

Blended Learning Berbasis Edmodo Dalam Memahami Teks Bacaan

Edmodo Based Blended Learning Model Employed In Comprehending Reading Text

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ABSTRAK

Penggunaan blended learning berbasis Edmodo dalam pemahaman bacaan di Politeknik Kelautan Merchant Surabaya. Penelitian ini menggunakan kuliah online dan offline. Edmodo digunakan oleh mahasiswa dan dosen dalam perkuliahan online. Mahasiswa dan dosen mendiskusikan topik yang telah mereka lihat dan pelajari di rumah. Model pembelajaran ini lebih disukai oleh siswa. Penelitian ini menggunakan tiga instrumen yaitu observasi partisipan, wawancara mendalam, dan angket. Subyek penelitian ini adalah dosen dan mahasiswa Politeknik Kelautan Merchant Surabaya. Hasil penelitian menunjukkan intensitas dan kualitas interaksi mahasiswa dengan dosen dan mahasiswa. Siswa lebih menyukai model blended learning berbasis Edmodo. Beban kerja untuk siswa sedang. Dengan demikian, model Blended Learning beroperasi dengan baik di kelas pemahaman membaca.

Kata kunci; Edmodo, Pembelajaran Campuran, Pemahaman Membaca

ABSTRACT

The use of Edmodo-based blended learning in reading comprehension at Surabaya Merchant Marine Polytechnic. This study used both online and offline lectures. Edmodo was used by students and lecturers in online lectures. Students and lecturers discussed the topics they have seen and studied at homes. This learning model is preferred by students. This study used three instruments: participant observation, in-depth interview, and questionnaire. The study's subjects were lecturers and students at Merchant Marine Polytechnic of Surabaya. The results showed an intensity and quality of student to student and student-lecturer interactions. The students preferred the Edmodo-based blended learning model. The workload for students is moderate. Thus, the Blended Learning model operates well in reading comprehension classes.

Keyword; Edmodo, Blended Learning, Reading Comprehension

INTRODUCTION

The outbreak of Covid-19 has an impact on the economy, society, education, and culture (Viner et al., 2020). This condition gets worse when public places like schools and universities are closed and thus millions of Indonesian students have been forced to switch from offline to online education due to the COVID-19 pandemic (Wiguna et al., 2020). In addition, a study by Almarzooq et al.

(2020) have reported that the largest influence has been felt by students in formal and non-formal academic settings.

This becomes a dilemma for students, parents, and educational stakeholders where they must conduct government' policy to study and work from home to reduce the rate of covid-19. In the educational setting, students and teachers are forced to learn from home in the form of online learning through

many online educational technology (Putra et al., 2020).

Referring to the use of technology in teaching and learning brings a challenge in educational world because this changes the way of teaching the teachers have done in the classroom. (Azhari & Fajri, 2021). Furthermore, only certain group of people can have learning tool and access internet freely due to their economic status.

The growth of ICT has influenced Indonesian education, particularly the learning process (Ramadhan et al., 2018). This phenomena is a shift in the learning process when teachers and students connect virtually via computers, the internet, etc.

However, today's technology has changed the way people live, interact socially, manage their finances, and educate themselves in the post-millennial period (Sarica & Cavus, 2009). The use of information and communication technology (ICT) in education has grown since the mid-twentieth century, promoting e-learning as an alternative tool for students.

Another innovation in ICT is the development of computer networks with internet services. The internet's computer network infrastructure aims to help both individuals and companies (Matamala & Hinostriza, 2020). This is a support and facilitation endeavor for human life and organizations (Sanderson, 2002). This condition immediately allows professors to interact with students more. Using ICT, lecturers can interact and communicate with their students, or share learning resources that can be accessible at any time and anywhere, as long as they are connected in the system. According to (Becker, 2000), the internet is a new style of delivering and presenting that is more interactive. Technology will allow students to access new educational resources such as authentic materials. However, lecturers must comprehend the operation and master the application in order to use this situation properly and successfully in the learning process.

The used of internet can help learning process shifting to online and offline, called blended learning. According to (Rovai & Jordan, 2004), Blended Learning fosters a

deeper feeling of community than traditional or e-learning-only approaches. Blended learning is a teaching style utilized in both high school and college (Rashid et al., 2021; Ambarwati, 2021). They claim this strategy works well and fosters student collaboration since it combines online and face-to-face learning.

