



The English Students' Perceptions on Using Edmodo as Media Platform in Blended Learning Classroom

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Abstract. Edmodo is one of alternative media in blended learning activity in the classroom. Teaching and learning English can also uses Edmodo as one of the solution. It is necessary to find out how the English department students' perception on the use of Edmodo. This study was descriptive research to describe and analyze the condition that existed in the field by means of Edmodo as media platform in blended classroom activities. Students from the English department at Universitas Muhammadiyah Sumatera Utara took part in the study. The study's findings revealed that perceptions about utilizing Edmodo as a media platform in a blended learning classroom were known and characterized using two markers. The first indicator was perceived usefulness, which included things like working faster, improving job performance, increasing production, effectiveness, making the task easier, and being valuable. The second signal was indicated by ease of use, which included terms like simple to learn, controlled, clear and understood, adaptable, easy to learn, and easy to use.

Keywords: Blended Learning · Edmodo · Media Platform · Perception · Student

1 Introduction

Principally, in the 21st century, Information Communication and Technology (ICT) provides a great impact on some sectors of life and one of them is in the education sector. According to UNESCO, information and communication technology (ICT) is a type of technology used for producing, presenting, storing, modifying, and transferring information. ICT in education refers to the use of computer-based communication to facilitate teaching-learning and a variety of educational activities [1]. In fact, in this digital age, ICT has become an essential prerequisite and an integral part of education to help teaching and learning.

Furthermore, ICT is a collection of hardware, software, multimedia, and delivery systems rather than a single technology. This ICT may be utilized in the classroom to assist lecturers and students in the teaching-learning process, as well as to build lecturers and students' 21st-century digital abilities. Learning with technology promotes several skills, literacy, critical thinking, reasoning, analyzing, organizing information, selecting important info, communication, creativity, autonomy, and teamwork [2].

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Afterward, ICT also can be used in the English language teaching and learning field. The significant relationship between technology and English teaching and learning motivates many English teachers and students [3]. In addition, English teachers can teach English skills using ICT because ICT gives more benefits to the students such as students can learn a new skill in reading comprehension, and some writing skills can be developed such as grammar, spelling, punctuation, re-drafting, and editing [4]. Thus, the use of ICT in English classroom has a considerable impact.

Currently, as a web-based or online learning model in this era, ICT is used effectively in integrating offline and online learning which is known as blended learning. In the blended learning classroom, the ICT will support the combination between online learning and direct learning. Many teachers have used this learning method. Blended learning is traditional classroom learning complemented by online learning activities and sources [5]. The student and lecturer can interact even outside the classroom.

Furthermore, using current ICT advances in Edmodo is one of the benefits in the sphere of education. Edmodo is a program that has a lot of features to help with learning, and most importantly, it is free [6]. Edmodo accounts are available for free and are intended for use in school-based learning. Because Edmodo is intended for school-based learning and to enhance the learning process, numerous learning activities, such as tasks, polls, quizzes, reward badges, grade books, libraries, and parent codes, are included. Edmodo offers teaching resources in the form of files and links for teaching materials [8].

Moreover, one of language skills that can be implemented through Edmodo application is writing activity. Writing is regarded as the most difficult skills among reading, listening, and speaking. Writing is considered as the most difficult activity [9]. This skill becomes more important to be developed when it comes to the higher institutions since it supports one of academic success since there are a lot of academic writings to do. Writing can be a complex work since it encompasses some steps to construct a good writing. It is basically started from the brainstorming to get the idea, making the draft of writing, doing the writing, revising, evaluation, and ended with publishing. Besides, Writing also heavily depends on the sentence level such as format, sentence structures, control of content, vocabulary, punctuation, and also spelling [10]. In fact, not all students deal with writing skills. Some of students are facing difficulty in getting the idea when the time given in the class is limited. The limitation of time causes the students are less practicing in writing since it needs the complexities step that must be carefully paid attention. These sorts of problem are also assumed that it is founded in students of English Education Study Program of Universitas Muhammadiyah Sumatera Utara which takes many courses related with writing.

Therefore, infusing the ICT (Information and Communication Technology) namely Edmodo for teaching writing and learning can be a good idea for the lecturers since it brings a fresh media shifted from manual writing into writing in technology mode. Edmodo is an application that is students of English Education Study Program of Universitas Muhammadiyah Sumatera Utara familiar with, and it is also used by lecturers for writing subject. Besides, this platform is also suitable to facilitate the English students since it can be used for not only writing skills, but also can be for speaking, reading, and listening [6]. For writing activity, Edmodo facilitates the writing tools such as for editing,

sharing, and also commenting. Here, the role of feedback is very important for constructing a good writing, and Edmodo serves the writing platform for example commenting column that can be used for both lecturers and students to share each other's opinion towards someone's writing. Students can also share feedback towards someone's work based on the knowledge or understanding they have received, and in language teaching it is usually called as 'peer feedback' or 'peer response' [11]. Therefore, this emphasizes that Edmodo can be an ideal writing platform since it enhances students' practice in writing skills as well as collaborative learning.

