

THE CLINIC OF HISTORY LEARNING BASED ON INTERACTIVE WEBSITE: VIRTUAL COMMUNICATION MEDIA FOR COLLEGE'S STUDENTS

Slamet Sujud Purnawan Jati, Deny Yudo Wahyudi

History Department, Faculty of Social Sciences, Universitas Negeri Malang

Abstrak: Kegiatan kepenasehatan di Jurusan Sejarah Universitas Negeri Malang selama ini dilakukan secara konvensional dan seringkali menimbulkan berbagai masalah. Hal ini ditambah dengan kesibukan dosen dalam menjalankan tugas Tri Dharma Perguruan Tinggi yang membuat mereka memiliki sedikit waktu untuk membimbing mahasiswa. Kurangnya waktu bimbingan menjadi tantangan tersendiri bagi mahasiswa. Pengembangan klinik pembelajaran berbasis website interaktif untuk mahasiswa dapat menjadi solusi untuk kedua pihak baik mahasiswa maupun dosen. Melalui klinik ini, dosen-dosen dan mahasiswa-mahasiswa dapat berinteraksi dan berkomunikasi dengan satu dan lainnya. Klinik ini diharapkan dapat membantu jurusan untuk memecahkan masalah akademik dan non-akademik.

Kata kunci: klinik pembelajaran, website interaktif, komunikasi virtual

Abstract: Event advisory is conducted by a lecturer and students in the Department of History Universitas Negeri Malang as long as done in a conventional situation that often causes various problems. Lecturer's activity in Tridharma College's leads them to have a few of time to guide the students. The lack of student's guidance becomes one of the obstacles that students have. The development of history learning clinic based on interactive website for the students can be a solution for both students and lecturers. Through the clinic, lecturers and students can interact and communicate each other. This clinic is expected to be able to help the department to solve both academic and non-academic problems.

Keywords: learning clinic, interactive website, virtual communication

INTRODUCTION

The development of information technology growing rapidly in the era of globalization has a strong influence on the world of education. As an example is the development of a website to support the learning process and the virtual or cyberspace communication between educators and learners (Nasrullah, 2014). Rusman et al (2011:406) describes that communication in cyberspace is communication, do not use face to face interaction, but sending and receiving the messages or information through the use of the Internet network.

Department of History, Faculty of Social Sciences, Universitas Negeri Malang is a department that fosters the good communication between faculty and students. This communication is done by providing services to all students. Services to students was manifested in the form of an academic advisory. Everyone has one academic advisor that will accompany the student during the study progress. On average, one lecturer has academic tutoring around 40 students (Jurusan Sejarah, 2015). Academic advisory ac-

tivities conducted by a lecturer in the Department of History is set to Standard Operational Procedure (SOP) (Fakultas Ilmu Sosial, 2015).

In the past advisory activities conducted by a lecturer in the Department of History was done in conventionally for example students who have problems both in academic and non-academic have to contact the advisory lecturer and make an appointment. This way often causes some problems. The busy lecturers in running the three responsibilities of higher education often makes them ignore their students. Too many students is the other problem. Therefore, they cannot cope the problem comprehensively.

Clinical development of historical learning based on interactive website for history students is expected to be a solution to cope the problems by the academic faculty and students. Through this clinic, faculty and students could interact and communicate virtually without having to meet face to face (Mishra & Sharma, 2005; Soon, 2014). Therefore, it is need to find out a way that make academic advisory easy for students and faculty to communicate. Hopefully, through clinical development of historical learning based on virtual interactive website those problem can be solved.

Clinical interactive web-based on historical learning can be used especially for students of the History Department to conduct virtual consultations to the lecturers, on the issues of academic and non-academic problems that they face. The website makes a virtual two-way communication between faculty and students. Lecturers as educators can provide various advices and solutions to students who have problems so that the lecturer's task as the instigators in the process of student's self-optimization can be achieved. Through this learning lecturer clinic can also help the department to identify the issues of student's academic and non-academic

problems so that the department can quickly provide solutions to each of these challenges. Virtual communication can be defined as a communication without face to face interaction but they could send and receive messages or information through the use of the Internet (Kadir & Triwahyuni, 2013).

