



## The Effect of Schoology Usage to the Students' Cognitive Performance

**Ita Sarmita Samad<sup>1</sup>, Sri Rosmiana<sup>2</sup>, Umiyati Jabri<sup>3</sup>**

<sup>1</sup>(English Department, Universitas Muhammadiyah Enrekang, Indonesia)

<sup>2</sup>(English Department, Universitas Muhammadiyah Enrekang, Indonesia)

<sup>3</sup>(English Department, Universitas Muhammadiyah Enrekang, Indonesia)

\* Corresponding Author. E-mail: <sup>1</sup>itaneverendita@gmail.com

**Receive: 12/09/2020**

**Accepted: 02/10/2020**

**Published: 22/10/2020**

### Abstract (English-Indonesia)

*Technology has been growing explosively and give positive impact to the educational system. Universities are starting to apply such the online platform or blended learning to enhance their teaching quality. Yet, the teaching media used in STKIP Muhammadiyah Enrekang is still in conventional model. Thus in order to update the teaching media in this institutuion, this present study investigated the use ofschoology as online platform in enhancing the students' cognitive performance. The participants is the fourth semester students of English education program in academicyear 2019/2020. The content is limited to the translation subject. The method is quantitativeresearch design. The data was collected through essay test of translation and anlyazed using SPSS 25. The result shows that the  $t_{counted}$  is higher than  $t_{table}$  ( $6,926 > 1,833$ ). Thus, it confirms that the use of schoology can enhance the students' cognitive performance especially on the translation task.*

**Keywords:** Schoology; translation; cognitive performance

### Introduction

Nowadays, technology has been growing rapidly. This also has an impact on the teachingprocess. Many types of Learning Management System (LMS) which is technology-based havebeen applied in supporting the teaching and learning process. It is a kind of E-learning or web-based technology used to conduct a teaching and learning process (Rouse, 2005). It facilitates theinstructor to interact with the students through online platform. The instructor can create anddeliver the learning material, monitor, and also assess the students by using the LMS.

Lots of research on LMS had been conducted. Crisentia (2017) concluded that schoologycan encourage the students' motivation in learning English. Tigowati, Efendi, and Budiyanto(2017) compared 2 kinds of E-learning (schoology and edmodo). They draw a conclusion that the students get higher motivation and better cognitive performance through the use of schoologythan edmodo. Latifah and Utami (2019) described that interactive physic teaching materials fromthe three schools that were the subject of their research based on social media schoology has veryinteresting criteria.

Based on the fact above, the researchers are challenged to study about the use of schoology in teaching English for the students of STKIP Muhammadiyah Enrekang. This is based on the fact that the students' cognitive performance in terms of translating task is still low. This is according to the researcher's observation as their lecturer in translation subject. Thus, updating the teaching media such as using blended learning with schoology is intended to solve the problem.

This research aims at answering the research questions. That is whether the use of schoology can improve the cognitive performance of the students. The scope is limited to the students' cognitive performance on translating task.

The result of this research is expected to give valuable input for the English teachers, the students, and the future researcher. To the teacher, it is expected that the result of this research can enhance their understanding in implementing LMS especially schoology in teaching and learning process. To the students, it is expected that the result of this research can

### Result and Discussion

The descriptive statistics of the data collected through test can be seen in the following table.

	N	Minimum	Maximum	Mean	Std. Deviation
NILAI PRETEST	10	50	77	65.20	8.284
NILAI POSTEST	10	55	88	73.60	10.330
Valid N (listwise)	10				

Table 1. Descriptive Statistics

From the table 1, it can be seen that the students' minimum score before the treatment was given is 50 while after the treatment was given, their minimum score is 55. The maximum score before the treatment is 77 yet after the treatment, their maximum score becomes 88. It indicates that there is an improvement of the students' score in translating after schoology is applied in their learning. It is also

improve their cognitive performance. To the future researcher, it is hoped that the result of this research can be a precious reference to support them in studying on the same topic of this research.

### Method

The method used in this research is quantitative research design (pre-experimental). The research will be conducted in STKIP Muhammadiyah Enrekang. The participant is the fourth semester students of English Education Program in academic year 2019/ 2020 with the total number of 10 students.

The instrument used to collect data is tes. The test consists of pre and post-test. The pre-test will be given before applying the schoology while the post-test will be given afterward. The test is in the form essay test. To analyze the data, the researcher Calculating the students' answer referring to translation assessment first. After that, they Calculated the mean score, standard deviation, and t-test between pre-test and post-test by using statistic package for social science (SPSS) program version 25.

supported by the students' mean score which is improved from 65.20 to 73.60.

