

UTILIZATION OF THE TYPER SHARK DELUXE APPLICATION TO INCREASE INTEREST AND QUALITY OF LEARNING TYPING GRADE IX STUDENTS OF INTEGRATED JUNIOR HIGH SCHOOL SCHOLARS HUMAN BEINGS NURUL HUDA PAOWAN

Nuri Nadiatuz Zahro^{1*}, Sahwari², Tri Astindari³
^{1,2,3} STKIP PGRI Situbondo, Indonesia
email: nurinadiatuzzahro@gmail.com

Abstract: Improving the quality of education must be supported by improving the quality of learning. Improving the quality of education must be supported by improving the quality of learning. There are various efforts to improve the quality of student learning, including arousing interest in learning. This study aims to see the extracurricular relationship of learning to type using *the Shark Deluxe Typer application* in increasing the interest and quality of typing learning students of Grade IX of Nurul Huda Paowan Integrated Junior High School. This study uses a qualitative descriptive approach, with the researcher's position as the main instrument (key) while sampling data sources is carried out with Purposive Techniques and Snowball Sugiono (2016). The data collection technique uses the Triangulation (combined) method, data analysis is inductive/qualitative, and the results of qualitative research emphasize more meaning than generalizations of Sugiono (2016). The data analysis technique uses an interactive data analysis model which includes four components, starting from data collection, data reduction, data presentation, and concluding Pratama (2014). Judging from the results of the data that has been obtained, using *the Shark Deluxe Typer application* is very useful to increase the interest and quality of typing learning for grade IX students of Cendekia Insani Paowan Integrated Junior High School.

Keywords: *Typer Shark Deluxe*, Integrated Junior High School Cendekia Insani Paowan.

Copyright (c) 2024 The Authors. This is an open-access article under the CC BY-SA 4.0 license (<https://creativecommons.org/licenses/by-sa/4.0/>)

INTRODUCTION

Education has an important role in educating the nation's life, as an effort to improve the welfare of the community and form dignity in the nation. Therefore, with all its might, the government strives to improve the quality and equitable distribution of education to the maximum. Improving the quality of education must be supported by improving the quality of learning. Improving the quality of education must be supported by improving the quality of learning. There are various efforts to improve the quality of student learning, these various efforts include arousing interest in learning. Interest is a person's mental attitude about the sense of interest, attention, and hope that a person has for something, without any encouragement from anyone (Dalimunthe, 2020). According to Kartika et al., (2019) interest in learning is a very important thing that must be present in students in order to be able to learn, because interest can also determine students' learning achievements. According to Ardhisan (2014), learning interest is influenced by internal

factors and external factors of students, external factors are a special concern of the role of teachers in providing a positive influence to maintain and trigger students' interest in learning apart from parents and the surrounding social environment.

Based on the results of observations at Nurul Huda Paowan Integrated Junior High School, the school has implemented extracurricular learning about typing using 10 fingers, so that students are able to type 10 fingers correctly, quickly, and efficiently. According to the results of the interview, extracurricular activities to learn to type 10 fingers have been carried out for the last 2 years using *the typer shark deluxe* application. *Typer Shark Deluxe* is a game designed to train users to type using 10 fingers. *The Shark Deluxe typer* provides explanations and games that are able to provide typing training and also have a very attractive appearance.

The author intends to conduct research on "***The Utilization of the Shark Deluxe Typer Application to Improve the Interest and Quality of Typing Learning for Grade IX Students of Nurul Huda Paowan Integrated Junior High School Scholar Insani***". Based on the background of the above problems, it can be identified that the focus that will be taken for research in scientific papers includes: Whether the use of *typer shark deluxe* can increase students' interest and learning quality in learning to type.

This study aims to see the extracurricular relationship of *typer shark deluxe* in increasing students' interest and quality of typing learning. There are many benefits of this research both for individuals, students, school institutions and the development of the world of education. Both in terms of motivation, foothold in making decisions, and being a reference for the development of the research world. The researcher has an assumption that the use of *the Shark Deluxe Typer* is able to increase the interest and quality of typing learning in grade IX students of Nurul Huda Paowan Integrated Junior High School.

Learning quality can measure the extent to which the level of achievement of the outcome of the learning objectives is achieved. Learning objectives that have been achieved can produce optimal learning outcomes from students, quality can be interpreted as effectiveness. Efforts to improve the quality of student learning include arousing interest in learning. Interest in learning is the attitude of a person's soul about the sense of interest, attention, and hope that a person has for something, without any encouragement from anyone. In this digital era, typing is an important ability for everyone to master, having the ability to type can be an added value in finding a job. To learn to type using

10 fingers, you can use *the Typer Shark Deluxe application*. *Shark Deluxe Typer* is a *game* designed to practice typing using 10 fingers. *The Shark Deluxe typer* provides explanations and games that can provide typing training and also have a very attractive appearance.