Gde Putu Arya Oka and I Dewa Kade Tastra (2015:17) describe that an interactive website is a website that is interactive, called website of generation 2.0 (web 2.0), where each user can provide the questions, answers, arguments, ideas, and others. An example of an interactive website is a website forums and community websites. In this website communication can be intertwine between the visitor and the website administrators or among the visitors.

The most advantage from virtual communication is communication or information exchange can be done quickly. Although communication is performed in condition of long distance, there is no need to wait a long time. This can be done when using a facility that enables synchronous communication (Darmawan, 2012). This communication can be done individually or in groups. Virtual communication can be done in one to one (person to person) or in group. Another advantages of using virtual communication is plenty of message or information and various it's, for instance text, sound, and pictures or even a combination of the three types.

METHOD

Research and Development (R & D) was essentially an effort to develop a prototype of a research-based on devices (Akker in Ali & Asrori, 2014). This study used ICT approach to develop interactive websites. The development model which used in this study is a model of procedural version of Borg and Gall (1983:775). The stages of Borg & Gall's model development consisted of ten stages, but in this study had

modified into seven stages. Eighth stage (operational field testing) and the ninth stage (a revision of the final product) was not conducted. The tenth stage in the development of the dissemination and distribution was not executed because the goal of developing an interactive website which was devoted to students of History Department. This specificity which was made this product might not be suitable if it was disseminated and used in all the other majors.

Based on the modification of the seven stages of the development Borg & Gall's version, it could generally be categorized into three stages of development. The phases were research and information collecting and planning; developing preliminary form of product, preliminary field testing, and main product revision; and the main operational field testing and product revision.

The first stage in the design of the trial was the expert validation phase. Validation of experts aimed to obtain input for the assessment and interactive website which was developed. Test products made on a small number of students, comprising 20 students from the Department of History, Faculty of Social Sciences, Universitas Negeri Malang. Quantitative data which were obtained from the product test were the form of the student's response. While the qualitative data were obtained from the overall results of quantitative data were processed using descriptive qualitative techniques. Instruments were used in the collection of research data in the form of interview guidelines and questionnaires. The processed data was the validity of the test result of expert's data, comprising product testing, and final product testing. Data analysis technique was used in the form of qualitative-descriptive analysis and descriptive statistical analysis (Arikunto, 2006:216).

RESULT AND DISCUSSION

Clinical Product of Historical Teaching based on Interactive Website before It is Validated and Tested

Prior to the validation and testing, clinical product of historical learning based on interactive website would first be described in detail. The aim of this activity is to determine the initial shape of the clinical product of historical learning, so that the researcher could be known the changes between the product before and after being validated and tested.

Historical learning clinic based on interactive website could be accessed via <http://klinikpembelajaransejarah.com/index.html> page. An early form of history learning clinical products generally consisted of two components. The first component is information about the clinic consisted of history learning on the destination of website creation, website instructions, strength, and a contact person who can be contacted if the user found difficulties to use the website. The second component is a consulting service consisting of a list of names of the entire faculty advisor, the identity of lecturer, and a consultation form.

Historical learning clinic users is history students. The use of clinical history learning could be performed in real time or unreal time. In real time, the means of communication was done directly, communicators in this case the lecturer and the communicant interacted at the same time, without delay time to provide a response to the message received (synchronous system). While unreal time was the opposite of the real time, there was a time delay in response to the messages conveyed by the communicating parties (asynchronous system) (Cheryl, 2015).

Clinical Product of Historical Teaching based on Interactive Website after It is Revised

Product revision aimed to improve the clinical history learning. From the results of the revision of history learning clinic was expected to produce a quality product and would be able to have an impact on student's learning outcomes. Data to revise history learning clinic was obtained from the suggestions and criticisms (qualitative data) which was given by the validator (media expert) and the respondent (student of history), which became the subject of the trial. Qualitative data could be written data (questionnaire) and the data were not written (the result of consultation). Product revision was carried out by following the suggestions, feedbacks, and criticisms from media experts and respondents.

