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The Effectiveness of Islamic Education Learning with Creative Worksheets through the Application of Quipper with Facebook Account

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Abstract: This study aims to determine the significance differences by those who are taught using Quipper through a facebook account in assigning creative worksheets and those who are not taught using Quipper in the field of Islamic education studies. This research method is an experiment with Quasi Nonequivalent control group design. The population was 70 people and the sample was divided into experiment class and control class with a total of 35 people each. The research instrument was the Observation Sheet, Student Learning Outcomes Test in the form of worksheets, questionnaires, study documents, and triangulation. Quantitative data analysis with descriptive and inferential non-parametric statistical techniques Mann Whitney U-Test test. Data analysis was assisted by SPSS application version 24. The results of the study were the use of Quipper School through a Facebook account in assigning creative worksheets to improve the effectiveness of Islamic education learning in SMK Negeri 1 Sengkang meeting the KKM, and there were significant differences between use and not use Quipper School through facebook account in assigning creative worksheets, and in the mann-whitney test, it is known the value of Asymp. Sig. (2- tailed) of 0,000 is smaller than <probability value of 0.05 then the hypothesis H_0 is rejected H_1 is accepted. The next important study is the development of Quipper School media through a Facebook account on strengthening psychomotor competence in the field of Islamic education studies.

Keywords: Quipper school; facebook; effectiveness; learning; Islamic education.

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INTRODUCTION

Contemporary learning places more emphasis on the use of information and communication technology (ICT). Learning

quality indicators point to the extent of the adaptation process and the basis of ICT as a learning medium (Mowrer & Klein, 2000; Rohmawati, 2015; Sackney & Mergel, 2007; Segrave & Holt, 2003). On the other hand, it

appears that students do not respond to learning that is conventional and has not yet converged the latest ICT in learning (Hanafie Das et al., 2018). Students have a high interest in new innovations, especially in ICT, so that urgent learning is designed by adjusting the interests of students (Setiawan & Purnomo, 2016). Therefore, educators have demands on mastery of ICT learning so that they can carry out the task of educating and teaching professionally (Irina, 2016). The presence of ICT in education can help the learning process effectively, efficiently, and conducive (Angelaina & Jimoyiannis, 2012; Anggereni & Khairurradzikin, 2016; Pelgrum, 2001).

The trend of developing a contemporary learning system is the use of ICT in learning in each education unit (Biesta, 2016; Kompf, 2005; Maria & Sedyono, 2017). School facilities and infrastructure standards emphasize the provision and use of ICTs as triggers and triggers for improving the quality of education and learning (Law No. 20 of 2003, Articles 35 and 40). The government provides assistance to ICT facilities to schools, both in the form of hardware and software. Assistance in the form of hardware in the form of procurement of computers and their devices and procurement of Wi-Fi at school. Then assistance in the form of software that is making online learning application platforms, such as e-learning, google classroom, quipper school, and so on (Cahyono, 2015; Idin & Romadhoni, 2016; Wijanayu et al., 2018). The government's commitment to improving the quality of education and learning in schools is very high as evidenced by the significance of assistance to schools in the framework of catching up in various aspects.

Quipper school is popular learning software for students in SMKN 1 Sengkang, especially the Computer Network Engineering Department (TJK). Students are familiar with the application of quipper school learning so it is very urgent and relevant to be applied in every field of study (Tandirerung & Hadi, 2014). On the other side, the PAI study field has not received a

response from students, because of various problems, such as psychic students who do not want to be monotonous, Islamic teachings are popular in families and communities, learning strategies by educators have not matched the conditions of students, and so on. Various learning problems in the field, assessed the use of quipper school can be a solution for increasing student learning motivation in class (Agustina & Cahyono, 2017; Saptani, 2016; Sulisworo et al., 2017; Virdhiyanto, 2013). Quipper school makes it easy for students to do their assignments online with laptop, notebook and android tools. Student assignments in Quipper school can be done at home and at school in a short time.

