ANALYSIS THE USE OF SCHOOLOGY E-LEARNING TOWARDS STUDENTS' LEARNING MOTIVATION ENHANCEMENT IN STKIP SURYA

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ABSTRACT

The purpose of this research is to analyze the use of schoology e-learning as one of the supporting media towards students' learning motivation enhancement and students' opinion about the use of schoology e-learning. This research uses the qualitative descriptive as methods. Sampling was done with non-random sampling of 30 students from the STKIP Surya. Data were collected using a questionnaire, observation sheet, interview, and documentation which were analyzed descriptively. Data collected as much as twice to get more accurate result. The first data set is used to provide with a temporary conclusion, verification data conducted in the second data collecting. If data obtained on both have conformity, it can be made into final conclusion. The study uses blended learning model that integrates between traditional face to face instruction and e-learning. The result of the study found that: 1) Percentage of Likert Scale overall from the first and second data collection result got the same category i.e 77.30% and 79.05% with very high category which means the students were motivated using schoology e-learning, 2) The result of observation sheet in the first and the second data collecting got the same result that most student were happy to learn using schoology e-learning,3) The result of interview between the two were the same that means most students were motivated by learning using schoology e-learning because of its easyness, friendly look, and challenging way of doing the task.

Keywords: *schoology e-learning, descriptive qualitative method, blended learning, students' learning motivation*

INTRODUCTION

The development of science and technology is growing currently rapidly. It becomes a trigger for the progress in the field of education. One of the educational goals to achieve is to obtain human resources that are science and technology literate. In the previous era, people sought information only through the particular media such as newspapers, audiovisual, electronics and others. Now, people can search for information easily by using of the Internet. Advances in information technology have many positive impacts the advance of education today, especially computer technology and the internet, both in terms of hardware and softwares.

The need for a concept and mechanism of IT-based teaching and learning are inevitably. The use of technology media in learning process is expected to facilitate the achievement of educational goals. Technological advances provide many offers and options for education to support the learning process so that learning becomes more effective and efficient for students. The benefits offered by technological advances are not only in the factor of speed to get information, but also multimedia facilities

that can make learning more interesting, visual, and interactive. Technological advances over the last decade provide challenges and opportunities for every student to be educated and trained, especially through online instruction (Donnelly, 2009). Media can generate new desires and interest, as well as motivate students to learn and provide integral or holistic experience from the concrete to the abstract. Nowadays, the development in technology requires teachers to create effective and efficient learning. (Sa'ud, 2008: 182)

STKIP Surya is a college with students from several regions such as Papua, East Nusa Tenggara (NTT), Belitung, Maluku, Kalimantan, and Palembang. One of the challenges in the academic field is different in the process of receiving and capturing information in learning. Based on the interviews, some students said that they did not get proper lessons at their home school in their hometown, for example, the teachers were not competent enough to explain materials, rarely attend to the classes, limited facilities and infrastructure, etc. Based on the observation, the student's lack of motivation to learn in conventional learning requires appropriate strategy to improve motivation. Based on the data from the counselling section, there are several factors that cause learning barriers, such as: regional characteristics, education level, learning style, family, language, and self-concept.

Based on the information, the researcher intends to conduct a research by analyzing the use of schoology e-learning as supporting media to enhance students' learning motivation in STKIP Surya. Schoology is Learning Management System (LMS) that is specifically designed and developed to be used by teachers and students in a virtual classroom. It provides teachers with a method of managing lessons, engaging students, sharing content, and connecting with other educators. In addition parents can also participate in the supervision of their children's learning activities. Schoology is one free and easy-to-use open source like facebook. The difference is that schoology is more emphasized on education, so its features support integrative learning management. Based on information in www.schoology.com, Schoology is *The Best Education Solution Award* in New York, at Mei, 2014.

