

The Development of E-Learning with Schoology In Hybrid Learning Strategy For Listening Skill Of Tadulako University

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Abstract---Schoology is one of learning system management that helps in teaching learning process in the period where learning in the classroom is avoided to be used. Schoology offers various features to run well the teaching learning process. The research was focused to develop e-learning with Schoology and to find out whether it is useful for improving the learning achievement and the listening skill of the student in the university or not. Furthermore, pretest – posttest control group design was used in the research followed by 100 hundred subjects, those were taking by purposive sampling technique. Next, test is used for examining the learning while to dig the listening skill through interview. Thus, data analysis was going through both quantitative and qualitative. After collecting the data, it shows that there is improvement after getting treatment through Schoology based on test given and interview between experimental group and control group.

Keywords: Schoology, Hybrid Learning Strategy, Listening Skill, Learning Achievement

I. INTRODUCTION

Foreign language skills, namely English, are still lacking in Indonesia, especially in eastern Indonesia. English is an international language which is currently being used very commonly in competition in the world of work and education. English is known to have been used by approximately 112 countries in the world and 328 million users. Indonesia itself defines the abilities that must be possessed by Indonesian students, namely understanding and using information, thoughts, feelings, and developing science, technology and culture using English as recorded in the Ministry of National Education (2004). "Speaking skills are said to be things that need to be understood in English, even though listening skills are also skills that should not be ignored. This is caused by educators who focus on speaking skills,

reading skills, and writing skills" [1]

Astrono (2014) explains "Listening skill is a process in language skill that needs practice by using audio / technology such as a research done by Embi and Latif in 2004 in using E-Learning as a tool for learning ESL". Another opinion from [7] explained that "Teaching listening in a foreign language has always been a challenging experience for both teachers and students. The fact that people assume it to be a skill that is naturally acquired leads to activities that assess listening without teaching it properly, and consequently it receives less attention in the classroom".

There are five difficulties that are often felt by students in listening skills in English as follows. 1). The speaker involves more than two people, 2) The role of the listener in the context of the conversation, 3) How a listener is interested in the topic being discussed, 4) How complex is the grammar, vocabulary used by the speaker, 5) What support facilities are provided to the listener in order to understand the message conveyed, for example the media used in helping listeners understand the messages conveyed such as pictures, diagrams or other visual media

[6] explains "learning media is an important component of the delivery strategy. Instructional media have an important role in teaching delivery strategies to achieve certain learning outcomes. The use of E-Learning as one of the best media today is very common. This is due to the impact of the Covid-19 pandemic which has forced all activities to be carried out from home. Likewise, educational institutions must find the best solution to be able to transfer their knowledge to students. So many conveniences are obtained by using e-learning such as Schoology. Learning can be more efficient, students are required to be more

creative and always innovative in extracting material from their educators.

However, there are also many educational institutions, say campuses, even though they have been facilitated with adequate internet, the evidence has not guaranteed the maximum use of E-Learning with Schoology, this was true before Covid-19 spread almost throughout the world. However, the use of WhatsApp media is more commonly found in the lecture learning process. When viewed in terms of usability, the WhatsApp media is deemed not capable enough to assist in the lecture process due to the fact that the media WhatsApp does not have features such as question banks, tests, quizzes or timers as in the test TOEFL and IELTS. So that the use of media WhatsApp in lectures, especially in courses, listening skills cannot one hundred percent guarantee that the skills of students who get good grades have actually mastered the material or not. The description above provides a basis for researchers in developing a medium that is able to overcome problems that occur in the lecture process by developing E-Learning with Schoology in the Hybrid Learning Strategy.

II. METHODS

The platform e-learning is an application that can connect with teachers and students in learning spaces online. E-learning is made to overcome the limitations between teachers and students, especially regarding time and space. Therefore, teachers and students should not be in one dimension of space and time. The educational process can run at any time regardless of time and space. So e-learning can help conventional learning in the acceptance or delivery of learning material.

[4] explained that "E-Learning is a learning medium that uses information technology in other terms, namely online learning virtual learning, distributed learning, virtual classes or web-based learning". The media makes it easy to distribute materials, study, exams, practice quizzes and assessments. Edmodo, Schoology, Moodle, Quipper School, Dokeos, and dotLRN are platforms E-learning is widely used today. Furthermore, [2] explains that "Schoology introduces approach user-centric to learning, Schoology is a platform e-learning designed to engage students in an easy-to-use collaborative environment that strengthens the connection between students and instructors."