Quipper school is an application designed to facilitate the tasks of educators in learning and increase students' interest in learning Islamic education (Buntoro et al., 2018). SMKN 1 Sengkang can implement quipper school because it has adequate facilities especially in the TKJ Department. Educators and TKJ Department students understand the application of quipper school which is the main 'capital' applied to PAI learning. Completeness of the quipper school features in accessing learning needs, educators can control the learning progress of students, cognitive, affective, and psychomotor, through providing evaluations such as filling out Creative Student Worksheets (Dewi et al., 2019; Muskita & Subali, 2020; Ransom & Manning, 2013; Yulianti et al., 2020). Worksheets generally contain practice questions and review teaching materials for each topic (Zahro et al., 2017). The design of PAI-based PAI learning through Facebook accounts is very important to be developed to control the learning progress of students by giving creative worksheets. Thus, it aims to determine the significance differences by those who are taught using Quipper through a facebook account in assigning creative worksheets and those who are not taught using Quipper in the field of Islamic education studies.

METHODS

This type of research is experiment. The experimental research used Quasi Nonequivalent control group design. The experimental group and the control group are intensively arranged so that both variables have the same or nearly the same characteristics, the experimental group is given a certain treatment or treatment while the control group is not given a certain treatment with consideration of the difficulty of controlling all variables that affect the variables to be studied (Nazir, 2005).

The population of this study was all students of class X Department of Computer Network Engineering (TKJ) SMK Negeri 1 Sengkang amounted to 70. The total population was also used as a research sample. The sample was divided into two classes, namely the experimental class and the control class with a total of 35 students each class. The research instruments used were 1) Student Observation Sheet; 2) Student Learning Outcomes Test in the form of

worksheets; 3) Questionnaire; 4) study documents; and 5) triangulation.

Quantitative data analysis with statistical techniques, namely descriptive statistical techniques and non-parametric statistical techniques inferential non test mann-whitney U-Test which is a test to determine the differences between two free groups with ordinal bound variable data scales or intervals / ratios not normally distributed and not homogeneous with using SPSS version 24.

RESULTS AND DISCUSSIONS

Learning Effectiveness Results of Control Classes

Data from observations of an Sengkang Vocational High School 1 (Hamran, 2018) educator on the effectiveness of class X TKJ Sengkang Vocational High School students in the control class during learning can be seen in the following table:

Table 1. Observation Results of the Effectiveness of Classroom Learning Control (Pretest)

No	Observed indicator	Category								Total number	
		Very active		Active		low active		Not Active			
		Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)		
1	Attention Learners towards learning:										
	a. learners focus their attention on learning	5	14	7	20	18	51	5	14	35	100`
	b. Carry out the task immediately										
2	c. His movements are serious										
	Learner interest in the lesson:										
	a. Learners do not stop working	4	11	4	11	6	18	21	60	35	100`
3	b. The student's face beamed										
	c. Look fun doing the task										
	Student activities										
4	a. If it's not clear you want to ask	2	5	8	23	15	43	10	29	35	100`
	b. Answer immediately when asked										
	c. Write down important things										
5	Eager to learn										
	a. Enter the room immediately	6	17	8	23	11	31	10	29	35	100`
	b. Like forgetting time, lessons are still working										
5	c. Looks busy										
	Students learn boisterously fun:										
	a. The class sounds crowded, the students respond to the voice	3	9	7	20	19	54	6	17	35	100`
	b. Going back and forth but directed to learning										

No	Observed indicator	Category								Total number	
		Very active		Active		low active		Not Active		Total students	Percentage (%)
		Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)
6	c. Upon completion of the assignment, the learners appear happy The state of learning is orderly a. If you want to ask raise your hand b. Each PD is absorbed in his duties c. The group leader reprimands if there are students who are negligent	5	14	9	26	16	46	5	14	35	100`
7	Implementation of learning smoothly a. Cut each indicator according to the target time b. There was no apparent stopping activity c. The lesson finishes at the specified time	4	11	4	11	7	20	20	58	35	100`

Based on the above, the results of observations of the learning effectiveness of students in the control class of Islamic Religious Education subjects at the time of the pretest, namely the attention of students towards learning categorized as less active as many as 18 students with a percentage of 51%; Students' interest in inactive category is 21 students with a percentage of 60%; Activities of students in learning activities categorized as less active as many as 15 students with a percentage of 43%; The spirit of learning is categorized as less active as many as 11 students with a percentage of

31%, even the category of inactive as many as 10 students with a percentage of 29%. Students learn with a fun atmosphere that is categorized as less active as many as 19 students with a percentage of 54%; The state of orderly learning is categorized as less active as many as 16 students with a percentage of 46%. Implementation of learning smoothly categorized as inactive as many as 20 students with a percentage of 58%. Thus, PAI learning of students in the control class at the time of the pretest shows less active or ineffective.

