and fairer exam system. However, there are also aspects that have the potential to weaken motivation, such as technical problems (typos) and inconsistencies between the material in the application and what is taught in school.

The conclusion of this study shows that students have a positive attitude towards the Quipper application, students feel that this application facilitates the learning and evaluation process. In addition, students admit that although there are challenges in understanding some questions, the use of Quipper overall provides a more efficient experience compared to traditional methods. Overall, the results of this study indicate that Quipper has great potential to improve the quality of learning. However, improvements need to be made in several aspects, such as improving application stability, improving learning materials, and expanding communication features.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

This study shows that the Quipper application has great potential to improve the quality of student learning. The interactive features offered, such as learning videos and online quizzes, have succeeded in attracting students' interest and improving their understanding of the subject matter. In addition, the flexibility in using this application allows students to study independently outside of school hours.

However, this study also identified several obstacles that need to be considered, such as technical problems, inconsistencies in the material with the curriculum, and the lack of adequate communication features. These obstacles need to be addressed immediately so that the Quipper application can function optimally.

B. Suggestion

This study recommends several suggestions for teachers and students. Teachers are encouraged to build a safe and supportive learning environment. Students are encouraged to take advantage of the sophistication of current technology. In addition, further research can be conducted to measure the long-term impact of using Quipper, compare it with other learning methods, and analyze its influence on students with various backgrounds.

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Appendices 1 Instruments Interview

ISNTRUMENT INTERVIEW

1. Interview for Students attitude on teaching evaluation app

NO	QUESTION
1.	How do you feel about using the Quipper application as a medium used for school exams? is it more effective than the traditional way?
2.	In your opinion, does using the Quipper application make you more motivated to learn? Why?
3.	Have you ever felt difficulty in using the Quipper application? How did you overcome that?
4.	How is the time given to complete the task in Quipper? Is it easier than tasks that are worked on manually?
5.	What do you do to ensure that you take tests on Quipper honestly / don't cheat?

(Adopted and modified from Erliza & Septianingsih: 2022)

2. Interview for Students perspective on teaching evaluation app

NO	QUESTION
1.	Do you think that this application more efficient than traditional evaluation methods?
2.	Did you agree that this application support better communication between students and teachers?
3.	Are you comfortable enough when using the Quipper School?
4.	What do you think about this app? Is this relatively easy for students to use?
5.	How do you think about the features that available in this Quipper app?

(Adopted & modified from Abd. Ghofur: 2015)

Glossary of symbol contained in the research findings

The Symbol	Description
R	Researcher
P (P1, P2, P3...)	Participant
Q (Q1, Q2)	Questions

Appendices 2 Transcript Interview Recording

1. PARTICIPANT ONE (P1)

f. Interview for Students attitude on teaching evaluation app

Subject	Transcript Interview
R	How do you feel about using the Quipper application as a medium used for school exams? Is it more effective than the traditional way?
P	First, from a security perspective, as a student, I feel that the chances of cheating are lower, making this application suitable for exams. Additionally, the variety of question types, such as essays and multiple-choice, is a great advantage.
R	In your opinion, does using the Quipper application make you more motivated to learn? Why?
P	This application makes things easier for us because, during exams, we only need to prepare our devices and log in to our accounts. It's different from using paper-based methods, which are more time-consuming because we have to write down our personal details, answer the questions, and write our responses.
R	Have you ever felt difficulty in using the Quipper application? How did you overcome that?
P	When studying, sometimes it's difficult to find certain materials because Quipper hasn't provided a complete set of resources yet.

