

## The Implementation of Online Learning Based Schoology Application to Improve Students' Abilities to Express Opinions

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**Abstract:** *This research aims to describe online learning implementation based on the schoology application in improving students' opinion skills. This study's subjects were 40 students of the performing arts education study program, isi yogyakarta, who attended the lesson planning course in the 2019/2020 academic year. This research employed classroom action research (car). The research stages comprised planning the action, implementing the action, observing and interpreting it, and analyzing and reflecting. The results showed that schoology-based online learning could improve students' opinion skills because they could express their opinions in writing. Besides, the use of schoology was considered interesting and useful for online learning. An increase in students' ability to express their opinions was revealed during the implementation of schoology-based online learning. This increase was marked by the percentage of students' abilities to express opinions in the lesson planning course, namely 26% (cycle i 62%, cycle ii 88%).*

**Keywords:** *Online Learning, Schoology, Ability to Express Opinions*

**Abstrak:** Penelitian ini bertujuan untuk mendeskripsikan implementasi pembelajaran daring berbasis aplikasi Schoology dalam meningkatkan kemampuan berpendapat mahasiswa. Subyek dari penelitian ini adalah mahasiswa Prodi Pendidikan Seni Pertunjukan ISI Yogyakarta yang mengikuti kuliah Perencanaan Pembelajaran semester gasal 2019/2020 sejumlah 40 orang. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Tahapan penelitian meliputi perencanaan tindakan, pelaksanaan tindakan, observasi dan interpretasi, serta analisis dan refleksi. Pembelajaran daring berbasis Schoology dapat meningkatkan kemampuan berpendapat mahasiswa dikarenakan mahasiswa lebih leluasa untuk mengemukakan pendapatnya secara tertulis. Selain itu penggunaan Schoology menarik dan bermanfaat untuk pembelajaran daring. Terdapat peningkatan kemampuan berpendapat mahasiswa pada saat dilakukan implementasi pembelajaran daring berbasis Aplikasi Schoology. Peningkatan ini ditandai dengan prosentase kemampuan berpendapat mahasiswa pada mata kuliah Perencanaan Pembelajaran yaitu sebesar 26% (siklus I 62%, siklus II 88%).

**Kata Kunci:** *Pembelajaran Daring, Schoology, Kemampuan Berpendapat*

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## INTRODUCTION

The progress of the times, which demands the development of science and technology, affects all fields, including education. Consequently, the government promotes a technology-based and information-based learning process to make it easier for students to access learning materials. One of the ways that educators can do is to use e-learning. E-learning, which is also commonly referred to as online learning, has been widely used in the learning process, both in the scope of elementary schools and universities. Even recently, learning using e-learning can replace face-to-face learning. The learning process is known as the black box, which means that it is part of the education system that invites creative and innovative treatment to enable learning objectives to be achieved (Suparman, 2012); therefore, a teacher or lecturer must think creatively so that learning can achieve the expected goals.

Based on the observations made, the ISI Yogyakarta Performing Arts Education Study Program (PSP) students in the Lesson Planning course were less active in expressing opinions. Students who expressed opinions were only monotonous unvaried, and passive students seemed less confident in expressing their opinions. Only 20% of students were active in expressing opinions. Other students lacked confidence due to different backgrounds, so that they felt reluctant and thought that the opinions expressed would be worse than other friends. The students' inactivity in expressing opinions in face-to-face lectures greatly affected student learning achievement, and usually, those who actively asked and gave opinions were outstanding students. The problem with students' low ability lies in the learning media that were not suitable for accommodating student opinions. For this reason, the use of the Schoology application was seen as providing opportunities for students to argue in a special room in online learning.

Online learning Schoology is an LMS that can be used to develop online learning, for which the system is ready. Thus, users do not need to develop their systems; they only do a little setup and create classes easily (Rohman and Wahyudi, 2020). Schoology is a web page in the form of a social web, which offers the same learning as in class for free and is easy to use like Facebook (Irmayana and Akhriana, 2018). Besides, the research results from Fidiatun, Sulistyaningrum & Ninghardjanti (2018) also stated that the implementation of the Schoology application-based blended learning model could improve student learning outcomes. The cognitive learning outcomes of the Schoology-based e-learning method were better than Edmodo because Schoology was easy to access, and students understood more about the lesson and were more active during lessons (Tigowati, Efendi, and Budiyanto, 2017). Therefore, with the implementation of online learning using Schoology, it is hoped that it can improve PSP ISI Yogyakarta students' ability to express their opinion. The ability to express opinion can make students seen as having intelligence and competing in the world of work.

