

# Schoology and Slido: The Perfect Platform Combination for Distance Learning During the Covid-19 Pandemic

Vania Zulfa<sup>1,\*</sup> Prastiti Laras<sup>1</sup>

<sup>1</sup>Department of Family Welfare Education, Universitas Negeri Jakarta, Jakarta, Indonesia

\*Corresponding author. Email: vaniazulfa@unj.ac.id

## ABSTRACT

The Covid-19 pandemic that occurred worldwide caused a social policy for all citizens to break this Covid-19 chain. However, this policy impacts all aspects of life, including the field of education in Indonesia. The government decided to move the learning process from face-to-face learning to online learning from home, called distance learning. This study aims to put forward the Schoology and Slido platform as a perfect combination for teachers during distance learning in the Covid-19 pandemic, compared to platforms that have been used by teachers in general. This study used a descriptive qualitative to 120 teachers from various levels of education in Indonesia. The results show that the most widely used platform is Google Classroom (44.17%), in which 37 people said Google Classroom was effective, and 16 people said it was not. The second most used platform is WhatsApp Group (31.67%), in which eight people said WhatsApp Group was effective, and 30 people said it was not. This result brings up the teacher training in how to use Schoology and Slido as a perfect platform combination for distance learning during the Covid-19 Pandemic. Schoology is an application that consists of full features needed in the learning process. At the same time, Slido is a question and answer platform also polling platform that will make fun interaction in learning. Schoology and Slido can improve the quality of education and interaction between the teachers and students.

**Keywords:** distance learning, e-learning, learning media, online education, platform variation

## 1. INTRODUCTION

Corona Virus (Covid-19) entering Indonesia in early March (02/03/2020) in 2020, with the discovery of 2 Indonesian citizens who were positively infected by the coronavirus transmitted by Japanese citizens, came to Indonesia. Corona positive patients in Indonesia are increasing, so far (27/06/2020), there are 58,812 positive corona patients, 21,909 patients recovered, and 2,720 patients died, distributed in 34 provinces 326 City.

To prevent the spread of Covid-19 transmission to school residents in particular and the broader community in general, the Ministry of Education and Culture issued several circular related to the prevention and handling of Covid-19. First, circular from the Ministry of Education and Culture, Directorate of Higher Education No. 1 of 2020, concerning the prevention of Covid-19 in

universities. Second Circular Letter Number 2 the Year 2020 concerning Prevention and Handling of Covid-19 in the Ministry of Education and Culture. Third, Circular Letter Number 3 the Year 2020 concerning Prevention of Covid-19 in Education Units. Fourth, Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of Covid-19, which, among others, contains instructions on the process of learning from home.

This pandemic is a challenge for a teacher in choosing the right learning media. One alternative is online learning media (e-learning). According to [1], the use of digital technology enables students and lecturers to be in different places during the learning process [2]–[4]. According to [5], online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability

to bring up various types of learning interactions [6]–[8].

Various media need to be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology [9]–[11], and instant messaging applications such as WhatsApp, WeChat, and Telegram [12]–[15]. Online learning also could occur using social media such as Facebook and Instagram [16]–[19]. Characteristics of e-learning media include; self-managing, non-linearity, feedback interactivity, collaborative learning, multimedia-learners style, dynamic updating, just in time, and easy accessibility. It is free for teachers and students to access and manage knowledge and interactive learning, every time and everywhere [20]–[22].

Although the use of e-learning media today has significantly varied, there are some criticisms regarding e-learning media quality. Some e-learning is considered to have low performance, weak usability, and a high level of difficulty customization[23]. There are two perspectives of the measurement of e-learning; educators and software developers. From the educator's perspective, educational measures are taken, such as how the system can handle the learning process well and its problems. Even though this research topic is vital, the measurement from the educator's point of view cannot evaluate the system's quality. From the developer's point of view, they were also experimenting to improve the quality of e-learning.

