

THE UTILIZATION OF EDMODO PLATFORMS IN ENGLISH LEARNING

Oleh :

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Abstract

The utilization of information technology as a learning media to support the learning process in schools is essential. Furthermore, efforts are needed to realize a learning process that uses effective learning methods according to the expectations of the Government. Especially in the current era, the spread of the coronavirus is still high, making online learning platforms one of the alternatives so that education can continue to run. The risk of being exposed to the virus can be avoided. Moreover, one of the online learning platforms that can be used is Edmodo. Not only communicating through this platform, but teachers can also learn by sharing content in the form of text or videos, practice questions, and homework (PR). This study uses a quantitative approach. The method used in this research is quasi-experimental. This research was conducted on class X SMA Negeri 2 Padangsidempuan. The results showed that through the application of the Edmodo platform in learning English online, there was a significant effect between the pretest and posttest. Based on the analysis test results through the t-test, the significance value stated that it was smaller than 0.05. So, H_0 was accepted, which means that the pretest and posttest results experienced significant changes (meaning/influential).

Key words: edmodo. English learning, elearning

1. INTRODUCTION

One part of education that needs to be considered is English learning activities. English is one of the subjects taught at all levels of education, from elementary to university level. So on this occasion, the researcher will implement a platform, namely Edmodo, which will make it easier for teachers and students to learn English online. Considering our country's condition is facing a problematic condition, namely the Covid 19 pandemic, we as teachers are required to implement health protocols, including learning activities. Namely by learning from home by utilizing existing technology, one of which is long-distance learning using the Edmodo application. Edmodo is a social media platform often described as Facebook for schools and can do more as needed. Edmodo is an app that appeals to all teachers and students with a social element similar to Facebook. However, there is great value in social networking-based educational apps. Unlike other platforms such as Ruangguru and Zenius, which focus more on students who want to learn, Edmodo is designed to focus more on the needs of teachers. In this application, the teacher will first make an online class. Students and parents will participate in it if they get an invitation from the class maker.

Teachers as learning facilitators must accommodate the needs of students by applying information technology in an integrated, systematic, and effective manner. One effort that can be made is to use suitable learning media. Daryanto explained empirically that the use of instructional media must consider the suitability between the learner's

characteristics, the characteristics of the subject matter, and the characteristics of the media itself. This opinion is supported by Sukmadinata&Sayodih, which explains that in creating effective learning, it is necessary to use a model approach or appropriate learning method. In addition, the effectiveness of the learning process and the delivery of messages and lesson content is greatly helped by the use of learning media at the teaching orientation stage. From this point of view, Edmodo-based learning becomes a necessity, significantly increasing students' learning motivation.

Learning motivation is a non-intellectual psychological factor. Abraham Maslow stated that learning motivation is a change of energy in a person, characterized by the emergence of a reaction to achieve goals. Learning motivation is a need to develop one's abilities optimally. It has a distinctive role in growing passion, pleasure, and enthusiasm for learning. In addition, learning motivation is an internal and external drive that causes a person to act to achieve behavioral changes in students. Success in learning can be marked through motivation, namely the encouragement of students to move and achieve targeted goals.

The initial condition of learning English at SMA Negeri 2 Padangsidempuan shows a lack of student motivation. Because the method used by the teacher is mainly still using the old method, resulting in a decrease in student learning outcomes. Based on the observations of previous researchers, this is related to the teacher's role as a teacher who does not maximize the use of media, so that there are still many students who find it difficult to learn or accept the material presented in English subjects.

In line with the above, the researchers need to conduct classroom action research to improve student's vocabulary skills in English subjects using the online-based Edmodo application. This application is very effectively applied to distance learning today, which requires students to study at home. This research expected that the use of the Edmodo application could increase students' motivation to learn English and increase learning outcomes significantly.

This research is expected to contribute to the development of science, especially the application of online-based learning to increase students' motivation and learning achievement in this Digital Age.

2. RESEARCH METHOD

This study aims to determine student learning outcomes before. After being treated through a post-test pre-test with a control class and an experimental class, so the research method that the researcher uses is quasi-experimental or quasi-experimental. This research is part of a pre-experimental termed pre-test and post-test group design. The implementation pattern is O1 X O2 which means that the sample is given a pre-test before treatment and a post-test after treatment.

The population, according to SuharsimiArikunto (2003), is the entire research subject. Following this, the population in this study was all class X SMA Negeri 2 Padangsidimpuan which consisted of five classes. The sample used in this study uses random sampling because the sampling of the population is done randomly. So, the researcher draws a sample of two classes from a population.

This study uses to test and non-test instruments. The test includes questions given to students. At the same time, non-test includes observation, interviews, and documentation. To obtain data to be studied using data collection methods through observation and interviews.

To analyzing the data, statistical analysis is required with the following steps:

1. Analysis of Research Instruments

The instruments that have been compiled are tested to determine their validity and reliability. The trial was carried out on students who had received the material. The goal is to find out whether these items have met the requirements of a good test or not.

2. Test Requirements Analysis

Before conducting data analysis, it is necessary to test the analytical requirements in the form of a) Normality test to determine whether the scores for the variables are normally distributed or not; and b) Homogeneity Test.

3. Hypothesis Test

To measure the data that is being obtained previously, then following the design of this study, the researcher will use t-test analysis with the statistical hypotheses tested in this study are:

Ho: there is no significant difference in the results of the pre-test and post-test of the experimental group

Ha: there is a significant difference in the results of the pre-test and post-test of the experimental group.