R	How is the time given to complete the task in Quipper? Is it easier than tasks that are worked on manually?
P	Quipper gives us 90 minutes for exams, and I think the time allocation is good. For instance, if someone's time runs out, they can no longer continue. If a student is late, the timer adjusts based on when they start, so time efficiency is better maintained.
R	What do you do to ensure that you take tests on Quipper honestly / don't cheat?
P	As for cheating, the lab we used had dividers on the left and right, so I don't think there's a chance to cheat. Quipper itself has strong security features, but it also depends on the teachers how they enhance security by supervising the rows to prevent students from cheating.

g. Interview for Students perspective on teaching evaluation app

Subject	Transcript Interview
R	Do you think that this application more efficient than traditional evaluation methods?
P	I think it's definitely more efficient because it saves a lot of time compared to traditional exams (UAS) that use paper-based methods.
R	Did you agree that this application support better communication between students and teachers?
P	I agree. Quipper has a class feature that can be used for class discussions, but so far, it's rarely used because we tend to have direct discussions or use WhatsApp groups.
R	Are you comfortable enough when using the Quipper School?
P	Yes, I feel comfortable using it.
R	What do you think about this app? Is this relatively easy for students to use?

P	In general, this app is easy to use for students. The interface is simple, and it doesn't take much time to learn how to navigate through the features.
R	How do you think about the features that available in this Quipper app?
P	The most commonly used feature is the assignment feature, but it's not as good as it could be. I think the developers could further improve and refine the features available in Quipper.

2. PARTICIPANT TWO (P2)

a. Interview for Students attitude on teaching evaluation app

Subject	Transcript Interview
R	How do you feel about using the Quipper application as a medium used for school exams? Is it more effective than the traditional way?
P	In my opinion, Quipper is already very good. It's really helpful for students.
R	In your opinion, does using the Quipper application make you more motivated to learn? Why?
P	Yes, I think so. It also makes things easier because with Quipper, we don't have to write like in other methods that still use paper.
R	Have you ever felt difficulty in using the Quipper application? How did you overcome that?
P	During the UAS (final exams), thankfully, I didn't experience any issues.
R	How is the time given to complete the task in Quipper? Is it easier than tasks that are worked on manually?
P	The time given is the same as what's normally provided for exams, so it's similar to the manual method.
R	What do you do to ensure that you take tests on Quipper honestly / don't cheat?

P	When we used Quipper, we weren't allowed to open any other tabs besides Quipper. Its security is also quite good.
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b. Interview for Students perspective on teaching evaluation app

Subject	Transcript Interview
R	Do you think that this application more efficient than traditional evaluation methods?
P	I think it's more efficient because it's very helpful. I'm the type of learner who is more engaged with videos, and that motivates me to study before exams and practice using the exercises available on Quipper.
R	Did you agree that this application support better communication between students and teachers?
P	Yes, I agree.
R	Are you comfortable enough when using the Quipper School?
P	Yes, it's comfortable to use, although sometimes I feel lazy to complete assignments.
R	What do you think about this app? Is this relatively easy for students to use?
P	It's easy to use, but sometimes there are issues during the quizzes, like system errors where the questions don't show any answers.
R	How do you think about the features that available in this Quipper app?
P	The features are good because we can track which assignments we've completed, and which ones are still pending.

3. PARTICIPANT THREE (P3)

a. Interview for Students attitude on teaching evaluation app

Subject	Transcript Interview
R	How do you feel about using the Quipper application as a medium used for school exams? Is it more effective than the traditional way?
P	In my opinion, the exam we took using Quipper was good because, first, for those who have limited understanding of IT, they might get stuck on the Quipper page and not know how to operate the computer. However, Quipper makes it easy to access exam the page since the instructions are clear.
R	In your opinion, does using the Quipper application make you more motivated to learn? Why?
P	With Quipper, there are sometimes mistakes or typos in the exam questions, which can confuse us as students. However, Quipper provides practice questions and learning materials in video format, so we don't get too confused because the exam questions are usually related to the practice questions we've already learned.
R	Have you ever felt difficulty in using the Quipper application? How did you overcome that?
P	Yes, I once had my Quipper app restart suddenly, and to fix it, I switched to another device.
R	How is the time given to complete the task in Quipper? Is it easier than tasks that are worked on manually?
P	The time given in Quipper is the same as in regular exams, so there isn't much difference. But Quipper does save time during the exam because we just have to choose the available answers.
R	What do you do to ensure that you take tests on Quipper honestly / don't cheat?

