OPENPORTFOLIO AS MOOCs IN BLEDEDSYSTEMS

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ABSTRACT

The principles connectivisme, in blended learning has presented MOOCs, so that learners have the autonomy to set their own interaction with the courses and contents included the results of the portfolio . Students often take advantage of system weaknesses Blended in space revision assignment. This resulted m ahasiswa demoralized to express learning outcomes in learning systemsblended. Portfolio is open on-line approach Sinektik to overcome weaknesses in web Base instructional Design used in the system blended . Method development using steps 1) Analysis, 2) Evaluation Planning, 3) Pre-Planning, 4) description.
Keywords: *MOOCs, OpenPortfolio, Sinektik .*

A. PRELIMINARY

MOOCs not a new term in learning. Leber (2012) revealed b Several years after learning object in the courses successfully, then followed by MOOCs are also considered to be a success on two levels. The success of the first one is, as an approach to MSI. MOOCs that have been used to prove petrified learner makes it easy to collect data about how learners interact with content courses. MOOCs berkontribusinya in classroom discussions and other activities, such as writing a blog post. Data show that learners contribute to the discussion, create content, and engage with their peers. Secondly, the experiment has been considered by success by many. As an example of a successful second is a different way to build courses with a scope wider and a new philosophical approach to the way higher education programs are structural and not structural causes passion and strong opinions about MOOCs in the last 2 years.

Learning blended with the concept of separation of the material in the on-line and face-to-face classroom experience problems assessment. Students are discouraged to express learning outcomes in learning systems blended . Students of the Department of Educational Technology (TEP) Faculty of Education (FIP), State University of Malang (UM) by a recap administrator System Application of Learning On-Line (Saprol) in 2010 recorded approximately 87% of the students collect the learning outcomes Exam Tengan Semester (UTS). Whereas in Class Semester Plan (RPS) are described throughout the learning outcomes have happened uploaded 2 weeks prior to the UTS. Only about 12% of the students

completed the task of learning and learning outcomes in a timely deposit. This is an indication of impairment of individual students' learning spirit. The task group had lower condition than the condition of the individual. The whole task of the student group is not timely dserahkan .. The active participation of students in following lectures dilaksanakanya only occurs towards the exam. This causes k esulitanassessment of learning outcomes of students in the system blended . Thus, assessment of student learning outcomes are not optimal. Indications are showing a decrease in the spirit of learning students.

Students take advantage of system weaknesses Blended . The weakness of the system is a revision space assignment that was built by the lecturer of the course on the system Blended. Students in her individual activity always upload the learning outcomes at the time of UTS and UAS and thereafter. Learning has not been able to encourage the students to produce a product at UTS and UAS. Students in the forum features are developed, does not address the problems or aspects inivatif. Features forum used to request an extension of assignment UTS or UAS. Some of the reasons students who do not enter the academic sphere are flurry students with tasks other subjects. Students have difficulty interacting in a group of on-line because of the habit of students to meet in person.

Student difficulties in running the system learning Blended due to the weaknesses of the learning system blended developed by FIP UM Department of TEP. Soepriyanto (2012) describes a system Mahasiswapada Saprol given the opportunity to accelerate learning according to ability, but otherwise does not offset the minimum standardized monitoring learning achievement. So that students majoring TEP FIP UM many are not active at the beginning of the lecture. The dominance of the activity is very visible on mahasiswa-particular student. Fallacy scheduling of production activities resulted afektifitas instructional media and production time to less efficiency. This has implications for student creativity to generate media be limited time for their production scheduling mistake media.

Student learning experiences can be realized because it is driven by the interests of the students themselves. According to Zimmerman (1989) learners have the potential to develop setting their own learning. Self-regulated learning refers to 1) the ability of students to prepare / study on their own, 2) take the necessary steps to learn independently, 3) manage and evaluate learning and provide feedback themselves and justification independently. According to Stubbe (2008) learners can organize themselves and be able to carry out learning activities leading to the creation of knowledge, understanding and higher learning, with the proviso using processes such as monitoring, testing reflection, questioning, and self-evaluation ,

Portfolio development opens electronically using the concept sinektik. Portofolio open constructed andused mahasiswa own. Students are given analogies to solve problems in learning. Sinektik selected model approach based on the opinions Joyce (2009) so that students do not focus on punishment that would be obtained if it can not produce in a series of learning activities or too late to complete the task. Students are given the opportunity to express themselves in the form of documents of learning outcomes. Learning management through analogies production ya n g arranged in sequence documents form the portfolio expected to be able provide improved liveliness and creativity.

