STUDENT'S PERCEPTION TOWARDS THE USE OF EDMODO IN LEARNING EFFECTIVE LISTENING IN THE PANDEMIC COVID-19 PERIOD

Gratiana Sama[1], Maria Kristina Ota[2], Gregoriana Apriliani Siami [3]

[1,3] Faculty of Language and Literature, Universitas Flores, Ende, Flores, NTT, Indonesia
[2] Faculty of Teaching training and Education, Universitas Flores, Ende, NTT, Indonesia
samagratiana@gmail.com

ABSTRACT

Virtual class or commonly referred to as online class is one form of learning media that uses the Internet specifically during the quarantine of covid-19. Quantitative descriptive analysis in this study examines the student's perception of English Literature Study Program Universitas Flores about the use of the Edmodo platform in Effective Listening class at the time of Covid-19 quarantine. The number of samples in this study is 44 students of English Literature Study Program of Universitas Flores who have been taken Effective Listening class during the Covid-19 quarantine period. The result is that Edmodo platform used in Effective Listening class was positive. The average of 98% of English Literature Study Program Students of Flores University agreed to use Edmodo applications as learning media to learn Effective Listening Class at Covid-19 quarantine time since it is user-friendly. This is because Edmodo's interface looks like a Facebook as social media that students have known in their daily lives

INTRODUCTION

Corona Virus Disease (Covid-19) pandemic that occurs in almost all over the world including Indonesia has had a huge impact in various sectors of life, one of which is the world of education. The Government of the Indonesian Republic, since the spread of this virus in early March 2020, hopes that active class or learning will continue virtually. Thus, an educator is required to be able to design innovation learning by utilizing online learning media that integrates technology with the world of education. As an effort to prevent the spread of the virus, this virtual learning as stated by the Minister of Education and Culture, Nadien Makarim in his letter (No. 4, 2020) is for students from the learning level at home through video conferencing, digital documents, and other online means. Students affected by covid-19 are all students from the early childhood / kindergarten, elementary, junior high, high school / vocational school, to university students have to learn online or use the e-learning method.

The online learning system is implemented through a personal computer (PC) or laptop connected to an internet network connection. Educators can learn together at the same time using groups on social media such as WhatsApp (WA), telegram, Edmodo, schoology, Instagram, zoom applications or other media as learning media. E-learning or learning through online is learning whose implementation is supported by technology services such as telephone, audio, videotape, teleconferencing, satellite transmission, and even the web, all of which use online computer media (Uno, 2011, 109).

Thus, the teacher / lecturer can ensure that students take part in learning simultaneously from various places. Teachers may also give assessable tasks in dealing with the objectives of the material presented to students. E-Learning system has been established by the Ministry of Research, Technology and Higher Education in 2016 aimed at individual or group learning using Information and Computer Technology (ICT) and social networks, providing flexibility for students to study anytime, anywhere, and with anyone and can be combined with face-to-face, namely blended learning, but has innovative value because it provides new nuances in the teaching and learning process that is different from ordinary face-to-face learning in classroom. Online learning media is currently very important to use considering that learning activities cannot run normally as usually face-to-face in class but students must still get knowledge and learning services.

The e-learning system based on edmodo is one of the choices of learning media in the English Literature Study Program at the University of Flores Ende, Flores of East Nusa Tenggara. The selection of this media is based on its ability to combine social networking features and the Learning Management System (LMS), where lecturers and students can interact socially as well as learn. This application is safe and easy to use (user-friendly) and combines the traditional pedagogical aspects of the 21st century pedagogy (Kayaizmir, 2012). This presents the role of technology in creating a constructive learning or environment (traditional or conventional) and its application in teaching implications in both exact and humanities materials. This learning is in accordance with the Learning Management System (LMS), which has been adapted to the learning needs of a virtual LMS which can also make it easier for students to use interactive features such as

threaded discussions, video conferences, and discussion forums (Balasubramani, 2014).