The features of Schoology are courses, which are facilities for creating class subjects, for example mathematics, groups, namely facilities for creating groups and resources (learning resources). The use of Schoology can also help the learning process because it has a positive impact on attitudes, helps students to apply autonomy in the EAP class and improves students' proficiency in business writing [8].

In using Schoology, of course, it must be accompanied by an appropriate learning strategy. Judging from what is needed in the learning process using Schoology, the hybrid learning strategy is one of the strategies in an informative approach where students are able to focus on finding knowledge and information well.

Hybrid learner strategy is also said to be blended learning because it is a combination of face-to-face learning with learning online or e-learning so that it combines the characteristics of an internet-based learning model, namely time efficiency, low cost and ease of student access to material, assignments and quizzes anytime and anywhere.

Hybrid learning models can be used side by side with the use of-based learning media Schoology in an effort to increase student motivation and learning outcomes in understanding and mastering courses listening. As well as an alternative way for educators to use the facilities available in the work environment. The hybrid learning model is divided into three types of models, namely 1). Traditional Classes, 2). Real Workshop, 3). Virtual Workshop. [5]

III. RESULT AND DISCUSSION

This study used the ADDIE model in developing E-Learning with Schoology in the Listening Skill 2 course. The subjects in this study were 100 subjects divided into two experimental and control groups. Subject selection was done purposively.

After developing E-Learning media with Schoology, then, the researcher conducted a validity test by media experts, material experts and practitioners and the results of the expert validity test are summarized in Table 1.1 Expert Validity Test

Table 1.1 Expert Validity Test

| Validator | Result | Interval | Note |
|--------------------|--------|----------|-----------|
| Expert of Media | 86 | 86<100 | Very Good |
| Expert of Material | 95 | 95<100 | Very Good |

| | | | |
|------------------------|----|--------|-----------|
| Expert of Practitioner | 97 | 97<100 | Very Good |
|------------------------|----|--------|-----------|

Table 1.2 Table of Criteria

| Interval | Criteria |
|------------------|---------------|
| 84 ≤ score ≤ 100 | Very Good |
| 68 ≤ score ≤ 84 | Good |
| 52 ≤ score ≤ 68 | Good Enough |
| 36 ≤ score ≤ 52 | Not Good |
| 20 ≤ score ≤ 36 | Not Very Good |

Based on Table 1.2, the results of the media expert validity test obtained 86 results which according to the criteria table were included in the very good category, so there was no need for revision, while the results of the material expert validation were 95 <100% which according to the criteria table was included in the very good category without the need there is an improvement. Furthermore, a validity test was held by expert practitioners who obtained results 97 <100%, meaning that the Lesson Plan made was very good without the need for revision.

Seeing from these results, it can be said that the media developed has been very good and can then be used to see an increase in listening skills and student learning outcomes in the listening skill 2 course.

After conducting a validity test by a team of experts, then testing the validity of the test. The basis for decision making is if $r_{count} > r_{table}$ then the test is said to be valid and vice versa if $r_{count} < r_{table}$ then the test is said to be invalid. Based on the results of the test validity test, there were 2 invalid tests in the preparation section of 10 valid tests, and in the multiple choice section there was 1 invalid test out of 5 valid questions and from the gap fill test all the tests were valid.

Then, the researchers tested the reliability test. The results of the reliability test are summarized in Table 1.3

Table 1.3 Reliability Test Results

| Category | Cronbach's Alpha on Standardized items | N of Items |
|-----------------|--|------------|
| Preparation | 0.799 | 10 |
| Multiple choice | 0.600 | 6 |
| Gap Fill | 0.769 | 5 |

The basis for the decision is that if the Cronbach Alpha value is > 0.60 , then the question item is declared reliable, while if the Cronbach Alpha value is < 0.60 then the question item is declared unreliable.

Based on Table 1.3, the reliable test results obtained in the item preparation section get $0.799 > 0.60$ results so that the item items in the preparation section are reliable. Furthermore, in the multiple choice item section, the results obtained were $0.60 > 0.60$, the results were assumed that the questions were reliable and in the gap fill questions section, the results were $0.769 > 0.60$ so it could be concluded that the three parts of the questions were reliable.

Furthermore, researchers conducted a normality test in the experimental class and control class. The results of the normality test are summarized in Table 1.4. The results of the Normality Test are as follows.

