CHAPTER I
INTRODUCTION

A. Background of the Study

At this time, technological systems became one of the popular things during this pandemic. We saw it in almost all spheres of life, including education in this pandemic. Pandemic required us not to meet face to face and switched to online meeting mode. In line with the case, then the need for IT-based teaching and learning concepts and mechanisms has become a primary need in this digital era especially this pandemic situation. The concept of E-learning with the process of changing conventional education into digital form included both contents and systems. According to a study conducted by Putri (2011), E-learning is an application created to overcome the limitations between educators and students, especially in terms of space and time with E-learning educators and students do not have to be in one dimension of space and time. Then, learning could run and ignore both of these things. From the research, e-learning provided new hope as an alternative solution to most educational problems at the high school level to universities in Indonesia but also for many other educational institutions in this pandemic. One of few applications or online learning media was become most widely known today is Schoology.

According to a study conducted by Ramadhani (2012), E-learning is an innovation that has made a major contribution to the transformation of the learning process, where the learning process is no longer only listening to the content explanation of the teacher, but also carrying out other tasks such as watching, performing, demonstrating and others. E-learning became one of the most redundant choices for teachers and students through this pandemic. Because it could help both of them in the teaching learning process.

Furthermore, another study also stated by Murni, C. K. (2016), with the use of Schoology-based e-learning gets good response from students in every aspect of the whole Schoology because Schoology belongs to the very category

interesting for learning. During the pandemic, almost all materials were originally diverse, but at present, they are written material using the e-platform. According to Rusman, M. P., & Cepi, R. (2012), E-learning has four characteristics, namely: 1) make use of electronic technology services; 2) take advantage of the advantages of computer; 3) using independent teaching materials; 4) makes use of computers to store schedules learning, learning outcomes and matters related to learning administration. It helped educators and learners making the teaching-learning process as easy as they could implement the platform in an educational institution such as schools and universities in this pandemic.

In education work, Schoology was one of the application devices as LMS (Learning Management System) as LMS which has similar usage with Google Classroom. Both Google Classroom and Schoology were instructional learning management solutions based mainly or solely on mostly for junior and senior high school. But recently, Schoology was being the most popular LMS in several universities especially Universitas Muhammadiyah Surakarta.

Schoology was a full-featured LMS, designed from scratch with students and teachers in mind. According to Schaller (2016), the teacher and learners could make social interaction at once while the teachers and the learners both were learning. It was an E-learning media needed for teachers to create and manage student academic controls. It indirectly leaded students to apply the use of technology in learning. In the same way, according to Law Number 20 of 2003 Article 1 Paragraph 15, distance education is education in which students are separated from educators and whose learning uses various learning sources through technology and communication, and other media. Distance education is also known as E-learning.

According to a study conducted by Ardi (2017), stated that Schoology was an online social learning network and interactive learning management system initiated by four college students named Jeremy Friedman, Ryan Hwang, Tim Trinidad, and Bill Kindler in 2007. Based on the function of Schoology as

an online learning management system (LMS) that helped educators coordinate curriculum, schedule classes, and analyze students. The LMS platform is enabled peer communication, interaction through public or private interactions, and channels across deployments. Schoology was a cloud-based LMS for schools or universities, teachers or lecturers, and students. It was a social network user to create, maintain, exchange, and share academic materials. This curriculum program was similar to an online class where students worked without having to visit the room. Schoology has a supportive role to play in academic tasks.

Schoology is used as e-learning with various features that could help students and teachers in the teaching and learning process. It is allowed teachers to create a more varied and diverse teaching-learning process. Schoology supported the improvement of student learning achievement that could be obtained by using Schoology was sometimes difficult to obtain if learning was only done in class. Teachers could use it as an assessment-based system to facilitate assessment. Based on research conducted by Saepuloh (2021), it was found that the Schoology system-based implementation of the assessment at SMA Negeri 10 Kota Tangerang was carried out systematically with the media complete facilities and infrastructure with adequate school-based implementation application. The application of the health system has a positive impact on the application system based process for schools because it was a service process more effective and efficient. This study is concluded, that the effective results from services could be used to increase student motivation.