In terms of how and students' perceptions of utilizing Edmodo in blended learning, if they are willing to adopt Edmodo in their learning activity. Knowing how much the obstacles impact individuals and organizations might help in choosing how to address them [12]. Students' perspectives are significant elements impacting the effective incorporation of Edmodo into English language instruction.

Additionally, the usage of Edmodo in teaching and learning activities suggests that it has a good influence on pupils. The study looked on the impact of edmodo on students' writing skills in recount text [13]. The findings of this study show that Edmodo is an excellent tool for teaching writing, as seen by the improvement in students' scores from pre-test to post-test.

Then, the study on the effectiveness of using Edmodo in online learning, he finds that online learning using Edmodo has been carried out effectively [14]. Edmodo is effective because it is practical (simple display, offers a variety of functions, and accepts a variety of file kinds), as well as because it is easy to use (accessible even though the connection is unstable, and saves internet quota).

Furthermore, Edmodo offers several benefits for virtual classroom deployment. For blended EFL classrooms, Edmodo offers a number of advantages, including the capacity to foster intensive dialogue, which is necessary in an EFL setting, and the capacity to assist the adoption of various forms of active learning (e.g., providing of projects and related resources, peer discussion, online tests regarding the learning topic, digital content assignment submission, and easy association with students or educators from various schools or organizations) [15].

According to the findings of several earlier research, using Edmodo as a learning aid is beneficial. It has been demonstrated that Edmodo enables students to work students to work freely and to express themselves through group conversations. Writing is often aided by group conversations, which may be used to entice students to write at their own speed. The findings also shown that pupils respond favorably to opportunities to engage with students from various nations..

Moreover, several previous studies related to the perceptions of using Edmodo. The study focused on the perceptions of pre-service EFL teachers toward using Edmodo as a supplementary learning tool [16]. The finding reveals that the many students were prepared in using Edmodo as an additional learning tool in the English classroom, considered it gives many benefits to support traditional face-to-face classroom interaction, and gives a positive picture on their experience in using Edmodo.

Furthermore, the researchers investigated students' opinions and obstacles in utilizing Edmodo, as well as the impact on the attitudes of them about EFL learning [17]. The secondary school students were selected as the sample as many as 42 Saudi EFL female,

21 in the experimental group (which received traditional instruction with daily interaction via Edmodo for six weeks) and 21 in the control group (which received traditional instruction only). Despite the major challenges in integrating Edmodo, a post-treatment questionnaire found that students have a very favourable opinion of the platform. It also highlighted Edmodo's exceptional ability to develop more positive attitudes toward learning English as a foreign language.

Following that, the other research explored using Edmodo to improve students' learning experiences in an EFL classroom [18]. The study was to assess how students felt about using Edmodo as a supplement in an EFL lecture. The findings revealed that Edmodo was quite effective for fostering direct learning since it provides a number of elements that aid in the students' learning process. It then improved students' motivation, adaptability, and participation in online activities of learning.

In addition, using Edmodo in the English classroom has some challenges and problems. Many factors hinder the effective utilization of Edmodo in the English classroom, the factors such as the bad effect on students' health [19], the low level of using the Internet technologies [20], the lack of technology resources [21], the propensity for spending a lot of time in front of a computer and the likelihood that it will be used more as a social networking site than an educational tool [22].

Then, Edmodo as a media platform becomes one of the alternative ways to interact between teachers and students during the teaching and learning process especially in implementing blended learning. Then, this research explored more and deep related to the Edmodo itself as a media platform used by the students and lecturer of the Universitas Muhammadiyah Sumatera Utara at English Education Study Program of. It was because they have implemented the Edmodo in blended learning and of course, there were challenges and problems found in the online learning process. Therefore, the writer investigated students' perceptions toward the using Edmodo in blended learning classroom that occurs in the online learning process of blended learning classroom.

Based on the explanation above, the writer is interested to conduct a research on the students' perceptions in using Edmodo as Media in blended learning classroom at Universitas Muhammadiyah Sumatera Utara.

2 Methods

Descriptive research method was used in this study since this study described how the perceptions in using Edmodo as Media by the students in blended learning classroom at Universitas Muhammadiyah Sumatera Utara. The data were taken from the questionnaire consisted of indicators and sub indicators in analyzing the perceptions in using Edmodo as Media in blended learning classroom.

