THE EFFECTIVENESS OF EDMODO AS ONLINE LEARNING PLATFORM FOR HIGH SCHOOL STUDENTS

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Abstract

Technology is used almost in all fields, including education. Applying technology in education can be done through a model called online learning. However, not all institutions have applied online learning for their students. Tenuous relationship between students and teachers, lack of face-to-face meeting, and undisciplined students are problems faced in conventional method. This research aims to conduct an online learning using Edmodo for 71 students at grade X in two classes in Yos Sudarso High School. This research utilized quantitative and qualitative experimental method. Observation and questionnaires were data collection techniques used for this research. The result proved that Edmodo is best to be applied for online learning because it is easy to use. It also gained students' satisfaction during the implementation. However, some problems were also encountered such as students' lack responsibilities in learning, missed notification, and more assignments. This research also provides suggestions for further related research.

Keywords: *Technology, Education,Online learning, Edmodo, Satisfaction*

Background

In this sophisticated era, everything is made easier by the presence of technology. Technology is used in various fields such as engineering, economics, design, and even education. Social networking site has been known as one of the most common tools that instructors are utilizing in coaching the English language (Al-naibi, I;AL-Jabari, M; Al Kalbani, 2018). Using technology may help learning activities become easier and even more fun. In order to motivate students to become active, social media may be the best solution for an effective learning tool (Tanduklangi, Amrand, & Amri, 2018).

Schools that do not utilize social media in learning process may experience several problems. First, students may not be disciplined in submitting their assignments. Many students do their homework at school right on the due date. It causes students to be not disciplined and cannot manage their time at home. Second, students cannot bind a relationship with the teachers outside school hours. The teachers may face trouble in contacting their students if they have some information. Finally, the teachers cannot observe students' learning progress outside school. It can cause a tenuous relationship between the teachers and the students.

Such problems cause some researches to be conducted in order to solve the problems that they find. The observation done by Pertiwi, Kariadinata, & et al. (2018) concluded that students had trouble in learning due to lack of practices and were not familiar in completing non-routine mathematical problems about reasoning. Purnawarman, Susilawati, & Sundayana (2016) in their research found out that students were not enthusiastic in writing because the activities were only bound in classroom at school. Nurmayani, S., Sugiarti, Y., & Mujdalipah, S. (2017) conducted an observation at SMK Pertanian Pembangunan Negeri Lembang and directed interviews with waste treatment subject teacher. The subject was still using a conventional method.

Preliminary research results revealed that in grade XI, 79.2% of students were not enthusiastic to learn the subject, 62.5% of students did not focus on answering, 37.5% of students did not pay attention to the teacher during learning process, 70.8% of students did not express whether they did not understand about the materials by asking the teacher, and 87.5% of students were passive and were not initiative by learning independently. The percentage of students who really studied first before the waste treatment learning was only 58.2%. From those researches, it can be concluded that conventional concept still needs to be reinforced in order to solve such issues that may affect students' performance in learning.

This research conducts an observation in some English classes in Yos Sudarso High School. The Cambridge English teacher in grade X felt that the time to teach was not enough because there was only one meeting that consists of 40 minutes in each class. Some of the students also sometimes submitted their assignment late. Therefore, this research tries to examine the effectiveness of online learning by using Edmodo in two grade X classes in Yos Sudarso High School.

Review of Literature

In 2020, industry 4.0 requires a well-combined role between knowledge and technology. 21st century has begun, and education needs to adapt to changes as the world will continue to evolve. E-learning may be implemented in this century (Nurvitasari, Susanto, Nur'aini, & Meirista, 2020). Schools need to introduce information and communication technology (ICT) to nowadays students. ICT does not have to be applied in ICT subjects, but also other subjects.

Bartley & Golek (2004); Evans & Haase (2001) in Nguyen(2015) defined online learning as a learning method which allows its participants to learn in distance. It is an online way to communicate and deliver information, material, and others (Wahyuni, Gusti Made Sanjaya, Erman, & Jatmiko, 2019). Some universities in Indonesia have applied online learning as an engaging method such as Batam International University. Online learning reinforces the traditional learning models in the classroom by enriching the material and developing the technology's role in education (Wahyuni et al., 2019).