B. Research and Development Methods

methods of Implementation

The method of implementation of research in the chart illustrated sebaga i follows:

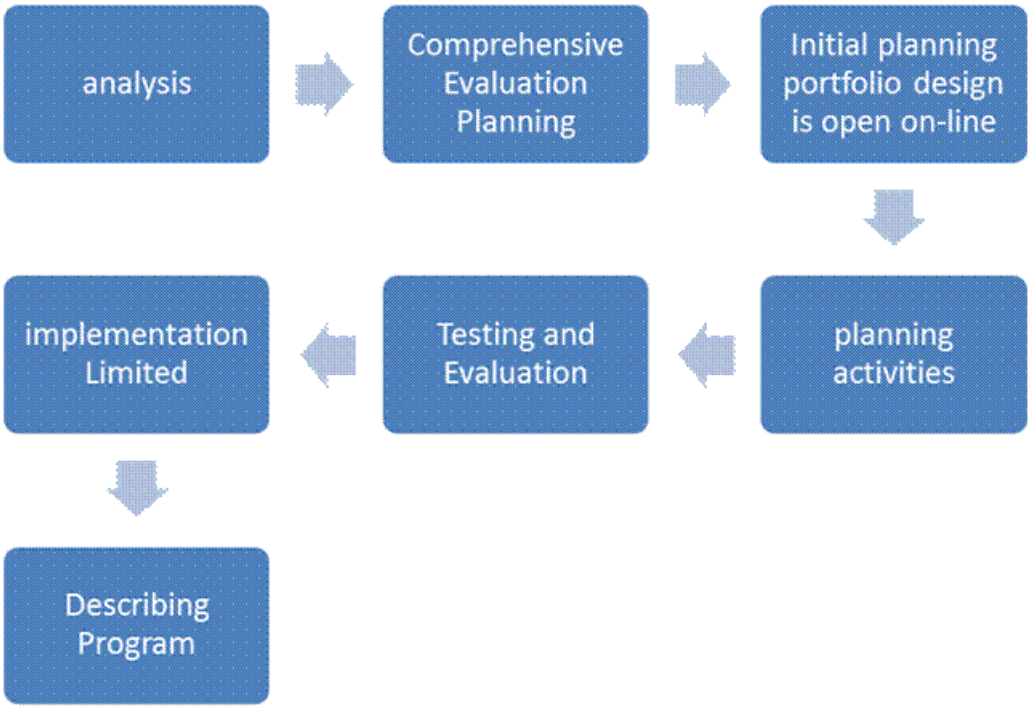


Chart stages of development

stage of Development

In detail at each stage are as follows:

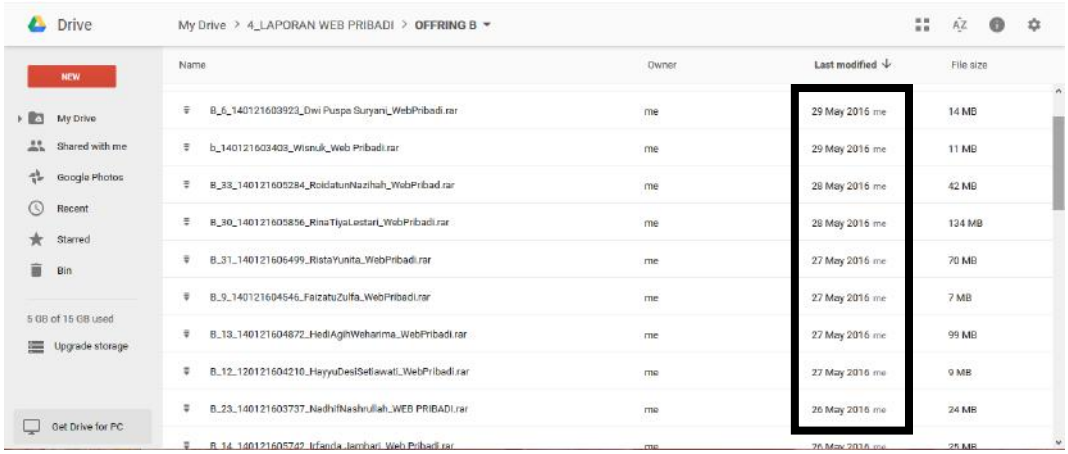
1) The first stage Analysis: Of course learning content Learning Technology by considering all aspects of learning and web-based learning evaluation. Activity analysis begins with learning content, the main steps and the main learning Learning Competency; 1) analysis