METHOD

This study uses a qualitative descriptive approach, the position of the researcher as the main instrument (key) while sampling data sources is carried out with *Purposive* and *Snowball* Techniques (Sugiono, 2016). The data collection technique uses the Triangulation (combined) method, data analysis is inductive/qualitative, and the results of qualitative research emphasize more meaning than generalizations of Sugiono (2016). The data analysis technique uses an interactive data analysis model which includes four components, starting from data collection, data reduction, data presentation, and drawing conclusions (Pratama, 2014).

The main source in the research located at Nurul Huda Paowan Integrated Junior High School is grade IX students, while other data sources are school principals, extracurricular teachers.

RESULTS AND DISCUSSION

Nurul Huda Paowan Cendekia Insani Integrated Junior High School is located in the Nurul Huda Islamic Boarding School and is under the auspices of the Insani Scholar Foundation, Jalan Raya Paowan No.25 Paowan Village, Panarakan District, Situbondo Regency, Postal code 68351, Email: smpcendekia2@gmail.com.

Nurul Huda Paowan Integrated Junior High School was established in 2009, until today this educational institution has 42 students and is the choice of educational institutions at the junior high school level that can be enjoyed by Nurul Huda Paowan Islamic Boarding School students and the general public. Currently, Cendekia Insani Integrated Junior High School is led by the Principal Mr. Epen Budiono, SS and has 10 education personnel and 2 education personnel. This junior high school educational institution has independent classes for each batch, equipped with a library and laboratory room that accommodates growth and development and maximizes lessons attended by Nurul Huda Paowan Integrated Junior High School students.

In addition to spiritual activities, there are other non-formal activities that also have added value for the growth and development of Nurul Huda Paowan Integrated Junior

High School students, for example; extracurricular learning to type, scouting, and PPTQ (Quran Translation Training Program). Extracurricular typing 10 fingers once a week, Friday to be precise and attended by all students under the auspices of the Integrated Junior High School of Cendekia Insani with the division of time sessions. Mr. Epen Budiono, S.S as the Principal of Cendekia Insani Integrated Junior High School Nurul Huda Paowan said that "Initially, I thought about how to make it difficult for students to type using 10 fingers quickly, correctly and of course not to make students bored. Finally, I brought it to a meeting table with several fellow teachers, and the idea came that we should hold extracurricular activities to learn to type using this *typer shark deluxe application* which is expected to help students learn to type effectively and efficiently". And Mr. Epen Budiono, S.S. continues to routinely ask for reports on students' typing learning results to be evaluated to be better in the future.

According to MM as an extracurricular teacher at the beginning of the meeting, there were still many who had difficulty operating *the typer shark deluxe* application, but after continuous training, students were able to use the *typer shark deluxe* application well so that students could type using 10 fingers correctly, quickly. The opinion of one of the students with the initials QCK is that extracurricular activities to learn to type using the *Typer Shark Deluxe* application are very useful, especially for students who cannot type using 10 fingers. Using the *Typer Shark Deluxe* application can help students type using 10 fingers quickly, and correctly, and of course not boring because the *Typer Shark Deluxe* application is game-based. RK also argued that extracurricular activities like learning to type using the *Typer Shark Deluxe application* were very fun because he didn't feel like he was learning but felt like he was just playing games. Even though he is often late for extracurricular classes, he is still enthusiastic about participating in these activities.

There are two indicators or benchmarks of the use of *the Shark Deluxe Typer* application according to the scope of the title or this study. First, *the* interest or enthusiasm of grade IX students of Nurul Huda Paowan Integrated Junior High School Scholars. The *second* is the quality of students' typing learning that continues to improve or vice versa.

As for describing the percentage of results from the level of interest or enthusiasm of students, it can be seen as follows;

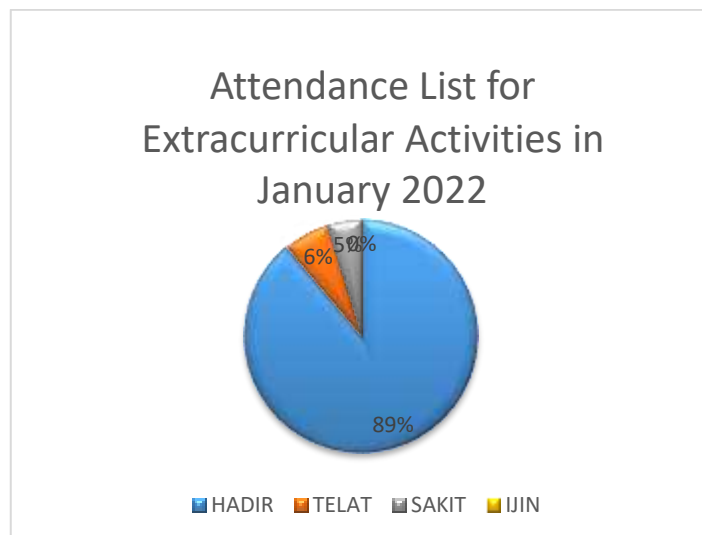


Figure 1. Percentage of results from the student's level of interest or enthusiasm