P	Sometimes, I angle my screen so that others can't see my answers, and I usually submit my answers right away to avoid anyone looking at them.
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b. Interview for Students perspective on teaching evaluation app

Subject	Transcript Interview
R	Do you think that this application more efficient than traditional evaluation methods?
P	I think Quipper is better because, for instance, if a teacher is absent from class, we are directed to open the material on Quipper and watch videos related to specific subjects. This makes it easier for us to recall and understand the material when it comes time for exams. The videos on Quipper are also very engaging since they use animations, which helps us better grasp the concepts.
R	Did you agree that this application support better communication between students and teachers?
P	Yes, I agree. We can ask about anything we don't understand while studying using Quipper. Sometimes, the explanations provided are easy to understand, but the questions can be challenging.
R	Are you comfortable enough when using the Quipper School?
P	It's comfortable to use, but the font size on the computer is quite small because it's part of the system settings. Also, when answering essay questions on Quipper, the answers have to be exactly the same, so if there's even a small difference, it's marked incorrect.
R	What do you think about this app? Is this relatively easy for students to use?

P	Even for people who aren't very familiar with computers, I think the instructions in the application are clear, so it's easy to use
R	How do you think about the features that available in this Quipper app?
P	The app has many features, even up to university-level content. The features are impressive because some materials that aren't available in textbooks are already provided on Quipper.

4. PARTICIPANT FOUR (P4)

a. Interview for Students attitude on teaching evaluation app

Subject	Transcript Interview
R	How do you feel about using the Quipper application as a medium used for school exams? Is it more effective than the traditional way?
P	It's good, because I don't really like writing. With Quipper, we don't have to write anymore; we just need to type.
R	In your opinion, does using the Quipper application make you more motivated to learn? Why?
P	I think it's effective because it makes learning easier.
R	Have you ever felt difficulty in using the Quipper application? How did you overcome that?
P	Yes, I did, but it seemed to be a technical issue. I solved it by switching to a different device.
R	How is the time given to complete the task in Quipper? Is it easier than tasks that are worked on manually?
P	I think the time given is enough because using a computer saves time compared to traditional methods where we have to write out the answers.

R	What do you do to ensure that you take tests on Quipper honestly / don't cheat?
P	There's always a chance that some might cheat.

b. Interview for Students perspective on teaching evaluation app

Subject	Transcript Interview
R	Do you think that this application more efficient than traditional evaluation methods?
P	Actually, I get bored quickly when watching material on Quipper.
R	Did you agree that this application support better communication between students and teachers?
P	Yes, if there's something we don't understand, we can ask questions directly.
R	Are you comfortable enough when using the Quipper School?
P	Yes, it's comfortable, but sometimes I feel too lazy to do the assignments.
R	What do you think about this app? Is this relatively easy for students to use?
P	Honestly, in Quipper, the use of formal language is a bit challenging because we're not used to the language used in the app.
R	How do you think about the features that available in this Quipper app?
P	The essay feature still needs improvement. Sometimes, even when we answer correctly based on our understanding, it's still marked wrong because the answer isn't precise or exact.

5. PARTICIPANT FIVE (P5)

a. Interview for Students attitude on teaching evaluation app

Subject	Transcript Interview
R	How do you feel about using the Quipper application as a medium used for school exams? Is it more effective than the traditional way?
P	I personally find it quite helpful because, besides learning at school, I can also study independently and not be limited by the exam schedule. I think the features are great because once the questions are released, they can't be repeated, which reduces the risk of cheating.
R	In your opinion, does using the Quipper application make you more motivated to learn? Why?
P	I think that when using paper, there's still a chance for cheating, but with Quipper, we are given a set time and can only use it once. This way, we can truly answer according to our abilities.
R	Have you ever felt difficulty in using the Quipper application? How did you overcome that?
P	During the UAS, I had trouble logging in, so I asked the operator for help, and it was fixed. I guess I was just unlucky.
R	How is the time given to complete the task in Quipper? Is it easier than tasks that are worked on manually?
P	I think the time given is similar, but there is usually extra time left. However, there's one subject that takes longer because it involves calculations.
R	What do you do to ensure that you take tests on Quipper honestly / don't cheat?
P	At that time, we had an operator monitoring us, so if we opened another tab, the Quipper page would automatically close. The security is quite strict.