is done to the students the ability to achieve the learning objectives. 2) Identify measures and sublangkah dilustrasikan in Learning Task Mapping (LTM) includes analysis steps sinektik portfolio approach to the concept of Tringo in learning. Subsequent analysis of the activity is the learning content as the last part of the second phase of analysis. All the activities of the analysis is then used as Task Objective Assessment Blueprint (TOAB). In Model WBID, TOAB used as a tool for matching purposes and item by item assessment tasks in steps portfolio sinektik approach to the concept of tringo is on-line . Statement initial goal is then reviewed and modified as needed for the development and the ultimate goal of learning. The findings of the analysis phase will be entirely implications for WBI design phase, implementation, and evaluation (Davidson: 2006)

2) Stage Two are: Planning Evaluation thorough of Web Based Learning portfolio model is open . There are two types of evaluation that is formative and summative evaluation (Lee 2004). At this stage, researchers examine the Draft Model Portfolio is open, then developed a draft formative portfolio model is open and summative evaluation plan portfolio model is open. The draft evaluation includes initial conditions. conditions prototype models and revised prototype model of WBI. The evaluation will be photographing everything and after the design phase, the activities in the implementation of m odel p ortofolio open ,
3) The third stage includes the design of WBI Initial planning and design tasks, design is initiated from the first stage is the analysis of activities. The analysis has been conducted and evaluation plans have been formulated, then design a model of learning on-line and then developed based on the phases of learning development. Design and development tasks can be completed at the same time, a process known as concurrent design. At this stage of learning by portfolio Model Model open to design. The design starts from identifying the design, writing goals, and determine the learning strategies and motivation. The development process then moves from design planning model into the design of a prototype model portfolios that are essentially open to refine the results of a preliminary draft. Specifically referred to the development phase.
4) The fourth stage preplanning activities, which include identifying design tasks, identify personnel, and create a timeline for the design and development procedures. Timeline explore different types of assessment strategies and how to improve based TOAB with goals and assessment items.

C. Results and Discussion

Results Open Portfolio



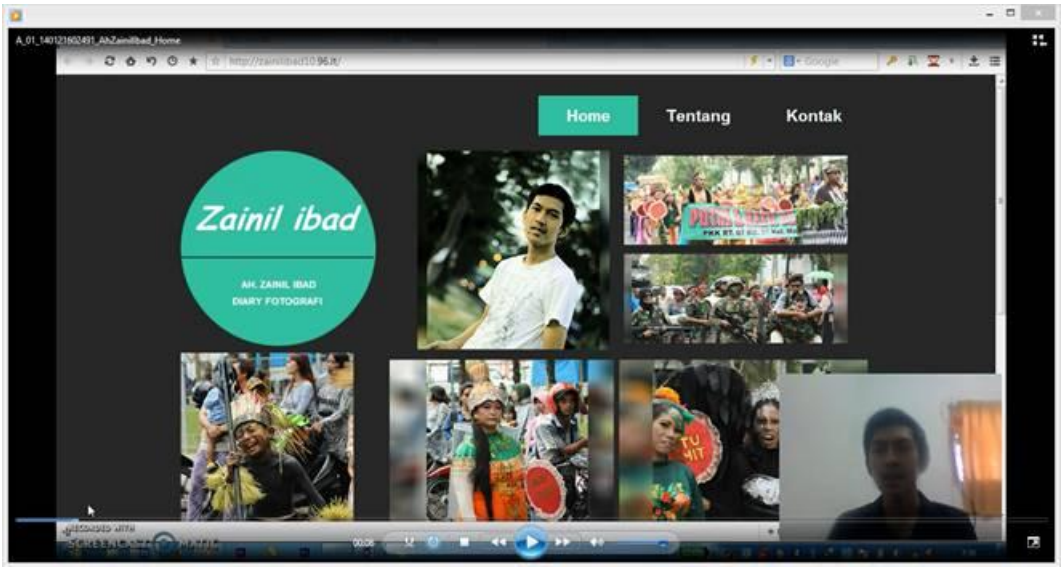
Pictures of student results

In general, technology MOOCs improve e-learning because it supports the learning experience. P enggunakan internet in the portfolio is linking connections between learners so as to buildcollaboration . Technological conditions Outdoor portfolio online using internet technology is a condition that rely on e-learning system. MOOCs tangible digital content is expected thatlicensed so it can be used for the purpose of national education by persons other than the owner of the content. License and may vary widely and the inclusion or defined more narrowly, for example, only allow or not to use the resources. OER is also supported by an international movement that aims to create an increasing number of digital content available for free, in the public interest. That is an Online Courses certain publicly available for the number of learners who taidak limited, free. It is also a form of online learning and MOOCs using the theory of technologyeducation in order to function. They can also use OER as a primary source of content.