In the 1970s, the internet development has given rise to electronic mail that can send data in text, images, and video in a complex layer. In the 1990s, social media developed. Social media is online media that make it easy for users to communicate, interface, participate, and share (Kuntarto & Asyhar, 2017). The use of telecommunications technology for learning activities in Indonesian schools is increasingly conducive to the emergence of an online lecture system. Online learning is needed in learning in the era of the industrial revolution 4.0 (Pangondian, Santosa, & Nugroho, 2019). Daring (online) is an acronym for "dalam jaringan/online". Thus, online lectures are one of the online learning methods or done via the internet network (Mustofa, Chodzirin, and Sayekti, 2019). Online learning is learning that can bring together students and lecturers to carry out learning interactions with the help of the internet (Kuntarto, 2017).

Online learning is a learning system carried out not face to face but using a platform that can help the teaching and learning process even though it is a distance. Online learning aims to provide

quality learning services in a massive and open network to reach more and broader study room enthusiasts (Sofyana & Abdul, 2019). Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Sicat, 2015).

Schoology is an application that combines a Learning Management System (LMS) with social networking. Schoology is unique from other LMS, which is an easy-to-use interface like Facebook (Misbah, Pratama, & Dewantara, 2018). Schoology has more complete specifications than Edmodo and Moodle. Schoology is complete with various learning tools like being done in the real world, such as checking attendance, tests, quizzes, and collecting student assignments (Amiroh, 2013). Moreover, Schoology is a website that integrates e-learning and social networking. The concept is the same as Edmodo, but in terms of e-learning, Schoology has many advantages. Building e-learning with Schoology is also more profitable than using Moodle because it does not require hosting and Schoology management (it is more user friendly) (Aminoto & Pathoni, 2014). The use of e-learning with Schoology is more beneficial because it does not require hosting, and Schoology management is more user-friendly (Natalia, Nyeneng, & Suyatna, 2016). Schoology is an LMS whose system does not need to develop itself, but the content develops itself, so there is no need to bother building a system (Rohman & Wahyudi, 2020). On the other hand, student-centered learning prioritizes students to be active in speaking and expressing their opinions. To express an opinion is to suggest, present, or state for consideration (Poerwadarmirta, 2014). Anindawati (in Fatimah, 2015) revealed that the ability to express opinions is the ability to convey logical ideas or thoughts orally without imposing one's own will and using acceptable language. The ability to express opinions mastered by students will help students obtain optimal learning outcomes.

## **RESEARCH METHODS**

This research applied Classroom Action Research (PTK). The study subjects were 40 PSP ISI Yogyakarta students who took the Lesson Planning course in the odd semester of 2019/2020. The data employed were in the form of the ability to express opinions obtained by students when attending lectures using the Schoology application. To obtain data on the students' abilities to express their opinions, data collection techniques of interviews, open questionnaires, observations, and field notes were utilized. The instruments used were interview guidelines, observation sheets, and field note sheets. The research stages included planning the action, implementing the action, observing and interpreting it, and analyzing and reflecting.

## **RESULTS AND DISCUSSION**

The learning implementation in the Lesson Planning course was carried out in two cycles. Each cycle discussed a different subject matter. In the first cycle, the subject discussed was developing teaching materials in learning arts and culture, while the second cycle was about formative and summative evaluation in planning the learning of arts and culture.

Action Planning. At this stage, the CAR planning was carried out, including preparing a two-cycle Semester Lesson Plan (RPS), the preparation of learning in the Schoology application, the preparation of lecturer and student observation sheets, and reflection sheets. Everything related to this action planning was discussed with the Team-Teaching to find out things that were not suitable and needed to be corrected. Improvements were made to the preparation of learning in the Schoology application. Before the implementation stage of the action, students were first given information about the use of the Schoology application. One of the pieces of information provided by the lecturer was the creation of a Schoology account. The steps that had to be taken were that a lecturer first guided students to create a Schoology account. Creating a Schoology account was done by opening the website

[www.schoology.com](http://www.schoology.com) or downloading the Schoology application via the Play Store, but before that, students had to have a Gmail account. Students were required to register on that page, which was done by filling in the registration form provided.

