



Effectiveness Of Classroom Learning And Self Regulated Learning Using Ecuator Application In English Learning For Staffs Of Kejaksaan Negeri Kuantan Singingi

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Abstract

Technology and language are important thing in era of Industrial Revolution 4.0. They become important points to improve skill, especially human resource skill in English language. English language skill is needed to human resource development and to get the best career. Kejaksaan Negeri Kuantan Singingi is a government office of the counsel for the prosecution in Kuantan Singingi, it conducts the effort to attain the goal, it is the human resources development to increase performance quality the staff of Kejaksaan Negeri Kuantan Singingi. One of them is improving English skill in public service at front liner office of Kejaksaan Negeri Kuantan Singingi by giving trainee for the staffs to learn English. There are two methods for the staff of Kejaksaan Negeri Kuantan Singingi to learn and improve English. They are classroom learning was been teaching by the tutor, and self regulated learning by using the media Ecuator Application (English Course Application for Prosecutor). This research used qualitative methods. It aimed to find the effectiveness learning in the class and use the ecuator as the media. The result can be conclude that learning in the classroom by the tutor more effective than self regulated learning by using ecuator application in percentage about 65% for classroom learning and 20% for SRL using ecuator application as the media.

Keywords : Effectiveness, classroom learning, self-regulated learning.

1. Introduction

Kejaksaan Negeri Kuantan Singingi is a government office of the counsel for the prosecution in Kuantan Singingi. Every government institution is required to conduct new innovation in public service. To create new innovation, certainly its inseparable from technology and language, because technology and language are important thing in era of Industrial Revolution 4.0. They become important points to improve skill, especially human resource skill in English language. English language skill is needed to human resource development and to get the best career. Based on Price (2011:455) human resource development is strategic approach to conduct the human investment. Human resource development make available for self-developed, training program, career progress in improving the skill to reach the goal in the future.

In this case, Kejaksaan Negeri Kuantan Singingi conducts the effort to attain the goal, it is the human resources development to increase performance quality the staff of Kejaksaan Negeri Kuantan Singingi. One of them is improving English skill in public service at front liner office of Kejaksaan Negeri Kuantan Singingi by giving trainee for the staffs to learn English. In fact, its implementation at Kejaksaan Negeri Kuantan Singingi in Department Building Management, there are many staffs are still unwilling follow the training program, still lazy to upgrade their knowledge, especially in improving English skill. After diagnosed the problems, there are the staffs of Kejaksaan Negeri Kuantan Singingi still not have the ability and English skill yet, so that it's needed to

conduct the change and breakthrough to reach the goal of Kejaksaan Negeri Kuantan Singingi to have public service by using English language. So, Kejaksaan Negeri Kuantan Singingi gives the trainee for staff and give a chance for every staff to learn English in the classroom and online by using ecuator application to improve English skill, especially speaking skill.

The staff of Kejaksaan Negeri Kuantan Singingi learn English in classroom is conducted twice until four times in a month, whereas the learn use ecuator application might be everyday or when the staff is in office, based on they interest to open the application to self learning, because ecuator application is an application based on e-learning. According to Horton (2006:1) "E-learning is the use of information and computer technologies to create learning experience". That's way the researchers want to know the effectiveness between classroom learning and self regulated learning using ecuator application when the staffs learn English to improve their English knowledge.

Effectiveness is how an organization manages to get and utilize resources in an effort to realize operational goals. So that the effectiveness of learning can be interpreted as the extent to which learning achieves its planned goals (Mulyasa:2011). The definition of effective learning according to Supardi (2011) is a combination composed of human beings, materials, facilities, equipment and procedures directed to change student behavior in a positive and better way according to the potential and differences that students have to achieve predetermined learning goals.

There are two methods of learning for the staff of Kejaksaan Negeri Kuantan Singingi to learn and improve English. They are face to face method or learning direct in the classroom was been teaching by the tutor, and online method or self regulated learning using the media Ecuator Application (English Course Application for Prosecutor). Classroom learning takes place in school, and there is a calendar or timetable and rules and regulations that stipulate how teaching and learning should be done. Classroom learning requires students to be active in learning environment. Students and teachers need to be physically present in the classroom for the teaching and learning to take place. Thus, the class teacher regulates and moderates information and knowledge flow. Classroom learning provides the platform for open exchange of ideas and face-to-face interaction between the students and the teachers which promotes socialization among the teachers and the students. Creating a conducive classroom environment for students learning should be the concern of every teacher to facilitate learning.