Table 2. Observation Results of the Effectiveness of Classroom Learning Control (post test)

No	Observed indicator	Category								Total number	
		Very active		Active		low active		Not Active		Total students	Percentage (%)
		Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)
1	Attention Learners towards learning: a. learners focus their attention on learning b. Carry out the task immediately c. His movements are serious	3	9	7	20	19	54	6	17	35	100`
2	Learner interest in the lesson: a. Learners do not stop working b. The student's face beamed c. Look fun doing the task	3	9	7	20	19	54	6	17	35	100`
3	Student activities a. If it's not clear you want to ask b. Answer immediately when asked c. Write down important things	5	14	9	26	16	46	5	14	35	100`
4	Eager to learn a. Enter the room immediately	3	9	7	20	19	54	6	17	35	100`

- b. Like forgetting time, lessons are still working
- c. Looks busy

No	Observed indicator	Category								Total number
		Very active		Active		low active		Not Active		
		Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	
5	Students learn boisterously fun:									
	a. The class sounds crowded, the students respond to the voice	3	9	7	20	19	54	6	17	35
	b. Going back and forth but directed to learning									
6	c. Upon completion of the assignment, the learners appear happy									
	The state of learning is orderly									
	a. If you want to ask raise your hand	5	14	9	26	16	46	5	14	35
7	b. Each PD is absorbed in his duties									
	c. The group leader reprimands if there are students who are negligent									
	Implementation of learning smoothly									
a. Cut each indicator according to the target time	4	11	4	11	7	20	20	58	35	
b. There was no apparent stopping activity										
c. The lesson finishes at the specified time										

Based on the table above, the results of observations of the learning effectiveness of students in the control class of Islamic Religious Education Subjects at the time of the post-test, namely the attention of students towards learning categorized as less active as many as 19 students with a percentage of 54%; The interest of students in the lessons in the category of less active as many as 19 students with a percentage of 54%; Activities of students in learning activities categorized as less active as many as 16 students with a percentage of 46%; The spirit of learning is categorized as less active as many as 19 students with a percentage of 54%; Students learn with a fun atmosphere that is categorized as less active as many as 19

students with a percentage of 54%; The state of orderly learning is categorized as less active as many as 16 students with a percentage of 46%. Implementation of learning smoothly categorized as inactive as many as 20 students with a percentage of 58%. Then it can be concluded that the results of observations of the learning effectiveness of students in the control class have not reached the expected assessment standard.

Learning Instrument Test Results

Learning outcomes of students in Islamic Religious Education subjects, both in the pre-test and post-test in the control class, can be seen in the following table:

Table 3. Statistical Analysis of Student Learning Outcomes Test Instruments Control Classes

Statistics	Score	
	Pre-test	Post-test
Average	49	53
The Lowest Score	30	30
The Highest Score	60	70
Minimal completeness criteria (KKM)	80	80

Learning outcomes of the subjects above show far below KKM standards, so

students are required to take remedial learning as a whole. The average value of student

learning outcomes confirms that the learning of Islamic Education in the Department of Computer Engineering at SMK Negeri 1 Sengkang requires creativity that can trigger an increase in student motivation. PAI Subject

Educators are required to implement completeness-based learning based on the achievement of KKM, becoming an important argument for the application of quipper school learning media.

Table 4. Statistical Analysis Time/Minutes Learning Outcomes of the Test Instrument Students in the Control Class

Statistics	Score	
	Pre-test	Post-test
Average time obtained	31 minutes	24 minutes
Determined effective time	15 minutes	15 minutes

Based on the above, it appears that those who are taught in Islamic religious education do not use quipper School through a Facebook account in assigning Class X Student Computer Worksheets (LKS) in the State Vocational School 1 Sengkang to the control class, the results obtained have not yet reached the target. statistical analysis of the time / minute used in completing the test results of the learning outcomes students control class pre-test the average time required 31 minutes, the average test post 24 minutes, while the effective time determined for pre-test and post-test is 15 minutes. Then it can be concluded that the results of the test instructor learning were not achieved because the minimum completeness criteria and the

effectiveness of time that had not been fulfilled for the subject matter of imitating the struggle of the Prophet Muhammad in Madinah on subjects of Islamic education class X semester at SMK Negeri 1 Sengkang.