According to a study conducted by Joshua (2016), the results showed that learning opportunities had the greatest role in learning motivation, followed by collaborative learning. High motivation learned by using Social Learning Networks, Schoology was a variable that greatly influenced student achievement at STMIK Primakara Bali. In line with the research before, according to the study conducted by Suana (2017), the results of the classroom implementation revealed the effectiveness of the product in improving students' conceptual understanding and problem-solving skills. Students responded to product usefulness,

attractiveness, and convenience as mixed learning media were also positive. Then at this time, one of several campuses that began implementing Schoology as a learning media is Universitas Muhammadiyah Surakarta.

According to Nurmalasari, 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. On of the program which used school learning in the teaching process is Department of English Education. By implementing Schoology in class, the lecturer 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 tasks, and monitoring the student's works. Based on the explanation above, the researcher focusses this research at Universitas Muhammadiyah Surakarta, especially on the Department of Education Education in SEGA program, and the problems on implementing Schoology in SEGA program. The SEGA program plays an important role in increasing abilities, including 1) as a tutor, the SEGA program is used as a program that trains their teaching skills, 2) while for SEGA program participants it is hoped that the SEGA program can improve their skills, especially in speaking skill. Every student of the Muhammadiyah University of Surakarta in FKIP, especially at the department of English education is required to join the program to obtain a certificate as one of the requirements for graduation at DEE.

From this explanation, the researcher decided to research the implementation of Schoology in the SEGA program material by tutors and tutees. The reason researchers raised this problem because of the importance of identifying how is Schoology implemented in SEGA, the problems faced by

tutors and tutees during the academic year, especially in terms of delivering material and the process of implementing it in teaching and learning activities and the solutions of the problems faced by tutors and tutees. This research is expected to be a reference for effective and efficient learning by using the e-learning platform as a learning media that helped tutors and tutors in the future. Therefore, researchers made research with the title "The Implementation of Schoology in Saturday English Gathering (SEGA) Program at Department of English Education Universitas Muhammadiyah Surakarta 2020 Academic Year".

B. Limitation of the Study

In this research, the researcher is limited on the implementation of Schoology focused on the material in SEGA program at the Department of English Education Universitas Muhammadiyah Surakarta 2020 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 the SEGA program at the Department of English Education Universitas Muhammadiyah Surakarta?
2. What are the problems faced by tutors and tutees in implementing Schoology in the SEGA program at the Department of English Education Universitas Muhammadiyah Surakarta?
3. What are the solutions to the problems faced by tutors and tutees on implementation of Schoology in SEGA program at Department of English Education Universitas Muhammadiyah Surakarta?

D. Objectives of the Study

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

1. To describe the Schoology implemented in the SEGA program at Department of English Education Universitas Muhammadiyah Surakarta.

2. To describe the problems faced by tutors and tutees on implementing Schoology in the SEGA program at Department of English Education Universitas Muhammadiyah Surakarta.

3. To describe solutions to the problems faced by tutors and tutees on implementation of Schoology in the SEGA program at Department of English Education Universitas Muhammadiyah Surakarta.

E. Benefits of the Study

This research could be divided into 2 parts, namely: theoretical and practical benefits.

1. Theoretically

This could be useful as a reference for future researchers who conducted relevant research about the implementation of Schoology. The tutors and tutees in this research could improve knowledge about Schoology as the Learning Management System (LMS). It was also giving contributions to explore the knowledge of Schoology and to anticipate the problem going happen during the implementation of Schoology with the solutions from them.

2. Practically

The Students could find how Schoology is perceived, and how it is deployed to create the students more active in the learning process. For the tutors and readers, this research could help them to get more information about the implementation of Schoology.

F. Research Paper Organization

This research paper is taken from the tutors and tutees using Schoology as a Learning Management System (LMS) in the Department of English Education, University of Muhammadiyah Surakarta 2020 academic year. The research is

organized systematically in five chapters. Each research chapter is divided into further divisions, including the following:

Chapter I discusses the introduction. This chapter explains the main problems of this research paper. This chapter consists of research background, research boundaries, problem statements, research objectives, and research benefits.

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

Chapter III discusses research methods. This chapter contains the types of research, research subjects, research object, data and data sources, data collection techniques, data analysis techniques, and data validity.

Chapter IV is the research findings and discussion. This chapter consists of research findings and discussion.

Chapter V discusses the conclusions, implications, and research suggestions. In this chapter, the researcher concludes the results of the study, the pedagogical implications of the study, and provides suggestions related to the results of the study.