Edmodo is an active, creative, and interesting learning tools based on information technology that has been developed by Jeff'O Hara since 2008 through a learning social network called Edmodo. Edmodo is a social media platform, such as Facebook, developed specifically for students and lecturers in a virtual classroom that can serve to carry out interesting and easy-to-use. Edmodo makes learning can be held anywhere and anytime, not limited to space and time. The use of edmodo enables students to actively participate because online learning provides an interactive learning environment. Students can obtain information in the form of electronic documents to enrich their studies. In addition, students are able to communicate directly with text, images, sound, data and audio video through edmodo and the resulting interactions can create a good learning atmosphere. Based on the background description, this research is important to do to determine the effectiveness of using Edmodo platform in learning Effective Listening for students of the English Literature Program, Faculty of Language and Literature, University of Flores.

MATERIALS AND METHOD

This research is a descriptive quantitative study with the data collection technique using a questionnaire. Descriptive research is a study that describes things that currently apply, while according to the type of data and processing methods that are numerical and analyzed using statistical tests. The score obtained was then analyzed using descriptive statistical techniques. This research was carried out from March to June 2020 during the Covid-19 quarantine period at the English Literature Study Program of the University of Flores. The research variable is the students' perception towards the use of the Edmodo platform in learning Effective Listening during the Covid-19 pandemic. The students' perceptions meant in this research were whether they agreed or disagreed with the students in implementing learning Effective Listening using the Edmodo application. The population of this research is 44 students of the English Literature Study Program who are still actively taking the course Effective Listening in the 2019/2020 Academic year. The

research sample was taken by total sampling method so that the number of samples was the total population, namely 44 students. Data collection uses a closed questionnaire instrument with a choice of agree or disagree. Data processing in this study was carried out by processing the questionnaire data using quantitative descriptive statistical techniques, which were then interpreted. The statement items contained in the questionnaire consisted of 4 parts (Content, Interface, Feedback and assessment, Personalization) as follows.

Table 1. Statement of students in using platform Edmodo in learning Effective Listening during a pandemic covid-19

No.	Aspect	Statement
1.	**Contents**	1. Edmodo provides useful content
		2. Edmodo provides sufficiently complete content
		3. Edmodo contains up- to-date content
2.	**Interface**	4. Edmodo is easy to use
		5. Edmodo makes it easy to find material what I need
		6. Edmodo provide Contents / Materials easily understood
		7. E-learning Edmodo is user-friendly
		8. Edmodo Operation stable and smooth
3.	**Feedback and Assessment**	9. Your request is responded to by the e-learning system quickly
		10. E-learning edmodo makes it easy to evaluate learning performance
		11. Testing methods such as assignments via Edmodo are easy to understand
		12. Testing methods such as assignments via edmodo is fair
		13. Edmodo provides a safe testing environment
4.	**Personalization**	15. Edmodo allows me control my learning progress
		16. Edmodo allows me to study the material I need
		17. Edmodo allows me to choose the material I want
		18. Edmodo records my learning skills

RESULTS AND DISCUSSION

Data obtained from questionnaires that have been distributed to the 44 students then were analyzed by calculating the number and percentage in each section and the overall average. The results of this analysis can be seen in the following table.

Table 2. Results of Student Perception Analysis towards the use of the Edmodo platform in learning Effective Listening during the Covid-19 period.

Aspect	Statement	Very Agree/Agree	Very Disagree/disagree
Content	**1**	97,7%	2.3%
	2	100%	-
	3	100%	-
	Average	**99%**	**1%**
Interface	**4**	97,7%	2,3%
	5	97,7%	2,3%
	6	100%	-
	7	95,5%	4,5%
	8	97,7%	2,3%
	Average	**98%**	**2%**
Feedback & Assessment	**9.**	97,7%	2,3%
	10.	97,7%	2,3%
	11.	100%	-
	12.	100%	-
	13.	100%	-
	14.	95,5%	4,5%
	Average	**98%**	**2%**
Personalization	**15.**	100%	-
	16.	95,5%	4,5%
	17.	95,5%	4,5%
	18.	97,7%	2,3%
	Average	**97%**	**3%**
Average Total		**98%**	**2%**