The Effectiveness of Experimental Class Learning Results

Observation of learning outcomes of Islamic Religious Education Subjects for control class students during the learning process obtained by using an observation sheet (Hamran, S.Pd) in Class X Department of Computer Network Engineering (TKJ) SMK 1 Sengkang can be seen in the following table:

Table 5. Observation Results of the Effectiveness of Experimental Class Learning (Pretest)

No	Observed indicator	Category								Total number	
		Very active		Active		low active		Not Active			
		Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)	Total students Percentage (%)		
1	Attention Learners towards learning:										
	a. learners focus their attention on learning	4	11	4	11	7	20	20	58	35	100`
	b. Carry out the task immediately										
2	c. His movements are serious										
	Learner interest in the lesson:										
	a. Learners do not stop working	2	6	8	23	15	43	10	29	35	100`
3	b. The student's face beamed										
	c. Look fun doing the task										
	Student activities										
4	a. If it's not clear you want to ask	5	14	9	26	16	46	5	14	35	100`
	b. Answer immediately when asked										
	c. Write down important things										
4	Eager to learn										
	a. Enter the room immediately	3	9	7	20	19	54	6	17	35	100`

No	Observed indicator	Category								Total number	
		Very active		Active		low active		Not Active		Total students	Percentage (%)
		Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)		
	b. Like forgetting time, lessons are still working c. Looks busy										
5	Students learn boisterously fun: a. The class sounds crowded, the students respond to the voice b. Going back and forth but directed to learning c. Upon completion of the assignment, the learners appear happy	3	9	7	20	19	54	6	17	35	100`
6	The state of learning is orderly a. If you want to ask raise your hand b. Each PD is absorbed in his duties c. The group leader reprimands if there are students who are negligent	5	14	9	26	16	46	5	14	35	100`
7	Implementation of learning smoothly a. Cut each indicator according to the target time b. There was no apparent stopping activity c. The lesson finishes at the specified time	6	17	8	23	11	31	10	29	35	100`

Based on the table above, the results of observations of the learning effectiveness of students in the experimental class of Islamic Religious Education subjects at the time of the pretest, namely the attention of students towards learning categorized as inactive as many as 20 students with a percentage of 58%; The interest of students in the lessons in the category of less active as many as 15 students with a percentage of 43%; Activities of students in learning activities categorized as less active as many as 16 students with a percentage of 46%; The spirit of learning is categorized as less active as many as 19 students with a percentage of 54%; Students learn with a fun atmosphere

that is categorized as less active as many as 19 students with a percentage of 54%; The state of orderly learning is categorized as less active as many as 16 students with a percentage of 46%.The implementation of smooth learning is categorized as less active as many as 11 students with a percentage of 31% even the category of inactive as many as 10 students with a percentage of 29%. Thus, PAI learning of students in the experimental class at the time of the pretest showed less active or ineffective. Furthermore, the effectiveness of learning in the experimental class at the time of the post tests, as in the following table:

Table 6. Observation Results of the Effectiveness of Experimental Class Learning (Post-Test)

No	Observed indicator	Category								Total Number	
		Very active		Active		low active		Not Active		Total students	Percentage (%)
		Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)		
1	Attention Learners towards learning: a. Learners focus their attention on	33	94	1	3	1	3	0	0	35	100`

No	Observed indicator	Category								Total Number	
		Very active		Active		low active		Not Active		Total students	Percentage (%)
		Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)	Total students	Percentage (%)
	learning										
	b. Carry out the task immediately										
	c. His movements are serious										
2	Learner interest in the lesson: a. Learners do not stop working b. The student's face beamed c. Look fun doing the task	30	86	4	11	1	3	0	0	35	100`
3	Student activities a. If it's not clear you want to ask b. Answer immediately when asked c. Write down important things	32	91	2	6	1	3	0	0	35	100`
4	Eager to learn a. Enter the room immediately b. Like forgetting time, lessons are still working c. Looks busy	35	100	0	0	0	0	0	0	35	100`
5	Students learn boisterously fun: a. The class sounds crowded, the students respond to the voice b. Going back and forth but directed to learning c. Upon completion of the assignment, the learners appear happy	34	97	1	3	0	0	0	0	35	100`
6	The state of learning is orderly a. If you want to ask raise your hand b. Each PD is absorbed in his duties c. The group leader reprimands if there are students who are negligent	29	83	5	14	1	3	0	0	35	100`
7	a. Implementation of learning smoothly b. Cut each indicator according to the target time c. There was no apparent stopping activity d. The lesson finishes at the specified time	e. 3 5	f. g. h. i. j. k. l. m. n. 00` /								

