

CHAPTER 1

INTRODUCTION

The writer will explain background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

A. Background of the Study

Currently, there are many education-based web applications connected to the internet that can make it easier for students to access learning resources. One of the web applications connected to the internet is Schoology. Schoology is a collaboration and learning tool and is a web-based K-12 learning environment that will provide students, parents, and teachers with access to classroom materials and information via the internet (Farmington Schoology, 2014). With this web application, teachers can have greater opportunities to communicate broadly to students. So, the teacher has a big enough role in interacting or discussing with students.

Schoology can be accessed through an application on a cell phone and also through a web browser on a computer or laptop with internet access, of course. In Schoology there are several main features, as stated by Aminoto (2014), Schoology has several main features, namely, Courses, Groups, and Resources.

Schoology promises features that can truly revolutionize the way teachers organize their classes (Schlager, 2016). In other words, it facilitates for teacher to organize their learning in class through the features in the application. Schoology can make it possible teachers to provide teaching materials and to organize and evaluate the learning process as a learning management tool (Rahman, 2011). This means that through this application, educators can send updates to the Course, easily attend students' attendance, make assignments, discuss, check and assess the work results of their

students. Not only for the teachers but also for students who are taught using Schoology, students can have the ability to organize their learning effectively and get the best results. (Tsaniyah, Ayu & Pratiwi, 2019). With the existence of Schoology, students can still carry out learning online, collaborating with their friends. The learning process is no longer limited by certain classrooms (Denker, 2013). So that students can learn independently through their mobile devices which can be done whenever and wherever they want.

Currently, Indonesia is even faced with the Covid-19 pandemic in the world. To reduce the risk of the spread of the coronavirus, the government took preventive steps by calling on all activities to be carried out at home, including learning activities. (SE Ministry of Education No.4, 2020) all learning activities are carried out from home via a distance learning system / online. Covid-19 pandemic is a multidimensional problem facing the world, its impact has also been felt in the education sector which has caused a decrease in the quality of learning in students (Sahu, 2020), this pandemic emergency period requires that the learning system be replaced with online learning so that the learning process continues (Sintema, 2020). Learning activities that were originally face-to-face have now shifted to online learning. This clearly changes the pattern of learning that requires teachers and education developers to provide direct learning and teaching materials for students via digital remote tools (United Nations, 2020). This online learning involves elements of information technology in learning and is an educational innovation (Fitriyani, 2020).

The use of Schoology at the Universitas Muhammadiyah Surakarta is still something new, both for lecturers and students. Universitas Muhammadiyah Surakarta through LJM has socialized the use of e-learning to support the teaching and learning process and e-learning, namely Schoology. This was socialized through an e-learning seminar which was held in March 2017 (Widodo, 2018). In the Department of English

Education, Schoology has a big enough role, almost all of its subjects use this application as a supporting tool for learning activities. As research conducted by Azulfa (2019) where Schoology is implemented in teaching Micro Teaching in the Department of English Education. In her research, she found that Schoology was used as a classroom management tool. Because of that, Schoology is one of the most promising educational media in meeting current and future challenges, especially the 21st-century teaching problem (Biswas, 2013).

In connection with the current pandemic situation, Universitas Muhammadiyah Surakarta has issued a circular to prevent the spread of Covid-19. The leadership of Universitas Muhammadiyah Surakarta appealed to all lecturers and students to maximize lecture activities in the online form by using one of the web applications, namely Schoology (SE UMS, 2020). And also UTS is carried out online (in-network) or e-UTS is scheduled and scheduling is done by each study program. Because the implementation of the exam switches online, Universitas Muhammadiyah Surakarta provides relief to students by providing some quotas to support network connections in the learning process for students (SE UMS, 2020).

The researcher conducted this research because at the Universitas Muhammadiyah Surakarta, especially in the Department of English Education, Schoology is used as a support platform in lecture activities. No exception during the mid-test activity. Based on the description above, the researcher is interested in researching students' perceptions of using Schoology as an online mid-test platform. It is important to know about students' perceptions of using Schoology because researchers can find out students' views on the use of Schoology as a platform in exam activities and what obstacles students face in using the web application as a platform for exam activities.

This study aims to describe students' perceptions in carrying out the online mid-test using the Schoology web application and also provide additional understanding of information on the use of Schoology. Because of this, the researcher choose the Universitas Muhammadiyah Surakarta as the object of study to conduct research. Based on the explanation above, the researcher wants to examine students' perceptions about the use of the Schoology web application as an online mid-test platform at UMS with the title: **STUDENTS' PERCEPTION ON THE USE SCHOOLGY WEB APPLICATION AS ONLINE MID-TEST PLATFORM AT DEPARTMENT OF ENGLISH EDUCATION OF UNIVERSITAS MUHAMMADIYAH SURAKARTA.**

B. Limitation of the Study

This study focuses on students' perceptions of the experience of using the Schoology web application as an online mid-test platform at the Department of English Education of Universitas Muhammadiyah Surakarta.

C. Problem Statement

Based on the background of the problem above, the researcher's problem formulation is as follows:

1. How does students' perception using the Schoology web application as an online mid-test platform in the Department of English Education of Universitas Muhammadiyah Surakarta?
2. What are the difficulties of students using the Schoology web application as an online mid-test platform in the Department of English Education of Universitas Muhammadiyah Surakarta?

D. Objective of the Study

Based on the problem statement above, the objectives of the study as follows:

1. To describe how students' perception using the Schoology web application as an online mid-test platform in the Department of English Education of Universitas Muhammadiyah Surakarta.
2. To describe the difficulties of students using the Schoology web application as an online mid-test platform in the Department of English Education of Universitas Muhammadiyah Surakarta.

E. Benefit of the Study

The writer hopes that result of the research has benefits to the readers, and the significance of the readers may include:

1. Theoretical Significance

The writer hopes that the result of this research can be useful for additional information in teaching and learning especially in the Department of English Education

2. Practical Significance

- a. Teacher

The writer hopes that the result of this research can give additional information about students' perception of the English department, especially as a supporting platform for the test.

- b. Other Researcher

The result of this research can be used for additional information and reference to other researchers who are interested in students' perception in their research.

F. Research Paper Organization

This research paper organization of “ Students’ Perception On The Use Schoology Web Application As Online mid-test Platform At Department Of English Education of Universitas Muhammadiyah Surakarta was arranged systematically into five chapters. Each chapter of this research divides into further divisions. The writer arrangers this research paper as follows:

Chapter I discuss the introduction. This chapter contains the main focus of this research paper. There is the background of the study, problem statement, the objective of the study, and the benefit of the study.

Chapter II is related literature. This chapter discusses the previous study related to the topic and the underlying theory used in this research.

Chapter III discusses the research method. This chapter consists of the type of the research, subject of the research, data and data source, technique of collecting data, the technique of analyzing data, and credibility of data.

Chapter IV discusses findings and discussion. This chapter consists of research findings and discussion.

Chapter V consists of the conclusion, implication, and suggestions of the research. In this chapter, the research concludes the result of the research and gives suggestions related to the result of the research.