

THE STUDENTS' AND LECTURER'S PERCEPTION ON THE USE OF EDMODO APPLICATION AS MEDIA FOR LEARNING

Vina Apriwanti

Faculty of Teacher Training and Education,
English Education Department,
Universitas Islam Malang

21701073062@unisma.ac.id

Abstract: This article presents the students' and lecturer's perception on the use of Edmodo application as media for learning. The aims of this study was to figure out students' and lecturer's perception on the use of Edmodo application as media for learning. This research employed qualitative approach and used questionnaire as the instrument. The sample of this study was 16 that consist of 15 students and 1 lecturer. The finding of this research showed that 81,6% gained positive responses toward the use of Edmodo application as learning media. It contains of 55,2 % students agreed and 26,4% students are neutral about the effectiveness on the use this media to improve their comprehension skill about the course. Unfortunately, it also shows that 18,18% gained negative responses on students' perceptions by features of Edmodo whether it can easy access for them or not. There are 17,6% students disagree, and 0,58% students strongly disagree. On the other hand, the researcher also investigated about lecturer's perception on the use of Edmodo application. The questionnaire is filled in by only one lecturer. It gained positive responses that the use of Edmodo application is one of effectiveness way of English learning by provides a safe and secure environment in assignments for students. In conclusion, most of students had positive attitudes towards the use of Edmodo application as their learning media. Lecturer agreed that the use of Edmodo assists in learning process. It has various features that is interesting to be used; quizzes were considered as one of fun and nice feature used during learning. Also the application was deemed to replace face to face discussion in quick and easy way through their smartphones. The lecturer also got benefit in sharing the material and other references just by one click, and also it has great and secure environment in learning for both students and lecturer.

Key Words: *Perception, Edmodo, Learning media*

INTRODUCTION

The online learning is considered to be an alternative to a more flexible and practical learning process, and it is also considered to be closer to the current generation of students who are known to be very integrated with technology products. This is a form of digitalization in the world of education caused by technology. Anderson, T., & Elloumi (2004) point out that online learning is distance learning carried out by the teachers and students with the help of internet to interact with each other, to access the learning materials, to gain knowledge, and to provide support during the learning process.

As cited from (Popovici et al., 2020) examining students' perspectives of online learning and instructional technologies reveals that students do not believe that technology's negative aspects are inherent. So, in this study, researcher discuss the perception both student and lecturer about the use of Edmodo application as media for learning. It aims to examined how effective is the use of Edmodo application in learning.

Edmodo is an application created as a learning tool that helps connect all learners to connect with people. Edmodo was founded by Nicholas Brog and Jeff O'Hara in 2008, they believe in developing a school environment that is connected to all activities in the world, so that later there will be no gaps between students' lives at school and their daily lives. Edmodo is a microblogging social media network that is safe to use for students and teachers, parents can also communicate with teachers and parents of other students, in addition to their children (Ariani & Helsa, 2019).

Students' perception is a student's point of view or opinion on a topic linked to the learning process, such as the learning method, teaching materials, students' needs, and so on. According to (Struyven, 2005) state that students' perceptions are all notions used to identify students' thoughts, beliefs, opinions, pictures, and preferences concerning their educational surroundings and educational activities.

Nowadays, education needs instructional directors, academics and students to use technology for the advancement of learning and teaching. In this research, lecturers' perception is the opinion and point of view of the lecturer in seeing a problem that occurs in online class while teaching by Edmodo

application. Several tutorial articles, virtual learning environments and alternative instructional tools that are unit offered within the net for complimentary are often accessed by normal individuals. Students to be additional specific sometimes used the web or to be additional explicit social networking sites (Subrahmanyam et al., 2008).

Students and lecturers have their own perceptions of the utilization of the Edmodo application in education. Perceptions of students and lecturers are going to be input for teaching workers and establishments. Therefore, the researcher finally interested to examine the perceptions of students and lecturers of English department of University of Islam Malang on the use of Edmodo application as an English learning media.