One of the technologies applied for online learning is Edmodo. Edmodo is a personal social learning network that gives the users a safe and private setting (Khodary, 2017). Jeff O'Hara initiated Edmodo in 2008. A friendly and ensured educational atmosphere between teachers and students during learning process is the notion for him to create the platform (Al-naibi, I;AL-Jabari, M; Al Kalbani, 2018). These days, Edmodo is a well-known learning method that is used as learning media (Yusuf, Yusuf, Erdiana, & Pratama, 2018).

Edmodo is a social media that looks just like Facebook. The difference is that Edmodo is dedicated for educational purposes (Yin, Yusof, Bing, Yap, & Lok, 2019). Edmodo has sundry beneficial features for teachers, students, and even parents. It engages their relationship so both the teachers and the parents may know the students' learning progress. It helps parents to oversee their children's development outside the school.

Edmodo allows its users to upload their profile pictures, media, documents, and opinions. It is designed as fun as possible so the users, especially the students, feel comfortable in using it. Edmodo can be accessed both from website and application (Ekici, 2017). The users may download Edmodo on their smartphone from iOS or Android. Therefore, the users can run the application anywhere and anytime. Besides, it is a free application and does not contain annoying advertisements which will affect the user's convenience (Al-naibi, I;AL-Jabari, M; Al Kalbani, 2018).

The limitation of time and place between the teachers and students is tried to be solved by conducting online learning (Tigowati, Efendi, & Budiyanto, 2017). Teachers upload the material that they will discuss before or after the meeting. In fact, when the teachers cannot attend the class, they can ask the students to learn the material independently and have some online discussion, so the students can share their thoughts. The teachers can also do quizzes in accordance with the materials which are discussed in the class. The quizzes can be in the form of true or false, multiple choice, or short answer. Hence, the students can assess their understanding even though they are not at school.

Research Methods

The participants of this research were 39 students from grade X SOCIAL (SOC) 3 and 32 students from grade X SCIENCE (SCI) 4 in Yos Sudarso High School. Two classes were taken as samples that could represent the whole classes in the school. This research was conducted in the Cambridge English class using quantitative and qualitative experimental methods to obtain data. The research used observation and questionnaire techniques in order to collect the data. The researcher planned the online learning method by creating an online class in Edmodo and asked the students to join the class.

The researcher implemented online learning for around one month in the classroom. The researcher would also act as a teacher. Activities conducted during the online learning were online discussions and assignments for the students. The topic was about a movie review. There were four assignments that the students need to accomplish namely answering questions based on a movie review video, writing an outline and script about a movie review, and creating a movie review vlog. Observation was conducted online during the implementation to record the progress. After the implementation was done, questionnaires were given to all students

who had participated in the research about their opinions regarding online learning method. Data was collected at the end of the implementation to conclude the triumph of this research.

Finding & Discussion

The findings obtained from this research are divided into two categories: findings from observation and findings from questionnaire.

Table 1. Students Personal Information

Information	Category	Freque ncy	%
Grade	X SCI 4	32	45.1%
	X SOC 3	39	54.9%
Age	15	49	69.0%
	16	21	29.6%
	17	1	1.4%
Sex	Female	37	52.1%
	Male	34	47.9%

From the table above, all the respondents are senior high school grade X students. The respondents are from two majors, science and social. There are 32 students in X SCIENCE 4 class and 39 in X SOCIAL 3 class. Most of the respondents are 15 years old, totaling 69.0%. More than half of the respondents are female with total of 37 students.

A. Findings from Observation

1. Online Discussion

The students were asked to express their favorite movie and the reason why they like it. In addition, students needed to comment on two of their friends' posts.

a. X SCIENCE 4

24 among 32 students participated in the online discussion session. Most of the replies really expressed their opinions. The elements reviewed by them contained their favorite scene, the moral value, and also what the movie is about. Only around 7 students did not explain in detail their opinion. Some students also did not comment on their friends' posts. They uttered their ideas regarding their friends' opinions comprehensively.

