

The Use of the Quipper School Application in Grade XI Drama Materials

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Abstract. Drama and audio-visual learning is the right combination. Drama performances that cannot be witnessed directly due to the COVID-19 pandemic can be seen through video recordings of drama performances. Distance learning is quite difficult for the process of learning drama with audio-visuals. Quipper School provides audio-visual features needed in the drama learning process. Quipper School is also able to connect students and teachers in one application which makes learning more effective and efficient. This research method uses qualitative research with direct observation research methods. The technique of analyzing research data is through direct observation, namely by looking directly at the drama learning process using the Quipper School application. The results of this study indicate that the use of the Quipper School application in drama learning in grade XI is the right medium and can increase students' interest in learning.

Keywords: drama, Quipper School, audiovisual, learning media.

1 Introduction

Drama learning is learning that emphasizes three aspects, namely cognitive, affective, and psychomotor aspects. In drama learning, students are not only required to be able to understand the material, but also must be able to examine the mandate and messages contained in the drama and be able to stage a drama performance. In Basic Competencies 3.18 and 3.19 and Skills Competencies 4.18 and 4.19 also emphasize these three aspects, namely 3.18 identifying the story line, chapter by act, and conflict in the drama that is read or watched, 3.19 analyzing the content and language of the drama that is read or watched, 4.18 showing one of the characters in the drama that is read or watched orally, and 4.19 demonstrates a drama script by paying attention to the content and language.

In order to realize drama learning that can fulfill these three aspects, several supporting components of learning are needed, one of which is appropriate and innovative learning media. Appropriate and innovative learning media for drama learning must be able to emphasize the audiovisual field. Because in drama, visualization and sound are inseparable components. With good visualization and sound, the drama performance can be enjoyed well by the audience. Meanwhile, ^[1] Baugh explained that approximately 90% of a person's learning outcomes are obtained through the sense of sight, and only about 5% is obtained through the sense of hearing and 5% by other senses. Based on the explanation, it can be

concluded that the learning media that emphasizes the audiovisual field is the right media in the learning process, including drama learning.

Drama learning that emphasizes the audiovisual field requires students and teachers to carry out the learning process directly. However, during the Covid-19 pandemic, the government promoted distance learning for all students in Indonesia to prevent the transmission of the Covid-19 virus. Of course, this program is a new challenge for all educators in Indonesia. Schools and teachers are required to be able to carry out the learning process well, although not directly. This is not an easy thing, but also not impossible to do considering that IT programs have evolved quite far.

Seeing this situation, several parties involved in education took part in creating the best solution for Indonesian education, including tutoring. Some tutoring make changes to follow the current government program, one of which is Quipper. Quipper is an online tutoring service that has been around since 2010 which means that Quipper existed long before the Covid-19 pandemic hit the world. However, Quipper continues to make changes so that it launches several platforms that can benefit teachers and students in the learning process, both directly and indirectly.

One platform that can facilitate distance learning is Quipper School. Quipper School is an online learning platform that facilitates students in the learning process, and supports teachers in managing the classroom. Quipper School also assists teachers in creating digital teaching materials that can facilitate students and teachers in the learning process. Quipper School can also load learning videos to make it easier for students to learn. That way, drama learning that emphasizes cognitive, affective, and psychomotor aspects can still be carried out even though it is far away.

2 Theoretical Basis

Audiovisual

^[2] Wingkel explained that audio-visual media is a combination of audio and visual media that is created by itself, such as slides combined with audio cassettes. Meanwhile, Wina Sanjaya explained that audio-visual media is media that has elements of sound and elements of images that can be seen, for example video recordings, slides, sound, and so on.

^[2] Atoel stated that audio-visual media has several advantages or uses, including: 1) clarifying the presentation of messages so that they are not too verbalistic (in the form of words, written or spoken); 2) overcome the limitations of space, time and senses, such as: objects that are too large are replaced with reality, pictures, frame films, films or models; and 3) audio-visual media can play a role in tutorial learning

Drama

^[3] Gafari explained that drama is a distinctive form of literary work, because the ultimate goal of a drama is not only to be enjoyed as writing, but also to be enjoyed as a performance on stage. Waluyo divides drama learning in schools into two types, namely: 1) drama text learning which includes literature, and 2) drama performances which includes the theater field.

