

WEB-BASED INTERACTIVE EDOM TO IMPROVE THE PERFORMANCE OF UNISBA BLITAR FKIP LECTURERS

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Abstract

This research aims to improve the lecturers' performance of FKIP UNISBA Blitar through the development of Web-Based Interactive EDOM. This is a transformation from the EDOM based paper that has been applied so far, which is considered biased and not appropriate to be applied with the times. The difference between this Interactive EDOM and online EDOM in general is that there is a discussion forum on the account of each lecturer. So lecturers and students can communicate with each other regarding the evaluation of teaching and learning that has been taken in one semester to improve the quality of teaching and learning in the following semester. The method used in this research is Research and Development (research development) with stages; (1) needs analysis and needs assessment, (2) developing media, (3) expert validation, (4) first revision, (5) try-out, (6) second revision, and (7) final product. Involving 2 experts (experts), namely experts in the field of Information Technology by 80% stated valid and 77% valid experts in the field of educational evaluation. The product produced from this study is the Web- based Interactive EDOM using the Edmodo application with the following description:

- a. *Interactive EDOM consists of multiple choices and entries.*
- b. *The entries between one student and another student are transparent.*
- c. *Lecturers in the intended account are encouraged to interact, respond, clarify, fix related EDOM.*
- d. *Each lecturer at FKIP UNISBA Blitar has 1 account in the Interactive EDOM application. Each student entry will be directly entered into the intended lecturer account.*

There is an absence of Interactive EDOM for students whose names are kept confidential. The lecturer account will only be visited by students who meet face to face in that semester

Keywords: Interactive EDOM, Web-based, Edmodo application, FKIP UNISBA Blitar.

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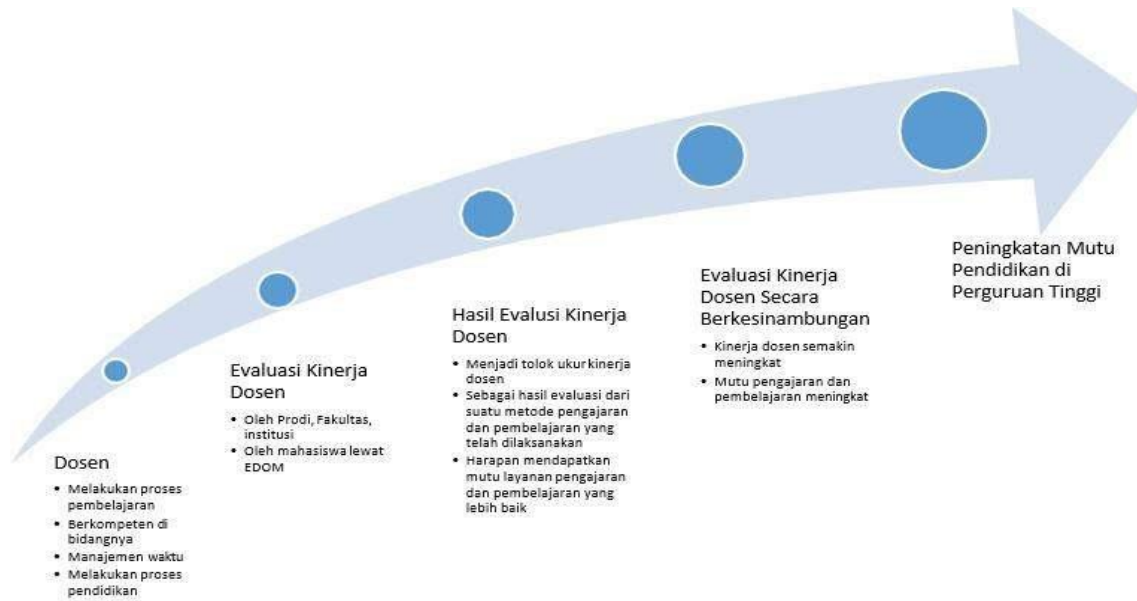
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1. INTRODUCTION

