

**THE IMPLEMENTATION OF SCHOOLOGY IN MICRO  
TEACHING CLASS AT DEPARTMENT OF ENGLISH  
EDUCATION UNIVERSITAS MUHAMMADIYAH  
SURAKARTA 2019 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirement  
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**APPROVAL**

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Therefore, if it is proved that there are some untrue statement in this testimony, I will hold fully responsible.

Surakarta, 25 Juli 2019

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# **THE IMPLEMENTATION OF SCHOOLGY IN MICRO TEACHING CLASS AT DEPARTMENT OF ENGLISH EDUCATION UNIVERSITAS MUHAMMADIYAH SURAKARTA 2019 ACADEMIC YEAR**

## **Abstrak**

Tujuan penelitian ini adalah untuk mendeskripsikan pengimplementasian schoology serta kendala dalam pengimplementasiannya pada Kelas Micro Teaching Pendidikan Bahasa Inggris Universitas Muhammadiyah Surakarta Tahun Ajaran 2019. Penelitian ini bersifat deskriptif kualitatif. Peneliti menggunakan wawancara untuk mendapatkan data. Wawancara adalah metode yang sesuai untuk mengeksplorasi informasi dari peserta untuk mendapatkan data. Subyek penelitian adalah Dosen mata perkuliahan Micro Teaching dan mahasiswa Micro Teaching Tahun Ajaran 2019. Objek penelitian adalah pernyataan siswa serta dosen pengampu mata pelajaran Micro Teaching Pendidikan Bahasa Inggris Universitas Muhammadiyah Surakarta. Untuk menganalisis data, peneliti menggunakan pendekatan fenomenologis. Hasilnya menunjukkan bahwa: 1) Schoology diaplikasikan sebagai alat manajemen kelas. 2) kendala yang dihadapi dalam pengimplementasian schoology adalah Mahasiswa Cenderung tidak memperdulikan deadline pengiriman tugas.

**Kata Kunci:** Schoology, Micro Teaching, alat manajemen kelas

## **Abstract**

This study aims to describe the implementation of Schoology and the constraints faced in its implementation in the Micro Teaching Class of English Education Universitas Muhammadiyah Surakarta 2019 Academic Year. This research is descriptive qualitative. The researcher interviews to obtain data. Interviews are an appropriate method for exploring information from participants. The subjects of this research are a lecturer of Micro Teaching class and Micro Teaching students in 2019 Academic Year. The object of this research is statements from students and lecturers of Micro Teaching class at Department of English Education Universitas Muhammadiyah Surakarta 2019 Academic Year. To analyse the data, researcher used a phenomenological approach. The results show that: 1) Schoology is applied as a class management tool. 2) The problem on implementing Schoology is Students tend to be unaware the deadline posted.

**Keywords:** Schoology, implementation, class management tools

## **1. INTRODUCTION**

Schoology is on part of E-Learning. Based on the research of Ramadhani, (2012). It said that E- learning is an innovation that bring positive effect in Teaching-Learning process where the student is not only listen the materials from the

teacher but the student doing activities such as observing, demonstrating, and others. E-Learning bring new hope as alternative solution to Indonesian Educational problems.

Schoology is an online media that can help the teacher to create and control students academic. Based on the statement of Schlager, (2016) said that between the teacher and students can create social interaction while the students and the teacher are learning.

By using schoology a teacher can make the teaching and learning process more varied. There are achievements that can be obtained by using schoology which is sometimes difficult to obtain if learning is done only in the classroom. In schoology, a teacher can attract student activity through online classes. This will certainly help students to play an active role in the teaching and learning process. Tugiyono Aminoto (2014) found a result where schoology can increase student activity in class XI of SMA 10 Kota Jambi.

The effectiveness of schoology use in some circles is to have a pretty good level. Ni Wyn. Mei Ananda Putri (2014), she said that the use of schoology in class VIII Science Subject at SMP N Seririt is in good qualification because it can provide enthusiasm in learning and clarity of instructions for using media, because the material to be studied can be accessed through schoology by students.

The implementation of schoology is not only in one way like what Karno Tri Widodo (2018) said that schoology can be implemented in many ways such as giving material, giving task, and monitoring the students works. Based on the explanation above, the researcher at the Universitas Muhammadiyah Surakarta, especially on Department of Education Education in a Micro Teaching class, and then what are the problems on implementing Schoology in a Micro Teaching class.