The process of revision of history teaching clinical products based on interactive website described below.

1. Layout should be improved in order to attract students and main features should be a clinical picture of historical learning. In the initial view website, it was stated "Consultation History Learning" which was unattractive and poor to clarify the picture of a learning clinic. Therefore, it needed to be improved in accordance with the input of media experts, so it was suggested to be renamed "Clinic of History Learning" (see figure 1 and 2).

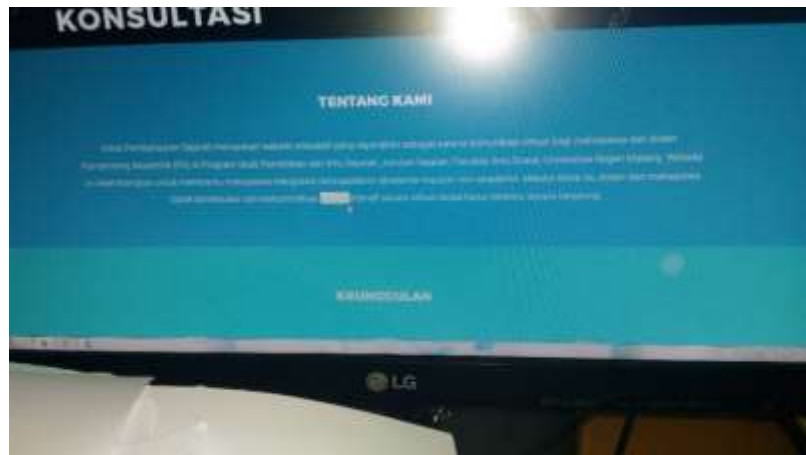


Figure 1. Layout of Learning Clinic before being Revised Seemed to be Less Attractive



Figure 2. Layout of Learning Clinic after being Revised Seemed to be More Attracted

2. Layout of identity and information of website was represented in the menu of “About Us” which was existed on an explanation of what the clinic of history learning was. Although based on media expert, the colour of background was not attractive and appropriate with the colour of our faculty. Therefore, the colour was changed with the character colour or FIS icon, and seemed to be more attractive.
3. Based on media expert, “The Strength” of layout on clinic of history learning was not informing anything. It should be displayed various strength. The strength was consisting of solving student’s academic problem, and connecting directly to the academic lecturer. There was also some icon representing each strength (see figure 3 dan 4).



Picture 3. Layout of Strength before being Revised in The Blue Colour and Blank Information



Picture 4. Layout of Third Strength after being Revised on The Additional Information

4. Based on suggestion and critic from respondents, the layout of some photos were not attractive. Some faces were not looking at the users so the users could not see clearly. It was needed to change some photos with the new one. (See figure 5 and 6).