A. The Role of Lecturer Performance Evaluation for Higher Education

Lecturers or educators are one of the important elements in the implementation of education by tertiary institutions that are in direct contact with students in the process of transfer of knowledge which contributes greatly to the quality assurance of higher education. Higher education quality assurance is a program to carry out monitoring, evaluation, and improvement in the context of continuous and systematic quality improvement of all specifications, namely infrastructure, inputs, processing processes, outputs and their impacts (Tim, 2002: 8). The processing from input to output is the task of the lecturer as stated in Article 7 of Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers.

In carrying out these duties, lecturers need an evaluation of their performance to ensure the quality of higher education education. Performance evaluation is a process of assessing personality traits, work behavior, and the results of an employee who are considered to support his work performance. Meanwhile, lecturer performance evaluation includes activities to collect information about how lecturers do work, interpret information and make judgments about what actions to take to improve the quality of teaching (Wijaya and Henny P, 2012: 481).



Grafik 4.1. Peran evaluasi kinerja dosen bagi perguruan tinggi.

B. Web-Based Lecturer Performance Evaluation

The current millennial era makes it easier for everyone to access various information and communicate with people from anywhere in the world. Various applications are offered, from free to paid. One of the familiar applications of choice, namely the Web or WWW (World Wide Web) with its various supporting technologies, has made communication and information services easy and efficient. By using the http (hypertext transfer protocol) or https (hypertext transfer protocol secure) protocol as the standard communication base on the internet, all traditional forms of communication can be carried out over the internet, even more effectively, because it is possible to incorporate all multimedia components into the Web. For educational websites that contain important information, you should use https open http because the data will be safer from piracy if you use https (Ian, 2008).

Web or Website, namely a communication medium connected to the internet network where users can write and read or access all the information contained in it. The inventor is Prof. Sir Tim Berners-Lee, an employee at a company engaged in the European nuclear sector (www.situseo.com, accessed on 23 August 2018). The easy yet sophisticated nature of the website has become the choice of many universities to conduct online evaluations, one of which is the evaluation of lecturers by students or what is called EDOM. Several studies have also appeared related to the evaluation of Web-based lecturers, including the research of Wijaya and Henny P (2012) with the title "Web-based Lecturer Performance Evaluation

Applications at Musi Technical College" with the results of research using Web-based applications that can improve the calculation and manufacturing process. more effective and efficient lecturer performance evaluation reports. In addition, various information can be received accurately and quickly by the Musi Technical College (STT) to carry out various activities that function to improve lecturer performance.



-Evaluasi kinerja dosen berbasis Web.

C. Interactive Edom Web-Based Application Using Edmodo

The Web-based EDOM application does provide many advantages over paper-based EDOM. However, with the development of the times, this application requires new innovations where online EDOM can be a link between students and lecturers. This is different from online EDOM in general where lecturers are not included on the web and there are no discussion activities.

Among the 3 types of websites; namely Static, Dynamic and Interactive Websites, Interactive EDOM applications including Interactive Website types. For example forums and blogs. Meanwhile, among the 7 Website domains, the one in accordance with the Interactive EDOM is ".ac.id". The following is an explanation of each website domain.

- .co.id: usually used for business entities that have a valid legal entity.
- .go.id: specifically used for RI Government Institutions.
- .ac.id: used for educational institutions.
- .or.id: used for all kinds of organizations that are not included in the category ".co.id", ".go.id", ".mil.id", ".ac.id" and so on.
- .war.net.id: used for the internet cafe industry in Indonesia.
- .web.id: usually used for organizations, business entities, or individuals who carry out their activities on the WWW (<https://oliviaagnez.wordpress.com>, accessed on 24 August 2018).

As for the Interactive EDOM application, the proposing team will use Edmodo. Edmodo was founded by Nic Borg and Jeff O'hara in 2008. In 2015, Noodle called it one of

the most innovative online education tools and in 2016 it claimed nearly 67 million users worldwide (<https://wikipedia.org>) .