Students mengumpu fish are the portfolio according to the schedule. Students who follow the course MSI individual able to demonstrate optimal performance by gathering as scheduled.The time difference collecting student results are no longer in a span of weeks. Differences in the collection has a range of days. Students have realized the importance of showing results of learning in the learning process

Outdoor portfolio associated with metaphorical activity, creativity becomes a process that can be done consciously. Metaphors establish a comparison of the object or object or idea with another idea, a way to redeem posis. Students in the system given the freedom to see the results of other students' learning. Through this system, the creative process emerged,

which can connect something familiar to the unfamiliar or create a new idea of ideas usual (results of other learners).



recorded video images of students personal web development process

Students develop personal web with an original idea. In the video data uploaded students in blended learning system, students upload learning outcomes in the form of a personal web development process. Students coherently explained ranging from how web development, web content to the web site excellence.

Conditions student already has a high content metaphors. Students are able to introduce the conceptual distance between the other learners with the object or subject matter and encourage original thinking. For example, by asking students to think a web site as a learning resource books in general, so that the students actually is providing a structure metaphor, where students can think about something familair in a new way. Instead, teachers can ask students to think about new topics, web content learning, the old way, by asking them to compare it with the systemLearning Management S y stem . Activities metaphorical then dependent on and derived from the knowledge of the students, helping them to connect ideas from material familiar to the ideas of the new material, or to see material familiar from a new perspective. Strategies sinektik that keinudian using metaphorical activity is designed to provide an arrangement from which students can liberate themselves in developing the imagination and insight in every daily activity. Three types of analogy used as a training base sinektik: personal analogy (personal analogy), direct analogy (direct analogy), and conflict solid (cornpressed conflict).

Model Sinektik make personal analogy requires mamahasiswa to empathize with ideas or subjects were compared. Students will feel that they are part of the physical elements

of the problem. Itself personal analogy is the empathic engagement. Greater conceptual distance created by the loss of self or identity of a person (student). This can only be done if students more creative and innovative to make the analogy.

Itseslf personal analogy is the empathic engagement. Analogy requires the release of personal identity themselves into a room or other objects. greater conceptual distance created by the loss of one's self or identity (mahasiswamahasiswa). This can only be done if students more creative and innovative to make the analogy. E mpat level of personal involvement in analogy to the development of a personal web site in accordance with the stages of Gordon (1957).

1. Description of the first student. The student tells the web site that is well-known, but not a new way of looking at the object and shows no empathic involvement. Students first to emotion. The student tells the emotions of the public, but does not present new insights that Students was able to develop personal webs ite ".
3. Identify empathetic toward sentient beings. Students identify emotionally and kinesthetic subject analogy that students leave oak spresi during the development of empathy video portfolio so inviting other students.
4. Identify empathetic to the device . This level requires full commitment. The students see themselves as objects and try to explore the problem: Students are able to feel helped with theon-device learning around either in the form of software and hardware.

The purpose of introducing levels of personal analogy is not to identify the forms of metaphorical activity, but rather to provide guidance on how good conceptual distance awakened.The wider the range, the closer the students were able to get a new gagasangagasan.

Sinektik approach on an open portfolio also made a direct analogy is a comparison of two objects or concepts. The comparison is not necessarily identical in all respects. Its function is quite simple, namely to transposed the conditions topic or problem situations that exist in other situations to present new views on ideas or issues.

The first strategy is to do is to help students see something unusual in ways that are unfamiliar with using analogies to make the conceptual distance. Goal of this strategy is to develop a new understanding, empathizing with / on attitude, designing new driveway; solve social problems or interpersonal.