Blended Learning, a learning model that mixes face-to-face and online learning, can help educators deliver subject matter to students (Demirci, 2010). while, Brew (2008) defines blended learning as a learning technique that combines online and face-to-face instruction to improve learning outcomes. Whitelock & Jelfs in (Oliver & Trigwell, 2005) also propose three definitions for mixed learning: 1). Combining traditional learning with web-based online ways (based on Harrison's work); 2. Media and tools used in an e-Learning environment; and 3). Using a variety of pedagogical approaches, regardless of learning technology use (drawing on the work of Driscoll). For the purposes of this definition, blended learning is any learning model that mixes traditional learning methods with web-based learning methods, using e-learning media and technologies.

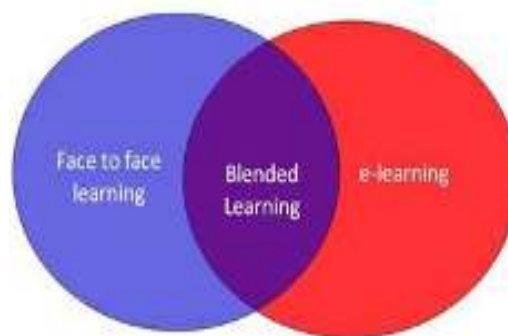


Figure 1. Blended Learning Method Concept

Figure 1 illustrates a blend of conventional (face-to-face) and electronic (e-learning) learning. Blended learning is a learning model that combines various delivery methods, educational models, learning styles, and technological media. This learning model also improves learning results, learning effectiveness, learning comfort, cost efficiency, and adapts to each student's learning style. With the teacher-centered

model, blended learning has helped students learn independently and has achieved learning goals (Graham, 2006). As a result, the two blended learning environments are still used individually (students). The teacher and student interact in real-time. asynchronous and synchronous material interactions

Blended Learning allows teachers to use online resources to engage students and help them become more active and effective learners. Based on Badawi in (Brew, 2008) defines blended learning as a flexible learning method that mixes face-to-face and online learning activities to allow students to exchange feedback and responses in four areas: learner feedback, learner techniques, and assessment choices. In other words, Blended Learning mixes online and face-to-face learning using media and technology to make learning more fun and successful for students.

Blended learning can help students learn if properly implemented. One is to save time. According to McCarthy Mark (2010:67, the advantages of using BL are such as: students will be able to finish learning assignments quickly with Blended Learning, a place to practice target language outside the classroom, way to practice target language outside the classroom, a way to practice target language anywhere, a place to practice target language outside the classroom. Due of the benefits of blended learning, instructors should use it to improve student abilities. The blended-learning model now includes internet-based applications as a learning support medium. It is feasible to support the online learning session (Kuran et al., 2018). This program is a web-based learning management system (LMS) that can deliver virtual classroom activities. One of the applications is Edmodo, a free access system application.

Internet-based apps have been linked to the blended-learning model as a teaching instrument during its development. The online session can be made more educational. As a web-based program, this application provides virtual classroom activities and is known as LMS (Learning Management System). An example of a free application is Edmodo.

Edmodo application media is one of the educational tools used in online learning.

Edmodo is a learning program with numerous functions (Safriyani & Khasanah, 2021). Most crucially, Edmodo accounts are available for free and are particularly geared for use in schools (Purnawarman et al., 2016). Edmodo includes a variety of educational tools, including quizzes, assignments, polls, grade books, libraries, award badges, and parent code. Edmodo accepts teaching resources in the form of files and links (Kamarga, 2018). Additionally, the utilization of Edmodo expands students' chances to utilize existing resources, allowing for the acquisition of an endless number of reference sources.

Nic Borg and Jeff O'Hara in Agustiani et al., (2021) founded Edmodo to help schools adapt to the connection of the 21st century. Edmodo provides a safe place free of commercials, gaming, and other distractions. Teachers publish announcements and homework assignments. Students use Edmodo to collaborate with peers and teachers on activities and projects. According to Mills & Chandra in (Azmi & Ashari, 2017), Students and teachers can use Edmodo to interact and share ideas, challenges, and helpful recommendations. On Edmodo, teachers can assign and grade work, and students can get class help.

