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## The Students' Perception Of Edmodo For English Learning

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### Abstract

E-learning is used for information and communication technologies to enable access to online learning/teaching resources (Arkorful & Abaido, 2014). Edmodo, as e-learning-based media, could be used as an alternative platform to help the student as a tool in learning. This research was aimed at finding the students' perception of Edmodo. Perception is how someone interprets something based on their senses (Linday & Norman, 1997). It is necessary to know how students' perceptions know how great and successful it is and to know students' views. In this research, the researcher used a descriptive-quantitative approach. The samples were eighty-seven students of the eleventh grade at MAN 2 Model Banjarmasin. The researcher used a questionnaire and interview as the instruments. Edmodo is an optional media for teaching, but students still need face-to-face learning. The results showed that most students chose neither agree nor disagree with the statements, which means it does not cause any significant effect.

**Keywords:** *Edmodo, E-Learning, Students' Perception.*

### INTRODUCTION

In the present, the development of technology is very rapid. Almost every person has things that can't separate from technology, for example, smartphones, television, computer, etc. In every little thing we do, almost everything requires technology. It includes in the education field. We can't deny that technology has a significant impact on developing knowledge because scientists will be able to do research that will be helped by technology. Information and communication technology in the education field are widely used for learning worldwide (Balta & Duran, 2015). Indonesia is a developing country; the availability of technological infrastructure is still minimal, so getting information and knowledge is limited. Technology is developing rapidly in every field, including education. A very significant technological development certainly expect to have a good impact on the education sector and provide convenience for students for the learning process. In Indonesia, the development of technology began to have a positive effect; the distance and time is not a barrier to gaining knowledge. Information, Communication, and Technology as part of science and technology, in general, all technologies related to retrieval, collection, processing, storage, distribution, and presentation of information.

The positive influence of the use of technology in the field of education can be used as a source of knowledge and additional references besides books, the invention of mass media, especially electronic media such as internet networks, computer labs in schools, etc. exceedingly beneficial for both educators and students in conducting the learning process. Consequently, the teacher is not the only source of knowledge, and students not only gain information conveyed by the teacher but also can access the subject directly from the

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internet. Therefore the teacher is not only a teacher but also a student's guide in learning activities. With the development of technology, all of that can be done briefly. There are benefits derived from technological development; it can be more productive and exciting; it can help explain difficult material, the use of time will be more efficient and create a new atmosphere in learning.

Student needs to learn the way to use technology. Indirectly, it will show the teacher how millennium generations are getting used to use technology and practice it. Thus, students will learn and use it at the same time. In the educational field, technology provides a teacher to use the internet as a tool in learning. One of the devices is known as Edmodo. Edmodo is a platform that allowed the user to learn through distance learning. In the previous study about Edmodo, the researcher used Edmodo to teach science to the pre-service teacher. Ekici (2017) stated that Edmodo allows the users to create an online classroom; it can be used by the teacher to connect between theoretical and practical courses. From this statement, Edmodo can be used to connect the teacher and the students when they are in different places. It is advantageous in this era, where students and teachers can have a conversation without have a regular place to meet and make the time more efficient. The teacher could give the theory using Edmodo, and students would be able to learn from the materials or teacher's explanation of the application. Students could practice directly and submit the task due to the time that had been set by the teacher. Ekici (2017) also said in her conclusion that it is possible to create virtual classrooms with international participation that is possible for a teacher to create a classroom outside the class with different students.

Specifically, it is crucial to know the students' views when using e-learning. It is sufficient to understand how students' perceptions during the lesson, but it is also necessary to make sure that they are satisfied with the tool. E-learning has a significant role in the education field. The e-learning system itself should have a good impression by the user to make it meaningful and being more useful. The positive perception leads to an excellent satisfaction of the students. If the students have reasonable satisfaction with this e-learning system, especially Edmodo, means that it is worth being used as a tool in teaching and learning. Based on this study, Edmodo is beneficial in the teaching and learning process, either from the teacher or students' side, because it has many advantages. It is also helpful for teachers and students in using this Edmodo for teaching and learning process because it can be done without a specific time, not like in a classroom that has limited time and place. So, the researcher wants to know what are students' perceptions of Edmodo.

### **Technology**

Technology takes many roles in every human being do, especially in education and spreading information. According to Richey (2008), educational technology is the process of technology used, and it helps the teacher improve the performance. In this way, people can use technology in the education field, such as Edmodo, for the teaching and learning process. In this case, Edmodo needs the internet as the requirements to make it work.