UJIAN AKHIR SEMESTER 2016

MATAKULIAH :MANAJEMEN SISTEM INFORMASI
OFFRING : A
PENGAMPU MATAKULIAH :HENRY PRAHERDHIONO

ASPEK UJIAN
1. UNJUK KERJA KELOMPOK
   a. **Instalasi Aplikasi Manajemen Sistem Informasi Sekolah**
      Tugas ini telah anda lakukan pada saat mengikuti perkuliahan ini, hanya saja rekan-rekan perlu untuk melakukan penilaian kinerja kelompok. Penilaian ini merupakan penilaian yang bersifat rahasia dengan menilai teman anda satu kelompok. Penilaian dilakukan pada website: http://goo.gl/forms/Yz60okZWA8 **(CATATAN OFFRING A DAN B TIDAK SAMA)**

   b. **Fungsi Fitur-Fitur yang disediakan**
      Tugas ini telah dilakukan mahasiswa untuk melihat fungsi umum aplikasi pengelolan system informasi umum di sekolah

2. UNJUK KERJA PERORANGAN
   a. **Mengisi Aplikasi Manajemen Sistem Informasi Sekolah Membuat Peta Web (Mapping Web)**, Rekan-rekan perlu menjelaskan sekolah yang rekan-rekan bangun dengan cara mebuat peta konsepnya ... berikut ini adalah peta web lengkap contoh:

lecturers gave the example image prefix portfolio

FORM LAPORAN APLIKASI MSI SEKOLAH
WEB SMP 1 SAWAHAN KAB MADIUN
(Silahkan Diganti Sesuai Web Yang Anda Kembangkan)

Nama Mahasiswa : .....
NIM : .....

A. Sesi admin

MENU	SUB MENU	KETERANGAN
Home		A_100_08123355260_HenryPraherdhiono_Home.mp4
Tampilkan Web		A_100_08123355260_HenryPraherdhiono_TampilkanWeb.mp4
Personal	Password dan email	A_100_08123355260_HenryPraherdhiono_Passworddanem

image lecturers provide learning initiatives

Portfolio approach sinektik with trigo concept by placing the lecturers to be able to initiate a series of teaching and guiding the use of operational mechanisms. Lecturers can assist students mengintelektualkan mental processes them. However, students have freedom in their open discussion so that they get involved in solving the problem metaphorically. The norms of cooperation, "fantasy game", and intellectual and emotional qualities essential for building setting in creative problem solving. Reward is internal, it comes from the satisfaction and comfort of students in learning activities.

Roles and Tasks Lecturer in Development Concept Portfolio Tringo

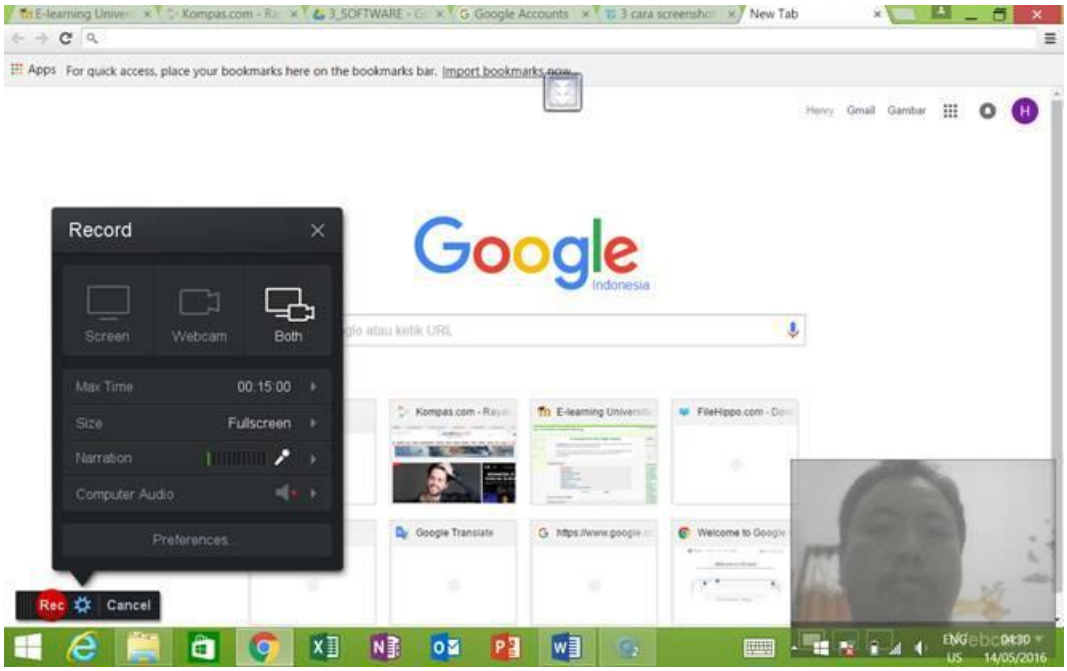


image lecturers provide explanations through blended system

Lecturer notice and reach out to students where the pattern of thought needs to be regulated in such sedemikiran. Similarly, they also need to push kondisikondisi psychological that may be able to build creative response to the student. In addition, the lecturers also have to use things that are not rational to encourage students who are reluctant to spoil things that are not relevant, fantasy, and other devices that are important to bring up the channels of thought. Therefore lecturer plays as important role models in this method then they must learn to accept things that are strange and unusual. They should receive the entire response of the students to ensure that students feel there is no external judgment against creative expression.The more difficult problem to solve, is increasingly important for lecturers to apply and receive analogianalogi unreasonable so that students can develop fresh perspectives about the problems they face.