Microteaching provides a very important role in learning FKIP students in particular to practice teaching skills. Every student from the Universitas Muhammadiyah Surakarta, especially FKIP, must definitely undergo a process to achieve graduation including through the micro teaching learning process because before the students of the university being a teacher, the students have not

had any experiences in teaching. It needs a micro teaching class that has a purpose to exercise the students. based on the statement of Unver & Demirel, (2004) said that that when teacher candidates were provided with pre-service education on learner-centered education, the teacher candidates were able to prepare and implement learner-centered education. In this research, the researcher focuses about the implementation of Schoology in a Micro Teaching class by the lecturer and the students.

## **2. METHOD**

This research used descriptive qualitative research to collect and analyse the data. Moleong (2007) said that descriptive qualitative research is having view on natural phenomenon which the subject research can be a behaviour, perception, motivation, action, by holistic and exploiting various natural methods. It means that descriptive qualitative is a type of analytic research which not includes any calculation. That is the reason why the researcher used descriptive qualitative research to collect and analyse the data.

The research focuses on student's and lecturer's perception on implementing Schoology academic year and and the problem on implementing schoology in micro teaching class at Department of English Education Universitas Muhammadiyah 2019. The researcher wants to know about student's and the lecturer's perception on implementing schoology in micro teaching class and also the problem on implementing schoology during micro teaching class. Thus, this research analyse the interview transcript then researcher describe the conclusion from the data analysis to carry out the type of research.

## **3. FINDING AND DISCUSSION**

### **3.1 Finding**

#### **3.1.1 Schoology is applied as classroom management tool**

Schoology is a classroom management tool because in the teaching learning process Schoology has some components that can support the teaching learning process such as learning contract, discussion, a place to save the materials of

education that can be used to access material of micro teaching online. The implementation of Schoology tends to set the management as like the data here:

Data 1:

*“pertama bahwa Schoology adalah learning management system yaitu sistem tata kelola kelas dalam pembelajaran atau sebuah sistem yang digunakan untuk menata proses pembelajaran dari awal sampai akhir bahkan dalam satu semester” (Appendix Number 1)*

Based on the statement shows that Schoology is a learning management system. On the Schoology itself has purpose to manage classroom from the beginning to the end on a semester.

Data 2:

*“Untuk Kemudian menghindari terjadinya hilang file ataupun data terkait dengan proses pembelajaran, karena mungkin ketika jika observer hanya menggunakan tanggapan secara lisan maka bisa ajadi mereka yang maju dan mendapatkan catatan secara oral saja atau tertulis hanya di kertas saja akan sangat memungkinkan peserta yg diobservasi akan lupa, walaupun di beri tanggapan secara tertulis di kertas saja itu ya bisa sebenarnya tapi di khawatirkan kertas tersebut akan hilang dan data hilang. Oleh karena itu saya menggunakan schoology untuk mendokumentasikan berbagai materi-materi yang dibutuhkan. (appendix number 2)*

Based on the statement above, Schoology is applied as a classroom management tool. In that statement the data said that to avoid the loss of file or the data so the lecturer used Schoology to manage the materials needed in micro teaching. The data said that if the observer (student) is only give a response orally or if the student is only give the response in a paper is feared the student will forget materials. If the data is only in a paper may the data will loss. That is the lecturer applied the Schoology to manage the data needed in teaching learning process of micro teaching.

Data 3:

*“di dalam schoology pada micro teaching class ada folder learning kontrak itu jelas, kemudian setelah itu ada bentuk model pembelajaran, kemudian folder untuk RPP, kemudian ada Discussion, discossin ini adalah discussion tentang model pembelajaran, kemudian discussion pada praktek pembelajaran, Sehingga mahasiswa sebelum mereka praktek itu*



*mereka bisa melihat model dulu, dan bisa mendiskusikan model yang mereka pakai dan memberikan tanggapan yang mereka perlukan. Kemudian setelah itu menyerahkan RPP yang dimasukkan ke schoology”.*

It is explained that Schoology on micro teaching class has some components, there are learning contract. Learning contract is activity that are designed to achieve the goal in a semester. In the Schoology also the is materials of learning and document for lesson plan. In Schoology is also there is a discussion, in discussion the student can see the materials so the student can see the materials, so the student can discuss the material of their lesson plan before students are going to send the lesson plan in Schoology in the classroom of micro teaching. To manage the document or the data, the lecturer used the Schoology as a classroom management tool.

