

Teacher Supervision of Students in Using Brainly.co.id Website as a Learning Facility

Rifati¹, Sugiyono²
 {rifati.kudus@gmail.com¹, sugiyono_1953@yahoo.com²}

^{1,2}Management Education, Postgraduate Program, Yogyakarta State University, Jl.Colombo No.1, Karangmalang, Catur Tunggal, Depok, Sleman, Special Region of Yogyakarta 55281, Indonesia.

Abstract. In this 21st century, the development of educational technology through social media that is used as a learning facilities is growing rapidly, example : the brainly.co.id. Brainly.co.id website is a result of the development of educational technology to provide convenience to solve student's learning problems. As this website is often used by students, it is necessary to hold supervision of the students so that they do not merely learn through the website. The aims of this research were: (a) the teacher could supervise students who learn by using brainly.co.id, and (b) the teacher and students found out the impact of learning using the brainly.co.id website. This study employed a qualitative method with a structured interview and observation as the data collection techniques. To analyze the data, the researcher collected all the data from the structured interviews and observations to be reviewed, reduced, presented, and then concluded. The results of this study indicate that (a) teachers found ways of supervising students whose learning facility was the brainly.co.id, (b) teachers and students comprehended the impact of learning facilities in terms of brainly.co.id website on education.

Keywords: supervision, the brainly.co.id, website.

1 Introduction

In this 21st century, the development of educational technology through social media that is used as a learning facilities is growing rapidly. Various educational technologies functioned as learning facilities in the form of websites have sprung up on social media; one of them is the brainly.co.id website. Brainly.co.id website is an interconnected web page that contains a collection of information provided by individuals, groups, or organizations [1].

Brainly.co.id website is considered a learning facility because it can help students gain insight into their learning, to be related to the final value of success, then students might consider or modify the learning facility [2]. Based on the observations, in the past, when students found it difficult to find the answers to the questions given by the teacher, they read more books in the library or buy textbooks as a means of learning, but nowadays, many of these books are ignored by students and they prefer learning through the brainly.co.id website.

Students prefer the practical way by making use of social media namely the brainly.co.id website to find out the answers [3], because the brainly.co.id website provides not only the answers but also the very detailed explanations to it, although sometimes the answers are not coherent with that in the textbooks. On this ground, it is necessary to hold supervision of students so that students learning facilities are not merely the brainly.co.id website; they need to also read books to make it balance. Supervision is defined as a collection of elements of

direction, guidance, supervision and coordination of the activities of the trainees [4]. Teacher supervision for students aims as a joint responsibility among teachers to improve teaching [5]. This is the teachers' job which is part of the supervisory functions and becomes their obligation as teachers of an educational institution [6]. Therefore, supervision needs to be done so that learning can run well because supervision is a continuing process. To supervise students, teachers must have their own way of supervision in order to find out students' learning facilities in improving the educational outcomes. Because one factor of student learning success is the teacher [7].

The manifestation of teacher supervision of students is in the form of monitoring or directing related to the learning process and evaluation of learning outcomes, one of which is the use of learning facilities. Monitoring or directing is done to students to improve the quality of education, learning outcomes, and find out the impact of the use of learning facilities [8]. The aims of the study were to (a) determine the teacher's supervision way to students whose learning facility was the brainly.com website, and (b) help teachers and students find out the impact of learning facilities using the brainly.co.id website.

2 Methods

The method used in this study was a qualitative descriptive research method that was aimed to provide a clear picture of teacher supervision to students who used the brainly.co.id website as learning facility in Iqral Kudus learning guidance (non-formal education) [9]. The subjects in this study consisted of teachers who taught in Iqral Kudus learning guidance (non-formal education) and taught in public or private schools (formal education) and teachers who only taught in Iqral Kudus learning guidance (non-formal education) because there were teachers who taught in formal and non-formal education in the Iqral Kudus. Examine the following Table 1:

Table 1. Research Subjects

No.	Supervision	Total
1 st	Teachers who teach in learning guidance (non-formal education) Iqral Kudus and teach in public schools (formal education)	2
2 nd	Teachers who teach in learning guidance (non-formal education) Iqral Kudus and teach in private schools (formal education)	3
3 rd	Teachers who only teach in learning guidance (non-formal education) Iqral Kudus	2

As the direct instrument, the researcher was the main data collection instrument. The study was carried out in July-August 2019. The data collection techniques were structured interviews and observations. Furthermore, the data analysis techniques used was the model proposed by Miles and Huberman of which the activities of the qualitative data analysis were carried out continuously interactively and directly from the stage of collecting the results of the structured interviews and observations, data reduction, data display, and conclusion [10]. The data analysis technique starts with collecting the results of interviews and observations with 7 teachers, then the researchers conduct data reduction. Before conducting data reduction researchers anticipatory. After the data is reduced, the next step displays the data. Based on the results of interview data that has been reduced and displayed then conclusions are drawn.