### **E-Learning**

E-learning needs a good connection to make it is useful. Following the statements from Llc (2014), E-learning enables the users to share all kinds of material in all types of formats. According to Arkorful & Abaidoo (2015), E-learning is the use of technologies that enable access to online resources. In other words, it allows the teacher to conduct online material for the students in the class.

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Blended learning is e-learning that provides two opportunities by attending the class or using distance learning. According to Graham (2006), blended learning defines as a mix of face-to-face learning and online learning and create into e-learning environments. Thus, it makes teachers and students being able to keep in touch even when they are not in a specific place.

### **Students' Perception**

According to the statements from Lindsay & Norman (1977), perception is the process of a person interpreting something. The teaching and learning process can not be done without two components, teacher and students. A teacher needs to know students' feelings during the teaching and learning process to evaluate at the end of the teaching and learning. So here, students' perception is needed to measure how good is the use of the treatment by the teacher during the teaching and learning process. When a teacher uses some methods or techniques that could help students to learn, the teacher also needs to know how good the methods or techniques are. If the teacher uses the media such as a computer, LCD, or software (Edmodo, moodle, google classroom, etc.), the teacher needs to know to operate the media before teaching it to students. Thus, the LMS (Learning Management System) makes the teacher understand how to use the media accurately.

It needs to learn those students with complicated learning preferences and need attributes in the classroom to encourage the development of their learning. Besides, it is crucial to recognize how teaching affects learning itself (Smith, Boulton-lewis, Brownlee, & Carrington, 2001). The statement stated that it is necessary to know how the students perfective of what kind of teaching methods and strategies used by the teacher to support students' understanding. According to Mu'in & Amelia (2018), it is worth to be done to find the students perception to know how successful the tool is. It is essential to understand whether the e-learning that is implemented at school or university is running well. In a different case, it may give a different result for each field of research, so it is necessary to recognize the students' perception of using the e-learning during teaching and learning process.

### **Edmodo**

According to Kongchan (2013), Edmodo is a media or tool designed for educational purposes invented by Jeff O' Hara and Nick Borg in 2008 for teachers, students, and schools, and this is available at [www.Edmodo.com](http://www.Edmodo.com). Edmodo is an educational platform that facilitates teachers to connect and communicate with their students and parents. Ekici (2017) also stated that Edmond is handy to be used in the class because it had a positive effect. These days Edmodo can be downloaded on the application store. It is easier to access it from the application, and their account will automatically save, so the user does not have to enter the code of each class. The Edmodo home page is similar to Facebook. It helps the user understand the features because most people know how the home page and element on Facebook. The instructions are also understandable, so the user will be helped when using the application.

According to Ouadoud, Nejjari, Chkouri, & El-Kadiri (2018), said the LMS (Learning Management System) or e-learning platform is software that enables teachers to manage their courses. It is sufficient for the teacher to know the LMS because it allows them to make the media work successfully.

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### **Teaching English in Senior High School**

Effective teaching could be defined as teaching that successfully achieves the learning by the teacher (Kyriacou, 2009). In learning English in the classroom, the teacher's ability to conduct the materials and explain them to students is essential. The teacher should have a suitable method or technic in teaching in the classroom. English as the world's language becomes the most important language that everyone should mastery. In the educational field, it becomes one of the significant studies that should take into the list of the lesson. As a foreign language, it is not easy to learn English, although it already learned since elementary school. The teacher should have a good strategy and method to teach English to students to make students understand what is the teacher is saying. Teaching and learning can be succeeded if the students could understand it clearly. Thus, the teacher should use something to make the teaching and learning process become a success; one of the strategies is using e-learning. In this era, technology is seldom used as a tool in learning, and one of them is in the educational field.

### **METHODOLOGY**

In this research, the researcher used descriptive quantitative approach research. According to Bryman (2012), a quantitative approach was described as involving the collecting of numerical data and reveal some views of the relationship between theory and research as coherent and tendency for the natural science approach and having an objective conception. A descriptive study is more concerned with what rather than how or why something has happened (Nassaji, 2015). Descriptive research is a research method aimed at describing existing phenomena that are happening. The goal of quantitative descriptive is not a deep understanding of the event, but a common understanding of the phenomenon.

