

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the study**

Along with the development of information technology that is increasingly rapid, the need for a concept and mechanism for IT-based teaching and learning becomes inevitable. The concept became known as e-learning brought the effect of the process of transforming conventional education into digital form, both in content and the system. According to a study conducted by (Ramadhani, 2012) said that E-learning is an innovation that has large contribution to change the learning process, where the learning process is no longer just listening to the material description from the teacher but students also carry out other activities such as observing, doing, demonstrating and others. E-learning provides new hope as an alternative solution to most education problems in Indonesia. One of the few applications or online learning media that is familiar at the moment is Schoology.

Schoology is one of application devices as LSM (Learning Management System) Schoology is one of Learning Management System (LMS) which has a basic version similar to Facebook. According to Schaller (2016) the teacher and learners can make social interaction at once while the teacher and the learner learning. It is an online media that used by the teacher to create and manage control for students academic. Schoology directs students to apply the use of technology in learning.

According to (Ardi, 2017) states that Schoology is an online social learning network and interactive learning management system that initiated by four college students named Jeremy Friedman, Ryan Hwang, Tim Trinidad, and Bill Kindler in 2007. Schoology is a cloud-based LMS for schools, teachers, and students. It is a social network used to create, manage, and share academic materials. This program is similar to an online Classroom which allows students to do works without having to enter a room. Schoology has supportive feature of learning activities.

The use of Schoology which is an online learning media with all kinds of content is felt to be helpful for students or teachers in the teaching and learning process. 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 students activity through online classes. This certainly help students to play an active role in the teaching and learning process. According to a study conducted by Tugiyono Aminoto 2014 found a result where schoology use in class XI of SMA 10 Kota Jambi can increase student activity.

According to a study conducted by Ni Wyn. Mei Ananda Putri 2014, the use of Schoology in class VIII Science subjects 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.

According to research carried out in junior and senior high schools such as those conducted in SMP N Seririt and also SMA 10 Kota Jambi, it was shown that the use of schoology in junior and senior high schools that was perceived to have an effective impact on student activity became the basis of the importance of using schoology in education . The use of schoology in the education community in college has not yet run effectively. Based on it use in college subjects there are still many who have not used schoology as an online learning media. At this time, one of several campuses that began implementing Schoology as a learning media is Universitas Muhammadiyah Surakarta.

According to Nirmalasari, Annita, and Siddiq Setiawan (2018) the Schoology E-Learning Program, which was launched by the UMS Quality Assurance Institute (LJMUMS), it became one of the programs to improve the ability of UMS lecturers in teaching. This innovative program teaches how to use schoology-based Learning Management Systems (LMS). In its journey, although schoology is expected to be able to be immediately applied in

learning but still many lecturers who have not used schoology in learning, there are only certain lecturers who apply schoology in subjects. One of the programs which used Schoology in the teaching process is the Department of English Education. By implementing Schoology in class, lecturers can approach some students to discuss, participate, and give feedback to each other.

According to (Karno, 2018) 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 focuses this research at Universitas Muhammadiyah Surakarta, especially on the Department of English Education in Micro Teaching class, and what the problems are on implementing Schoology in Micro Teaching class.

Microteaching provides an important role in learning FKIP students in particular to practice teaching skills. Every student from Universitas Muhammadiyah Surakarta, especially FKIP, must definitely undergo a process to achieve graduation including through the micro teaching learning process. According to (Unver & Demirel, 2004), it was pointed out 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 on the implementation of Schoology in Micro Teaching class by the lecturer and the students and the problems on implementing schoology. Therefore the researcher makes a research with title **THE IMPLEMENTATION OF SCHOOLGY IN MICRO TEACHING CLASS AT DEPARTMENT OF ENGLISH EDUCATION UNIVERSITAS MUHAMMADIYAH SURAKARTA 2019 ACADEMIC YEAR.**

## **B. Limitation of the study**

In this paper, the researcher limits on the implementation of Schoology in Micro Teaching class at Department of English Education Universitas Muhammadiyah Surakarta 2019 Academic Year.

### **C. Research Questions**

Related to the background of the study above, the researcher formulates the research questions as follows:

1. “How is the Implementation of Schoology in Micro Teaching class at Department of English Education Universitas Muhammdiyah Surakarta?”
2. What are the problems on implementing Schoology in Micro Teaching Class at Department of English Education Universitas Muhammadiyah Surakarta? (if there are any)

### **D. Objective of the study**

Based on the Research Question above, the researcher is going to describe the following objectives:

1. To describe the Schoology implemented in Micro Teaching class at Department of English Education Universitas Muhammadiyah Surakarta.
2. To describe the problems on implementing Schoology in Micro Teaching Class at Department of English Education Universitas Miuhammadiyah Surakarta.

### **E. Benefits of the Study**

From this research, the researcher expects that the result of this research can give contribution for:

1. Theoretically

For the student and the lecturer this research can improve knowledge about Schoology as the learning Management System (LMS). It is also giving contributions to explore the knowledge of Schoology, and to anticipate the problem that going happen during the implementation of schoology.

2. Practically

The Students can find how Schoology is perceived, and how it is deployed to create the students more active in learning process.

For the lecturer, this research can help the lecturer to get more information or better understanding on implementating Shoology.

#### **F. Research Paper Organization**

The research paper organization of “ The Implementation of Schoology in Micro Teaching Class at Department of English Education Universitas Muhammadiyah Surakarta 2019 Academic Year” is arranged systematically into five chapters. Each chapter is divided into five further divisions. This research paper are follows:

Chapter 1 discuss about introduction. The chapter explain about the main problem of this research paper. This chapter consist of background of the study, limitation, problem statement, objectives of the study, benefit of the study.

Chapter II is riview and related literature. This chapter discuss about previous study related to this topic and underlying theory used in this research.

Chapter III discusses about chapther method. This chapter contains the type of the research, subject of the research, data and data source, technique of collecting data, technique of analysing data.

Chapter IV is research finding and discussion. This chapter foccuss on finding and discussion.

Chapter V discuss about conclusion, implication and suggestion of this research. In this chapter the researcher concludes the result of the research, the pedogical implication of the research and give suggestion related to the result of research.