Therefore, this study was conducted to determine what platforms are most widely used by teachers in conducting distance learning and evaluating platforms' effectiveness for learning processes based on the teacher's point of view. This study will recommend education and training to improve teacher competency during pandemic Covid-19 in terms of learning.

## 2. METHOD

The research used a descriptive qualitative method. The population in this study were 120 teachers from various level of education in Indonesia. This research was conducted in May 2020. Data collected through questionnaires. There are three main questions in the instrument: 1) What is the most widely used platform during distance learning? 2) What is the most interactive platform during distance learning? 3) Have you known Schoology and Slido before? Questions on the instrument subsequently confirmed through online interviews. The data collected then analyzed descriptively.

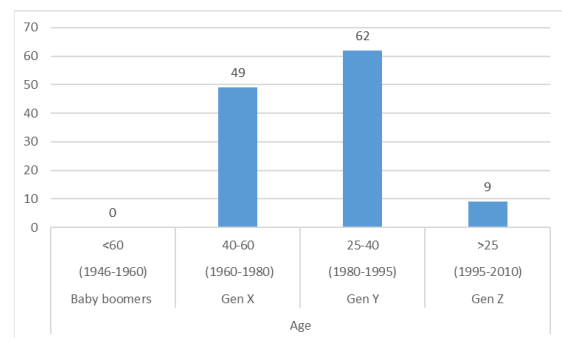
## 3. RESULT AND DISCUSSION

### 3.1. Characteristics of Respondents

The sample used in this study was 120 teachers from various cities in Indonesia and multiple levels of educational institutions. Based on the profile of respondents' data, the respondent's characteristics are known as follows:

#### 3.1.1. Age

The characteristics of the respondent's family by the age shown in Figure 1. Based on the results of the survey, the majority of respondents were in the Y generation.



**Figure 1.** Distribution of respondent's age

Kupperschmidt (2000) says that a generation is a group of individuals who identify their groups based on similarity in birth years, age, location, and events in the lives of these groups of individuals who have a significant influence in their growth phase [24]–[27]. Generation X is the generation born in the early years of technological and information development, such as the use of PCs (personal computers), video games, cable tv, and the internet [28], [29]. Generation Y is known as the millennial or millennial generation. This generation uses a lot of instant communication technologies such as email, SMS, instant messaging, and social media such as Facebook and Twitter; in other words, Generation Y is the generation that grew up in the booming internet era [25], [30], [31]. The youngest age entering the workforce is the Z generation, also called iGeneration or the internet generation. For generation Z, information and technology are things that have become part of their lives because they were born where access to information, especially the internet, has become a global culture [26], [30], [32].

#### 3.1.2. Educational background

The characteristics of the respondents on the level of educational background are shown in

Figure. 2. Based on the study results, 58.33% of respondents were at the high school level.

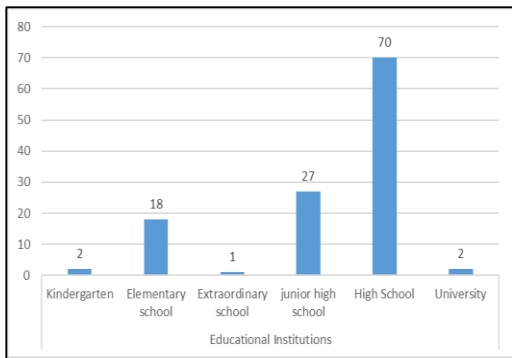


Figure 2. Distribution of Respondents' Educational Background Levels

3.1.3. Location

The location of the respondents are shown in Figure. 3. Based on the results of the study, 70% of respondents were live in Jakarta City.