### **Respondents**

According to *Investopedia*, "A sample is a set of the characteristics of the population. Samples are used in statistical testing when the respondents are large for the test, including possible member or observation. The sample should not reflect bias and represent all of the population. A population (sometimes called a target population) is the set of all elements. The population is a larger group that allows researchers to generalize their samples (Johnson, R & Christensen, 2014). The sample is a set of the community chosen by the researcher based procedures. In this research, the researcher used random sampling. Random samples can be categorized as unbiased samples because they disposed to represent populations (Johnson, R & Christensen, 2014). The researcher used questionnaires to get the data and interviews to get the information. There were ten classes with 378 students. The samples were three classes of eleventh-grade students in MAN 2 Model Banjarmasin. The data was taken on XI MIPA 5, XI IPS 1, and XI MIPA 1 on 1, 3, and 4 October 2019. In this research, the subjects were chosen randomly of eleventh-grade students in MAN 2 Model Banjarmasin.

### **Instruments**

The questionnaire was adopted and modified from Koohang & Durante (2003) and Brady, Holcomb, & Smith (2010). The questionnaire consists of 20 questions, and they are close-ended questions (appendix). The students were given some questions based on a Likert scale. According to Dorneyei (2007), interviewing is one way to collect data and is used in various forms of situations covering a variety of topics. The interview was done before the researcher collected the data as the preliminary study to find out that MAN 2 Model

Banjarmasin was indeed using Edmodo as a tool in learning and asked students how the teacher taught them used Edmodo.

### Procedures

The source of the data was the students at MAN 2 Model Banjarmasin. The technique of collecting the data was a questionnaire and interview. The researcher gave the students a questionnaire and asked them to fill it. During the session, the researcher stayed in class to void the misunderstanding meaning by students. After it, the researcher collected the data that have been given and put it into SPSS to draw the result.

### Data Analysis

Data analysis is a method of how the data is collected and organized; thus, it can gain helpful information. On the other hand, the primary purpose of the data analysis is to view what the data is trying to tell us. The researcher used SPSS 12.0 to process all of the collected information after collecting the data. To analyze the data, the steps are:

- a. First of all, the researcher observed the location and population. The research was conducted in three classes of eleventh grade.
- b. Then, the researcher distributed the questionnaire.
- c. The researcher put the result of the data into SPSS to determine the mean and percentage to find students' perceptions.
- d. The mean score compared with the interpretation of the mean score as a standard of high and low perceptions.

## FINDINGS AND DISCUSSIONS

### Findings

Statements	Number of Students (Percentage (%))					Mean Score	Interpretation level
	SD	D	N	A	SA		
1. Edmodo berkontribusi secara positif terhadap pengalaman belajar saya.	1 (1.1%)	13 (14.9%)	34 (38.1%)	25 (28.7%)	14 (16.1%)	3.44	High
2. Edmodo membuat saya memahami pentingnya belajar dari berbagi pengalaman dalam hidup.	2 (2.3%)	15 (17.2%)	38 (43.7%)	24 (27.6%)	8 (9.2%)	3.24	Medium
3. Edmodo meningkatkan kemampuan saya untuk memahami dan mengevaluasi beberapa poin.	0 (0.0%)	13 (14.9%)	31 (35.6%)	34 (39.1%)	9 (10.3%)	3.45	High
4. Edmodo tidak membantu saya dalam memecahkan masalah di kelas.	4 (4.6%)	22 (25.3%)	38 (43.7%)	18 (20.7%)	5 (5.7%)	2.98	Medium
5. Edmodo meningkatkan kemampuan saya untuk	3 (3.4%)	10 (11.5%)	51 (58.6%)	13 (14.9%)	10 (11.5%)	3.20	Medium