^[4]Setiyaningsih explained several elements in the drama, namely 1) the theme is the main idea that underlies the drama play. In writing a drama script, one must first determine the theme to be developed; 2) the plot is a story or framework from the beginning to the end. The plot contains a tangle of conflict between two opposite characters; 3) character and disposition. Disposition or character is the overall characteristics of the soul of a character in a drama play; 4) dialogue. The storyline of the drama is realized through dialogue (in motion) performed by the players. The dialogues carried out must support the characters played and can show the plot of the drama; 5) setting is the place, time, and atmosphere of the occurrence of a scene. Setting is also often called the setting of the story. Drama setting usually includes three dimensions, namely place, space, and time; 6) the mandate is a moral message that will be conveyed by the author to the readers of the script or drama. The message is not conveyed directly, but through the play of a drama script that has been written; 7) technical instructions in drama scripts are also called side texts. Side text serves to provide clues when the actor should be silent, private conversations, length of quiet time between the two players, small or long pauses, and so on; 8) drama as an interpretation in life has inner glory. The life imitated by the playwright contains the side of life that the writer highlights; and 9) the relationship between script, author, staging, and audience. The advantage of the drama script is that in the conflict that is built, the conflict determines the climbs towards the climax. The answer to the conflict will give birth to suspense or surprise. ^[4]Sumardjo describes several structures in the drama, namely 1) the act; 2) scene; 3) dialogue; 4) prologue; and 5) epilogue.

^[5]Santoso explained the components contained in playing the drama, namely: 1) appreciation is the depth of meaning of the contents of the dialogue, the character of the characters, and the character of the situation/situation (difficult, happy, etc.); 2) gestures are major movements performed, namely hand, foot, head, and body movements in general performed by players; 3) articulation is the pronunciation of words through the mouth so that they are heard properly and correctly and clearly, so that the ears of the listener/audience can understand the words spoken; 4) sound volume; 5) mimic is facial expression that shows the character or character of the character being played; 6) intonation is related to dialogue on words that are considered important and tone distinctions for dialogue forms of questions, exclamations, orders, requests, and so on; 7) expression related to the skills of the actor to express human feelings and emotions, both their own emotions and the emotions of others; 8) improvisation includes three meanings, namely: a) creating, assembling, playing, presenting something without preparation, b) showing something suddenly, c) doing something spontaneously and as is; and 9) characterization is an attempt to display the character or character of the character being played.

^[5]Sukadi explained several elements that support the staging of drama, namely: 1) a drama script is an essay that contains a story or play; 2) the actors/actors of the story are the characters of the story in the drama script; 3) the director is the leader in staging the drama; 4) make-up is the part in charge of dressing or making up the players; 5) fashion is the part that regulates the players' clothes, such as materials, models, and how to wear them; 6) the stage setting is the stage condition needed in playing the performance; 7) the lighting system is the part in charge of setting the light on the stage; 8) the sound system that we usually know is the part that regulates the loudspeaker (sound system) and music accompaniment; and 9) the audience is an important element in staging a drama, because the success of a drama can be measured from the response of the audience who witnessed it.

Quipper School

Quipper provides 4 (four) services for all schools in Indonesia, namely Quipper School, Quipper Video, Quipper Video Master Class, and Quipper Campus. Quipper School is a learning management system intended for teachers and students at the junior and senior high school levels. Quipper Video is a video-based self-learning e-learning intended for students at the junior high and high school levels (grades 9 – 12). Quipper Video Master Class is a premium service from Quipper Video with two interactive features, namely a tutor question feature and online guidance which is also intended for students at the junior high and high school levels (grades 9 – 12). Quipper Campus is a portal that provides complete information about quality universities throughout Indonesia. This service is specifically for high school students and the equivalent. Quipper School has several features aimed at teachers and students, namely QLink, QCreate, Essay, and QLearn.

a. QLink

QLink is a place where teachers monitor student learning progress. This portal is designed to help teachers work more effectively by saving time in assigning assignments and correcting student work, so that they can analyze students' weaknesses and strengths in a practical way.

1. Create Account

- a) Go to the School.Quipper.com site on the search page
- b) Select "For Teachers" then select "Quipper School"
- c) Click "Create Account"
- d) Then fill in the data requested by the system
- e) Fill in the name and address of the school
- f) Recheck the data that has been entered
- g) Click continue and create an account
- h) After creating an account, please contact Quipper to verify the teacher account that has been created.