Click the sign-up icon, then select student because the university students would act as a student.

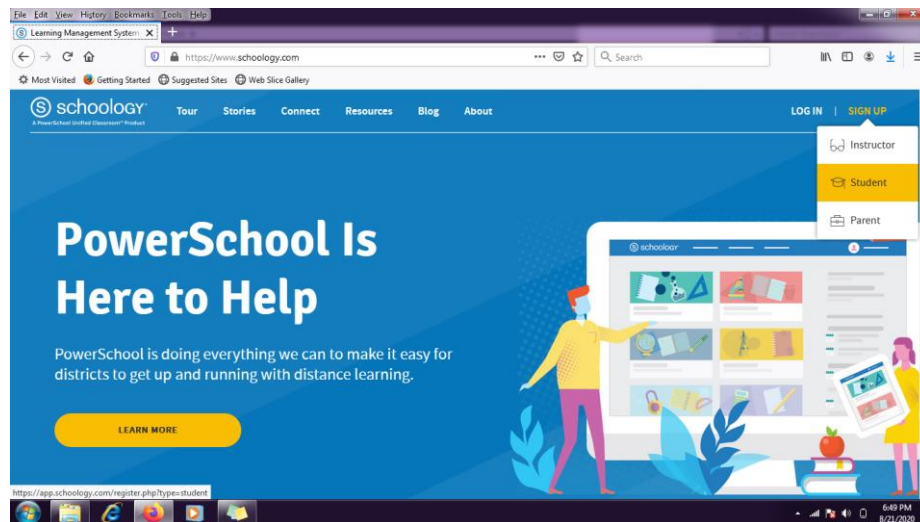


Figure 1. Display of the Schoology Register

After carrying out the steps above, students entered the Lesson Planning course's access code, namely MDKK-N93X-GTWT9 (dash was also written). Students registered by filling in real data. After that, they would automatically enter the class "Lesson Planning PSP ISI Yogyakarta 2020: Semester V".

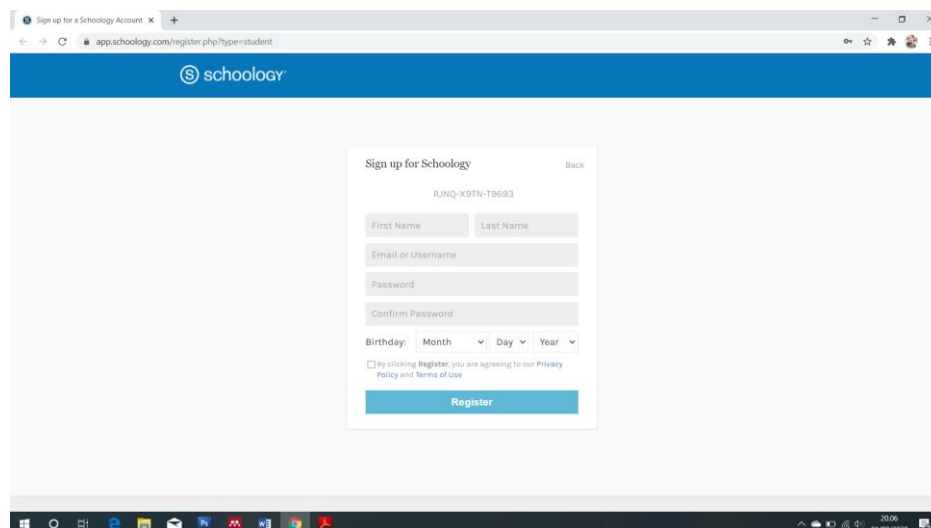


Figure 2. Display of Schoology Registration

*Stages of Action, Observation, and Analysis/Reflection.* Cycles I and II each were held in three meetings. At the beginning of the cycle I learning, the lecturer always greeted students and asked how they were through the "update" window on the Schoology application so that students focused on learning at every meeting. Besides, the lecturer also motivated students by reviewing previously studied material and conducting questions and answers to students about the material to be taught. After that, the lecturer uploaded material about developing teaching materials in learning cultural arts through the

"materials" window in the Schoology application. Students who used laptops/PCs followed the steps below in accessing course material: 1) Click "courses", then select the Lesson Planning course., 2) Then, click "materials.", 3) Students could see course material in the form of word files, excel, PowerPoint, videos, pictures, etc., uploaded by the lecturer., 4) Students opened the material by clicking on the available section titles., 5) Then, if students wanted to download, click the "download" image.