berpikir secara logis.	)			%)	%)		
6. Edmodo mendorong saya untuk mengembangkan diri dalam bekerjasama didalam tim.	2 (2.3%)	12 (13.8%)	25 (28.7%)	32 (36.8%)	16 (18.4%)	3.55	High
7. Edmodo mempertajam keterampilan diskusi / interaksi saya.	3 (3.4%)	11 (12.6%)	32 (36.8%)	224 (7.6%)	17 (19.5%)	3.47	High
8. Edmodo tidak membuat saya merasa terlibat dengan kelas.	6 (6.9%)	32 (36.8%)	40 (46.0%)	8 (9.2%)	1 (1.1%)	2.61	Medium
9. Edmodo member saya kesempatan untuk menghubungkan pengalaman saya dengan topik yang dibahas dikelas.	2 (2.3%)	12 (13.8%)	44 (50.6%)	25 (28.7%)	4 (4.6%)	3.20	Medium
10. Edmodo meningkatkan kemampuan saya untuk berpikir kritis.	0 (0.0%)	18 (20.7%)	43 (49.4%)	20 (23.0%)	6 (6.9%)	3.16	Medium
11. Edmodo memungkinkan saya untuk membagikan ide-ide dengan teman secara lebih efisien dibandingkan dengan berada dikelas secara tatap muka.	8 (9.2%)	23 (26.4%)	27 (31.0%)	21 (24.1%)	8 (9.2%)	2.98	Medium
12. Edmodo membuat saya merasa lebih nyaman untuk mengerjakan tugas Karen ada pengingat ketika saya belum dan sudah mengerjakan tugas yang diberikan.	2 (2.3%)	8 (9.2%)	21 (24.1%)	28 (32.2%)	28 (32.2%)	3.83	High
13. Edmodo membuat saya merasa lebih mudah utuk bertanya dan berkomunikasi dengan guru dibandingkan dengan kelas tatap muka.	5 (5.7%)	32 (36.8%)	33 (37.9%)	12 (13.8%)	5 (5.7%)	2.77	Medium
14. Edmodo mudah digunakan karena desainnya seperti	3 (3.4%)	16 (18.4%)	44 (50.6%)	20 (23.0%)	4 (4.6%)	3.07	Medium

Facebook.							
15. Edmodo membuat saya terhubung keteman-teman secara lebih mudah dibandingkan dengan kelas tatap muka.	10(11.5%)	28 (32.2%)	29 (33.3%)	15 (17.2%)	5 (5.7%)	2.74	Medium
16. Edmodo mempermudah saya untuk dapat mengakses tugas secara cepat dan mudah.	0 (0.0%)	6 (6.9%)	18 (20.7%)	38 (43.7%)	25 (28.7%)	3.94	High
17. Edmodo membuat saya lebih nyaman karena materi pelajaran yang disediakan oleh guru dapat dengan mudah diakses.	2 (2.3%)	14 (16.1%)	41 (47.1%)	21 (24.1%)	9 (10.2%)	3.24	Medium
18. Saya memiliki masalah di internet ketika saya ingin mengirimkan tugas melalui Edmodo.	2 (2.3%)	9 (10.3%)	41 (47.1%)	14 (16.1%)	21 (24.1%)	3.49	High
19. Edmodo memungkinkan saya berkomunikasi lebih efektif dari pada pertemuan tatap muka.	8 (9.2%)	30 (34.5%)	37 (42.5%)	11 (12.6%)	1(1.1%)	2.62	Medium
20. Edmodo memungkinkan saya untuk mengekspresikan pikiran saya dengan lebih jelas dan terbuka.	7 (8.0%)	22 (25.3%)	47 (54.0%)	11 (12.6%)	0 (0.0%)	2.71	Medium

### *Discussions*

The findings show that students' perception of Edmodo is at a medium level. More than half of the respondents chose neither agree nor to disagree. In this study, seven of twenty statements gained positive perceptions. It means that the other statements gained a medium level, or the students still confuse whether they chose to agree or disagree. It is because of the situations they face when used Edmodo. For example, to communicate with a friend, they decided that face-to-face is more efficient even when they are out of school, and the teacher needs them to discuss Edmodo. Another example is the use of Edmodo itself. If it used in the school, students need stable internet connections, and if it is not, it will quite hard to be accessed.

Students agree that Edmodo contributes to their learning to understand and evaluate viewpoints, as shown in statement number three. Edmodo enables students to access the materials anytime (Drachsler, 2010). Edmodo is a platform that can be accessed from everywhere, thus making students more comfortable to get the materials from it.

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Furthermore, the advantages for the student is, students could understand and have more time to evaluate the materials at school. Also, students mentioned that they feel helped by discussing with their friends and teacher through Edmodo's feature when the documents are uploaded on Edmodo. These statements gained positive perceptions of students' learning experiences when used Edmodo for a year.