Based on the above table, the results of observations of the effectiveness of learning of students in the experimental class Islamic Education Subjects at the time of the post test, namely the attention of students towards learning categorized as very active as many as 33 students with a percentage of 94%; The interest of students in the category of lessons is very active as many as 30 students with a percentage of 86%; Activities of students in learning activities categorized as very active as many as 32 students with a percentage of 91%; The spirit of learning is categorized very active as many as 35

students with a percentage of 100%; Students learn with a fun atmosphere that is categorized as very active as many as 34 students with a percentage of 97%; The state of orderly learning is categorized as very active as many as 29 students with a percentage of 83%.The implementation of learning smoothly is categorized as very active as many as 35 students with a percentage of 100%. So it can be concluded that the results of observations of the learning effectiveness of students in the experimental class at the time of the post test achieved

maximum results, namely the very active category.

Learning Instrument Test Results

Learning outcomes of students in Islamic Religious Education subjects, both in the pretest and post test in the experimental class, can be seen in the following table:

Table 7. Statistical Analysis of Student Learning Outcomes Test Instruments Experimental Classes

Statistics	Score		
	Pre-Test	Experiment (Quipper School)	Post Test
Average	42	98	98
Lowest Value	30	90	90
The highest score	60	100	100
Maximum Time/Minute	80	80	80

The learning outcomes of the Subjects above indicate that the KKM standard is very much achieved, so students do not participate in remedial learning. The average value of student learning outcomes confirms that PAI learning in the TKJ Department of SMK Negeri 1 Sengkang is important to be developed because it can trigger an increase in students' learning motivation. PAI Subject

Educators are required to implement completeness-based learning based on the achievement of KKM, becoming an important argument to be applied in quipper school-based learning media. Furthermore, the time analysis used in the Experiment class in working on problems can be seen in the following table:

Table 8. Statistical Analysis Time/Minutes Learning Results Test Instruments Experiment Classes

Statistics	Score		
	Pre-test	Experiment (Quipper School)	Post-test
Average time obtained	37 minute	8 minute	8 minute
Determined effective time	15 minute	15 minute	15 minute

Based on the table above, it appears that PAI learning does not use Quipper School through a Facebook account in assigning class X LKS assignments at TKJ SMKN 1 Sengkang to the control class obtained an average of pre-test 42, treatment with Quipper School 98 and post-test 98, the lowest pretest score 30, treatment 90, posttest 90, highest score pretest 60, treatment 100, posttest 100, minimum completeness criteria (KKM) pretest 80, treatment 80, posttest 80. Whereas in table 8, the statistical analysis of time / minutes used in completing the test results of the learning outcomes of the experimental class students pre-test the average time needed is an average of 37 minutes, 8 minutes treatment, 8 minutes test post, while the effective time is determined for the pretest, treatment and posttest is 15

minutes. Then it can be concluded that the results of the test instructor learning were achieved because of the KKM fulfillment and the effectiveness of the time that had been set for the subject matter to emulate the struggle of the Prophet Muhammad in Medina on the subject of Islamic religious education class X semester at SMK Negeri 1 Sengkang.

Interests of Students Learning PAI Through Quipper School

After being given a learning treatment using Quipper School media on experimental class students, questionnaires were then distributed to find out the extent of students' interest in using Quipper School media in doing their assignments. The interest questionnaire using the Likert scale strongly

agrees, agrees, disagrees and disagrees. The questionnaire was distributed to 35

experimental class students, who were then recapitulated in the following table:

Table 9. Recapitulation of Quipper School Learning Interest questionnaire results for the Experiment class