Following, in order to measure whether the hypothesis is accepted or not. The researcher did the independent sample test. Beforehand, the inferential analysis (prerequisite test) must be done. It consist of normality test and paired sample test.

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
NILAI PRETEST	.150	10	.200*	.964	10	.829
NILAI POSTEST	.119	10	.200*	.968	10	.875

Table 2. Tests of Normality

Pair	NILAI PRETEST - NILAI POSTEST	Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	NILAI PRETEST - NILAI POSTEST	-8.400	3.836	1.213	-11.144	-5.656	6.926	9	.000

Table 3. Paired Samples Test

Table 2 shows that all of the data are normally distributed. It is proved by the score of sig found is higher than sig  $\alpha$  (5% / 0,05) or 0,200 > 0,05. Table 3 shows that sig found in the paired sample test is smaller than sig  $\alpha$  (5% / 0,05) or 0,000 < 0,05. It indicates that there is a significance

difference between the students' score in pre-test and post-test.

Finally, the researcher can find the result of hypothesis analysis which is described in the following table.

NO	NILAI	<u>t</u> hitung	<u>t</u> tabel	<u>T</u> araf Sig
1	Equal variances assumed	6,926	1,833	0,000

It can be seen from the table above that H1 is accepted and H0 is rejected. It is because the  $t_{counted}$  is higher than  $t_{table}$  (6,926 > 1,833). It means that the use of schoology can improve the students' cognitive performance especially on translating task. Furthermore, it can be described that the results are relevance to the previous theories done by some researchers such as Tigowati, Effendi, and Budiyanto (2017) who have proven that students' learning achievement is increased after utilizing schoology as their blended-learning media. It is also relevance with the research conducted by Yana (2018) who found that the use of either schoology or canvas can be a better online learning media to improve the students' learning outcome.

### Conclusion

The data findings and its analysis shows that the H1 is accepted. As the

conclusion, it can be stated that the students' cognitive performance in terms of doing translation task can be enhanced through the application of schoology as their blended-learning media. The researcher recommend the teacher or lecturer to apply this learning media in their language class. Moreover, another researcher can analyze or study bout this media in relation to other subjects.

### References

1. Ardi, P. (2017). Promoting learner autonomy through schoology m-learning platform in an EAP class at an Indonesian University. *Teaching English with Technology*, 17(2), 55-76. Retrieved from <http://www.tewtjournal.org>
2. Cerdan, A. G. (2017, October 30). The importance of motivation : What is it and tips to

- promote it (Web log post). Retrieved from  
<https://blog.cognifit.com/importance-ofmotivation-learning-tips/>
3. Cherry, K. (2019). *Extinsic vs intrinsic motivation: What's the difference?* Retrieved from <https://www.verywellmind.com/differences-between-extrinsic-and-intrinsic-motivation-2795384>
  4. Crisentia, C. C. (2017). *The use of schoology to motivate the seventh grade students of SMP Kansius Wonogiri to learn English.* Yogyakarta, Indonesia: Sanata Dharma University.
  5. Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational research: Competencies for analysis and applications* (8th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.
  6. Hurst, M. (n.d.). *The importance of motivation in an educational environment.* Retrieved from <https://study.com/academy/lesson/the-importance-of-motivation-in-an-educationalenvironment.html>
  7. Latifah, S & Utami, A. (2019). Development of interactive physics teaching materials based on social media schoology. *Indonesian Journal of Science and Mathematics Education*, 02 (1), 36-45. Retrieved from <https://ejournal.radenintan.ac.id/index.php/IJSME/index>
  8. Teddy, E. (2016). Media Elearning schoology (Web log post). Retrieved from <https://ekateddytkj2.blogspot.com/2016/05/pengertian-schoology.html>
  9. Rouse, M. (2005). *Learning management system.* Retrieved from <https://searchcio.techtarget.com/definition/learning-management-system>
  10. Tigowati, T., Efendi A., & Budiyanto, C. (2017). The influence of the use of E-learning to student cognitive performance and motivation in digital simulation course. *Indonesian Journal of Informatics Education*, 01(2), 41-48. Doi: <http://dx.doi.org/10.20961/ijie.v1i2.12812>
  11. Yana, D. (2018). The usage of schoology and canvas as media based blended learning. *Anglo-Saxon*, 9(1), 82-91. Retrieved on <https://www.researchgate.net/publication/328602580>