The other method was used in learning English at Kejaksaan Tinggi Negeri kuantan Singingi is Self-regulated learning. Wolters defines self-regulated learning (SRL) is an active and constructive process of learners in setting goals for their learning process and try to monitor, regulate, and control their cognition, motivation, and behavior to direct and priotize the goals into the environmental context. It also can be defined as a process in which students perform strategies by regulating cognition, metacognition, and motivation. Self regulated means self-regulation in learning not as a mental ability but rather a process carried out by or for himself (self directive) where a person can change his mental ability into academic ability (Zimmerman, 2002). The staffs of Kejaksaan Tinggi Negeri Kuantan Singingi in learning English using media to study by SRL. The media as medium of learning. Media of learning is a tool to stimulate the students in learning and teaching process (Sumiharsono:2017). The media was used called Ecuator Application (English Course Application for Prosecutor).

Its application especially for the prosecutor at Kejaksaan Negeri Kuantan Singingi. It was found by the head of human resources development Kejari Kuansing to increase performance quality the staff of Kejaksaan Negeri Kuantan Singingi. This media was used to make easier in English learning anywhere and anytime.

2. Research Methodology

2.1 Research Design

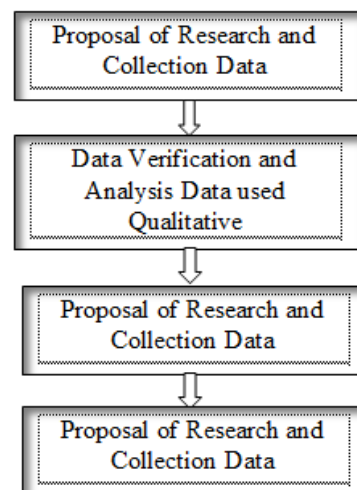
This research used descriptive qualitative research with direct observation, interviews, and documentation. According to Sugiyono (2015) Qualitative research is a research method used to research on the natural object where researchers are as

key instrument, data collection techniques carried out triangulation, data analysis is carried out inductive, research results emphasis on the meaning than generalization. Researchers use qualitative approach methods because in this research data generated in the form of descriptive data obtained from the data that has been collected, not the form of the numbers. The data obtained from the interview, field note, observation, documentation, and other official documents. Descriptive method is a method used to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur (Sugiyono, 2015).

Sukmadinata (2013) qualitative research is a research aimed to describe and to analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts people individually or in groups. In the context of qualitative research, phenomenology is trying to find the meaning of experience in life. The point is that researchers will collect data regarding with the concept, opinion, stance, attitude of assessment and giving meaning to situations or experiences in life. In this case The purpose of this phenomenological research is to find the meaning of the essential matters or basic from life experience.

2.2 Research Stages

The research stages can be seen of the following chart:



Picture 1. Research Stages

2.3 Research Object

The research object is about effectiveness of classroom learning and self-regulated learning using ecuator application in English learning for staffs of Kejaksaan Tinggi Negeri Kuantan Singingi.

2.4 Research Location

The location of reseach was conducted at Kejaksaan Tinggi Negeri Kuantan Singingi, Riau.

2.5 Data Source

The data source is the subject from which the data were obtained (Arikunto, 2006). The data source of this research are :

a. Primary Data

Primary data source is data source related to research objects directly. Primary data is the data that comes from the main data, the data in the form of social acts and the words of the parties associated with a problem researched (Arikunto, 2006). Primary data from this research are the results of observations, interviews, and documentation toward the staffs of Kejaksaan Negeri Kuantan Singingi.

b. Secondary Data

Secondary data source is unrelated data sources directly with the research object. Secondary data is the second source to helpful in the excavation of research material. Researchers get secondary data through journal, article, other books or document, and documentation as supporting research.

2.5 Data Collection Techniques

This research is a qualitative field research which means research procedures that produce descriptive data in the form of words written or spoken of people and observable behavior. Data collection techniques is the way of researcher to get the data in a research. Data collection techniques used by researcher as follows:

1. Library Research

Library research is data collection by searching, collect, study books or related written sources with research problems.