METHOD

This study applied a qualitative research principle. There were five classes from seventh semester of English Department of University of Islam Malang chosen as the sample of this study and the total were 122 students. According to (Arikunto, 2006), if the total population of this study is less than 100, it is preferred to include all of them. In addition, if the number of subjects is high, it can be taken 10% - 15%, 20% - 25% or more. The researcher used 15% of the population because the population is more than 100, so it is used 15 students who filled the questioner form. Also the researcher chose 1 lecturer who used Edmodo application in learning class to fill the form.

In this study, the resercher used online questionnaire by Google Form. Initially, a questionnaire utilizing Google Form to collect the data. Then, to collect the data the researcher devided 5-point Likert Scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).

FINDINGS

- **Students' Perception on The Use of Edmodo Application as Media for Learning**

In this research, the researcher found that most students had positive responses that Edmodo application helped them to understand material better because of they could get immediate feedbacks from their friends. Besides that,

students give their positive responses about the beneficial of the use of Edmodo application. It could help them to make good use of references shared by their lecturer for their learning. Although there are some students who are disagree about the effectiveness of the use of Edmodo application because there is no internet access, and prefer to have face to face discussion, but a few of them are excited to learning by using this application, because of it can easily access anytime and everywhere, and let them interact with their friends as well as lecturer in every activity. Most of students also drop their positive statements about the appeal of Edmodo application for this digital application provides interesting features such as submit their quizzes or assignments than just paper quiz.

- **Lecturer's Perception on The Use of Edmodo Application as Media for Learning**

Based on the statement of questionnaire, the researcher found that lecturer is totally agreed that Edmodo application had some positive impact in learning. It consists of the effectiveness on the use of Edmodo application, such as Edmodo is such a great learning platform for learning English, and it provides many features that can facilitated both students and lecturer. Moreover, lecturer agreed about Edmodo application that it is easily and effectively just by operating the smartphone. Lecturer could monitor every student's participation in anytime by notification appear. Furthermore, the lecturer strongly agreed that she would use this application for English learning process in the future. It could be happened because Edmodo shared positive effects for the learning process and increased the students' skill in her lecture, and the lecturer answered that Edmodo has various features such as she could post the materials easily with different forms like PPT, MS word etc, so that she could assessed the students' activities and activeness while learning and so on. Last but not least, according to the lecturer's opinion, the flaw side of Edmodo was sometimes the students submitted the empty file.

DISCUSSION

- **Students' Perception on The Use of Edmodo Application as Media for Learning**

Based on the research findings mentioned, most of the students agreed about the use of Edmodo as an English learning media due to the benefit they got. We could say that there were several advantages and disadvantages of utilizing Edmodo application as a medium in the English learning process. The first advantage was Edmodo application helps students to improve their learning and comprehension, learning more through direct feedbacks coming from the classmates and lecturer, getting easy reference materials shared by the lecturer quickly, learning tool to supplement face to face discussions, taking online quizzes and doing other course activities everywhere and every time. It is in line with Hamutoglu et al. (2019) the application was expected to increase the interaction in the classroom between students and lecturer, so that the quality of human interactions between individuals would help to remove this sense of isolation. It was also supported by Prasad & Prasad (2012), Edmodo is offered as an online tool that can promote individual to join and interact with each other, especially in the learning process.

The second advantage was Edmodo was such a good medium that made both students and the lecturer interact and discuss in the learning process virtually. It is in line with Jones (2010) who stated that Edmodo provides a private space for teachers and students to share thoughts and ideas, and it connects teachers and students both inside and outside of the classroom. Furthermore, Edmodo could encourage students to learn about the courses. It is in accordance with what Manowong (2016) said that Edmodo has increased students' motivation, flexibility, and participation in online learning activities, that means that Edmodo is such an effective learning tool.

Unfortunately, some students found a challenge that disturbed them in the online learning process namely no internet access. According to AlKhathiri (2015) cited in Rofi'i et. al (2018) stated the first challenge of using the Edmodo application is low internet speed and internet connection issues. Several students also claimed that Edmodo's online activities are time consuming. Whereas those happen because of low level of computer competency, which was limited in their home (Uzun, 2015).

Although there are some similarities between the previous study and the recent study's finding which was discussing about the effectiveness of Edmodo in learning, however there are fundamental differences in term of the quantity and quality of the questioner filled by the students which was conducted by Ali (2015). The present study also discusses about the negative side of Edmodo in learning activity.