3 Results and Discussion

3.1 Teacher supervision of students in using the brainly.co.id website as a learning facility

Teacher supervision of students in using the brainly.co.id website as a learning facilities is in line with the results of research conducted by Liz Beddoe about “Supervision In Social Work In Aotearoa New Zealand: Challenges In Changing Contexts”[11]. To improve education, it is necessary to have effective supervision in learning, so that the skills and results obtained in education are in good quality.

Abu Bakar, etc. explained that e-learning is a tool to improve teaching and learning in educational institutions. E-learning stated by burnt ash, education supervisor or teacher must enforce e-learning in addition to conventional methods and should be encouraged for various learning materials and assignments to students using electronic means [12]. Likewise, the Brainly.co.id website is part of a technology-based learning tool, so teachers need to conduct oversight of students in doing assignments so that the brainly.co.id website is not misused in the learning process.

Effective supervision needs the support of better and more adequate learning facilities for students. Learning facilities that are usually needed by students include textbooks, student worksheets (LKS), educational journals, and so forth relating to education in collaboration with technological facilities to establish explanations of available learning facilities [13]. When the means of learning are provided by schools or tutoring places, students will not use the brainly.co.id website in the learning process because they are contended by them.

The results of the interviews conducted by the researcher about teacher supervision of students both supervisions conducted at the tutoring place and school showed that the teacher monitored or directed the students who used the brainly.co.id website by giving explanation that they need to use books as the learning facilities. To make effective monitoring or directing to students who use brainly.co.id website, schools and tutoring places must provide adequate learning facilities for students so that while doing the supervision, teachers can be responsible and able to direct the students to improve the learning outcomes.

3.2 The teacher's solutions in supervising students who used the brainly.co.id website as a learning facility

The solution is as described in the book “Self-Supervised Learning from Web Data for Multimodal Retrieval” [14] . In the book explained that to overcome the learning technique is not a technique that is fully supervised. So, if students will use the website as a learning tool, they will keep abreast of time, but must also be balanced by reading books.

The results of the research conducted by Matilda Wiklund and Annika Andersson explain that the teacher collects items related to electronics and returns them to students at the end of the day. Since mobile applications need attention as valuable learning facilities, then personal mobile technology like this can be used in classrooms used to enhance learning [15].

Based on the results of the study, the teacher deactivated all online tools so that students do not use the website during the learning process. Students who access brainly.co.id website become dependent on it because they are satisfied with and trust the website, and they become less satisfied and unconfident with the explanation or exposure from the book or the teacher unless they see it from the brainly.co.id website.

3.3 The impact of using the brainly.co.id website as a learning facility

The impact of using the brainly.co.id website as a learning facility is in line with the results of the research conducted by Aldhafeeri about "Teachers' and Students' Views on E-Learning Readiness in Kuwait's Secondary Public Schools" [16]. The impact of e-learning that they help to streamline time, comfort, and ease of expression. whereas, the results of research conducted by Harris suggest that internet technology has become part of the everyday communication patterns of a new generation of students, who see it as their natural environment for learning, playing, and working. It is therefore important to expand the use of global digital networks of students from shallow social interactions to activities that enable them to become active and knowledgeable global citizens [17].

Anne, Krirsten and Louise explained that the positive impact on students when the teacher oversees the learning process that uses computer-based learning facilities or resources can improve students' willingness to write; an increase in the amount of writing done by students; improving the quality of student writing; and students' more sustainable efforts to engage and collaborate in the production of knowledge [18].

This applies to learning, based on the results of the research in Iqral Kudus study guidance of which learning facility was the brainly.co.id website, students experienced negative and positive impacts. The negative impacts on the students included the laziness to read books, its inability to increase the student's enthusiasm, and it downplayed other learning facilities. The positive impacts on the students were it functioned as an added insight into science and it made it easier for the students to discuss with experts in education, the speed of achieving certain functions and operations [19]. Meanwhile, the negative impact on teachers was that they cannot control or monitor students directly. The positive impact on the teacher was that it made it easier to explain to students the difference between what was obtained from the explanation of the book and that from the brainly.co.id website and assess the quality of electronic use in education [20].

4 Conclusions

Based on the results of the study that has been conducted in Iqral Kudus tutoring about "Teacher Supervision of Students in Using the Brainly.co.id Website as a Learning Facility", it can be concluded that: (1) teacher supervision of students in using the brainly.co.id website as a learning facility was : a) in Iqral Kudus tutoring, the teacher supervise by monitoring students one by one during the learning process; b) in the public schools, the way to monitor the students was by deactivating all technological tools during the learning process unless there was a learning contract that used media or technology facilities; c) in the private schools, it was easier to monitor it, because the students only used textbooks and student worksheets (LKS), (2) the impact of using the website brainly.co.id as a learning facilities: a) the negative impacts on students were their laziness to read books, its inability to improve learning outcomes, its less effectiveness in learning activities, while the positive impacts on students were the website was functioned as an added insight of knowledge, it enabled the students to discuss with education experts; b) the negative impact on the teachers was their inability to control the students who used books as the learning facilities and those whose learning facility was the brainly.co.id website. Meanwhile, the positive impact on the teacher was that it made it easier to explain to students.