Edmodo is a secure microblogging social media network. Edmodo is usually used in e-learning because it is also called a social network for learning based on Learning Management System (LMS). Edmodo provides facilities for teachers / lecturers and students / students to communicate, conduct learning and evaluate learning online. Even parents of students can communicate through this Edmodo application. As expressed by Kristiani (2016) in her research entitled "E-Learning with Edmodo Applications in Vocational High Schools".

Herlambang (2016) in his research entitled "Edmodo to Improve Project Planning Quality and Learning Effectiveness in an Asynchronous Learning Environment" states that the use of Edmodo as an asynchronous e-learning medium to improve the quality of project planning and learning effectiveness is very good. This is evidenced by the increase in the quality of student projects and the very high effectiveness of e-learning media.

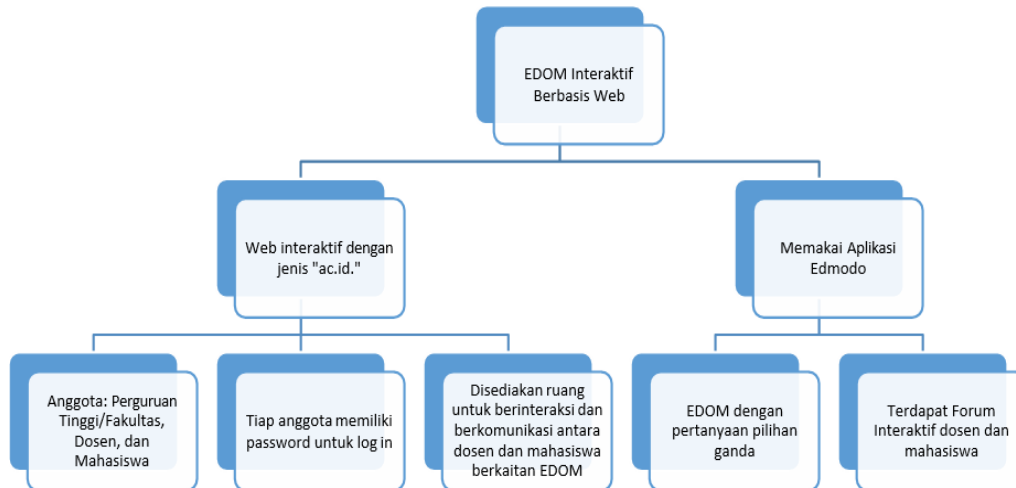
Another research on Edmodo was also conducted by Ekici (2017) with the title "The Use of Edmodo in Creating an Online Learning Community of Practice for Learning to Teach Science." In this research, Ekici succeeded in creating an online learning community using the Edmodo application and received positive views from members of its learning community. Subsequent studies also have similar results where Edmodo can be used in e-learning.

In Edmodo, lecturers can continue online class discussions, provide assessment and understanding of students and award badges to students individually based on performance or behavior, by Alhibarsyah (2019) with the title "EVALUATION OF EDMODO USE ON MOTIVATION AND COMPETENCY FOR STUDENTS".

In this study it is found that Edmodo e-learning is very influential on motivation and lecture competence for students. The motivation variable which is influenced by the competency variable has an effect on Edmodo. The influence of the edmodo variable interacting with the motivation variable influencing the competency variable.

From the explanation above, it can be concluded that the Edmodo application is the

right application for making interactive EDOM applications that aim to improve the performance of lectures at FKIP UNISBA Blitar.



. Aplikasi EDOM Interaktif berbasis Web menggunakan Edmodo..