Based on the table 2, it is obtained information about student perceptions of 4 parts (18 points) of statements regarding the effectiveness of using the Edmodo platform in learning Effective Listening in the covid-19 pandemic.Aspects Content, 99% of students agree that e-learning edmodo provides content / learning materials that are useful, complete and *up-to-date,* while only 1% of students disagree. Aspects Interface, 98% of students agreed that edmodo was a medium that was easy to use, easy to find the material needed, easy to understand and stable and smooth operation, while 2% disagreed. In terms of feedback and assessment, 98% of students agree that Edmodo can respond to requests for feedback quickly, make it easier to evaluate the performance of learning activities, the method of testing assignments is easy to understand and fair, provides a safe testing environment and test methods tell results or grades quickly. Meanwhile, 2% disagreed with the method of assessment through edmodo.aspect Personalization, 97% of students stated that edmodo can allow

them to control their learning progress, can choose the material they want or like, can record learning progress and performance, while 3% of students disagree.

Concerning with table 2, it can be said that students' perceptions towards the use of the Edmodo platform in learning Effective Listening during the Covid-19 pandemic were effective. This can be seen from the overall average number of students responding to 18 statements taking 98% agree in learning Effective Listening during the Covid-19 pandemic using the Edmodo platform as it is shown in the following chart.
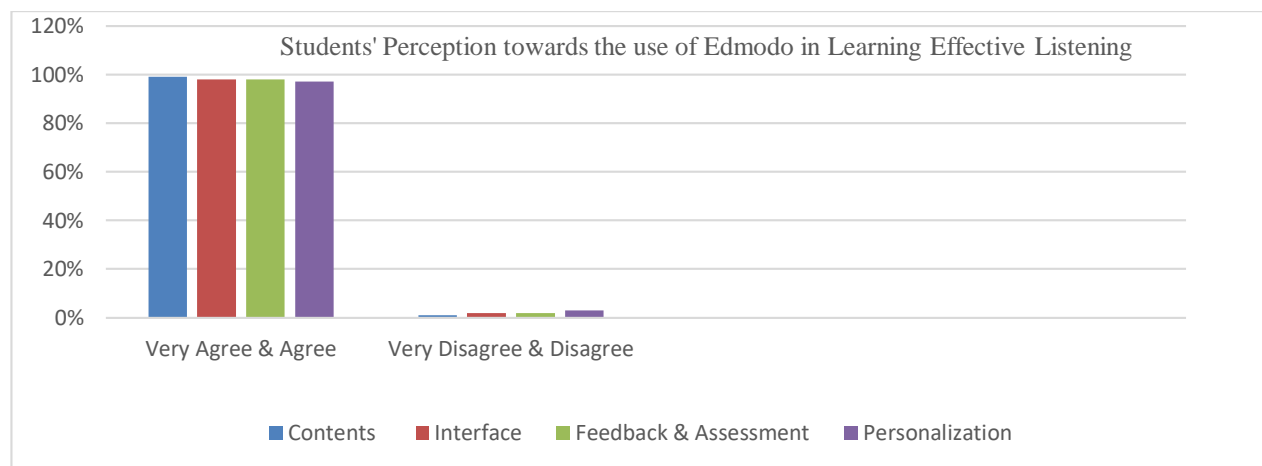
Graphic. Students' Perception towards the use of Edmodo in Learning Effective Listening

The result showed that students' perceptions of the use of the Edmodo platform in learning Effective Listening in the English Literature Study Program are effective in terms of content / material aspects, interface, feedback, assessment, and personalization. In terms of content / material, students easily access the required material in full compared to face-to-face lectures in class, and students tend not to be able to repeat material that may not be understood in the learning process, so using Edmodo media, they can review the course material again with the content is quite complete and contains the latest material. This is in line with the findings of Mark Angelo S. Enriquez (Enriquez, 2014) that the usefulness of reference materials posted by the teacher in Edmodo, a significant number of participants (83%) considered the said reference materials as vital in understanding the course better. Enriquez stated that participants agreed with the complete and useful content or material as the most important thing in understanding lectures better. In addition, Edmodo makes it easy for students to independently download

video files about learning Effective Listening in the form of monologues and English conversation dialogues and can listen to them repeatedly compared to face-to-face learning in a class that has limited time. Ekayati (2014) also said that Edmodo was effective in helping students understand the material easily.