2. Field Research

Field research is data collection by going directly to the field. In collecting field data, the researcher uses the following methods :

a) Observation

Observation is a person's ability to use observations through his senses work helped by other senses (Prastowo, 2010). In this research, the researcher see research objects directly, they are staffs of Kejaksaan Negeri Kuantan Singingi when they learn English in the classroom and using *ecuator* application.

b) Interview

Interview is one technique can be used to collect research data. In simple terms it can be said that The interview is an event or a process of interaction between the interviewer and the source of information or the person interviewed through direct communication (Arikunto, 2006). Prastowo (2010) stated that Interview is the study of interactions between humans, so that interviews can be a tool capable of disseminating the object at once both parties

have an equal status. In this research, The researcher interviewed directly the informant by using semi-structured interview.

c) Documentation

Documentation is one method to collect data form of documents related the research, i.e. review of library data in the form of books, journals, newspapers, and scientific works related the research (hadi, 2000). Document is a written record that is every written statement prepared by a person or agency for the purpose of testing an event or presenting accounting, useful for source data, evidence, its information is difficult to obtain, hard to find and open the opportunity to further expand the body of knowledge to a who investigated (Sugiyono, 2015). In this research, documentation that necessary is the data relate to this research and photo from activities of staffs of Kejaksaan Negeri Kuantan Singingi when they learn English in the classroom and using *ecuator* application.

2.6 Data Analysis

Data analysis is a process Data analysis is carried out by organizing data, describing it into units, synthesizing it, arranging it into patterns, choosing which ones are important and what will be studied, and making conclusions that can be shared with others looking for and systematically compiling the data obtained from interviews, field notes, and other materials, so that they can be easily understood, and the findings can be shared with others. Based on Sugiyono (2015) Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials, so that they can be easily understood, and the findings can be shared with others.

After the researcher collected the data by using observation, interview, and documentation, so the reasercher required to analyse the data. In this research, researcher analyzed some data related to this research, there are questionnaire data analysis and interview results analysis. Then the researcher made a conclusion.

3. Findings and Discussions

The researcher focuses on 2 aspects, namely effectiveness English learning in classroom learning, and effectiveness English learning in self regulated learning by using *ecuator* application. Then the researcher analyze both of them which one more effective, learning in the class by the tutor or self regulated learning by using *ecuator* application.

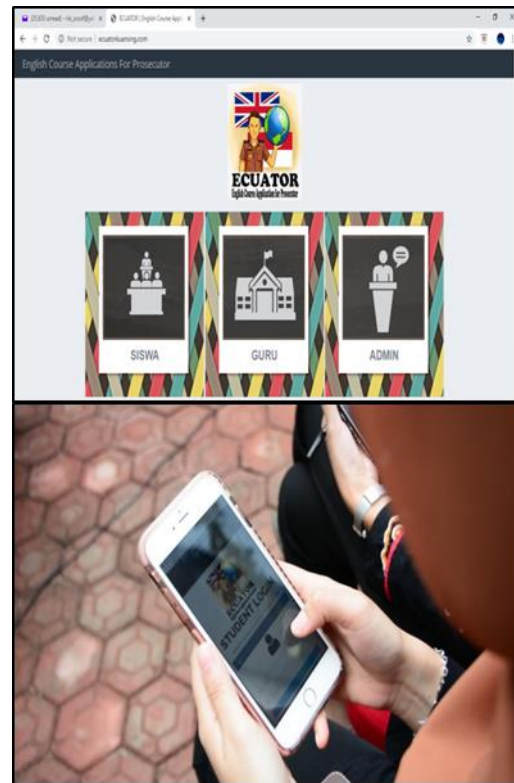
Respondents choose the classroom learning more

effective than self regulated learning (SRL) using *ecuator* application. Respondents reasons who were agree for the effectiveness of classroom learning than SRL using *ecuator* application are as follows: 1)easier for understand the lesson, 2)active during the class, 3)guided directly by tutor, 4)more interaction in class 4)active to ask, 5)more clearly explanation, 6)more focus or concentration, 7)more communication, 8)more enjoy, 9)more efficient and scheduled the time, etc.



Picture 2. Classroom Learning

Respondents reasons who were neutral for the effective of classroom learning and SRL using *ecuator* application are: 1) can understand about materi, 2) direct interaction in class, 3) can ask more for tutor about the lesson specifically. Then respondents who were disagree for the effectiveness of classroom than SRL using *ecuator* application are: 1) cannot meet between learners and tutor, 2) cannot understand the lesson well because less explanation, 3) given assignment without explaining the lesson, 4) make learners difficult for devide time between work and learn, 5) cannot access lesson well because bad connection, 6) it is not really effective, etc. This is the reason that respondents agree for the effectiveness of SRL using *ecuator* than classroom learning, they are: 1) efficient time and places, 2) fleksible, 3) can access everywhere and everytime, and 4) an alternative way when learners cannot learning in the classroom.