The provisional research results obtained lie in the collection of lecturer performance data recorded by FKIP while using the manual method, which includes the lecturer attendance list, academic assessments and non-academic assessments. Then look for data from students related to problems that have arisen during the learning process so far by first interviewing as triangulation of initial data, which will later be distributed questionnaires to get large quantities of data. From the results of the interview with the Dean of the FKIP, he got a little description

"Untuk penilaian kinerja selama ini masih menggunakan manual dan di supervisi secara lisan",

Meanwhile, from PBI lecturer, DR. Supriono, M.Ed explained

"sebenarnya Universitas sudah berulang kali menggunakan aplikasi penialain namun masih banyak kendala, dan untuk pengembangannya memang perlu dimulai dari lingkup kecil lalu di kuatkan dengan aplikasi yang sudah jelas".

Then from the interviews of several students including PGSD, PPKn, Biology Education, English Education, researchers took several samples of about two students per study program, Desi, a PGSD student said

"saya kadang kesulitan ketika saya berbeda agama mendapat materi Agama Islam dan disuruh mengerjakan tugas semampu saya tentang pengetahuan Islam",

Yusuf Biology Education said

“ saya sebenarnya aktif dikelas tapi masih saja ada salahnya, dan nilai saya tidak pernah baik, tugas sudah saya kerjakan dan saya tidak bisa protes karena tidak tau gimana saya harus protes”,

Laila PBI mengatakan

“saya jarang diajar dosen karena ada saja kesibukannya, dan waktu masuk ternyata materi saya sudah bisa karena saya pernah kursus, tau gitu gak usah kuliah kursus aja lebih pintar”,

Novian PPKn said

“ saya itu izin tidak masuk karena saya ditugaskan di pondok saya dan saya kena tegur, giliran dosen tidak masuk siapa yang negur, karena ada jam yang pindah tiba-tiba, disaat saya sudah ada jadwal membantu pengasuh pondok saya”.

From the results of the distribution of student satisfaction survey questionnaires to the faculty which include tangibles, assurance, reliability, responsiveness, and empathy. Almost all samples, around 50% of the FKIP student population, have the following answers:

Tangibels:	Responsiveness:
0% Unsatisfactory	0% Unsatisfactory
0% Unsatisfactory	0% Unsatisfactory
60% Quite Satisfactory	50% Quite Satisfactory
30% Satisfactory	35% Satisfactory
10% Very Satisfying	15% Very Satisfying
Assurance:	Empathy:
0% Unsatisfactory	0% Unsatisfactory
0% Unsatisfactory	0% Unsatisfactory
50% Quite Satisfactory	55% Quite Satisfactory
40% Satisfactory	30% Satisfactory
10% Very Satisfying	15% Very Satisfying
Reliability:	Information System Aspects:
0% Unsatisfactory	0% Unsatisfactory
0% Unsatisfactory	0% Unsatisfactory
50% Quite Satisfactory	40% Quite Satisfactory
30% Satisfactory	40% Satisfactory