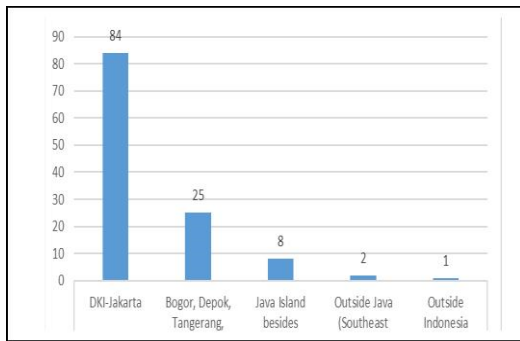


Figure.3. Location Distribution of Respondents.

3.2. Survey Results

Figure. 4 shows that the most widely used platform is Google Classroom, with a total of 53 people with a percentage of 44.17%, 37 people said it was effective, and 16 people said it was not effective using Google Classroom. The second most used platform for teachers is Whatsapp Group, with 38 people with a percentage of 31.67%, where eight people stated that they were effective using the WhatsApp group, and 30 people

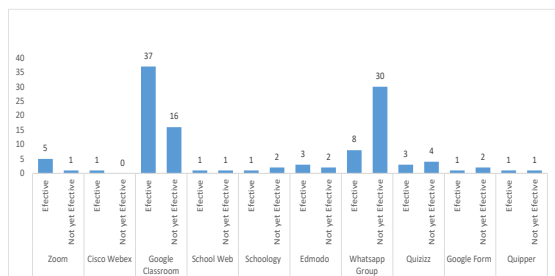


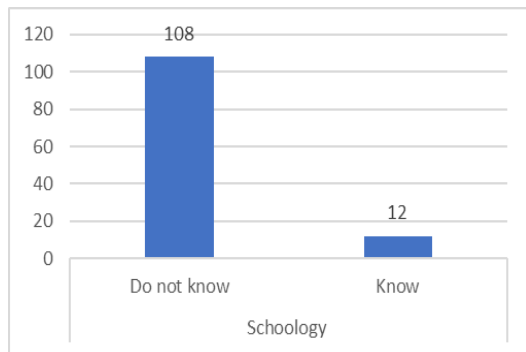
Figure. 4. Platform Mapping for Distance Learning

Google Classroom is a learning management system platform most widely used by respondents who are, on average, generation Y. LMS is a tool/software to create and manage continuous learning online. LMS (Learning Management System) functions to store, manage, and distribute various training materials or exams/tests. LMS is equipped with an online catalog so that learning can access, choose, and run a variety of training materials available. LMS can log or track the activities of every student who utilizes e-learning [33]– [35].

Google Classroom is an application that allows the creation of classrooms in cyberspace. Also, Google classroom can distribute tasks, submit tasks, and even assess the collected tasks [11]. Thus, this application can help facilitate teachers and students in carrying out the learning process more deeply. Both students and teachers can collect assignments, distribute assignments, assess assignments at home or anywhere without being bound by time limits or class hours. However, based on Hammi's research (2017), Google Classroom does not have writing formulas and includes images for natural subject assignments. So google classroom is less effective for science lessons [36].

The second most used platform for teachers during distance learning is WhatsApp media. Whatsapp is media sharing. Media sharing is social media that provides facilities for users to share media such as documents (files), videos, audio, images, and other media. Through this media sharing, members or users can also store various pictures and videos online. Whatsapp can be used as one of social media for distance learning, but based on a survey using WhatsApp as distance learning media is not effective. WhatsApp media is only for sharing information, but cannot evaluate learning outcomes [15].

One complete LMS is Schoology. However, based on the survey results, it is known that of the 120 people, 108 people said they were not yet effective. Google classroom is one of the LMS, but google classrooms have functional limitations such as the absence of grade book features and cannot visualize the assignment's value. Also, google classroom also does not have quizzes with automatic ratings. Whereas the WhatsApp group is not an LMS platform that aims at e-learning, so distance-learning did with this media certainly will not run effectively. Mapping the use of the distance learning platform is shown in Figure. 4. do not know about Schoology, and 120 people already knew Schoology but do not know how to use it optimally for learning.