Course materials could also be accessed using applications downloaded on student smartphones; however, the internet network should be stable. The problem with using a smartphone to access course material is that it took a long time to load and incomplete features. In addition to uploading material, the lecturer also provided a discussion room to allow students to raise opinions and/or ask questions that had not been understood. Students could express their opinions to the lecturer and other students. The discussion method was used so that students could enrich their knowledge and improve their thinking skills. Therefore, along with accessing material in class at Schoology, students could also have discussions with the lecturer and classmates. It could be done by: 1) Click "courses", then select the Lesson Planning course, 2) Then, click "materials" and select "discussion materials" presented by the lecturer, 3) Students opened the material by clicking on the available section titles., 4) Students could provide comments in the column provided by the Schoology application. 5) Comments that students in the column had written could be replied to by the lecturer and other students.

Lecturer always monitored by providing written explanations and conducting questions and answers to students. The learning was carried out in up to two meetings. At the third meeting, a cycle I evaluation was held to determine the students' abilities to express their opinion regarding the teaching material. In the first cycle evaluation, it was found that 51% of students actively asked and gave opinions in the discussion room. Meanwhile, 49% of the students were less active. The students' less activeness in expressing an opinion was due to active students dominating the discussion room even though the first cycle results were better than the pre-action. The following are student discussion activities:

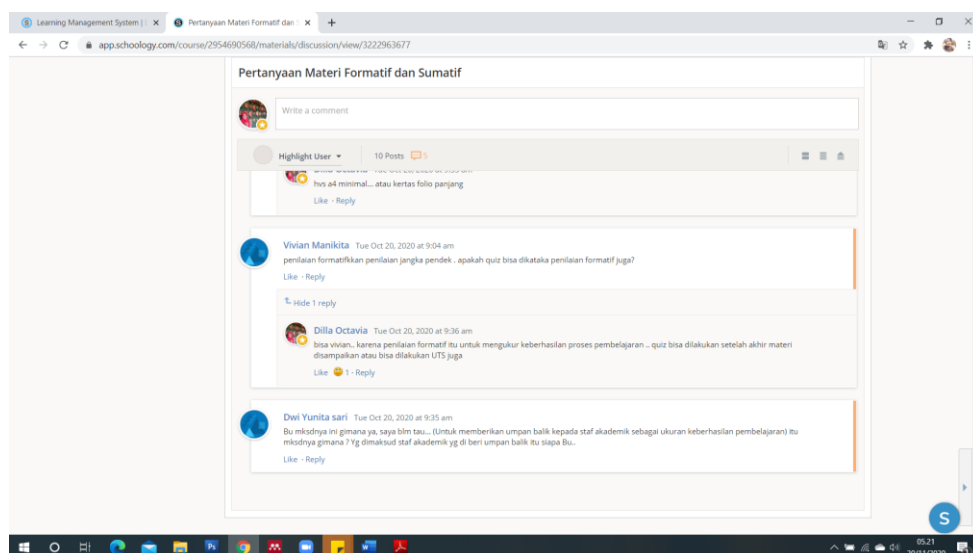


Figure 3. Display of the Discussion Room

Cycle II was conducted after cycle I was complete. The materials that students had to master were formative and summative evaluations in planning art and culture learning. Cycle II began with planning activities to improve cycle I results. The changes made were to provide equal opportunities for

students to express their opinions. Students whose names had not been listed in the discussion room were mentioned by the lecturer to give their opinion. It was to reduce the possibility of learning dominated by active students. Learning continued as in cycle I. The lecturer greeted and asked how the students were, then uploaded teaching materials. Students were given time to read the material uploaded by the lecturer; after completion, students were given the opportunity to express their opinions.

The results obtained showed that it turned out that students who were usually less active actually had critical and rational opinions. After students revealed their ability to express their opinions, the lecturer did not forget to reinforce to motivate students to participate in the next learning. The learning implementation using the Schoology online application helped train students to express their opinions on cases and problems presented by the lecturer. Submitting opinions on the Schoology application could also be done using a smartphone. It would make it easier for students to express their opinions in any situation and condition, as well as when and where students were.