20% Very Satisfying

20% Very Satisfying

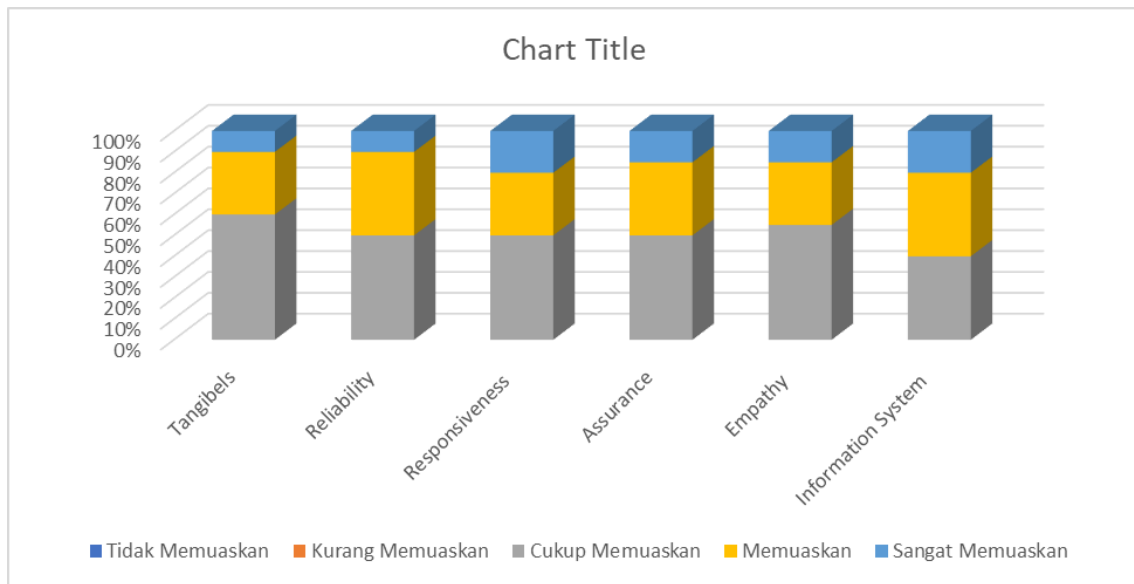


Diagram hasil perolehan penyebaran angket.

The researcher focuses on the aspects of Reliability, Assurance and Empathy, due to the focus of the researcher on the evaluation of lecturers by students which includes:

- (1) Assessment of the implementation of educational and teaching activities,
- (2) lecturer competence,
- (3) time management and teaching and learning processes
- (4) Contribution of lecturers outside the classroom

From the diagram above shows that overall students have not felt satisfied with the lecturer's service. In general, students choose enough, there are several reasons they reveal in the further data triangulation, as admitted by Afriska, a class 2017 PPKn Study Program student stated

“selama ini kami belum bisa menyampaikan secar benar keluhan kesah kami, adapun kami sangat hormati atas keputusan bapak/ibu dosen namun kami tidak berani menyampaikan saran kritik kami secara terbuka, sehingga apapun hasilnya kami harus terima apa adanya”.

In addition, one of Vivi's opinions from the Biology Education Study Program conveyed

“Kami dan kawan-kawan belum bisa menyampaikan dengan terbuka keluhan kami, walaupun kami tau bapak ibu dosen sudah berusaha melayani kami yang terbaik”,

The statement from Rizki, an English Education Study Program student, said that

“kami sudah sangat senang bisa belajar bersama dengan teman dan di ajar bapak ibu dosen yang berusaha memberikan yang terbaik untuk kami, namun hal yang sulit bagi kami adalah ketika kami hendak mengutarakan problem bisa hanya lewat lisan dan itu membuat kami sungkan, maka pernah dibuatkan kotak suara namun entah kemana tidak pernah tau lagi, sehingga sangat bagus jika ada wadah apresiasi dari kami untuk mengutarakan keluhan dan kritik kepada fakultas khususnya pelayanan kepada program KHS KRS juga problematika pada proses pembelajaran agar kami bisa memberikan saran dan kritik yang membangun supaya bapak ibu menjadi lebih baik lagi ketika kedepannya dalam mengajar lagi”.

Seeing almost the same complaints in the statements of students to be able to express their opinions and complaints to the faculty that did not cause new problems. And the presence of this WEB-based Interactive EDOM can be used as a good solution because it is systemized, so that there is no more embarrassment and shame for students to convey all their opinions and criticisms to the lecturers. It was proven in the interactive web prototype test on a small scale for one batch of PPKn students, and they said they were very creative with the interactive web.

Mentioned by Riska namely

“sangat bagus dengan adanya system online tersebut, karena kami lebih bisa bebsa menympiakn keluhan kami kepada bapak ibu dosen yang sebelumnya kita hanya menghubungi lewat wa sudah gitu lama membalasnya, walupun tidak semua bapak ibu dosen yang seperti itu”

In general, students find it easy to submit complaints and this is also a means of evaluation for faculty leaders when they want to reprimand in evaluating lecturer performance more easily and based on factual data in the field.