In another definition, Edmodo is a safe and free social network-based learning platform that allows students to connect with classmates and teachers at any time and anywhere. (Balasubramanian & Jaykumar) Thus, Edmodo application can be used for free by users, namely teachers and students. Like other social media networks like Facebook, Edmodo's use is reliant on its working system. Edmodo is an educational program with a social media and cloud platform like Facebook that may be utilized in learning (Tandy Rerung, 2021).

It's interesting to see teachers using Edmodo as an online learning platform, combining the benefits of both face-to-face and online learning. Educators and students can meet in person. Social engagement is still possible in the classroom where kids require supervision (Akkoyunlu & Soyly, 2006). They also stated that Online learning allows students to communicate with educators and peers at any time and place (Akkoyunlu & Soyly,

2008: 183). According to Hameed et al. (2008) Learning material can be accessed as many times as needed,

According to Rusmanayanti et al., (2021) Edmodo is a social network adapted for the classroom. Students and lecturers may connect and share ideas, challenges, and helpful advice using Edmodo. Edmodo can help professors make group announcements or give online assessments. 2. Edmodo will also allow students to upload articles and blogs related to the school topic. 3. Lecturers can use Edmodo to create discussion places where students can simultaneously communicate. Instruct, assign, and discuss with students online using Edmodo. One of Edmodo's flaws is the lack of the ability to send private messages to classmates. In general, social networks (Facebook, Twitter, and MySpace) lack chat features such as live chat. 3. Unlike other social networks, Edmodo does not support photo albums or tagging. 4. Not using numerous pages or views that the user can see. 5. The Edmodo framework is informal, but the content order in a sequence of pieces is clear.

Bringing Edmodo based blended learning is widely conducted in EFL teaching process, including teaching reading for comprehending the text. Nunan (2003:68) believes reading is about comprehension. To be a good reader, one must have strong understanding, as comprehension is the main purpose of all reading assignments. Brown (2001:306) states that there are some strategies for reading comprehension, namely identifying the purpose in reading, using graphic rules and patterns, using efficient silent reading strategy for relatively rapid comprehension, skimming the text for main ideas, scanning the text for specific information, guessing, and also analyze vocabulary.

1. Identifying the purpose in reading

In fact, students peruse a reading text aimlessly. They just read a text without knowing why. Reading efficiently requires a purpose to help students get and filter out distracting information.

1. Using graphic rules and patterns

At the beginning level of learning English, making the correspondences between spoken and written English is one of

the difficulties students encounter in learning to read. Mostly, the learners have become acquainted with oral language and have some difficulties learning English spelling conventions. This problem is caused because they need hints and explanations about certain English orthographic rules and peculiarities. Therefore, use graphic rules and patterns will be useful in reading activity.

2. Using efficient silent reading strategy for speed comprehension

This strategy is suitable for students. In silent reading, the students will read the reading passage and they may skip difficult words and also try to infer its meaning from its context.

3. Skimming the text for main ideas

Skimming is the act of swiftly scanning a text for its main points. Skimming allows students to forecast the passage's objective, major theme, and potentially some emerging or supporting concepts.

4. Scanning the text for specific information

Scanning is used to obtain specific information without reading the entire document. In scanning tasks, students hunt for names or dates, define essential concepts, or list supporting details.

5. Guessing

In reading, sometimes the students do not know the meaning of some words of the text. To overcome that problem, they can use guessing to their advantages to guess the meaning of the word, guess content messages and also infer implied meaning.

6. Analyze vocabulary

Understanding the vocabulary is important when reading passages. Some relevant vocabulary analysis strategies include: Look for indications in prefixes, suffixes, and grammatical situations.

In the previous research conducted by (Mahalli, 2019), Students like the usage of blended learning in reading class because it still provides for communication, interaction, involvement, and cooperation among students and teachers in interactive and fun ways.

Edmodo has a positive influence on the learning process. On the other hand, there has never been an analysis of teacher and students' responses in the use of Edmodo in the learning process. This study underlies the idea of carrying out an analysis related to this which aims to describe how the implementation of the Edmodo based blended learning method in the extensive listening course. For this reason, this study was aimed to describe (1) implementation of the Edmodo application-based blended learning model in comprehending reading text and (2) students' perceptions on implementation of Edmodo based blended learning model in reading comprehension class.