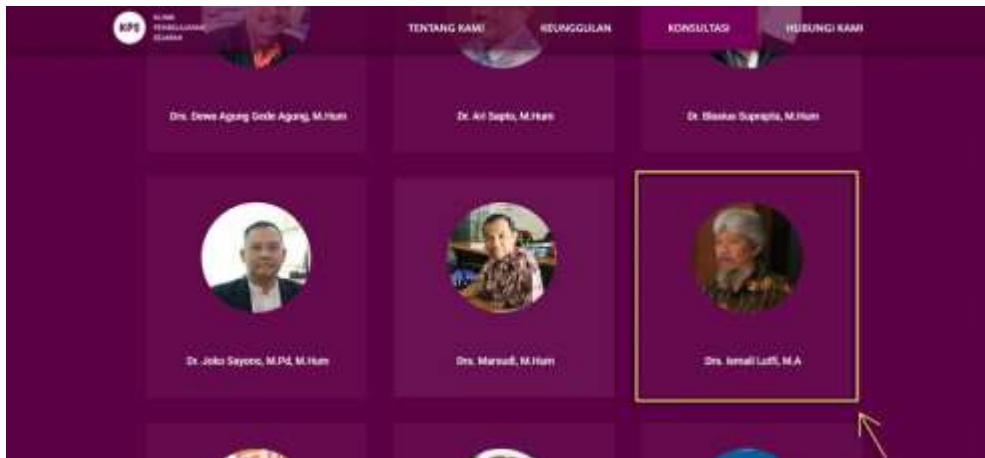


Figure 5. Layout of Lecturer’s Photo Display before being Revised

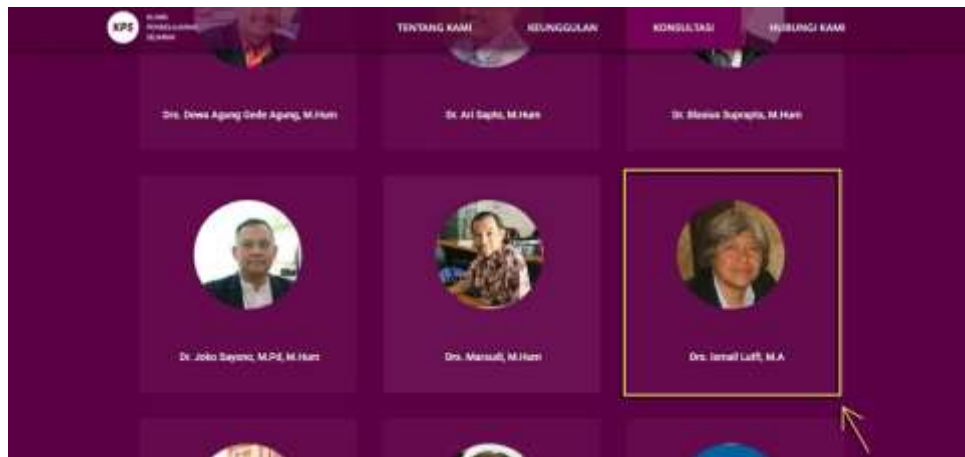


Figure 6. Layout of Lecturer’s Photo Display after being Revised

The Result of Media Expert on the Clinic of History Learning based on Interactive Website and the Result of Respondents

Validation was performed by a media aiming to find flaws in the product of clinic

based on interactive website. Descriptive statistical analysis was used to analyse the data which was obtained in the form of Likert scale criteria scores. Data were analysed in the product test by the media expert. Based on the results by media

experts, it can be seen that the percentage of each indicator was achieved a score above 60%. The indicators that were components of the validation was the clarity of the instructions for use, the suitability of the language to the level of thinking of students, politeness use of language, the attractiveness of the look of the website, order of website design, selection of the type and size of letters supporting the website to be more attractive, sustainability transition between menu, easy to read text/writing on the website, and colour selection. This indicated that the product of history learning clinic can proceed to the further development. Descriptive qualitative analysis was used to process the qualitative data in the form of comments, criticisms, and suggestions of the validation results, interviews, and questionnaires from the media expert. The results of this analysis were used to revise the initial product of an interactive website, which was then used to test the initial product.

DISCUSSION AND SUGGESTION

Development, Using, and Product after being Revised

The revised form of history learning clinic can be accessed through the page of <http://klinikpembelajaransejarah.com/index.html>. This website was not only be accessible online via computer or notebook but also mobile friendly which could be accessed via smartphone. The advantages of this interactive website were coping the student's academic problems, directly connected with academic faculty, and can be accessed anytime and anywhere.

The history learning clinic consisted of several menus, among others About Us, Strength, Consultation, Come to Consult, Contact Us, and User Manual. Menu "About Us" contained a description of what the clinic of learning of history. The menu was described in

terms of history learning clinic was an interactive website which was used as a means of virtual communication for students and academic advisor in the Program of Education and Science of History, Department of History, Faculty of Social Sciences, Universitas Negeri Malang.

Menu of "Strength" provided a brief explanation to users about the advantages that could be obtained when using the services of this website. Menu "Consultation" contained a list of names of lecturers in the Department of History, Faculty of Social Sciences, Universitas Negeri Malang. On the menu of Consultation, there were six lists of lecturers who had provided. If users did not find the name of the lecturer on this page, the user can click the "Search of Other Academic Lecturer". Users will be taken to the next page contained a list of lecturers. Menu "Come to Consult" was a menu that gave an opportunity to the user without scroll down to get the list of academic lecturers. The next menu was "Contact Us". This menu was a menu that gave a brief description of the purpose and goals of the website, of contact, and form pages for criticism, suggestions or other questions. Menu "User's Guide" was a menu that contained instructions for using the website.