Data 4:

*“Jadi Penggunaan schoology ini pada kelas micro teaching itu dengan cara, pertama beliau pak nur memberi kode sehingga kita dapat log in yang di dalamnya sudah ada materi- materi terkait micro teaching selama satu semester kedepan” (Appendix 3).*

Based on the statement, it was explained that Schoology is applied as a class management tool. It told that the role to join the Schoology is the lecturer give the access code to log in. When the students have joined that Schoology there will be some materials that needed in teaching learning of micro teaching for one semester.

Data 5:

*“Penggunaan schoology dalam kelas micro teaching ini sendiri mempunyai sisi positif yaitu materi yang disampaikan itu dapat tertata dan tersimpan dengan baik serta dapat di lihat, di cek ataupun di baca dan dipelajari sewaktu-waktu atau kapan dan dimana saja” (Appendix 6)*

The statement above states that the implementation of Schoology gives positive effect in point of view as a class management tool that has a function to keep document files in the form of learning material that can be easily accessed by students or lecturers online whenever or wherever it is.

Data 6:

*“Jadi kalau pengaplikasian schoology di kelas micro teaching itu seperti biasa pak nur ngasih kode akses untuk masuk kelas schoology itu Pas kita sudah masuk nanti di dalamnya sudah ada beberapa folder, ada folder laerning kontrak, terus ada materi pembelajaran. jadi di dalam sana ada materi yang bisa kita download dan dapat di pelajari, dapat berupa file photo, video yang dapat membantu kita untuk memahami cara menjadi guru yang baik dan benar Setelah itu kita menggunakan schoology untuk mengirimkan RPP seblelum kita praktik maju menjadi seorang guru. Pas nanti kita maju kita tetap menyerahkan hardfile ke pak nur, jadi semisal File RPP kita hilang kita masih tetap bisa download dari schoology ini.”*  
(Appendix 13)

From this statement, it can be understood that Schoology is applied as a class management tool which includes learning contraception, learning material in the form of documents, text, photos or videos that can help students understand the material.

### 3.1.2 Students tend to be unaware of deadline posted in schoology class

With the presence of Schoology certainly gives an impact to the student or to the lecturer of micro teaching. On implementing Schoology, the students tend to be unaware of deadline posted. The students often forget to retype the assignment. Sometimes the students forget to send the assignment in Schoology as the following data:

Data 1:

*“Kendala yang ku rasakan itu adalah lupa mengirimkan hasil observasi karena tidak ada nya deadline jadi suka lupa. Aku aja pernah sampai H+2 minggu dan ada yang h+ 1 bulan baru ngirim karena lupa Soalnya kan di kelas sudah disampaikan dan kita harus nulis ulang untuk kemudia di kirim ke schoology”.*

From the statement conveyed by the students, it was revealed that the students often forgot to upload the observations because there was no deadline from the lecturer who could close the system automatically as explained in the statement.

Data 2:

*” Schoology ini saya rasa sangat membantu dosen dan mahasiswa dalam pekerjaannya. Tapi dengan adanya schoology ini kadangkala mahasiswa meremehkan tugas karena selalu menunda pekerjaan atau mengerjakan mepet deadline”.*

Based on the statement, it shows that there is a problem on implementing Schoology. the students tend to be unaware of deadline posted. The student often postpones the deadline posted in Schoology.

Data 3:

*“Kendala penggunaan schoology dalam kelas micro teaching itu lupa. Seringkali kita lupa untuk menetik ulang dan apa hasil observasi kita yang sudah tersampaikan di kelas jadi saat harus menetik ulang dan mengirim ke schoology itu seperti 2 kali kerja. kendalanya sering kelupaan tugas untuk mengirimkan hasil observasi ke schoology setelah jadi tim observer. Soalnya sempat aku h+ 7 hari baru ku kirim hasil ku observasi karena kelupaan” (Appendix number 9)*

Based on the statement, it is explained the problem on implementing Schoology is student did not send the result of observations to Schoology with the reason and forgetting to retype.