3. RESULTS AND DISCUSSION

Before taking the data, the researcher conducted a test of the instrument questions used as a pre-test and post-test questions. The trial was conducted on 20 students. The trial was conducted to determine the validity and reliability of the instrument. Validity and reliability testing was carried out using the SPSS program based on the calculated r-value (Corrected item-total Correlation) > r table of 0.349; at the significant level = 0.05, the item/question is valid, and vice versa. Based on the results of the instrument trial, all questions were valid. Of the 20 valid questions, the calculation of 16 items in the range 0.40 to 0.60 was included in the sufficient validity category; 4 items were in the 0.60 - 0.80 range included in the high validity category.

After the validity test is carried out, the valid questions are tested for reliability. A reliability test is used to determine whether the indicators used can be trusted as a variable measuring instrument. An indicator that is declared reliable is if the Cronbach alpha value (α) can be 0.60. The results of the reliability test were performed using the SPSS 20.0 For Windows program.

Table 1. Instrument reliability test results

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.870	.870	20

The table above shows that the result of the Cronbach alpha value (α) of the X variable is 0.870, which indicates that the instrument is in the interval of 0.81 to d. 1.00, which means very reliable.

After the trial was carried out and the results were known, proceed with taking the initial result data using a pre-test in the experimental class. The pre-test was conducted to know the students' initial abilities. In working on the questions, students are given 90 minutes. Meanwhile, the researcher played a role in supervising the pre-test. Researchers do this so that students are freer to ask things that are not understood in the test questions. The pre-test learning outcomes of control class students will be presented in the table below:

Table 2. Data Frequency of Pre-test Values for the Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	12	20.0	20.0
	55.00	12	20.0	40.0
	60.00	9	15.0	55.0
	65.00	15	25.0	80.0
	70.00	9	15.0	95.0
	75.00	3	5.0	100.0
Total	60	100.0	100.0	

From the table above, it can be seen that the lowest score is 50, and the highest score is 75. The data presented in table 4 shows that students who

scored 50 were 12 people and the highest score was 75 were three people.

After the initial test (pre-test) has been completed, the next step is to provide treatment (treatment) by applying to learn using the Edmodo platform in the experimental class. At the same time, the control group did not use the Edmodo application. After the two classes were given treatment, then a post-test was given to the two classes. This is done to determine the final ability of students after treatment. Students' post-test learning outcomes will be presented in the following table.

Table 3. Data Frequency of Post-test Values for the Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75.00	11	18.3	18.3
	80.00	22	36.7	55.0
	85.00	15	25.0	80.0
	90.00	11	18.3	98.3
	95.00	1	1.7	100.0
	Total	60	100.0	100.0

The table above shows that the post-test score for the experimental group for the lowest score is 75. The highest score is 95, 22 students who scored 80, 15 students who scored 88, 11 students who scored 90, and 1 student who scored 95.

After doing the pre-test and post-test, the next step is to test the hypothesis. Hypothesis testing in this study was carried out using t-test analysis with analysis using the SPSS statistical program. This hypothesis testing was conducted to determine the effect of using the Edmodo platform on the learning outcomes of class X students of SMA Negeri 2 Padangsidimpuan. The t-test at this stage aims to determine whether there is a significant difference between the pre-test and post-test scores. The statistical hypotheses tested in this study are:

Ho: there is no significant difference in the results of the pre-test and post-test of the experimental group

Ha: there is a significant difference in the pre-test and post-test results of the experimental group.

Suppose the t-count value is more significant than the t-table, or the significance value is less than 0.05. In that case, Ha is accepted, which means that there is a significant difference between the pre-test and post-test results of the experimental group. On the other hand, if the t-count value is smaller than the t-table, the significance value is more significant than 0.05. Ha is rejected, and Ho is accepted, which means that there is no significant difference between the pre-test and post-test results of the experimental group. The following are the results of hypothesis testing.

Table 4. Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-23.594	59	0.000

Based on the table above, the results of the t-test analysis show that the t-value is 23,594, and the significance value is 0.000. The significance value is

less than 0.05, so the pre-test and post-test results experienced a significant change (meaning/influential). Based on descriptive statistics, the pre-test and post-test proved to be higher in the final test, so it can be stated that there is a significant effect between the pre-test and post-test of the experimental class with the application of learning using the Edmodo platform. It can be concluded that the application of learning using the Edmodo platform can improve students' English learning outcomes.

4. CONCLUSION

After researching the Edmodo platform's application in learning English online, the authors conclude that there is a significant effect between the pre-test and post-test of the experimental class. Based on the analysis test results through the t-test, it shows that the t value is 23,594, and the significance value is 0.000. The significance value is less than 0.05, then Ha is accepted, which means that the pre-test and post-test results experienced a significant change (meaning/influential).

Based on the results of the study, the authors suggest that the Edmodo application improves students' English learning outcomes because it provides advantages for several roles in the education side. The first is that teachers are expected to be more creative and innovative to become more interested and involved in learning English. Thus, the role of technology in human life cannot be separated. However, in this technological era, there are still many students who have not used technology in the learning process. The author expects students to use technology not only for games but also to meet their learning needs. Third, the Edmodo application can be an alternative and the proper technique for teaching English, not getting bored, and improving students' English skills.

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