In the second strategy, lecturers should be careful on analyzes too early. They need to clarify and summarize developments pembelajarm activity and, therefore, the development of problem-solving behavior of students.

System P endukung Development of Electronic Portfolios open

In essence, students still need the facilities of a competent leader in designing and applying analytical procedures. They also require, in terms of scientific issues or science, a laboratory that can build models and other tools to make the problem concrete and create

practical innovations of others. However, a class requires working space an environment in which creativity can be appreciated and used. Regular study rooms may be able to provide necessities such as these, but the classes are often designed in the form of groups may be too large for the activities sinektik. Thus, small groups need to be made.

Outdoor portfolio enhance the creativity of individuals and groups. The portfolio approach sinektik mem build a sense of community among students. Students learn about the class comrades when they responded to an idea or issue. Thoughts rated as the potential contribution of the group process. Procedures sinektik concept trigo help create a community of equality in which thinking is a single base in it. Standards were very quite as exciting as this would provide a very shy student dukunganpada though.

D. CONCLUSION

Development of Self-Regulated Learning with Electronic Portfolio approach Tringo sinektik concept of KHD build equalization liveliness and creativity of students in detail can be described as follows:

1) Individual and group portfolio with the approach of the whole dam can increase the capacity of problem-solving, expression, creative empathy and insight for students. By bringing awareness to the creative process and by developing explicit assistance towards creativity, students can directly enhance the creative capacity of individuals and groups.
2) Students are able to describe the creativity in the form of development procedures are standard and arranged neatly in a portfolio format with sinektik approach based on the concept of Tringo, so that students are able to use that understanding to improve creativity. The creative process can be described, and this portfolio can train students to instantly boost their creativity.Open distance leanimg, creativity no longer considered a mysterious capacity, intrinsic, and personal. Conversely, individuals understand the basis of the creative process, they can learn to use that understanding to promote creativity as they live and work, independently or as members of a community / group. Model sinaktik consciously make students able to describe such creativity by performing procedures training.
3. Students have the innovation and capable of sharing the innovations developed. So that students succeed in solving the problem as a personal experience and can share innovative problem solving with student groups. Invention or innovation that is considered to be equally creative in the field sernua-art, science, Teknik- and is characterized by the same intellectual process. The idea of the researcher may be different

to the common belief. According to common belief, creativity is limited to art. In engineering and science, creativity is only referred to by the invention or innovation.

Discussion

Some of the results of the application of the approach models sinektik concept tringo in the form of electronic portfolios in accordance opinions joyce (2009) , namely:

1) Creative. The first strategy approach models sinektik can be directly applied to the portfolio of creative, not only because this strategy to stimulate the use of analogies, but because he also helped form the students to develop the tools that they can use to do tasks are expressive .
2) Ekspr. The first strategy provides an alternative in exploring issues of learning , especially issues that can be searched standards and solutions. Metaphor creates a distance, so thathappened the confrontation of science among students who do not membayakan on learners. Personal analogy important stage in developing insights.
3) Solve Problems. The second strategy objectives and conceptualizing the problem is solved with a new way to propose approaches to new dala m personal life as well as in the classroom.Many of the problems that can be made the object of solving this problem. Social relations in the classroom, peace in conflict, how to cope with anxiety, how to feel better,
4) Creating a Design or Product Portfolio through approach Sinektik with Tringo concept . Product is something that can be touched (tangible), such as painting, building, or a bookcase, while the design is a plan (a plan), such as the idea of a party or new ways in the development portfolio
5) Expand the Student Perspective On A Concept. The ideas are abstract as culture and prejudices to internalize . The portfolio approach Sinektik concept tringo a great way to make the idea of the familiar into the idea of the "foreign" and vice versa . Portfolio function effectively, particularly at students who experienced to resign early the activities of learning because it was afraidto take any risks. Conversely, students who excel only feel comfortable when responding they believe is right are often reluctant to participate.

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