## **3.2 Discussion**

### **3.2.1 The implementation of Schoology**

The implementation of Schoology by lecturer is Schoology applied as according to the data, Schoology is applied as a tool that can control class management. This discovery was supported by Schlager (2016), the researcher and learner can make the social interaction once while they were learning. It is an online media that is used by teacher to create and manage control for their academic student. Based on this, it can be said that Schoology as classroom management tool.

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From data 1, researcher found that Schoology is a learning management system. On the Schoology itself has purpose to manage classroom from the beginning to the end on a semester.

Based on data 2, researcher found that Schoology is applied as a classroom management tool. In that statement the data said that to avoid the loss of file or the data so the lecturer used Schoology to manage the materials needed in micro teaching. The data said that if the observer (student) is only give a response orally or if the student is only give the response in a paper is feared the student will forget the materials. If the data is only in a paper may the data will loss. That is the lecturer applied the Schoology to manage the data needed in teaching learning process of micro teaching.

On the data 3, the researcher found Schoology on micro teaching class has some components there are learning contract. Learning contract is activity that are designed to achieve the goal in a semester. In the Schoology also there is materials of learning and document for lesson plan. In Schoology is also there is a discussion, in discussion the student can see the materials so the student can see the materials, so the student can discuss the material of their lesson plan before the students are going to send the lesson plan in Schoology in the classroom of micro teaching. To manage the document or the data, the lecturer used the Schoology as a classroom management tool.

Based on the data 4, the researcher found that Schoology was applied as a class management tool. It told that the role to join the Schoology is the lecturer gives the access code to log in. When the students have joined that Schoology there will be some materials that needed in teaching learning of micro teaching for one semester.

From data 5, researcher found that the implementation of Schoology gives positive effect in point of view as a class management tool that has a function to keep document files in the form of learning material that can be easily accessed by students or lecturers online whenever or wherever it is.

On the data 6, researcher found that Schoology is applied as a class management tool which includes learning contraception, learning material in the form of documents, text, photos or videos that can help students understand the material.

From these data both the data by lecturer and the data by students, many statements show that Schoology is applied as file management. It can be said that the Schoology applied as classroom management tool.

### 3.2.2 The problem on implementing Schoology

The constraints faced by students are students tend to be unaware the deadline posted in Schoology.

On data 1 the researcher found that application of student Schoology encountered problem namely often forgetting to send assignments in the form of observations or sending other assignments such as RPP due to the absence of deadlines for collecting tasks, so students often forget or intentionally ignore deadlines.

Based on the data 2 the researcher found that the problem faced by students on implementing Schoology are related to the collection of observations to Schoology on the grounds and forgetting to retype.

From data 3 the is not always deadline from the lecturer who is close to the lecturer who is close to the system automatically as explained by the lecturer above.

Referring to the statement presented by Ninda Astutik (2018) said that there were several problems in the application of media Schoology in lectures, namely internet connection, student loyalty, and lack of awareness of students to study independently. the researcher found the problem on implementing Schoology is that students tend to be unaware the deadline posted in Schoology.

## 4. CONCLUSION

In this section, it has brief explanation of what the researcher has written in previous analysis. The researcher draws the following conclusion. The conclusion answers the problem statement of this research. The implementation of Schoology in micro teaching class is applied as classroom management tool and the problem on implementing Schoology is students tend to be unaware of deadline posted in Schoology class.

Schoology is a class management system which has been explained that Schoology is applied by lecturer and students. In its application, Schoology is more widely used as file management where files are in the form of documents, photos, or videos related to the material of micro teaching. Students do not need to bring books related to micro teaching material because it can be accessed online through Schoology. Based on the statement from Schlager (2016), the teacher and learner can make a social interaction once they are learning. It is an online media that is used by teachers to create and manage control for their academic students. Based on this, it can be said that the Schoology applied as classroom management tool.

Then the problem on implementing Schoology faced by students is that students often forget to retype assignment and send it to Schoology. It can be said that the problem on implementing Schoology faced by the student is students tend to be unaware of deadline posted in Schoology class. While researcher did not find any problem faced by lecturer on implementing Schoology in micro teaching class at Department of English Education.

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