Edmodo also helped students develop students' ability to working as a team. According to Umaroh (2012), in Basori (2007), one of the six points of the advantages of Edmodo is "memfasilitasi kerja kelompok yang multi disiplin" if it is translated into English, it can be said that Edmodo facilitates multi-disciplinary group work. It is because students can discuss Edmodo while they are in different places, making their time more efficient. This statement gained high interpretation, which means that Edmodo gives positive perceptions for students. In other words, Edmodo could enhance students to work because they do not take much effort to meet each other to discuss something.

The result also shows that Edmodo sharpens students' discussion and interaction. From Umaroh (2012) in Basori (2007), the sixth point of the advantages of Edmodo is "mendorong pelajaran yang lebih kolaboratif yang membantu pelajaran berbasis proses." If it is translated into English, encourage more collaborative learning, which helps process-based learning. From this point, Edmodo could help students to interact with their friends. Thus, they will have collaborative learning, which could also help them discuss materials related to the topic in the class. These statements gain high interpretation, which means that it has a positive effect on students' English learning. Using Edmodo, students can discuss the materials given by the teacher. It will help students as if they are out of school, but they have to do the assignments. Furthermore, this feature is beneficial because it has no limited time once it is started. So the students feel so help by using Edmodo for this case.

But there are some problems with the internet. According to statements number eighteen with positive perception, it can be said that the students might behave difficulties when they want to access Edmodo because of the internet. According to Gay (2017), Edmodo is a platform designed for the students and teachers to allow them to be connected and sharing materials. From this statement, Edmodo is a platform that needs the internet to make it running as well. Edmodo's user is out of school, and Edmodo is suitable because it connects students and teachers. But it is different if students use it in school. Edmodo is a platform that requires stable internet or Wi-Fi to make it work, so if the school does not has a stable internet connection, it will be quite tricky to use it in the school.

From the results, Edmodo provides students with an easy way to download their assignments from Edmodo. It is shown from statements number sixteenth that has positive perceptions. According to Ekici (2017), sated that Edmodo is a platform that enables users to access the content or uploaded by another user. From this statement, it can be said that Edmodo gives students to download assignments using their smartphones anytime they need it. According to Jones (2010), Edmodo provides quick and easy access to tasks. Teachers can put the materials, and the tasks on the Edmodo and students could download and save it anytime they want. It can be accessed once they want, in case the materials that they downloaded before gone. In other words, Edmodo can be used as media to save assignments and materials.

According to Gay (2017), Edmodo enables the user or the teachers to send alerts and tasks for students that can be viewed by the public. With this feature, students feel more comfortable working on assignments using Edmodo because they are reminded when they



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have not done or have done doing tasks. Based on the students' point of view, collecting assignments through Edmodo is easier and feel saved because it will never lose, unless, their connection is not stable. The assignments that they uploaded are not sent yet. Also, students feel helped to use Edmodo because of this feature, with a lot of activities out of school they might forget about the task and Edmodo gives them alerts for this. This statement gained high interpretations, which means Edmodo gives positive effects positive for students.

As the researcher mentioned before, there were twenty statements, and seven are on high-level interpretations. More than half of the statements are gained at a medium level. It means that the use of Edmodo in English teaching and learning depends on the students and the situation. For instance, students chose face to face to communicate easily rather than using the online flat form. It does not mean that communicating through Edmodo is not good, but students feel freer if they interact face to face in the class. It might be helpful if the students use it out of school.

Furthermore, its design helps students communicate out of class, and thus if the students use Edmodo to use it in the class, it might be no effect. On students' perceptions, as written on the questionnaire paper, they committed that they feel comfortable collecting or downloading their assignments using Edmodo because it prevents the loss of the tasks itself. This situation is one of the beneficial using Edmodo.

## **CONCLUSIONS AND SUGGESTION**

### **Conclusion**

The result shows that students' perception toward Edmodo for English learning is on medium level (neutral). The result indicates that thirteen questionnaires are at the medium level, and seven quizzes are high level. There only seven surveys gaining positive perception toward Edmodo in English learning. It means that Edmodo does not cause any effects on students' English learning. Some features might help students' learning, but the teaching can still be done with or without it. It still can be used as a media for learning given considering there are several points of Edmodo that might help the teacher in the learning process, but being applied or not, it is not a problem.

### **Suggestions**

The result showed that whether uses Edmodo or not; there is no significant effect on students' learning. Thus, for the next researcher, it is essential to find out why it happened. Edmodo could use as an additional option, but students still need face-to-face learning. It is suggested to the next researcher to find out how is the teacher's perception toward Edmodo that can be used as additional information and reference for another researcher.

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