No	Statement	Answer Choice								Total Number	
		Strongly agree		Agree		Disagree		Strongly disagree			
		Total students	Percent age (%)	Total students	Percent age (%)	Total students	Percent age (%)	Total students	Percent age (%)	Total students	Percent age (%)
1	I have been working on creative student worksheet assignments (LKS) with Quipper School through a facebook account	32	91	3	9	0	0	0	0	35	100`
2	I find it easy to do creative worksheets with Quipper School through a facebook account because I can do it through a laptop, notebook or android both at home or at school.	30	86	5	14	0	0	0	0	35	100`
3	I feel very happy working on assignments through the Quipper School feature because there is a point for each correct answer, so with that point I can buy some interesting content on Quipper School.	32	91	3	9	0	0	0	0	0	100`
4	I find it very interesting to work on assignments through the Quipper School feature because it doesn't take up too much time	30	86	5	14	0	0	0	0	35	100`
5	I can learn independently about the subject matter through the Quipper School feature because there are several materials that are automatically available in the QlearnQuipper School feature.	30	86	5	14	0	0	0	0	35	100`
6	I no longer need to be busy taking notes or writing answer sheets with balpoints with the Quipper School feature.	33	94	2	6	0	0	0	0	35	100`
7	When I get permission or get sick, I don't worry about missing out on lessons because the material that you teach can be learned at home.	33	94	2	6	0	0	0	0	35	100`
8	I can ask questions about material that I don't understand from the teacher about the subject matter through the Quipper School feature	30	86	5	14	0	0	0	0	35	100`

Based on the table above, the results of the student questionnaire that stated I had done the work of Creative Worksheets with a quipper school through a Facebook account that responded with answers strongly agreed as many as 32 respondents or 91%; A statement that I find it easy to work on Creative Worksheets with Quipper School through a Facebook account because I can do it via laptop, notebook or android, both at home or at school. with answers strongly agree 30 respondents or 86.7%; Statement that I feel very happy doing the assignment

through the Quipper School feature because there is a point for each correct answer, so with that point I can buy some interesting content at Quipper School with the answer strongly agreeing to 32 respondents or 91%; Statement that I find it very interesting to do the work through the Quipper School feature because it does not take up much time, with answers strongly agree 30 respondents or 91%;Statement that I can learn independently about the subject matter through the Quipper School feature because there are several materials that are

automatically available in the learn Quipper School feature with answers that strongly agree, 30 respondents or 86%; Statement that I no longer need to be busy taking notes or writing answer sheets with ballpoints with the Quipper School feature with answers that agree strongly, that is 33 respondents or 94%; Statement that if I am licensed or sick, I am not worried about missing out on lessons because the material that you teach can be learned at home with answers that are very amenable, i.e. 33 respondents or 94%; Statement that I can ask questions about material that I do not understand the teacher about the subject matter through the Quipper

School feature with answers that strongly agree that is 30 respondents or 86%. Thus, students consider that the use of the quipper school feature through a Facebook account is very good and strongly agrees if it is implemented on an ongoing basis.

Mann-Whitney U Test results

For this difference test the SPSS Version 24 data test was used using the mann whitney test or U test for the cognitive learning outcomes of students in the post test control class and experimental class and the following data were obtained:

Table 10. U SPSS Test Results Version 24. Post Test Control Class and Experiment Class
NPar Tests Mann-Whitney Test

Ranks				
	Class	N	Mean Rank	Sum Of Ranks
Quipper School Learning Results	Class Control	35	18,00	630,00
	Class Experiments	35	53,00	1855,00
	Total	70		
Test Statistics ^a				
	Hasil Belajar Quipper School			
Mann-Whitney U				,000
Wilcoxon W				630,000
Z				-7,496
Asymp. Sig. (2-tailed)				,000

a. Grouping Variable: KELAS

Source: SPSS output version 24.

The basis for Mann Whitney's decision making, if the Asymp.Sig value < 0.05 , then the hypothesis H_0 is rejected H_1 is accepted. If the Asymp.Sig value > 0.05 , then the hypothesis H_0 is rejected H_1 is rejected. Based on the "Test Statistics" output in the mann-whitney test the Asymp.Sig value is known. (2- tailed) of 0,000 is smaller than $<$ probability value of 0.05, then the hypothesis H_0 is rejected H_1 is accepted. then it can be concluded that the hypothesis H_0 is rejected H_1 which means there are different learning outcomes using and not Quipper School through a facebook account in assigning creative worksheets. Because there are significant differences, it can be said that the use of Quipper School through a facebook account in the assignment of creative

worksheets increases the learning effectiveness of PAI Subjects in class X students of TKJ Department, SMK Negeri 1 Sengkang.