2. METHODS

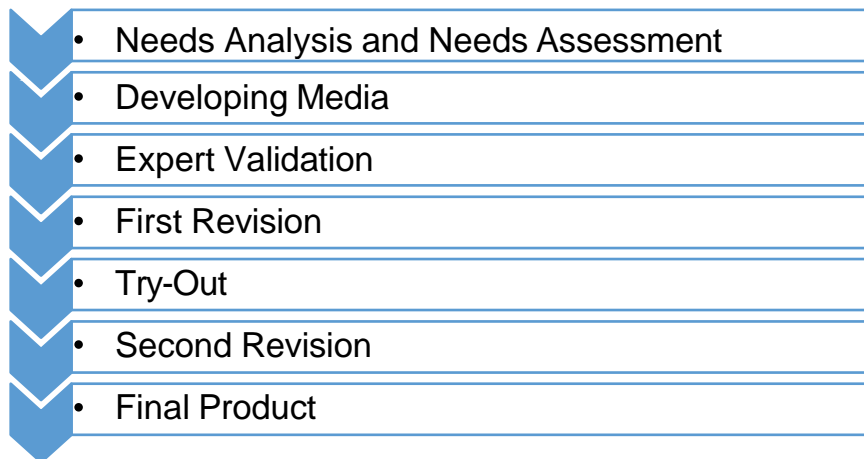
The method used is Research and Development (Research Development). Borg and Gall (1983: 772) in Latif (2012: 107) define development research as a process used to develop and validate educational products. Latif (2012: 172) adds that the characteristic of Development Research is the existence of media or instruments as a result of its development which is used to solve research problems.

In this study, the proposing team designed media to improve the performance of FKIP UNISBA Blitar lecturers through the development of an EDOM paper which was transformed into Web-based Interactive EDOM with the following product descriptions:

1. Interactive EDOM consists of multiple choices and entries.
2. The entries between one student and another student are transparent.
3. Lecturers in the intended account are encouraged to interact, respond, clarify, fix related EDOM.
4. Each lecturer of FKIP UNISBA Blitar has 1 account in the Interactive EDOM application.
5. Each student entry will be directly entered into the intended lecturer account.
6. There is an absence of Interactive EDOM for students whose names are kept confidential.
7. The lecturer account will only be visited by students who meet face to face in that semester.

Research Stages

The stages of this research proposal with the Research and Design method have 7 stages adapted from Borg and Gall (1983) in Latief (2012: 173-174);



The research stage by the proposing team used the Research and Design method. Further descriptions of the stages of research in the graphic above are as follows:

- Needs analysis; namely Finding the problem: the less optimal use of EDOM to evaluate lecturer performance by FKIP UNISBA Blitar. Needs assessment; namely Lecturer Performance Report, dean notes about lecturers, EDOM paper, questionnaire and interview.
- Developing media starts with determining how to solve the problem; namely by creating a Web-Based Interactive EDOM (product), after that designing the product, and making questions leading to lecturer performance.
- Expert validation; namely providing products to 2 experts; Information Technology Experts and Educational Evaluation Experts to be assessed and provide input for revision
- First revision; namely product revision based on expert input at the expert validation stage.
- Try-out; namely starting to operate the product and asking students to fill it in (the fields are intended for lecturers who have taught them in the last semester and are teaching them in that semester).
- Second revision; namely product revision based on the results of the try-out. Revised materials were obtained from observations and student and lecturer questionnaires.
- Final product; namely the Web-based Interactive EDOM is ready to use.

3. CONCLUSION

This study aims to improve the lecturer evaluation system in order to achieve maximum performance, so the creation of WEB-based Interactive EDOM will make it easier for both faculty, lecturers and students to become even better at carrying out their respective main tasks perfectly.

And the results obtained from before there was Interactive EDOM which still used the manual EDOM system in the form of a hard file questionnaire, many changes were felt, especially for students in conveying problems with lecturers and for lecturers it could be more interactive with students, for lecturers it also made it easier to assess because no longer with manual hard file systems.

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