When viewed from the level of interest or enthusiasm of students, the average result shows that the level of enthusiasm or interest in extracurricular activities of typing 10 fingers is very high. Although there are delays or *discipline* from some students, this is very tolerable because of the level of busyness or activities of students who are also students at the Nurul Huda Paowan Islamic Boarding School. In line with the students, it turns out that the principal also gives a fairly high interest or enthusiasm for the existence of these activities by proving that he (the principal) always pays attention to or asks about the results of extracurricular activities to learn to type using the 10 fingers to the extracurricular teacher.

The *second* is the level of quality of students in the process of learning to type using 10 fingers as seen from the aspect of accuracy and typing speed of each student. There are several students who in the interview process mentioned that every week they have improved the quality of typing 10 fingers. As for describing the percentage of results of the quality of student typing learning, it can be seen as follows;



Figure 2. Percentage of results from Quality of Typing Learning

To measure the accuracy and speed of typing, it is usually measured by how many words a student types in each minute. Students feel that the quality of typing learning every week has improved both in terms of accuracy and typing speed. This is evidenced by the large number of vocabulary that students can type in just a few minutes, and also the results of their typing scores which are getting better every week.

Based on the two findings of the above research, the author concludes that the use of *the Shark Deluxe Typer application* is very useful to increase the interest and quality of typing learning for grade IX students of Cendekia Insani Paowan Integrated Junior High School because it is proven that students are very enthusiastic about participating in these extracurricular activities. With the use of *this Typer Shark Deluxe* application which is based on *a game* application, students do not feel bored even though the extracurricular activities take place.

CONCLUSION

The results of the analysis of the research data are the results of this study. Namely the use of *the Shark Deluxe Typer application* is very useful to increase the interest and quality of typing learning for grade IX students of Cendekia Insani Paowan Integrated Junior High School. This is based on the results of interviews with several respondents who have been researched and also from the results of the data that has been collected, a comparison is obtained in the percentage of high student attendance rate, which is 89%, so that if the percentage of student attendance is high, then students' interest in learning to type using *the Typer Shark Deluxe* application also high. Likewise, the quality of students' typing learning which is getting better every time the meeting is evidenced by the scores of the three factors that are getting higher every week.

REFERENCE

- Ardhisan, G. D. (2014). Hubungan Minat Belajar Terhadap Kualitas Hasil Belajar Siswa Jurusan Teknik Otomotif Di SMK Negeri 3 Yogyakarta. *Skripsi*, 1–94.
- Aw, S., Rosidah, & Kumoro, J. (2015). Efisiensi Kajian Ilmu Administrasi. *Prodi P.ADP FF UNY*, 13(1), 1–100.
- Ayu, S., Puspita, R., & Nugraheni, N. (2013). Peningkatan Kualitas Pembelajaran Geometri Berbasis Discovery Learning Melalui Model Think Pair Share. *Joyful Learning Journal*, 2(3), 1–9. <https://doi.org/10.15294/jlj.v2i3.2058>
- Charli, L., Ariani, T., & Asmara, L. (2019). Hubungan Minat Belajar terhadap Prestasi Belajar Fisika. *Science and Physics Education Journal (SPEJ)*, 2(2), 52–60. <https://doi.org/10.31539/spej.v2i2.727>