Moreover, 8 students did not involve in this assignment.

b. X SOCIAL 3

34 students participated in this assignment which meant that there were only 5 students who did not join the online discussion. Approximately 13 students responded by spelling out their answers. Most of them replied by telling the title of the movie and short reason which only one sentence. Almost all the students' opinions were replied by their friends. However, most of the replies were only like "I like it too", "I agree with you", or "I would like to watch it". It seems that the students did not even read their friends' opinion and just comment it offhand.

2. Analyzing a Movie Review

The students were asked to watch a video on YouTube about a movie review. After that, they needed to answer questions from the researcher. The researcher observed the result of the students' works by inspecting several problems in them.

Graph 2. Problems Occurred in Analyzing a Movie Review Assignment
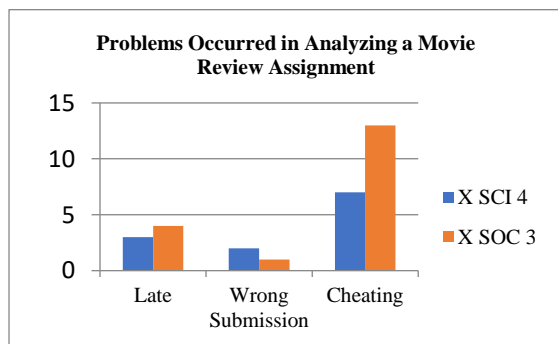
According to the graph above, 7 students (3 students in X SCI 4 and 4 students in X SOC 3) are late in submitting their assignment. 2 students in X SCI 4 and 1 student in X SOC 3 watch the wrong video which affects their answers. Cheating is the main problem in this assignment since the number of the students is more than the previous two problems. The numbers of cheating students are 7 in X SCI 4 and more than a quarter of students in X SOC 3.

Most of the students in X SCI 4 and around 15 students in X SOC 3 answered the questions correctly and gave clear explanations for their answers. They did not only answer them by short words or "yes" or "no". The answers in X SOC 3 were mostly in short sentence and did not provide companion reasons. The average score for this assignment in X SCI 4 is 89.0% and 88.0% in X SOC 3.

3. Outline and Script Writing

This assignment requires students to make an outline based on the format given and write a script from the outline for their vlog later. The observation was based on the problems in the result of their works.

Graph 3. Problems Occurred in Writing Outline and Script
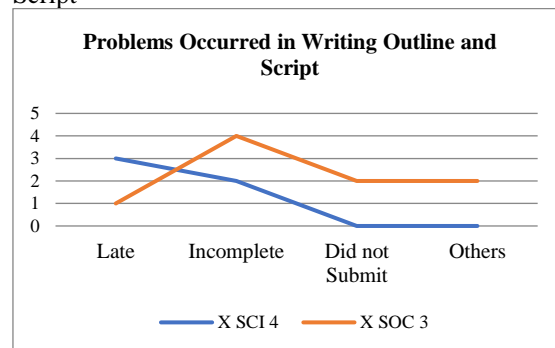
Based on the chart, 3 students in X SCI 4 and 1 student in X SOC 3 submit their works late. 2 students in X SCI 4 and 4 students in X SOC 3 submit their work incompletely. They only submitted their outline/script and did not submit both. All students in X SCI 4 do their assignment and only 2 students do not do it in X SOC 3. Other problems were also encountered from 2 students in X SOC 3 such as the file cannot be opened, and the assignments were not following the format given.

Most of the students did better on their outline rather than the script. Some of the elements in the script were not mentioned in their outline. Some of them even copied the summary of the plot from

the internet and put it in their script. They also were too bound with the example made by the researcher which made them were less creative. The average score for this assignment in X SCI 4 is 93% and 88% in X SCI 3.