The number of students who showed their ability to express their opinion also increased compared to cycle I. In this cycle II, 76% of students actively asked questions and gave responses in the discussion column, while 29% were less active. Students who were initially inactive in face-to-face learning became active in their opinions in online learning. In the implementation of online learning using the Schoology application, students could express their opinions more broadly and indefinitely. Students who were initially passive in expressing opinions face-to-face became active in expressing opinions in writing.

Based on interviews conducted with students, submitting opinions through the Schoology application was not rushed and freer, although it still had to be in accordance with the focus of the problem determined by the lecturer. Besides, other students also suggested that submitting opinions in the discussion column made them more open to things that other friends conveyed. Students could also look for references before expressing opinions so that opinions written in the comment columns were more rational and made sense.

An illustration of increasing student involvement in expressing opinions can be seen in the following figure.

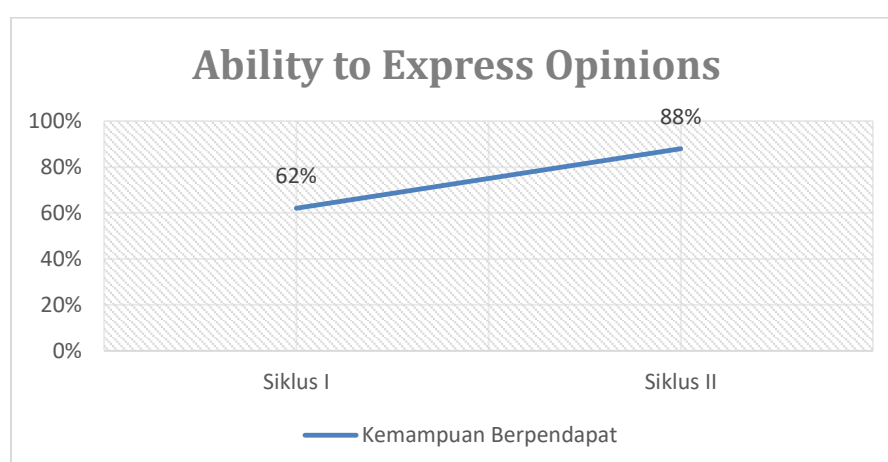


Figure 4. Increasing the ability of students to express their opinion from Cycle I to II

The figure above displays that there was an increase in students' ability to express opinions. Of the 40 students who took part in learning using the Schoology application in cycle I, 24 students (62%)

were active in giving opinions, while the other 16 students (38%) were still less active. Then, there was an increase in Cycle II, in which 35 students (88%) were active in expressing opinions.

The improvement of students' abilities to express opinions using the Schoology application corroborates with the research results on the application of Schoology-based e-learning media at SMA Negeri 21 Makassar (Irmayana and Akhriana, 2002). The study results revealed that the use of Schoology was interesting, useful, and suitable to be applied in the teaching and learning process as an online learning medium. The ability to express opinions allowed students to master the teaching material provided by the lecturer. Besides, it made it easier for students to practice delivering solutions to problems faced in the world of work. The role of the lecturer in packaging learning also determined the students' abilities to express their opinion. It is consistent with the opinion (Fidiatun, Sulistyaningrum & Ninghardjanti, 2018) that by using Schoology, teachers could hone the students' mindset to think creatively and critically. Schoology helps lecturers open up unlimited communication opportunities for students to make it easier to hone their thinking skills and respect other students' opinions. Besides, with the Schoology application implementation, it can lead students to be literate in information technology because one of ISI Yogyakarta Performing Arts Education students' outputs is to become a teacher.

## CONCLUSIONS AND RECOMMENDATIONS

The learning process in the Lesson Planning course using the Schoology application was carried out by the discussion method. Online learning could improve students' opinion skills because students could express their opinions in writing. Besides, the use of Schoology was considered interesting and useful for online learning. There was an increase in students' ability to express their opinions during online learning implementation based on the Schoology application. This increase was marked by the percentage of students' abilities to express opinions in the Lesson Planning course, which was 26% (cycle I 62%, cycle II 88%). This research is expected to be continued to explore the Schoology application features to make it easier for lecturers and students to utilize them.

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