- Dalimunthe, M. I. (2020). Pengaruh Kecerdasan Emosional Dan Minat Belajar Terhadap Pemahaman Akuntansi Pada Mahasiswa Program Studi Akuntansi Di Universitas Medan Area. *Jurnal Mutiara Akuntansi*, 5(2), 99–108. <http://e-journal.sari-mutiara.ac.id/index.php/JMA/article/view/1381/1183>
- Elwess, N. L., Latourelle, S. M., & Myers, L. (2018). DNA barcoding of stoneflies (Plecoptera) in a general genetics course. *Journal of Biological Education*, 52(4), 406–414. <https://doi.org/10.1080/00219266.2017.1403359>
- Febriyanti, C., & Seruni, S. (2015). Peran Minat dan Interaksi Siswa dengan Guru Dalam Meningkatkan Hasil Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 4(3), 245–254. <https://doi.org/10.30998/formatif.v4i3.161>
- Goldman, Ian. and Pabari, M. (2021). *Peran Guru Mata Pelajaran Fiqih Dalam Meningkatkan Kualitas Belajar Siswa Pada Metode Pembelajaran Daring Di Mts Nurul Ikhlas Ambon*.
- Islamiah, I. D. (2019). Pengaruh Minat Belajar Siswa Terhadap Prestasi Belajar Matematika di SMKN 1 Cihampelas. *Jurnal On Education*, 01(02), 451–457. <https://jonedu.org/index.php/joe/article/view/91/73>
- Karina, R. M., Syafrina, A., & Habibah, S. (2017). Hubungan antara minat belajar dengan hasil belajar siswa dalam mata pelajaran IPA pada kelas V SD Negeri Garot Geuceu Aceh Besar. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 2(1), 61–77. <https://media.neliti.com/media/publications/188212-ID-hubungan-antara-minat-belajar-dengan-has.pdf>
- Kartika, S., Husni, H., & Millah, S. (2019). Pengaruh Kualitas Sarana dan Prasarana terhadap Minat Belajar Siswa dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Penelitian Pendidikan Islam*, 7(1), 113. <https://doi.org/10.36667/jppi.v7i1.360>
- Khozzatul Ilmi, A. (2017). *Peran Kiai Dalam Pendidikan Kepemimpinan Pada Santri Di Pondok Pesantren Madrosatul Qur'an Karang Joho, Mojo, Andong, Boyolali Skripsi*.
- Lestari, I. (2015). Pengaruh Waktu Belajar dan Minat Belajar terhadap Hasil Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 3(2), 115–125. <https://doi.org/10.30998/formatif.v3i2.118>
- Mirzan. (2019). Pemanfaatan Tes STIFIn Sebagai Optimalisasi Gaya Belajar Siswa di SD Islam Rumah Cerdas Malang. *Digital Library, UIN Sunan Gung Djati, Bandung*, 53(9), 1689–1699.
- Nasution, M. A., S. (1964). *Azas-azas Kurikulum*. Terate.
- Nurhasanah, S., & Sobandi, A. (2016). Minat Belajar Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 128. <https://doi.org/10.17509/jpm.v1i1.3264>
- Pamengas, M. W., Afirianto, T., & Wardhono, W. S. (2020). *Pengembangan Gim Edukasi Mengetik menggunakan Metode Touch- Typing untuk Meningkatkan Kecepatan Mengetik*. 4(1), 340–347. <http://j-ptiik.ub.ac.id/index.php/j-ptiik/article/view/6914>
- Prasetyo, H. A. (2013). *Matematika Melalui Student Teams Achievement Division (Stad) Berbantuan Komputer*.

- Pratiwi, N. K. (2017). Pengaruh Tingkat Pendidikan, Perhatian Orang Tua, Dan Minat Belajar Siswa Terhadap Prestasi Belajar Bahasa Indonesia Siswa Smk Kesehatan Di Kota Tangerang. *Pujangga*, 1(2), 31. <https://doi.org/10.47313/pujangga.v1i2.320>
- Risti P.S Hunowu. (2019). Kajian Bentuk Visual Dan Analisis Ornamen Pada Masjid Hunto Sultan Amay Gorontalo. *Thesis (Masters), S2 Pasca Sarjana, S2 Magister Desain Masters, Universitas Komputer Indonesia*, 69.
- Savira, A. N., Fatmawati, R., Rozin Z, M., & Eko S, M. (2018). Peningkatan Minat Belajar Siswa Dengan Menggunakan Metode Ceramah Interaktif. *Journal Focus Action of Research Mathematic (Factor M)*, 1(1), 43–56. https://doi.org/10.30762/factor_m.v1i1.963
- SIAGIAN, R. E. F. (2015). Pengaruh Minat dan Kebiasaan Belajar Siswa terhadap Prestasi Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 2(2), 122–131.
- sufyan S, & B, dan D. (2014). *Nilai kearifan lokal pesantren dalam upaya pembinaan karakter santri*. 3(02), 21–50.
- Sugiono. (2016). *Metode Penelitian Pendidikan*. Alfabeta,.
- Sugiyono. (2007). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif (Cet. III; Bandung: Alfabeta, 2007) (III)*.
- Syah, M. (2013). *Psikologi Pendidikan Dengan Pendekatan B*.
- Valentina, sri hartati, I. R. (2016). Peningkatan Kualitas Pembelajaran Ipa Melalui Model Role Playing Berbantuan Media Audiovisual. *Phenomenon : Jurnal Pendidikan MIPA*, 5(1), 33–44. <https://doi.org/10.21580/phen.2015.5.1.89>
- Yunitasari, R., & Hanifah, U. (2020). Pengaruh Pembelajaran Daring terhadap Minat Belajar Siswa pada Masa COVID 19. *Edukatif: Jurnal Ilmu Pendidikan*, 2(3), 232–243. <https://doi.org/10.31004/edukatif.v2i3.142>