4. Vlog

The final assignment required students to create a vlog about reviewing their favorite movie and upload it on YouTube. The researcher observed the result of the video and their effort in making it. The problems in this assignment were only late submission and students who did not submit it. All students in X SCI 4 submitted their vlog and only 2 students submitted it late. In X SCI 3, 1 student was late, and 4 students did not do the assignment.

In creating the vlog, only few students decided to edit their vlog by adding some music or trailer in their vlog. Most of the vlog only contained themselves talking about the movie. They did not put effort in editing the video. Moreover, although this assignment focused on their speaking skill, many of them were reading their script off screen. In fact, there were also a few students who read their script forthright. Only around 20% of students really memorized their script and prepared well before making the vlog. The average score of this assignment in X SCI 4 is 91.0% and 86.0% in X SOC 3.

B. Findings from Questionnaire

The questionnaire used Likert scale to gather students' perceptions in using Edmodo as a tool for online learning. The students were given four options to represent their opinion namely strongly disagree (I), disagree (II), agree (III), and strongly agree (IV). The questionnaire also asked about what students liked and disliked in using Edmodo.

Table 4. Students Perception in Using Edmodo

| Perceptions	I	II	III	IV
Easy to use	2	7	49	13
Helpful in distance learning	1	11	43	16
Learn more than conventional method	11	34	16	10
More interesting	2	31	30	8
Increase learning motivation	10	32	20	9
Effective for Cambridge English course	6	25	28	12
More discipline in submitting assignment	2	13	30	26
More focus in learning with Edmodo	22	23	17	9
Use Edmodo sustainably	18	19	22	12
Satisfy with Edmodo usage overall	2	16	38	15

According to the table, more than 75% of students think that Edmodo is easy to use, helpful in distance learning, and makes them become more discipline in submitting assignment. More than half of students agree that learning with Edmodo is more interesting. However, more students think that they do not learn more with Edmodo. 45 students argue that they do not focus on learning with Edmodo and still obtain knowledge more with conventional method. 42 students also opine that Edmodo does not really increase their learning motivation. Moreover, 37 students feel slightly agree to keep using Edmodo as learning assistance. Eventually, more students agree that Edmodo is effective to be applied in Cambridge English course. In conclusion, around 75% of students are satisfied in learning with Edmodo after all.

Chart 5. The Thing Students Like the Most when Using Edmodo

The Thing Students Like the Most when Using Edmodo

- Easy usage
- Motivation increased
- Problem solving
- Modern
- Others
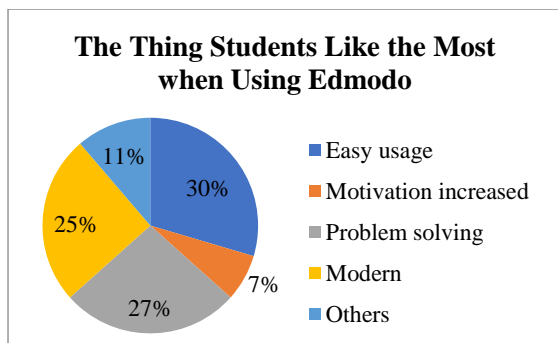
By the chart above, easy usage is the thing that students like the most when using Edmodo, totaling 30%. 27% of them argue that Edmodo solves problems in conventional learning methods such as lack of time or teacher's absence. 25% of students agree that using Edmodo is in accordance with current trend. 7% of students opine that Edmodo increases their learning motivation. 11% of students have their own reasons such as make them more discipline, facilitate in submitting assignment, etc.

Graph 6. The Thing Students Dislike the Most when Using Edmodo.