5 Acknowledgments

The researcher would like to thank Yogyakarta State University (UNY) and Iqbal Kudus study guidance which has facilitated the researcher; Mr. Sugiyono the supervisor; Father and Mother who supported the researcher to write this article. Also, the researcher owes her gratitude to the editors who have reviewed and approved this article to be published.

References

- [1] S. Kusuma, R. Pawening, and U. Yuhana, "Pengukuran Kualitas Website Berdasarkan Iso 9126: Systematic Mapping," *J. Manaj. Inform.*, vol. 4, no. 01, pp. 26–35, 2015.
- [2] R. K. Jena, "Predicting students' learning style using learning analytics : a case study of business management students from India," *Behav. Inf. Technol.*, vol. 0, no. 0, pp. 1–15, 2018.
- [3] S. Luo and Y. Weng, "A two-stage supervised learning approach for electricity price forecasting by leveraging different data sources," *Appl. Energy*, vol. 242, no. February, pp. 1497–1512, 2019.
- [4] A. M. Albar, "An Electronic Supervision System Architecture in Education Environments," vol. 4, no. 8, pp. 140–149, 2012.
- [5] Y. Daud, "Teaching and Learning Supervision , Teachers' Classroom Supervision and Students' Participation Attitude towards," vol. 11, no. 4, pp. 513–526, 2018.
- [6] Ngalim Purwanto, *Administrasi dan Supervisi Pendidikan (24 ed.)*. Bandung: PT. Remaja Rosdakarya, 2017.
- [7] O. V. Bezpalko, N. A. Klishevych, T. L. Liakh, and R. O. Pavliuk, "Criteria and indicators of university education quality: The results of expert interview," *New Educ. Rev.*, vol. 46, no. 4, pp. 61–71, 2016.
- [8] M. Vivian, M. Nkong, F. E. George, and G. Mohamadou, "The Effects of School Facilities on Educational Quality . The Case of Public Primary Schools in Kupe-Muanenguba Division , South-West Region of Cameroon," no. 6, pp. 37–39, 2016.
- [9] Sugiyono, *Cara Mudah Menyusun: Skripsi, Tesis, dan Disertasi*, Ke-4. Bandung, 2016.
- [10] Sugiyono, *Metode Penelitian Manajemen. Pendekatan: Kuantitatif, Kualitatif, Kombinasi (Mixed Methods), Penelitian Tindakan (Action Research), dan Penelitian Evaluasi*, Ke-6. Bandung: Alfabeta, 2018.
- [11] L. Beddoe, "Supervision in social work in Aotearoa New Zealand : Challenges in changing contexts," vol. 5223, no. December, 2016.
- [12] A. Mohammed, S. Kumar, B. M. Saleh, and A. Shuaibu, "E-Learning: A Tool for Enhancing Teaching and Learning in Educational Institutes," *Int. J. Comput. Sci. Inf. Technol.*, vol. 8, no. 2, pp. 217–221, 2017.
- [13] H. Hu, "Building virtual teams: Experiential learning using emerging technologies," *E-Learning Digit. Media*, vol. 12, no. 1, pp. 17–33, 2015.
- [14] R. Gomez, L. Gomez, J. Gibert, and D. Karatzas, *Self-Supervised Learning from Web Data for Multimodal Retrieval*. Elsevier Inc., 2019.
- [15] M. Wiklund and A. Andersson, "Student-initiated use of technology – Friend and foe," *E-Learning Digit. Media*, vol. 15, no. 1, pp. 3–16, 2018.
- [16] F. M. Aldhafeeri and B. H. Khan, "Teachers' and Students' Views on E-Learning Readiness in Kuwait's Secondary Public Schools," 2016.
- [17] U. S. Harris, "Virtual Partnerships : Engaging Students in E-service Learning Using

- Communication,” pp. 1–15, 2017.
- [18] A. Cloonan, K. Hutchison, and L. Paatsch, “Innovating from the inside: Teacher influence and the ‘promisingness’ of digital learning environments,” *E-Learning Digit. Media*, vol. 11, no. 6, pp. 582–592, 2014.
- [19] W. Chmielarz and M. Zborowski, “ScienceDirect ScienceDirect Analysis of e-Banking Websites ’ Quality with the Application of Analysis of e-Banking Websites ’ Quality with the Application of the TOPSIS Method – A Practical Study the TOPSIS Method – A Practical Study,” *Procedia Comput. Sci.*, vol. 126, pp. 1964–1976, 2018.
- [20] A. Al-Alwani, “Evaluation criterion for quality assessment of E-learning content,” *E-Learning Digit. Media*, vol. 11, no. 6, pp. 532–542, 2014.