b. Interview for Students perspective on teaching evaluation app

Subject	Transcript Interview
R	Do you think that this application more efficient than traditional evaluation methods?
P	I think it's efficient, but sometimes the questions on Quipper are hard to understand because they tend to be at a higher difficulty level. Additionally, the practice questions sometimes don't correlate with the explanatory videos provided or the explanations from the teachers.
R	Did you agree that this application support better communication between students and teachers?
P	I don't fully agree because, so far, Quipper has mainly been used for learning. Although there is a classroom feature for discussions, classroom discussions are still mostly conducted in person or through WhatsApp.
R	Are you comfortable enough when using the Quipper School?
P	It's comfortable to use because the instructions are clear, and the video features also help us in the learning process.
R	What do you think about this app? Is this relatively easy for students to use?
P	It's easy to understand, but there was a time when I couldn't access the career aptitude test through the app. However, I was able to access it via the website.
R	How do you think about the features that available in this Quipper app?
P	I think the features need to be further developed because sometimes when searching for a specific topic, the curriculum feature doesn't provide all the material. We have to look for it in other curriculums.

6. PARTICIPANT SIX (P6)

a. Interview for Students attitude on teaching evaluation app

Subject	Transcript Interview
R	How do you feel about using the Quipper application as a medium used for school exams? Is it more effective than the traditional way?
P	I think it's better because, when using paper, there is still a possibility of cheating. In contrast, Quipper can help minimize this risk, especially since the exams are conducted in a computer lab with partitions at each desk, which reduces the opportunity to cheat.
R	In your opinion, does using the Quipper application make you more motivated to learn? Why?
P	I think it's somewhat effective because sometimes the explanations in Quipper cover material that hasn't been discussed by the teacher yet.
R	Have you ever felt difficulty in using the Quipper application? How did you overcome that?
P	During the UAS, I fortunately did not experience any issues.
R	How is the time given to complete the task in Quipper? Is it easier than tasks that are worked on manually?
P	We were given 1.5 hours for the UAS, but some subjects, like mathematics, require more time.
R	What do you do to ensure that you take tests on Quipper honestly / don't cheat?
P	During the last exam, the settings prevented us from opening other websites or applications

b. Interview for Students perspective on teaching evaluation app

Subject	Transcript Interview
R	Do you think that this application more efficient than traditional evaluation methods?
P	Yes, I believe it is more efficient. Using paper takes up a lot of time because we have to write everything down, and it also helps reduce waste by not using paper.
R	Did you agree that this application support better communication between students and teachers?
P	Currently, in 11th grade, we rarely use Quipper.
R	Are you comfortable enough when using the Quipper School?
P	Yes, I feel comfortable. The material discussed in Quipper sometimes hasn't been covered by the teacher yet, and vice versa.
R	What do you think about this app? Is this relatively easy for students to use?
P	Yes, it's easy to use because the instructions for using Quipper are very clear.
R	How do you think about the features that available in this Quipper app?
P	Sometimes when I try to answer according to my understanding, it turns out to be wrong, and I have to provide an answer that exactly matches the system.

7. PARTICIPANT SEVEN (P7)

a. Interview for Students attitude on teaching evaluation app

Subject	Transcript Interview
R	How do you feel about using the Quipper application as a medium used for school exams? Is it more effective than the traditional way?