2. Create a Class

- a) Go to the site link.Quipper.com on the search page
- b) Then fill in the email and password for the Quipper School account that was created on the previous QLink platform
- c) Click "Sign In"
- d) Then click "Class List"
- e) Then fill in the class data
- f) Then click "Save"

3. Submitting Assignments

- a) Click "Curriculum & Assignments" on the QLink app
- b) Choose the curriculum that applies to the school
- c) Choose a subject
- d) Then check the material that will be given the task
- e) Then click "Create task with selected topic"
- f) Then fill in the data in the Task Settings
- g) After filling in the data in the Task Settings, click "Send Assignment"

4. Managing Values

- a) Click "Home"
- b) Then the tasks that have been sent by the teacher will appear along with the process of working on the tasks carried out by students.
- c) Click on the assignment that students want to see the progress of

b. QCreate

QCreate is a place where teachers add materials and questions that they want to use, so they can be accessed on QLink and QLearn with students. The Quipper School system has also provided teaching materials and questions related to the material in accordance with the existing curriculum. However, the teacher can choose whether to use the teaching materials and questions that have been provided or make their own.

In the process of preparing teaching materials, there are several stages that must be carried out, namely as follows:

1. Select QCreate at the top right
2. Click "Create Field of Study"
3. Fill in the requested data in making the field of study
4. Then click "Create"
5. Next, click "Create Chapter" on the previously created field of study
6. Then fill in the requested data in the chapter making
7. Then click "Create"
8. Click "Create Sub-chapter"
9. Then fill in the requested data in making sub-chapters
10. Then click "Create"
11. After creating sub-chapters, teachers can upload previously created materials into the QCreate portal. Materials uploaded to the QCreate portal must be in pdf or power point format.
12. Teachers can also create materials directly in the QCreate portal. There are two forms of material that teachers can make, namely in the form of text and video. In the video material, the teacher can only attach a link
13. After uploading or creating material, the teacher can see how the material will look by clicking "Preview this topic"
14. After uploading or creating material, the teacher is required to make questions in each sub-chapter
15. Click "Problem". Then fill in the data requested in making questions. Please tick "Allow answer choices to be auto-shuffled" and "Allow teachers to randomize questions for assignments" so that the questions accessed by each student are different, both questions and answer choices.
16. In the process of creating questions, teachers can import questions from the Quipper School system or create their own. If the teacher wants to import questions from the system, then click "Import Questions"
17. Then select "Field of Study"
18. Then select the curriculum that applies to the "Set Field of Study"
19. Then click on the subject for which questions will be made
20. Then select the material

21. After selecting the material, the teacher can first check whether the questions in the system are related to the previously uploaded and created material.
22. Then check the questions that match the material that has been uploaded or created previously.
23. Click “Import Questions”
24. Then click “Import”
25. If the teacher wants to make his own questions, then click "Create Questions"
26. After that, type the question in the column provided
27. Then select the type of answer you want
28. Then click “Add Answer” to load the answer choices for the multiple choice questions that have been written in the previous column. Each “Add Answer” contains only one answer choice. If there are 4 (four) answer choices, then the teacher must add 4 (four) "Add Answers"
29. Then click “Create”
30. The next question will appear, if the student has answered the previous question
31. After you finish uploading or creating materials and making questions, please click “Publish” in the field of study that has been created so that the material is published on QLink.
32. Teachers can check “Select All Content” if they want to publish all previously uploaded and created materials and questions.
33. Then click “Publish”

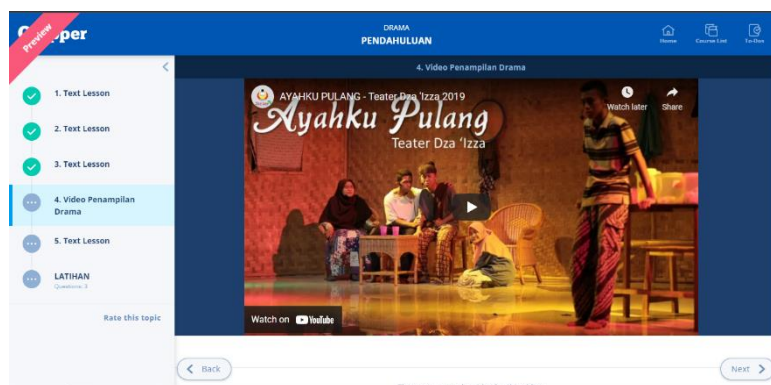


Fig. 1. Drama Learning Videos in Quipper School App

c. Essay

Essay is one of the features of Quipper School that can be used by teachers and schools to give assignments in essay format. In addition, the teacher can also provide an assessment with the criteria and scores entered in the rubric provided. Then, students can easily work on the essays that have been assigned.