Picture 3. SRL Learning using Ecuator

3.1 Effectiveness of Clasroom Learning

The effectiveness of learning is everything that worked out in the right side to reach learning objectives and can succeed as expected. Effective learning can be success when learning teaching goes well according to the purpose of learning and result of learning results. In this research, based on the observation and the interview was conducted by researcher, it has been already given questionnaire to the respondent. It was given to the staffs of Kejaksaan Negeri Kuantan Singingi, the total is 20 staffs from about 36 staffs. Effectiveness learning indicated a general effectiveness of classroom learning or direct face to face lessons. There are 13 respondents said more effective in the classroom learning, 3 respondents said neutral, and 4 respondents said ineffective. It can be shown from the table below:

Table 1. Table of Percentage Effectiveness Level of Classroom Learning

Level of Effectiveness Classroom Learning	Number of Respondents	Percentage
Agree	13	65%
Neutral	3	15%
Disagree	4	20 %
Total	20	100%

This table is strengthened by the interview's answer from a few respondents as follows:

Question 1 : Menurut saudara, manakah sistem pembelajaran yang lebih efektif, belajar di kelas dengan dipandu tutor atau belajar sendiri dengan menggunakan aplikasi ecuator? Berikan alasan saudara

R1 : "Jelaslah belajar di kelas, karena ada tutor jadi bisa bertanya langsung jadi lebih mudah paham belajarnya, sedangkan kalau melalui aplikasi ecuator ini tunggu tutor lagi online baru mungkin bisa bertanya"

R2 : "Sistem pembelajaran di kelas lebih efektif, karena komunikasi bisa lebih lancar, interaksi dengan tutor dan teman-teman jadi lebih bermakna"

R3 : "Yang lebih efektif itu ya belajar di kelas, karena jelas penjelasan dari tutor"

Question 2 : Menurut saudara, manakah sistem pembelajaran yang lebih praktis dan yang lebih saudara senang, belajar di kelas dengan dipandu tutor atau belajar sendiri dengan menggunakan aplikasi ecuator? Berikan alasan saudara.

R1 : "Saya lebih senang belajar di kelas buk, lebih efektif aja menurut saya, kalau pake aplikasi terkadang buruk jaringan jadi susah diakses"

R2 : "Saya sih lebih memilih belajar di kelas daripada memakai aplikasi ecuator, karena saya masih belum begitu faham dengan fungsi-fungsi aplikasinya dan masih suka eror juga"

R3 : "Saya sukanya belajar di kelas buk, daripada pake aplikasi buruk jaringan ya walau kadang-kadang lebih mudah diakses sih"

Question 3 : Menurut saudara, manakah waktu dan tempat yang lebih efisien, belajar di kelas dengan dipandu tutor atau belajar sendiri dengan menggunakan aplikasi ecuator? Berikan alasan saudara.

R1 : "Kalau saya belajar di kelas buk, karena tempat sudah ditentukan berarti fasilitas tersedia, hehehehe"

R2 : "Kalau waktu lebih efisien belajar di kelas karena sudah terjadwal, jadi saya bisa mengatur waktu saya antara pekerjaan dan kursus bahasa inggris ini"

R3 : "Menurut saya, untuk waktu dan tempat lebih efisien di kelas karena sudah terjadwal, jadi saya gak perlu repot bekerja sambil belajar"

Question 4 : Menurut saudara, manakah pembelajaran yang lebih banyak berinteraksi baik itu dengan tutor ataupun dengan teman, ketika belajar di kelas dengan dipandu tutor atau belajar sendiri dengan menggunakan aplikasi ecuator? Berikan alasan saudara.

R1 : "Belajar di kelas buk, karena belajar tanpa guru itu gak enak buk"

R2 : "Belajar di kelas dong, karena bisa lebih leluasa berinteraksi langsung dengan tutor dan teman-teman, tanpa terhambat dengan koneksi internet yang buruk"

R3 : "Kalau berbicara tentang interaksi, tentunya ya belajar langsung di kelas yang lebih banyak berinteraksi karena kita tatap muka secara langsung semuanya"

Question 5 : Menurut saudara, manakah yang mudah dipahami, belajar di kelas dengan dipandu tutor atau belajar sendiri dengan menggunakan aplikasi ecuator? Berikan alasan saudara.