P	I believe that using Quipper is very beneficial for students because it allows us to read and think about our answers, unlike traditional paper-based exams where we have to write everything down. Quipper makes the UAS (Ujian Akhir Semester) process much simpler.
R	In your opinion, does using the Quipper application make you more motivated to learn? Why?
P	Yes, it is effective because using Quipper lightens the load for students. Previously, during UAS, we had to write down both questions and answers, which required a lot of effort. With Quipper, we only need to think about our answers and then submit them.
R	Have you ever felt difficulty in using the Quipper application? How did you overcome that?
P	I have never experienced any difficulties because Quipper offers a variety of features, and I haven't encountered any issues.
R	How is the time given to complete the task in Quipper? Is it easier than tasks that are worked on manually?
P	Quipper is actually simpler and has a timer that we can see. However, sometimes there are students who deliberately take a long time in the exam room to complete the questions.
R	What do you do to ensure that you take tests on Quipper honestly / don't cheat?
P	Recently, the operator set it up so that students cannot open other tabs, allowing them to focus solely on the test questions.

b. Interview for Students perspective on teaching evaluation app

Subject	Transcript Interview
R	Do you think that this application more efficient than traditional evaluation methods?

P	Yes, I believe that Quipper is much more efficient. In my experience using the Quipper learning app, I've found it to be simpler compared to other methods. I've tried Ruang Guru, but it felt complicated.
R	Did you agree that this application support better communication between students and teachers?
P	I agree. Quipper not only makes things easier for students but also for teachers. For example, if a teacher is unable to attend class, they can still assign tasks through Quipper.
R	Are you feel comfortable enough when using the Quipper School?
P	Honestly, yes. I feel comfortable using it, and it makes things easier for me.
R	What do you think about this app? Is this relatively easy for students to use?
P	I think it's quite easy to use, especially since the interface is user-friendly.
R	How do you think about the features that available in this Quipper app?
P	The features are pretty good. For example, when there's a task that requires watching materials, Quipper has a feature that allows teachers to monitor whether students have watched the provided materials or not.

Appendices 3 Research Documents



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Zaskia

Nim : 105351101120

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	5 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	1 %	10 %
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Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 09 November 2024

Mengetahui,

Kepala UPT Perpustakaan dan Penerbitan,



NBM. 964 591



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Nomor : 16865/FKIP/A 4-11/IX/1446/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Zaskia
Stambuk : 105351101120
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Pomalaa /19-01-2003
Alamat : BPH Jl. Bumi 18 no.16 A2

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *an analysis of students perspective on teaching evaluation app towards attitude*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum
Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
13 September 2024 M



Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



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UNIVERSITAS MUHAMMADIYAH MAKASSAR**

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Nomor : 4949/05/C.4-VIII/IX/1446/2024

13 September 2024 M

Lamp : 1 (satu) Rangkap Proposal

10 Rabiul awal 1446

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

MA MUHAMMADIYAH 1 UNISMUH MAKASSAR

di -

MAKASSAR

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16865/FKIP/A.4-II/IX/1446/2024 tanggal 13 September 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ZASKIA

No. Stambuk : 105351101120

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"AN ANALYSIS OF STUDENTS PERSPECTIVE ON TEACHING EVALUATION APP
TOWARDS ATTITUDE"**

Yang akan dilaksanakan dari tanggal 18 September 2024 s/d 18 November 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Muh. Arief Muhsin, M.Pd.

NBM 1127761



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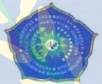
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : ZASKIA
NIM : 105351101120
Judul Penelitian : An analysis of Students' Perspective on teaching evaluation app towards attitudes
Tanggal Ujian Proposal : 08 Agustus 2024
Tempat/Lokasi Penelitian : SMP Muhammadiyah 1 Ulinisnuh Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 5 Juni 2024	Observasi Penggunaan Google Pada saat UAS	Altha Edy S.Pd, M.Pd	
2	Rabu, 12 September 2024	Pengantar dan Surat izin penelitian ke sekolah	Altha Edy S.Pd, M.Pd	
3	Kamis, 19 Sep 2024	Interview Siswa	Siti Muktiyati, Sd	
4				
5				
6				



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7				
8				
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Mengetahui,

.....2023



Ketua Program Studi,
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Dr. Ummi Khaerati Syam, S.Pd., M.Pd
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Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan di bawah ini:

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Jabatan	: Kepala Sekolah
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Unit Organisasi	: SMA Muhammadiyah 1 Unismuh Makassar
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Dengan ini menerangkan bahwa :