Method

Regarding to the purpose of the study, qualitative research was used. Qualitative research refers to the meaning, concepts, definition, characteristic, and description of things (Cresswell, 2014). The researcher used qualitative method with three instruments, namely participant observation, in-depth interview and concerned with inductive analysis and grounded theory.

The research subjects of this study were lecturers and students in Merchant Marine Polytechnic of Surabaya. Data were collected using observation, interviews, and questionnaires to describe the implementation of the Edmodo based blended learning related to the responses of lecturers and students. Furthermore, the data were analyzed descriptively.

Results and discussion

The first step that a lecturer must take before using Edmodo is to have an Edmodo account first. Creating an account on Edmodo is very easy, visit www.edmodo.com then select the "I'm a Teacher" button to create a new account as a teacher. Fill in the registration form with valid data, and then select the "Sign Up" button to complement the registration process. You will receive a registration confirmation via email, along with instructions for the next steps for setting up your Edmodo account.

After having an Edmodo account, lecturer can form study classes. In this case the lecturer can make more than one class like learning in an ordinary conventional class. In each class, there will be a different group code as an access key for students to be registered in their class. For each student who is joined, Edmodo also automatically provides a parent code that is intended for students' parents to monitor their child's learning progress directly through this system. After students join the virtual class created by the lecturer, the lecturers and students can interact with each other.

The blended learning model is still a new learning model, especially Merchant Marine Polytechnic of Surabaya. The lecturers and students were cooperating together. At first, each lecturer explained the form of implementing the blended learning method that they run in their respective classes. The lecturer made face to face learning to explain the materials and the application for two meetings and the rest were using application. In detail, the implementation of the blended learning method is as follows:

a. Online Lecture

The online lecture begins with the introduction of the blended learning method. The lecturer made an Edmodo account to use as a virtual class. Each student was instructed to join the virtual lecturer class by creating an account on Edmodo as a student. Furthermore, the lecturer instructed students to access lecture materials that come from applications based on android, or search for lecture materials online, for example looking for articles in online journals. The materials obtained were stored in their Edmodo account in the Library menu. This material was used as material to be studied in face-to-face sessions. Besides that, student each made a note of individuals as detail as possible, and the results were discussed in the group. In this online lecture, the lecturer combined it by using an online application for learning, Edmodo. With this application, lecturers could create and manage their own virtual classes. Through Edmodo, lecturers could ask their students to

take or download lecture materials that have been provided by the lecturer, send assignments, or interact directly by sending messages to the lecturer. In addition, lecturer was able to interact with each student personally. But all of this is not without problems, internet connections or networks are often a barrier. It was a common problem for lecturers to provide their own modems to support and anticipate wifi networks that suddenly sometime could be lost.

a. Face to Face Lecture

Face-to-face lecture is a part of the blended learning model conducted in the classroom by asking students to bring their laptops or use an android that has a data connection, or placing them in groups using one laptop per group because not all students have laptops. In this activity, discussions were held between lecturers and students and between students and other students in groups. All the results of the discussion were then sent to the lecturer Edmodo class to be displayed again in order to clarify the results of the discussion obtained. Each group could see the results of their work as well as the work of other groups. Furthermore, each group was able to evaluate their results while still being accompanied by the lecturer. In this case, the lecturer directly made an assessment and gave a score directly on the work of the student group. Students also saw score given through their Edmodo accounts. This process certainly helped lecturers in the assessment process.

b. Students' Perception

Students' perceptions of the implementation of the Edmodo based blended learning model were measured by looking at their responses to several aspects related to the learning process using this model. In this case the following data were collected:

No.	Aspects Observed	Category
1.	Frequency of interaction between students in the reading comprehension in the classroom	very good
2.	The frequency of	very

	interaction between students in the group in the reading comprehension when using Edmodo application	good
3.	The frequency of interaction between students and lecturers in the reading comprehension when using Edmodo	very good
4.	The quality of interaction between students in the reading comprehension in classroom	good
5.	The quality of interaction between students in the group in the reading comprehension when using Edmodo application	good
6.	The quality of interaction between students and lecturers in the reading comprehension when using Edmodo application	good
7.	Student satisfaction with learning using Edmodo application	satisfied
8.	The level of difficulty in understanding the material and implementing lecture assignments using Edmodo application	moderate
9.	Effectiveness, the ease of understanding / achieving learning goals using Edmodo application	effective

c. Lecturer's Perception

Lecturer' perceptions of the implementation of the Edmodo based blended learning model in comprehending reading text were measured by looking at the lecturers' responses to several aspects related to the learning process using this model. In this case the following data were collected.