R1 : "Menurut saya di kelas buk, karena pakai aplikasi saya belum begitu paham makeknya karena agak ribet fungsi-fungsi di aplikasinya"

R2 : "Saya lebih paham belajar langsung di kelas karena bisa lebih banyak bertanya sama tutor dibandingkan pakai aplikasi lebih banyak saya belajar sendirian daripada dipandu tutor karena nunggu tutor online dulu baru dijawab pertanyaan saya, keburu saya lupa apa yang saya tanyakan"

R3 : "Saya lebih paham belajar dengan tutor di kelas daripada belajar sendirian pake aplikasi, berasa gak nyata belajarnya jadinya gak paham"

3.2 Effectiveness of Self Regulated Learning by Using Ecuator Application

Based on the result of the observation and the interview was conducted by the researcher, the effectiveness of self regulated learning by using ecuator application can be seen the table below:

Table 2. Table of Percentage Effectiveness Level of SRL by Using Ecuator Application

Level of Effectiveness Self Regulated Learning By Using Ecuator Application	Number of Respondents	Percentage
Agree	13	65%
Neutral	3	15%
Disagree	4	20 %
Total	20	100%

From the table above, it show that respondents said effective only 4 respondents, because the respondents choose agree more less than choose disagree. It can strengthened by the interview's answer from the respondents as following as:

Question 1 : *“Menurut saudara, manakah sistem pembelajaran yang lebih efektif, belajar di kelas dengan dipandu tutor atau belajar sendiri dengan menggunakan aplikasi ecuator? Berikan alasan saudara”*

Answer : *“Sistem pembelajaran yang lebih efektif kalau menurut saya belajar dengan memakai aplikasi, karena fleksibel dalam segala hal”*

Question 2 : *“Menurut saudara, manakah sistem pembelajaran yang lebih praktis dan yang lebih saudara senang, belajar di kelas dengan dipandu tutor atau belajar sendiri dengan menggunakan aplikasi ecuator? Berikan alasan saudara”*

Answer : *“Saya sih lebih memilih pakai aplikasi belajarnya, karena lebih praktis dan fleksibel sehingga menjadi lebih efektif bagi saya”*

Question 3 : *“Menurut saudara, manakah waktu dan tempat yang lebih efisien, belajar di kelas dengan dipandu tutor atau belajar sendiri dengan menggunakan aplikasi ecuator? Berikan alasan saudara”*

Answer : *“Belajar pakai aplikasi ecuator donk, kan belajarnya bisa dimana aja dan kapan aja”*

Question 4 : *“Menurut saudara, manakah pembelajaran yang lebih banyak berinteraksi baik itu dengan tutor ataupun dengan teman, ketika belajar di kelas dengan dipandu tutor atau belajar sendiri dengan menggunakan aplikasi ecuator? Berikan alasan saudara.”*

Answer : *“Belajar sendiri pakai aplikasi ecuator buk, karena saya lebih pede belajar sendiri daripada rame-rame bersama teman, jadi saya gak gitu suka banyak berinteraksi kalau lagi belajar”*

Question 5 : *Menurut saudara, manakah yang mudah dipahami, belajar di kelas dengan dipandu tutor atau belajar sendiri dengan menggunakan aplikasi ecuator? Berikan alasan saudara.*

Answer : *“kalau saya sih senangnya belajar pake aplikasi buk, karena bisa saya ulang sewaktu-waktu ketika saya masih kurang mengerti”*

4 Conclusion

Based on the results of research and discussion of data collection become the focus of this research is about effectiveness of classroom learning and self regulated learning using ecuator application in English learning for staffs of Kejaksaan Negeri Kuantan Singingi, it can be conclude that learning in the classroom by the tutor more effective than self regulated learning by using ecuator application in percentage about 65% for classroom learning and 20% for SRL using ecuator

application as the media. Its because classroom learning more easy, more active, more understand, more interaction, more clear, more communication, more enjoy, more effective and efficient, etc. While SRL using ecuator application not effective because less interaction, less explanation, less active because bad connection, less understand, less communication and less difficult to access.

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