The Thing Students Dislike the Most when Using Edmodo
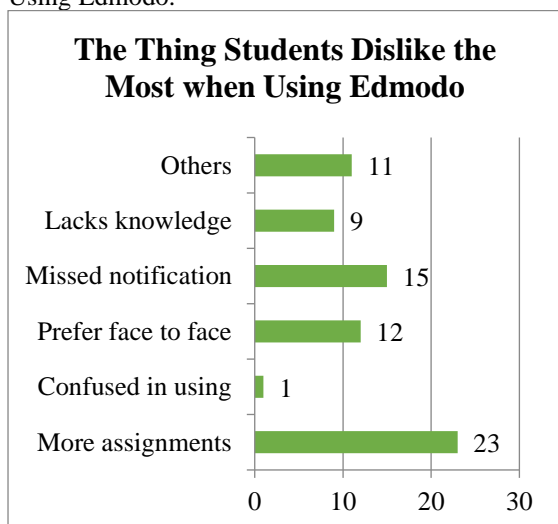
Most of the students think that they have more assignments when using Edmodo. 15 students argue that they are often late in receiving updated information. In addition, 12 students prefer to have a learning activity in the classroom since they can get knowledge directly. 9 students opine that they do not get as much knowledge as they get in face to face

learning method. There is only 1 student who is still confused in using Edmodo. Some students have other problems in using Edmodo such as the application is sometimes error, cannot cancel a submission, difficult to use on smartphone, and etc.

Discussion

The results from the observation point out the different effectiveness levels in X SCI 4 and X SOC 3. It can be seen that the usage of Edmodo in X SCI 4 is better than in X SOC 3 from the aspects of their participation, their works, and their score. The researcher finds that participation is necessary for concluding the success of online learning. In the online discussion session, X SCI 4 students participated actively even though there were more students who did not join the discussion than students in X SOC 3. However, the researcher focuses on the level of the answer that the students gave rather than the number of replies because it shows that the students were enthusiastic and motivated in online learning. This result also supports Al-naibi, AL-Jabari, and Al Kalbani's (2018) finding that Edmodo increased students' participation in learning activity. There were more problems in X SOC 3 students' works than in X SCI 4. Such statement may be caused by the number of students in the classes. Overall, there are 19 students who faced problems in X SCI 4 and 32 students in X SOC 3 during their assignment's submissions. It causes the average score of all assignments in X SCI 4 is higher than in X SOC 3 (91.0% and 86.0%, consecutively).

In submitting their assignments, almost all students submitted them on time beyond the results. It indicates that online learning establishes students' discipline and responsibility. The students were motivated to submit their works before the due date because the researcher would lock the assignments. Any students who submitted their works late would not be able to hand them. Although some of them might still be

late in submitting, it might be caused by the delayed notification that they received on their smartphone. Some also experienced to not receive any notification whether there were new assignments or information. Therefore, the students must play a role in supporting online learning by keep checking their Edmodo frequently in order to avoid such problems.

The main problem that happened during the online learning was the number of cheating students in analyzing a movie review assignment. Since the researcher could not monitor their progress, the students felt that they could just copy other's work and submitted it as if it was theirs. During the grading, the researcher compared each student's answer and found out that their answers were the same. This case shows that online learning limits the researcher's supervision toward the students. However, the cheating problem does depend on the assignment that the researcher gave. The researcher then tried to warn the students about the consequence of cheating in the next assignments and did not find any crucial cheating cases anymore although some of them might copy from the internet. This indicates that the students need to be "threat" first and type of assignments affect the originality of students' works. Speaking assessment is believed to be a "safe" assignment to prevent students from cheating others. In writing assessment, it is still possible actually for the students to cheat although they might change some words. The students have to be warned to do their assignments by themselves so they may know the consequences if they are caught cheating. In conclusion, the teachers need to give warning to the students first to do their assignments by their own and determine the appropriate assignments that would minimize the number of cheating.

It cannot be denied that online learning also limits the interaction between the teacher and students. Since all the learning activities were conducted indirectly without seeing each other's face,

miscommunication might happen which resulting in wrong action. The researcher found several works of students that did not follow the given format in writing assignments. Although the researcher had told them to follow the format, there were still some students who did their work incorrectly such as wrong template and wrong file type submission. For example, the researcher asked the students to submit two files (outline and script) in Microsoft word and there were students who only submitted one file or submitted it on the comment section or pdf. Moreover, the researcher did not meet with the students which caused the researcher to not be able to remind directly to the students who still had not done their assignments. The researcher only chatted with the class representations to ask them to remind their friends to complete their works.