**Figure 5.** Platform Mapping for Schoology Platform

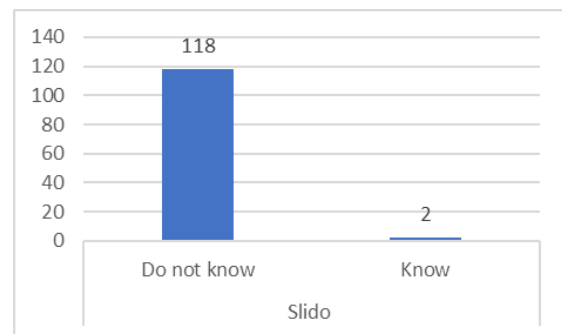
Schoology is one of the LMS (Learning Management System) applications that contain features needed in the learning process. Schoology supports the transfer of the learning process into virtual face-to-face without eliminating the goals, essence, and important processes in face-to-face learning. Through Schoology, teachers can prepare for education, fill in each meeting's content, discuss with students, evaluate students, validate students, and even make it easier for teachers to recap assessments because grades are calculated and automatically captured.

Schoology is an innovative platform built on inspiration from Facebook (its interface and model, the basic aspects of posting, status updates, sharing, and instant updates) [10], [22], [37]–[40]. Schoology uses UX (User Experience) design to be easy to use and not confusing, and it is designed according to e-learning needs. Schoology has features:

- **Courses:** It is a facility to create subject classes. There are various facilities in the course features, namely materials, updates, grade books, grade setups, badges, attendance, and members. There are also multiple options in the materials: add an assignment, add a test/quiz, add a file / external tool, add discussion, add a page, add a media album, and add the package. Updates for send information or status updates. Gradebook for a report card for student grades. Grade setup for managing assessments. Badges to provide feedback in the form of awards for students. Attendance for check student attendance. Members are used to identifying students who joined the class.
- **Groups:** It is a facility to create groups and discuss a specific topic.
- **Resources:** It is a facility to store learning resources such as learning objectives, add

assignments, and add tests/quizzes. This feature also has the facility add files, add links, add discussions, add pages, add external tools, add packages, add a rubric, add badges, and add question bank. On these resources, you can also create folders to separate learning resources based on their subjects.

The Slido platform is also an interactive platform. Based on the survey results, 118 of 120 people do not know Slido, and two people already know Slido.



**Figure 6.** Platform Mapping for Slido Platform

The features of Slido are to hold question and answer (Q&A features) and to poll (multiple-choice features, word cloud, quiz, rating, and open text). Both of these features can create fun interactions in learning [41].

The question and answer feature on Slido allows participants to give questions during the training immediately. This feature facilitates question and answer sessions. Also, this feature makes it easy for teachers to receive responses from students. Most students are not willing or embarrassed to think in front of the class. By entering the activation code, without signing in, then the student will appear as anonymous. If the teacher wants to take students' grades, the teacher can ask students to log in first, so the student's name will appear and help the teacher in the assessment process.

The various polling feature is one of Slido's advantages. Five functions can be used free of charge: multiple choice, word cloud, quiz, rating, and open text. The multiple-choice feature for multiple-choice questions. The word cloud feature for display student survey answers into the word cloud display. The font size shows the answering frequency. The larger the font, the more students answer the same thing and pass the opposite. The quiz feature to create interactive quizzes, using time reminders. The rating feature for giving a rate between 1-10. The value that appears on the rating display is the average value of the survey given to help and facilitate the teacher in providing student

assessment. The open text feature for short questions without answer options.

#### 4. CONCLUSION

Schoology and Slido can improve the quality of education and interaction between the teachers and students. Schoology and Slido could be perfect platform combinations for distance learning during the Covid-19 Pandemic. For further implementation, Schoology and Slido training can be made for teachers so that teachers can provide more fun and effective learning, especially during the Covid-19 pandemic. The use of various learning platforms like this is a competency that teachers, especially teachers of the 21st century, must have.

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