The study uses blended learning model. Blended learning is defined as a mix of traditional face-to-face instruction and e-learning. (Koohang, 2009) The purpose of blended learning is to combine a face-to-face learning experience with an online learning experience. The research questions investigated in this study are: 1) Does the use of schoology e-learning has an effect to students' learning motivation in STKIP Surya? 2) How the use of schoology e-learning affects students' learning motivation in STKIP Surya?

RESEARCH METHOD

This study uses descriptive qualitative research method. The descriptive research attempts to describe, explain and interpret conditions of the present. The purpose of a descriptive research is to examine phenomenon that occur at a specific place(s) and time. This study also uses qualitative approach. Qualitative approach is a study that intends to understand phenomenon about what is experienced by research subjects such as behavior, perception, motivation, action and so on.

The sample was taken by using non-random sampling of 30 students in STKIP Surya. The instruments had been used in this study consist of questionnaire, observation sheet, interview, and documentation. Questionnaire developed by Likert Scale models with the following steps (1) construction of the lattice according to the indicators of each variable. (2) Preparations of research

questions based on indicators of each variable, and (3) validation by expert lecture, (4) revision, and (5) dissemination to students. Observation sheets about learning motivation focused on the students' activity in the learning process. Interview in this study used semi structure interview, consisted of five questions. In each question, the interviewer searched further information related to those questions. Documentation is additional data to support primary data. Qualitative data collection research uses triangulation data namely observation, questionnaire, and interview conducted twice to get more accurate results.

According to Miles and Huberman (1984: 21-23), there are three kinds of activities in qualitative data analysis, those are:

1. Data Reduction
Reduction of data conducted when some data are not completed. The total students in the class consisted of 38 students, but the sample taken as many as 30 students.. It becauses 1) Students were not presented at meetings when learning using e-learning schoology media, 2) Students presented at first or second meeting only, 3) Students filled for one source only, for example only filled in the questionnaire.

2. Data Presentation
Descriptive analysis is used to describe students' responses to the use of schoology e-learning as supporting media for learning motivation and how schoology has an effect to students' learning motivation in STKIP Surya.

3. Conclusions / verification
The results of the study taken from the reduction and data questioning are tentative conclusion because it still can change if strong evidence found at the time. So the process of data verification is done by the researchers re-entering the data to collect the data back that will surely produce other evidence that can change the results of the conclusion while given. If the data obtained has sharpness (same as the

data already obtained) then it may lead to a solid conclusion and then published in the research report.
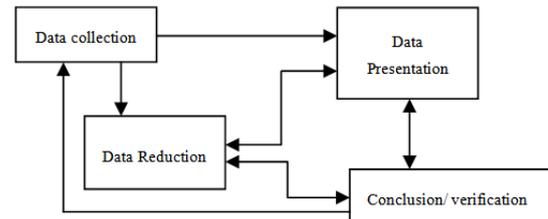
Source: modified from Miles and Huberman (1992)
Figure 1. Data Analysis

RESULT AND DISCUSSION

Learning process in this study is conducted using blended learning. Blended Learning is a strategic and systematic approach to combine times and modes of learning, integrating the best aspects of face-to-face and online interactions for each discipline, using appropriate ICTs. Researcher used schoology e-learning as a tool of ICTs. The educational features in schoology e-learning are: 1) personalized homepage, 2) course profiles, 3) flexible instructional tools, 4) badges, 5) calendar, 6) online homework submission, 7) create assignment and events, 8) create test and quiz, 9) extended file support, 10) mobile learning making, 11) online gradebook and attendance, 12) customized grading options, 13) standards and outcomes alignment, 14) track student usage and course analytics, 15) marketplace application, 16) email address and username support. Beside that, it is completed with social features such as user connections (professional network), messaging, customizable notification, announcements, discussions, and group workspace.