The utilization of history learning clinic had been done by students as respondent. Students (respondents) were not only see and judge products based on clinic of history learning but also took advantage of an interactive website for consultation with their academic lecturers respectively.

Clinical development of this learning needed to be shown that the advantages and disadvantages so that more researchers were not stuck on the same error. Besides, faculty and students also needed to know the advantages and disadvantages of clinic of historical learning. It was related to the effective use of history

learning clinic based interactive website to function optimally in overcoming student's academic and non-academic problems. There was the strength of history teaching clinic based on interactive website:

1. This website was not only accessible via computer or notebook but also mobile friendly which could be accessed via smartphone. This was stated on the facts on the ground when the pilot of the respondents used their personal notebooks, computer laboratory belonging to the Department of History, and partly using a smartphone.
2. The website design was attractive, simple, and elegant. This website had fulfilled the most important aspects and ease of access. Instructions on using the website was easy to understand, clear, and easy to operate.
3. The existence of the website was easier students to consult with their academic faculty. This was in accordance with the advantages of a website that was completed the student's academic problems, directly connected with academic faculty, and can be accessed any-time and anywhere.

The weakness of clinic of history learning based on interactive website was as follows:

1. This website was not equipped with video call application/skype.
2. Consultation with academic faculty could be taken place whenever and wherever most lecturers could not answer directly because they were not always online.

Suggestion of Using, Dissemination, and Development of Product in Advance

The results of data analysis and the results of the revision of the clinical development of history learning based on interactive websites, it could be described that suggestions of utilization, dissemination, and further development of

products that could be submitted from the research and development was as follows:

1. Clinic of history learning based on interactive website can be refined in terms of design, language, and other applications and can be added to facilitate use of the website.
2. Through clinic of history learning based on interactive website can be added to the "Archive" that can show you the frequently answer-questions that often arise from students related to academic advisory with answers from academic lecturers PA, so that if there were students who had the same problems, they could get the answer quickly.

BIBLIOGRAPHY

- Ali, M. & Asrori, M. 2014. *Metodologi dan Aplikasi Riset Pendidikan*. Jakarta: Bumi Aksara.
- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Borg, W.R. & Gall, M.D. (1983). *Educational Research: An Introduction*. (4th ed). New York & London: Longman.
- Darmawan, D. 2012. *Pendidikan Teknologi Informasi dan Komunikasi: Teori dan Aplikasi*. Bandung: Remaja Rosdakarya.
- Fakultas Ilmu Sosial. 2015. *Prosedur Operasional Baku (POB)*. Tidak Diterbitkan Malang: FIS-UM.
- Frost, C.A. 2015. *What is Virtual Communication Technology*. <https://www.techwalla.com/article/s/what-is-virtual-communication-technology>.

- Jurusan Sejarah. 2015. *Borang Akreditasi Jurusan Sejarah*. Tidak Diterbitkan. Malang: FIS-UM.
- Kadir, A. & Triwahyuni, C.T. 2013. *Pengantar Teknologi*. Edisi Revisi. Yogyakarta: Andi Offset.
- Mishra, S & Sharma, R.C. 2005. *Interactive Multimedia in Education and Training*. Hershey P.A: Idea Group Publishing.
- Nasrullah, R. 2014. *Cybermedia*. Jakarta: Kakilangit Kencana.
- Oka, G.P.A, & Tastra, I.D.K. 2015. *Massive Open Online Course Web: Pembelajaran Masa Depan*. Yogyakarta: Teknosain.
- Rusman, Kurniawan, D. & Riyan, C. 2011. *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalitas Guru*. Jakarta: Rajawali Pers.
- Soon, W. 2014. *Virtual Communication in Global Teams*. New York: Cornell University.
Vorkspace.com/blog/index.php/virtual-communication-in-global-teams-a-cornell-study-part-1.