The steps for making questions in the Essay feature are as follows:

- a. Teacher logs in via Qlink
- b. Then click profile and select “Essay”
- c. Click “Create a new essay assignment”
- d. Fill in the data requested in the essay question
- e. Then click send

- f. Then click OK
- g. On the student's QLearn account, the essay assignment that the teacher has created will go into the inbox

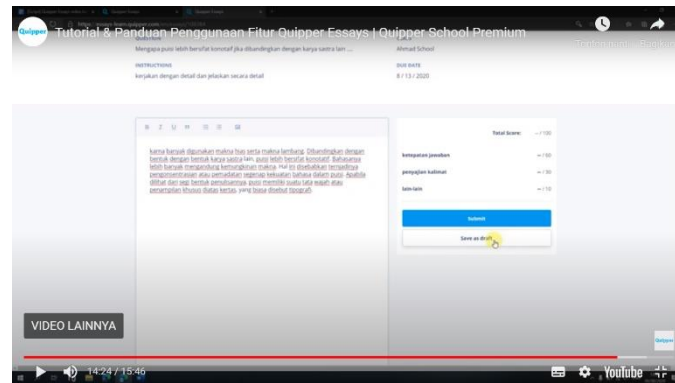


Fig. 2. Essay Display

d. QLearn

QLearn is a place where students learn in a fun and exciting new way. Now the materials and assignments given by the teacher can be accessed by students anytime, anywhere through this portal. Each student account is monitored by the teacher so that it can assist them in learning online.

In the process of using the QLearn feature on Quipper School by students, the main step that must be taken is creating an account. In the account creation process, Quipper will provide accounts to students at school so they can use them in the learning process. This is done by Quipper in order to minimize errors and fraud committed by students in creating accounts.

The steps for using QLearn are as follows:

- a. Go to the website learn.Quipper.com
- b. Log in with the account provided by Quipper
- c. Click profile
- d. Then select the class list
- e. Then enter the class code that has been given by the subject teacher
- f. Then click "Gather" or "Join Class"

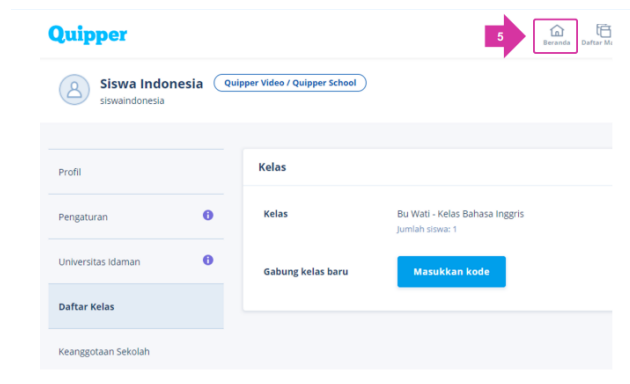


Fig. 3. Qlearn Display

3 Research and Methods

This study uses qualitative research methods with direct observation research methods. The technique of analyzing research data is through direct observation, namely by looking directly at the drama learning process using the Quipper School application in class XI of SMA Negeri 1 Tanjungbalai.

4 Discussion

In the drama learning process, the researcher gave directions to students to perform a drama performance at their respective homes in groups. Students form groups independently with the results of obtaining 5 groups consisting of 6 to 7 people per group. Students act out a drama script entitled *Pengamen Kecil* by Sebrina Ayunani.

Students need 2 weeks to prepare for the play, starting from determining roles to preparing supporting properties. In this case, students are welcome to explore all the abilities they have. The drama preparation process was monitored by researchers through online class group conversations. The extent to which the drama staging process they do, how much practice they do, and how the video editing process will be sent through the Quipper School application later. Students are also allowed to do the editing process on their drama performance videos to make it look better.

After performing the drama staging process, students download their videos into the Quipper School application. There are several obstacles such as students not getting a good network, difficulties in finding the task portal that has been provided due to being accepted by the assignments given by teachers in other fields of study, and also there are students who forget their account passwords. However, this obstacle can be overcome by good communication between researchers and students. The researcher directs students who forget their account passwords to contact Quipper so they can change their passwords. Meanwhile, students who cannot find the assignment portal are assisted by other students by sending a link to the assignment that has been given previously.

During the process of staging the drama, the students seemed enthusiastic in conducting a question and answer session to the researchers. Students ask things related to staging, such as supporting properties that can be used in the staging process to asking about video editing processes that can and can be used in drama performances. During the process of staging the drama, it was also seen that students who were less active were able to explore themselves and show their ability to socialize and cooperate with their group mates.

5 Conclusion

Drama learning using the Quipper School application can provoke students' creativity to the maximum. Students can demonstrate their ability in the IT field and can also show a compact and solid cooperation. With the process of staging dramas recorded through video, it can not only explore students' abilities in acting, but also can make students show their abilities in video editing. The process of staging drama in groups can also increase good cooperation so that shy and quiet students can start socializing with their group friends.

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