The features designed under study here included interactions, technology with its quality, face-to-face support and learning management system tools and resources. Initially, researcher described data from observation sheet in learning

process. In the beginning, students were introduced with schoology e-learning. There were 80% students who are very enthusiastic on the features containing it. The students learned how to use schoology as an instructor and as a students menu. The hierarchical steps to register are:

1. Open www.schoology.com
2. Click Sign up
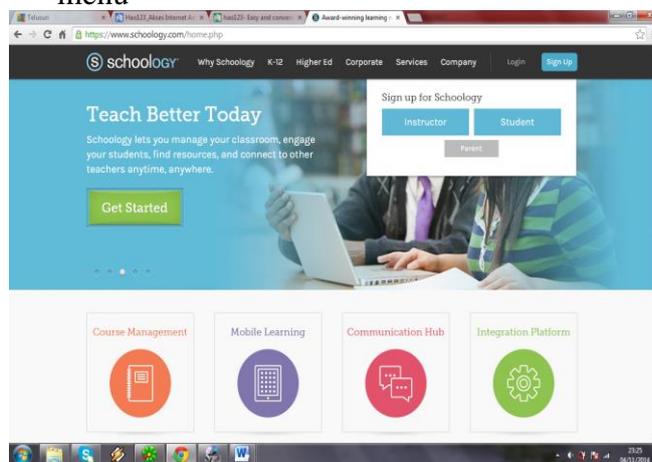3. Choose instructor, students or parents menu

Figure 2. Welcome Screen E-Learning Schoology

4. Fill in the blank first name column, last name, email, password, and confirm password. In the menu, students must access code to enter the class group.
5. After registering, verification mark will appear and be sent through email address, done the verification process, and then registration will be completed.

The students did not have difficulty in registering or logging in process. But technically there was a disruption to register and log in because of low service of the internet connection, so that there were some students who were forced out of the class to find another router access to get internet signals.

The learning materials were incorporated into schoology e-learning. After being told how to upload and download, no one found it difficult to do

so. Even they were happy because it was very easy to access learning materials. Ease of access to learn materials made learning time more effective which affected to students' motivation to learn. According to Walberg (1984) one of the factors in the self that determines the success of students in the learning process is the motivation to learn. In learning activities, motivation is the overall driving force within the students that leads to learning activities, which ensures the continuity of learning activities.

Most of the students had no difficulty to download the assigned tasks during face-to-face learning. They were serious but still relaxed on the task. But there were some students who do the task while browsing another web like Facebook. The teacher should put attention to students who were more focused on doing other things. This made students have more self-conscious not to open another web. The teacher gave homework through schoology e-learning. Collecting homework could be done anywhere and not limited by place. Testing conducted at distance learning, with no face to face and no time limit. According to observations, the students were very enthusiastic to answer the test. Teacher gave stimulation to students like a reward if the student doing well at the test. Giving rewards would be one way for students to be more motivated to frequently open schoology e-learning, to actively discuss in it, and to explore more knowledge.

In the second meeting, student got quiz during face-to-face learning. The teacher set the quiz to be done three times in schoology. So if the students were doubtful with the answer of quiz, they would repeat to get better result. This was done so that the students are motivated to increase the value that has been earned on the job of the first quiz. Beside that, it would solve the internet connection problem. There are two students who are aggrieved due to internet connection

problem. Their desire of improving value became less because of connection problem. The quiz closed by itself as if they had finished working on it. The solution given at that time of implementation was repeating the quiz. If this did not work, they wrote the answer on paper for the improvement of its value. Most of them were challenged by the quiz because it set the time for just one minute for one question. If they could not do that, it would move to the next question. The value of the quiz could be seen directly from the students thus making them more enthusiastic in working on the quiz. From three times quizzes, the work took the greatest value.

This study conducted interview for students to know their opinions regarding the use of schoology to improve learning motivation. Interviews were conducted as much as twice to all students after the completion of study in the first and second meeting. Based on the results of interviews conducted on each student, dominantly students felt an increase in learning motivation of 80-90%. There were only 5 from 30 students who did not feel the increase in motivation due to learning using schoology.