This study is used four likert scales as the degree agreement, which are strongly agree (4), agree (3), disagree (2) and strongly disagree (1). After displaying and explaining the data, the conclusion is made. The conclusion explained clearly about how the students' perceptions related to the Edmodo as Media in blended learning classroom. They were perceived of usefulness and perceived of ease of use.

3 Results and Discussion

There were two parts of these results. First was perceived of usefulness such as activity is more quickly, job performance improvement, task easier, and advantageous. Second was the ease of use such as easy to study, flexible, manageable, clear and understandable, easy to use, and providing skillful. These results explained how the perceptions in using Edmodo as Media by the students in blended learning classroom at Universitas Muhammadiyah Sumatera Utara. The following explanation explains each part of these results.

Edmodo is easy and safe to use for teaching and learning activity including in doing the collaboration between students and teachers to share the teaching and learning materials and assignments. It is also completed with the notifications of any activities individually. Here, teachers can build a real classroom which usually provides assignments, quizzes, and assignments at the end of each lesson based on the classroom condition.

Taking students' working and providing feedback for each work directly spend much time and at that time students may not remember the subjects they are studying when getting the feedback, but by using Edmodo, it allows them to make their draft changes while the subject is still in focus.[23]. It also has features to help teachers provide assignments and feedback to students.

First, Perceived Usefulness (PU), is a time when someone believes that the use of technology will improve the performance or work performance of the person. People use information technology because they have confidence that achievement and performance will increase. This concept refers to a measure in which the use of technology is thought to benefit the user. The benefits of using technology can be seen from the trust of technology users in deciding the acceptance of technology, with one belief that the use of technology makes a positive contribution to its users. The measurement of the perceived Usefulness construct consisted of working more quickly, useful, increasing productivity, enhancing effectiveness, improving job performance, and making work easier [24].

Perceived Ease of Use (PEU) describes how certain people are that using an information system is a simple task that does not require the user to struggle. People who use the information system will be easier to work than people who work manually without information systems. Several indicators of the ease of use construct, namely: ease to learn, controllable, clear and understable, flexible, easy to become skillful, easy to use [24].

The implementation steps above were clearly illustrated in each learning activity with Edmodo. Therefore, in implementing learning using Edmodo as media in blended learning classroom, it must refer to the steps of learning activities above.

There are a variety of instructional media that may be used to teach writing, including both conventional and modern/digital media. Edmodo is one of the most successful tools for teaching writing. The use of Edmodo as a media in teaching writing can be believed more effective than traditional media. By using Edmodo students can get better writing results.

Additionally, Edmodo's ease of use as a tool for learning, particularly writing, increases the likelihood that students will use it.. By using Edmodo, students also can be motivated in writing. Students can express their ideas through writing in Edmodo as they are writing in their social media. They can post their writing in their account then

their partners or teacher can give the comments to have a better writing. Moreover, the suggestions and feedbacks toward the students' writing results can be given by teachers and then revising writing easily to make it better can be done by students.

Clearly, some advantages of using Edmodo in writing are: (1) providing easy access to writing, materials, and assignment, (2) utilizing a particular strategy, method, or style and assisting pupils in developing superior writing organization, (3) Making it possible for teachers to provide comments on students' shared writing or for students to obtain input from peers and teachers to use in rewriting and editing their own writing., and (4) making students more interested in writing.

Thus, based on the explanation above, the conclusion is the application of Edmodo in blended learning classroom can have very positive benefits for learning in college. In other words, Edmodo as media in blended learning classroom is a suitable solution for learning at this time. Therefore, lecturers should apply Edmodo as media in blended learning classroom for lectures, especially for lecture materials that require a lot of interaction between students and students or students and lecturers.

Referring to the results, it can be seen that in general, the students gave their perception toward implementation of blended learning that gave affecting to the using Edmodo as media in blended learning classroom.

Regarding to the results, it can be categorized that the students' perceptions related to the Edmodo as media in blended learning classroom was agree level with percentage 69%. In other words, this perception described that the Edmodo as the tool in blended learning classroom needs evaluation in several aspects that make the implementation of Edmodo as the tool in blended learning classroom better. Blended learning classroom activities can be considered to make the application of Edmodo as the tool in related to the nowadays situation.

4 Conclusion

From the results above, it can be concluded that there are two conclusion. Firstly, it is need to be decided that the implementation Edmodo as media in blended learning classroom needs some improvements, for example the Edmodo features need to be added qualify to develop and present the work that ease the students. Secondly, some evaluation also need to be done related to the use of Edmodo as media in blended learning classroom by considering the appropriate material and media in teaching English. It can be stated that some components of the Edmodo as media in blended learning classroom need to be evaluated for the future used.

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