Nama	: Zaskia
Nomor Pokok	: 105351101120
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Muhammadiyah Makassar
Pekerjaan	: Mahasiswa (S1)

Benar telah melaksanakan penelitian/pengumpulan data pada tanggal 18 September sampai 25 Oktober 2024, dalam rangka penyusunan skripsi dengan judul :

"An Analysis Of Students Perspective On Teaching Evalution App Towards Attitude"

Demikian surat keterangan penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya. *Jazakumullahu Khaeran Katsiraan.*

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Makassar, 25 Oktober 2024

Ditandatangani Kepala Sekolah,



Drs. Amir MR, M.M.
NBM 792813



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Nomor : 037/2020-BG-FKIP/Research/I/1445/2024

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Prodi menerangkan bahwa telah menerima judul beserta draf penelitian yang saudara(i) ajukan pada tanggal 27 Januari 2024. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa : ZASKIA
Research Issue : Computer Interaction in Education
NIM : 105351101120
Dosen Penasihat Akademik : Dr. Andi Asri Juniati, S.Pd., M.Pd.
Judul Penelitian : AN ANALYSIS OF STUDENT PERSPECTIVES ON TEACHING EVALUATION APPS TOWARD ATTITUDES AND ANONYMITY QUALITY

Hasil Turnitin/Plagiarism Checker :

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Pembimbing I & II:

1. Erwin Akib, S.Pd., M.Pd., Ph.D.
2. Ika Sastrawati, S.Pd., M.Hum.

Hal-hal yang perlu diperhatikan:

1. Apabila dalam kurun waktu 6 (enam) bulan, mahasiswa tidak melakukan proses bimbingan proposal sejak dikeluarkannya surat ini. Maka harus mengajukan judul dan draf kembali.
2. Memperbanyak referensi dalam bentuk jurnal ilmiah (Nasional terakreditasi dan internasional terindeksasi)
3. Lebih teliti dalam melakukan penulisan / pengetikan (gunakan *grammar checker* atau sejenisnya)
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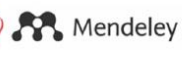
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Makassar, 17 Rajab 1445 H
29 Januari 2024 M

Menyetujui,
Ketua Jurusan
Prodi Pendidikan Bahasa Inggris



Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM 977 807





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LETTER OF ACCEPTANCE

0933/BG-FKIP/LOA/B/XI/1446/2024

Dear ZASKIA

It is our pleasure to inform you that, after reviewing your paper:

**AN ANALYSIS OF STUDENTS' PERSPECTIVES ON TEACHING
EVALUATION APP TOWARD ATTITUDES**

The manuscript ID: 1673

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education**, ISSN (paper) 2656-5218 ISSN (online) 2622-2418. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jeie@bg.unismuhmakassar.ac.id

Makassar, 25 November 2024 M
23 Jumadil Awal 1446 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

Appendices 4 Documentation



documentation with participants (19 September 2024)



interview process with participants (19 September 2024)



Interview process with participants (19 September 2024)



interview process with participants (19 September 2024)



CURRICULUM VITAE

The researcher, **Zaskia** was born in Pomalaa on January 19, 2003. She is the third of three children. She is the daughter of Mr. Harjuni and Mrs. Supriani. From 2007 to 2008, she studied at TK Aisyiyah Bustanul Athfal Dawi-Dawi. She continued her elementary education at SDN 1 Pomalaa in 2008-2014, in the same year she started her junior high school education at MTS Nurul Iman Pomalaa in 2014 and graduated in 2017, she continued her senior high school at MA Attarbiyah Islamiyah Kolaka in 2017 and completed in 2020. Finally, she continued her education and was accepted as a student at Universitas Muhammadiyah Makassar as a student with specialization in English Education Department at the Faculty of Teacher Training and Education. With blessing and grace of Allah SWT, prayers and support from my beloved family, all friends, the researcher was able to complete her studies at the Universitas Muhammadiyah Makassar with the title “An Analysis of Students’ Perspectives on Teaching Evaluation App Toward Attitudes”.