The analysis of questionnaire used Likert Scale. The formula used to determine students' responses to learn using schoology to enhance learning motivation was as follows:

$$Percentage\ score = \frac{total\ score}{maximum\ score} x100\%$$

The criterias of descriptive analysis percentage were as follow:

Table 1. The criterias of descriptive analysis percentage

Percentage	Category
75%-100%	Very High
50% ≤ Score < 75%	High
25% ≤ Score < 50%	Medium
1% ≤ Score < 25%	Low

Source: Riduwan, 2007

Based on the analysis of questionnaire using Likert Scale, it was found that most of the students feel motivated by using schoology e-learning in overall data. Percentage of Likert Scale from questionnaire conducted at the first and second data collecting got the same category result. That showed percentage of 77.30% and 79.05% with very high category that means most of the students feel motivated using schoology e-learning.

The questionnaire consists of two variables. They are learning motivation and characteristic of schoology e-learning. The statements are constructed from the indicators of each variable. The indicators of learning motivation are happiness, attention, satisfaction. The indicators of e-learning media characteristic are usability and user interface. Based on the analysis, described calculation of each indicator at the first data collecting is:

Table 2. Percentage of Likert Scale at the first data collecting

Indicator	Score	Percentage
Happiness	371	77.29%
Attention	552	76.67%
Satisfaction	764	79.60%
Motivation	1687	78 %
Usability	547	76%
User Interface	549	76.25%
E-learning media	1096	76%

Based on analysis, described calculation in the second data collecting is:

Table 3. Percentage of Likert Scale in the second data collecting

Indicator	Score	Percentage
Happiness	371	77.29%
Attention	572	79.44%
Satisfaction	776	80.83%
Motivation	1719	79.58%
Usability	565	78.47%
User Interface	562	78.05%
E-learning media	1127	78.26%

Happiness indicator at the first and second data collecting got 77.29% and 77. 29%. Both of them had the same category result that means most of the students felt happy using schoology, so they were interested to know more about schoology.

Maslow theory in Ibid (1994) states the intrinsic motivation concept identificate to one's behaviour such as feeling happy to something. If the students are happy to that activity, the motivation will be improved.

Attention indicator got 76.67% and 79.44%. Both of them had the same category result which meant that most of the students were interested and very enthusiastic in learning using schoology. The students felt easy to join the study. Satisfaction indicator got 79.60% and 80.83%. That meant most of the students realized that e-learning could help not only in the classroom but also outside the classroom. Study time for learning was more effective by using schoology. The evaluation integrated in schoology helped them to know the result early. The average percentages of motivation were 78% and 79.58% in very high category that meant most of the students felt motivated in learning.

Usability indicator for schoology got 76% and 78.47%. That meant most of the student accessed schoology easily, such as got the matter, got the assignment, and got the quiz. User interface indicator got 76.25% and 78.05%, with the same category result that meant illustration and schoology e-learning interface made the student interested. The average percentage of media responses from the students were 76% and 78.26% in very high category. That meant e-learning schoology as supporting media had ability to improve students' motivation.

The result of interview was that 25 students were interested and enthusiastic using schoology in learning. The students felt interested because during the process they were not only being silent and listen to the teacher's explanations but also given the opportunity to explore learning. The schoology e-learning was very easy to be used, looks friendly, and challenging for doing the task. When the students were already had a great interest in learning, then students would be more motivated to learn. The same thing expressed by Dahar (1989) which is to motivate students to learn can be done by raising their attention on content of learning, and explore its usefulness in everyday life.

CONCLUSIONS

Based on the result and discussion, summaries are as follow:
1) Percentage of Likert Scale from questionnaire conducted at the first and second data collecting got the same category result. That showed percentage of 77.30% and 79.05% with very high category which meant that the students felt motivated using schoology e-learning.
2) The results of observation sheet between the first and the second data collecting got the same result that most student felt happy to learn using schoology e-learning,
3) The results of interview between the two data collectings were the same. That meant most of the students felt motivated by learning using e-learning schoology because of its easyness, friendly look, and challenging way of doing the task.

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