Every important lesson is planned comprehensively so that it can run effectively and efficiently. The aspects planned and prepared before the learning process activities are learning tools. Learning devices are a set of learning resources that enable students and educators to carry out learning activities. Appropriate learning tools such as online-based media, can motivate students more optimally in participating in learning (Anggraini, 2016). Learning devices can be effective if the educator is able to communicate conductively through

appropriate media with students in the classroom (Tuhuteru, 2019). Learning becomes quality if educators have competence, complete learning tools, and are supported by ICT facilities in the education unit.

This study used 70 respondents, the control class consisted of 35 samples and 35 experimental samples were unpaired. The control class was not given learning treatment using Quipper School media; the experimental class was given learning treatment using Quipper School media. This hypothesis test states that there is a significant difference in using and not using Quipper School through a Facebook account in assigning creative worksheets to improve the effectiveness of learning the subject of PAI Class X TKJ Department at SMK Negeri 1 Sengkang. The presence of Quipper School is expected to reduce the negative impact of social media such as the use of Facebook.

The use of Quipper School through Facebook accounts in giving LKS assignments to improve the learning effectiveness of PAI Subject students. Creative LKS can be created by educators in the use of Quipper school through this Facebook account. Creative Worksheets if they meet the active requirements, construction requirements, and technical requirements (Putra, 2016). Creative LKS is more effective if it is adapted to quipper school learning media. Quipper School is a free online platform for educators with its features (Quipper link) and students (Quipper Learn). This platform helps educators manage classes online and see students' development directly. Quipper Learn can make it easier for students to do assignments online with laptop, notebook and android tools. Students' assignments in Quipper Learn can be done at home and at school in a short time (Tandirerung, 2014).

The application of quipper school can trigger an increase in learning effectiveness as well as with students' learning interest. Research shows that conventional PAI learning causes the low learning interest of

students which has implications for failure and incompleteness based on KKM (Das, 2018). The use of e-learning quipper school as a place to do the tasks given by educators, then students access the subject matter, if there are difficulties students can send through the message menu about material that is not yet understood (Saraswati, 2018). Quipper school-based learning media experiments indicate the importance of students learning online. Quipper school-based learning is very appropriate for grade X students of the TKJ Vocational School 1 Sengkang. PAI learning is considered by students as learning that is saturating, boring, and unfocused, so it is very urgent and relevant to the application of quipper school. The presence of quipper schools becomes a more effective, efficient, flexible, distributive, scientific, rational, and humanist alternative to PAI learning.

CONCLUSION AND RECOMMENDATION

The effectiveness of students' learning does not use Quipper School through a facebook account in assigning Creative Worksheets to class X students of the TKJ Department in SMK Negeri 1 Sengkang not meeting the minimum completeness criteria (KKM) set by the SMK Negeri 1 Sengkang in educational learning activities The second half of Islamic religion subject matter emulated the struggle of the Prophet Muhammad in Medina.

Learning effectiveness of students using Quipper School through a facebook account in assigning creative worksheets to improve the effectiveness of PAI learning in class X students of TKJ at SMK 1 Sengkang meet the minimum completeness criteria (KKM) set by SMK Negeri 1 Sengkang in learning activities PAI Semester II's subject matter exemplifies the struggle of the Prophet Muhammad in Medina.

Significant differences in the effectiveness of learning that uses and does not use quipper school through a Facebook

account in assigning creative worksheets to improve the effectiveness of learning in the field of PAI in class X Department of TKJdi SMK Negeri 1 Sengkang is evidenced by the existence of different learning outcomes using test instruments, observation during the process of learning activities, student questionnaire interests in learning Quipper School. Based on the "Test Statistics" output in the mann-whitney test the Asymp.Sig value is known. (2- tailed) of 0,000 is smaller than <probability value of 0.05, then the hypothesis H_0 is rejected H_1 is accepted. Significant differences in the effectiveness of learning that uses and does not use quipper school through a Facebook account in assigning creative worksheets to improve the effectiveness of learning in the field of PAI in class X Department of TKJ at SMKN 1 Sengkang is evidenced by the existence of different learning outcomes using test instruments, observation during the process of learning activities, student questionnaire interests in learning Quipper School. Based on the "Test Statistics" output in the mann-whitney test the Asymp.Sig value is known. (2- tailed) of 0,000 is smaller than <probability value of 0.05, then the hypothesis H_0 is rejected H_1 is accepted. The next important study is the development of Quipper School media through a Facebook account on strengthening psychomotor competence in the field of PAI studies.

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