Such limitation also causes the students to not "learn" more rather than in classroom. It is because the researcher and the students were not able to meet face to face and conduct a learning activity just like they are used to. Some students even preferred conventional method learning where the teachers and students can meet each other. Hence, they stated that the knowledge gained during online learning was not as much as when in the classroom. Moreover, they considered that they were not focus on learning with Edmodo since they were home. Their concentration in learning of course would be distracted by others such as their smartphone, TV, or other things that might interrupt their learning activity. Most of them also feel that Edmodo did not really increase their motivation in learning. They might not get used in distance learning before. Therefore, when the researcher asked them whether they agreed or not to utilize Edmodo sustainably, most of them were not sure although the difference number of students who agreed are not that significant.

Utilizing Edmodo for distance learning is also helpful for the students to learn outside the class. They also felt that

Edmodo was interesting to use. Since the students nowadays are close with social media, Edmodo fits perfectly for them to support their educational needs. Edmodo provides features that almost the same as other social media such as chatting and posting. Edmodo also helps Cambridge English course to be more effective and efficient. The teacher now does not have to be concern about the lack of meeting time. By utilizing online learning, the teacher can save time by giving materials or assessing the students with the help of other media like YouTube outside learning hours in school.

Students feel that Edmodo is very easy to use, just like Al-naibi, I;AL-Jabari, M; Al Kalbani's (2018) finding. It concludes that students' satisfaction in using Edmodo really supports online learning implementation in the school. Although the students have not learned through online learning before, it seems that almost all the students did not find any difficulties in using Edmodo for the first time. They even have not been introduced to the application before. The students managed to learn about it independently since Edmodo provides easy usage to its users.

Another students' perception in using Edmodo as online learning is the increasing number of assignments that they must accomplish. They argued that there are more Cambridge English assignments in online learning than in conventional method. This may be caused since the researcher did not have an online meeting with the students during the implementation. The researcher only used Edmodo and WhatsApp as communication tools. Therefore, every week, the meeting of Cambridge English was conducted by assigning the students in contrast with conventional method that there might be a meeting which the teacher did not give the students any assignments for the day.

Conclusion

In conclusion, the utilization of Edmodo in Yos Sudarso High School mostly produces positive results. First of all, Edmodo is a good choice for teachers to conduct an online learning even though for the first time. Because the students nowadays are familiar with social media like Facebook, using Edmodo will not be that hard for them. Next, Edmodo can help to overcome several problems in conventional teaching method such as lack of meeting hour or teacher's absence. The teachers can replace the missed meeting by having an online learning through Edmodo. Therefore, the teachers can catch up the materials which the students need to obtain and the entire course in their syllabus can be completed. After that, Edmodo can develop students' responsibility and discipline by submitting their assignments on time as it has the due date. It is also practical because the teachers will not have to print worksheets which require lots of paper. Finally, the usage of Edmodo for education in school is suitable with the current world trend. The teachers need to adapt with modern era which require education practitioners to master technology in their life.

Although the negative results are not as much as the positive one, it is important to find a way to solve it. Since online learning causes the teachers to not be able to supervise the students directly, they need to increase their attention toward the students regarding their assignments. Hence, cheating issues can be minimized and online learning will not affect students' honesty. Another problem is that most of the students complained about not having a meeting during the online learning which made them to obtain less information and knowledge. Therefore, the teachers can use other tools that enable distance meeting.

Overall, Edmodo receives positive feedback from the students in the school. They were satisfied with its utilization during the online learnings. The researcher hopes that more teachers can utilize online learning for their courses and choose

Edmodo as their platform. Further researches need to utilize another application that can support online meeting such as Microsoft Teams, Zoom, etc. Therefore, the teachers and students can still meet even in distance and perform teaching activities if it is needed.

Acknowledgement

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