In the aspect interface, students are interested in Edmodo's interface or appearance, which is familiar with the daily applications they use because it looks similar to the appearance of social media Facebook. This is in accordance with the results of research by Noni Agustina and Ratnawati Susanto (Agustina & Susanto, 2017) that most students are very happy and motivated to use edmodo. Students in this case can easily search for material, or enter answers to assignments or quizzes given or discussion forums as well as personal messages on the homepage and edmodo message column. In terms of feedback and assessment, students are motivated to immediately collect answers to assignments or quizzes given at the specified time (due date) with the intention that they immediately get the value of the answer to their assignment compared to conventional learning where correcting student assignments in the form of multiple choice on edmodo can directly be known after students work on the problem. This does not happen in ordinary face-to-face learning because the lecturer has to make corrections one or two days after the quiz. Students can also easily evaluate the learning performance whether the material provided on the Edmodo homepage is in accordance with the semester learning plan for the course Effective Listening or not. The Aspect personalization makes it very easy for students to control learning progress from the initial meeting to the end. If the student has difficulty in understanding the material presented or gets a low grade, then the student can provide comments and also ask for additional assignments to get grade improvements so that students believe that they can pass the Effective Listening course with satisfactory grades.

CONCLUSION

98% of students agree on the use of the Edmodo platform in learning Effective Listening. Based on the results of data analysis, it can be drawn that the students' perceptions of the English Literature Study Program at the University of Flores on the use of the Edmodo platform are positive. They have known the platform before or are easy to understand because it is almost similar to the

applications they usually use in their daily activities. Through these online learning activity students can learn about new things that they may never have known before. In addition, students are very interested in learning activities using Edmodo because it can be accessed anytime and anywhere they are without space and time boundaries, and students are motivated to improve learning outcomes because most students are mostly millennial groups where they have a visual learning style. This relates to student habits in daily activities and conventional learning routines in class, where lecture material is presented in front of the class and is limited in space and time to review and review feedback from lecturers related to the lecture. Therefore, lecturers who care for the course Listening at the English literature study program at the University of Flores can take advantage of android-based learning technology innovations not only during the Covid-19 pandemic but also blended with conventional learning in the post-Covid-19 period.

REFERENCES

Agustina, N., & Susanto, R. (2017). Persepsi Guru Terhadap Pengembangan Profesionalisme Melalui Pelatihan Media Pembelajaran Berbasis Edmodo. In *Seminar Nasional Pendidikan Teknik Informatika (SENAPATI)* (No. 7).

Balasubramanian, Kandappan., et al. (2014). *A study on "Student preference towards the use of Edmodo as a learning platform to create responsible learning environment"*. ELSEVIER Science Direct Procedia-Social and Behavioral Science 144 (2014) 416-422 5th Asia Euro Conference 2014.

Ekayati, R. (2018). Implementasi Metode *Blended learning* Berbasis Aplikasi Edmodo. *Jurnal EduTech Vol. 4 No.2* , 50-56.

Enriquez, M. A. S. (2014). Students ' Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning.DLSU Research Congress, 6–11. https://doi.org/10.1017/CBO9781107415324.004.

Kayaizmir, Haldun. (2012). Blending technology with constructivism; implications for an ELT classroom. Teaching English with Technology, 15(1), 3-13

Uno, H.B. (2011). *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*. Jakarta: Bumi Aksara.

How to Cite (APA style):

Gratiana,Sama. (2021, May).Students'perception towards the use of Edmodo In learning Effective Listening in The Pandemic Covid-19 Period. *Exposure: Jurnal Pendidikan Bahasa Inggris, 10*(1),56-64. Retrieved from https://journal.unismuh.ac.id/index.php/exposure/article/view/4940