No.	Aspects Observed	Category
1.	Frequency of interaction between students in the reading comprehension in the classroom	very good
2.	The frequency of interaction between students in the group in the reading comprehension when using Edmodo application	very good
3.	The frequency of interaction between students and lecturers in the reading comprehension when using Edmodo	very good
4.	The quality of interaction between students in the reading comprehension in classroom	good
5.	The quality of interaction between students in the group in the reading comprehension when using Edmodo application	very good
6.	The quality of interaction between students and lecturers in the reading comprehension when using Edmodo application	good
7.	Student satisfaction with learning using Edmodo application	satisfied
8.	The level of difficulty in understanding the material and implementing lecture assignments using Edmodo application	moderate
9.	Effectiveness, the ease of understanding / achieving learning goals using Edmodo application	effective

As seen in the table above, students and lecturers could adopt an Edmodo-based blended learning model for understanding reading texts. The intensity of student-lecturer interaction rose. Students used digital devices to communicate outside of the classroom. So

the learning process was not time or place bound. Additionally, lecturers communicated with students not only in the classroom, but also utilizing digital gadgets like Skype, Facebook, and other online lecture activities. This is in line with (Hameed et al., 2008). They found that using technology to assist face-to-face learning activities gave students more control over when and where they interacted with learning material. Students discussed additional material utilizing Blended Learning. Students used online activities to explore issues they encountered while reading course materials. Students might also easily access lecturer information. Students might contact instructors directly if they had problems with online tools. However, several students felt that the quality of contact with lecturers had diminished because the instructor should have explained the materials properly in class.

Students indicated they enjoyed using Edmodo to learn. They felt better about their understanding and the learning activity. Students liked this concept since it made learning content simple to understand. They were pleased with the availability of online learning resources. They don't need an instructor in class to get learning materials because the program contains everything they need. Students liked this learning methodology and expect it to be used in future subjects. This is in accordance with (Demirci, 2010). results that pupils respond well to online assignments. Students said this approach made learning easy and motivated them to learn.

Furthermore, students were able to understand about how to apply the strategies in reading comprehension such as finding main idea, the detailed information, understanding vocabulary and reference related to text they had in other courses. Therefore, every student actively analyzed the specific strategies provided to comprehend the reading text. However, students consider the workload in this course using Blended Learning classified as moderate because of the internet connection that became the problem. The workload would be easier if internet access was reliable.

Edmodo based blended learning model was considered effective to use in

comprehending reading text because Students felt that the learning atmosphere in the classroom was pleasant. They became motivated to be able to understand the material they were studying online so they could confidently follow the classroom learning. They could also interacted intensively in discussing the subject matter they like online. Therefore, it can be concluded that the learning process using blended learning has been successfully implemented in the comprehending reading text in Merchant Marine Polytechnic of Surabaya.

Conclusion

The implementation of an Edmodo-based blended learning model in comprehending reading material at the Merchant Marine Polytechnic of Surabaya was carried out in two ways: online lectures and face-to-face lectures. During online lectures, instructors communicated with their students through Edmodo, where the lecturer had previously created an Edmodo account to construct a virtual classroom and combined all students into the virtual classroom. Lecturers shared reading materials and assigned tasks via their virtual classrooms. To download and submit assignments, students only need to log in to their personal accounts. Following that, students and instructors held face-to-face seminars in which they discussed the information they had viewed and studied at home. This learning technique is well-liked among students. The intensity and quality of student-to-student contacts, as well as student-to-lecturer interactions, were increasing. Students were very pleased with the Edmodo-based blended learning model that was implemented. The workload assigned to students was rated as moderate. As a result, the Blended Learning paradigm is being used effectively in the reading comprehension class.

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