Table 1.4 Normality Test Results

| Class | Mean | Std. Dev | Sig (2-tailed) | Note |
|------------|-------|----------|----------------|--------|
| Experiment | -0.00 | 4.08 | 0.057 | Normal |
| Control | -0.00 | 2.49 | 0.93 | Normal |

Based on Table 1.4, the normality test results show that in the experimental class $0.057 > 0.05$ means that the experimental class is normally distributed, while in the control class the results are $0.93 > 0.05$, which means that the control class is also normally distributed. Furthermore, the homogeneity test was carried out in both classes, and the results were summarized in Table 1.5 Homogeneity Test Results

Table 1.5 Homogeneity Test Result

| Lev Statistic | Sig. (2-tailed) | Note |
|---------------|-----------------|----------|
| 1.308 | $0.256 > 0.05$ | Homogeny |

Based on the table. 1.5 Homogeneity test results obtained results $0.256 > 0.05$ This means that the data comes from a homogeneous subject. After the normality and homogeneity tests were carried out, the researchers then carried out the Paired T test. The results of the paired t test are summarized in Table 1.6.

Table 1.6 Paired T test

| Class | Mean | Std. Dev | Sig (2-tailed) |
|------------|--------|----------|----------------|
| Experiment | -9.860 | 4.257 | $0.000 < 0.05$ |
| Control | -2.140 | 2.850 | $0.000 < 0.05$ |

Based on table 1.6, the Paired T test results in the experimental class showed a significance value of $0.00 < 0.05$, which means that there is a significant difference between before and after the intervention in the form of

Schoology, while the control class also shows a significant difference between before and after being given WhatsApp media. Seeing these results, the researchers then analyzed more deeply by comparing the effects of media Schoology and WhatsApp. Furthermore, the researcher conducted the N-Gain test, the results of the N-Gain test value are attached in Table 1.7

Table 1.7 Test N-Gain Result

| Class | Mean | Min | N-Gain |
|------------|-------|-----|--------|
| Experiment | 78.05 | 0 | 78% |
| Control | 14.99 | -8 | 14.9% |

Based on Table 1.7 shows the results of the calculation of the average N-Gain in the experimental class using E-Learning with Schoology of 78.05%, these results fall into the effective category. Meanwhile, the control class that uses WhatsApp media shows an average N Gain result of 14.99% which is included in the ineffective category with a minimum N-Gain score of -8 and a maximum of 100.

From the results of the N-Gain test, there is a very significant difference between the use of Schoology and WhatsApp. However, in the different test, it was seen in the two classes, both the experimental class and the control class, there were differences after being given the intervention, this confirmed that the use of WhatsApp media actually had a good effect but not better than the use of Schoology in the lecture process.

After analyzing the factors that might influence the influence of the control class, it was found that when the researcher intervened through the WhatsApp media by dividing the questions and exams, some research subjects did not know that there would be questions being distributed, so this had an impact on the collection. non-uniform duties. Coupled with the form of questions that were fully uploaded in the class group, it was possible for the research subjects to transfer answers to one another.

Unlike using E-Learning with Schoology. The design and objectives are intended to facilitate the learning process so that the process of working on questions is designed to test the ability of students to understand the topic given by the educator.

However, there are several obstacles experienced by research subjects in the lecture process using Schoology media. The biggest reason is due to unstable network interference so that some questions do not appear or the audio is not playing. This network disruption is

due to the place or area of their home in the countryside. This is a symptom of the Covid-19 pandemic which eliminates lecture activities on campus.

Of the several interviewed subjects, most of them have returned to their hometowns. Their villages are scattered throughout the province of Central Sulawesi and most of their villages are not supported by a strong signal. According to the research subjects, it was found that to do assignments in Schoology they had to move from their village to a village near the city which was taken for 1 hour of travel or they had to wait until almost midnight, so that the network was fairly stable and they could work on problems in Schoology.

Seeing the limitations felt by the majority of subjects in this study, the researchers designed the questions in Schoology by not setting up a timer per question but only giving deadlines. This is the best solution in the presence of network constraints. In the first intervention, the majority of subjects complained of network problems that were beyond the control of the researcher, so that the researcher provided this solution and could be accepted by the research subject.

The intervention was given 3 times before being given the posttest and the researcher prepared instructions for making, using and carrying out the test through Schoology. So that in the process of working on questions for the posttest, the research subjects were very familiar with Schoology.

IV. CONCLUSION

The results of this study indicate that e-learning with Schoology in the hybrid learning strategy in the listening course is a valid product and can be used in the lecture process and using E-Learning in Schoology with Hybrid Learning Strategy can improve learning outcomes and listening skills in listening skill course 2.

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