- **Lecturer's Perception on The Use of Edmodo Application as Media for Learning**

Based on the lecturer's responses, there were several positive sides offered by Edmodo application. Firstly, Edmodo application is good learning platform for learners. It is in line with the research's finding that was done by Rofi'i et. al., (2018) showing that both teachers and students can learn and have interaction anywhere and anytime through their own smartphone so that Edmodo is considered as simple and meaningful learning platform. Next, Edmodo has ease of use for anytime and anywhere. It is accordance with what Sama et. al., (2021) argued that Edmodo can be held at anytime and anywhere without worrying about the limited space and time. It means through Edmodo, both students and lecturer can access easily the learning process in their smart phone. It is also revealed by Trust (2017) stated that this kind of social networking device creates a safe environment for teachers and students to connect, collaborate, and learn. Lastly, by having various features, Edmodo could facilitate the lecturer's teaching process virtually like uploading materials in various forms (PPT, PDF etc.), assessing the students' activeness and so on. It is similar with Ariani and Helsa (2019) stating that Edmodo allows teachers to post teaching materials that are extremely useful for students who do not enter or are unable to attend face-to-face classes. In addition, the lecturer definitely agreed that uploading assignments electronically was such a helpful and interesting thing to have new learning atmosphere. Despite the previous studies and the present research focused on knowing about the perception of the use of Edmodo in the English process yet the previous studies only focused on the students' perception while this present study focused on both students and lecturer's perception.

CONCLUSION AND SUGGESTION

Based on findings, it can conclude that this study was drawn according to the research questions which focus on students' and lecturer's perception on the use of Edmodo as the media in learning. Even though learning by using Edmodo application sometimes gained negative impact such as no internet access, but overall, most of the students and the lecturer as well agreed that Edmodo is such beneficial application used in learning. It has various features that are interesting to be used; quizzes are considered as one of fun and nice feature used in learning. Also the application is deemed to replace face to face discussion in quick and easy way, the lecturer could share the material by one click, and also it has great and secure environment in learning.

It was suggested that the students need to pay attention what to do in the class and fill all the task well. All the activities were recorded by the application and it could be tracked by the lecturer; it drew students' activeness and it will affect students' grade. For the lecturer is suggested to give an obvious procedure in order to avoid miss understanding or miss submission in students' tasks. Also lecturer should monitor and select other appropriate media that could assist in teaching the students better. Lastly, for the next researcher, it is suggested to conduct in deep research by adding interview to confirm the data gained from the questioner as well as it is suggested to have a research with wider participants.

REFERENCES

- Abi Hamid, M., Ramadhani, R., Masrul, M., Juliana, J., Safitri, M., Munsarif, M., Jamaludin, J., & Simarmata, J. (2020). *Media pembelajaran*. Yayasan Kita Menulis.
- Agung, A. S. N., & Surtikanti, M. W. (2020). Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino. *SOSHUM : Jurnal Sosial Dan Humaniora*, 10(2), 225–235. <https://doi.org/10.31940/soshum.v10i2.1316>
- Ali, Z. (2015). A case study of tertiary students' experiences using edmodo in language learning. *International Journal of Language Education and Applied Linguistics*.
- Anderson, T., & Elloumi, F. (2004). *Theory and Practice of Online Learning*. Athabasca: Athabasca University Press.

- Ariani, Y., & Helsa, Y. (2019). *Desain Kelas Digital Menggunakan Edmodo dan Schoology*. Deepublish.
- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. PT. Rineka Cipta.
- Huberman, M., & Miles, M. B. (2002). *The qualitative researcher's companion*. Sage.
- Mills, K. A., & Chandra, V. (2011). Microblogging as a literacy practice for educational communities. *Journal of Adolescent & Adult Literacy*, 55(1), 35–45.
- Popovici, A., & Mironov, C. (2015). Students' perception on using eLearning technologies. *Procedia-Social and Behavioral Sciences*, 180, 1514–1519.
- Subrahmanyam, K., Reich, S. M., Waechter, N., & Espinoza, G. (2008). Online and offline social networks: Use of social networking sites by emerging adults. *Journal of Applied Developmental Psychology*, 29(6), 420–433.