

The Use Of Schoology Applications In Learning In Terms Of Student Learning Motivation (Empirical Study On Sports Education Students, Muhammadiyah University Of Surakarta)

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Abstract.

The purpose of this study is to find out the use of Schoology application in learning reviewed from the motivation of learning in POR UMS students. The population in this study is students of the Sports Education Study Program of Muhammadiyah University of Surakarta class of 2017-2021. The samples used in this study are as many as 220 students, research instruments consist of observations, questionnaires and interviews, while research sampling techniques using systematic random sampling with a type of systematic random sampling. Data collection techniques using observations, questionnaires, and interviews while this type of research is descriptive quantitative research by analyzing the data that has been collected and then described. The results of this study showed that the use of Schoology application media in the learning process helped students increase motivation in learning by gaining an average percentage of Schoology application usage by 76.82% of the agreed category, while the percentage of the average learning motivation result was 73.18% of category agreed. So it can be concluded that with the acquisition of significant percentage results between the use of Schoology applications and learning motivation there is an increase in learning motivation in POR UMS students by using Schoology applications in the learning process.

Keywords: Schoology, Motivational Learning.

I. INTRODUCTION

Learning is the process of interaction between learners and educators and learning resources in a learning environment. As explained by Agus Suprijono (2011: 13) in the article Pramuaji learning can be interpreted as an effort by teachers to organize the environment and provide learning facilities for students to learn it. In this era, almost all levels of education use electronic learning system facilities [1]. According to Rusman (2012:293) in the article Situmorang, all learning activities that use the help of electronic technology are called e-learning. The development of information technology has developed rapidly, such as the Institute of System Management [2]. The use of Institute of System Management is often used at all levels of education from kindergarten to higher education. There are many Institute of System Management developed today, one of which is Schoology. Schoology is one of facebook's innovative platforms built for education. It was made in New York in 2009.

Besana (2012) in the article Achmad Sulaiman, Farmington (2014) Haniah Schoology is an Institute of System Management that allows conducting online collaboration between students and students, between students and teachers even parents[3]. Different forms of media such as video, audio, and images support this Schoology application, so it can attract learning interest from students. Therefore, Schoology is a free service that uses the concept of social learning management to build a spirit of safe online learning for information sharing [4].

Schoology has been widely used by students in various universities. Such as the Sports Education Program of the Muhammadiyah University of Surakarta starting from the first semester students to the final semester using Schoology application in the process of learning e-learning. Similarly, POR UMS lecturers use the application as a bridge to deliver learning that has been packaged in such a way that it is expected that POR UMS students are easy to understand, active, and increase learning motivation. By using the Schoology application is expected to increase the motivation of learning towards POR UMS students. The motivation of learning is a motivation that arises from within the learner (intrinsic) and so from outside the learner (extrinsic) to do something. Extrinsic motivation is an impulse that comes from outside one's self to achieve a goal. While intrinsic motivation includes the desire and desire to succeed, the urge to have learning needs, and the hope of achieving goals[5]–[8]. As revealed by Gunarsa in an article by Nur Khasanah intrinsic motivation is a strong motivation or curiosity that comes from within a person. If the motivation of the intrinsic is stronger then the greater the chances of showing strong behavior to achieve the goal [9]. Whereas according to Djamarah (2011) in the article Balqis intrinsic motivation is motives that do not require external stimuli because each individual has the urge to do something[10].Based on the background of the above problems, researchers are interested in conducting a class action study with the title "Use of Schoology Application In Learning Reviewed From Learning Motivation (Empirical Study on Sports Education Students, Muhammadiyah University of Surakarta).

II. METHODS

This research section uses quantitative methods. The quantitative method is one type of research that is planned, structured, and systematic. According to Sugiyono, (2013:13) in the article Diantari &Ulupui Quantitative research method is a method based on the philosophy of positivism, used to examine certain populations and samples, random sample retrieval techniques, data collection using research instruments, statistical data analysis to test established hypotheses[11].This form of research is descriptive. Descriptive research is research conducted to find out the value of each variable, either one variable or more, independent without making a relationship or comparison with other variables[10]. Meanwhile, according to Sugiyono descriptive understanding is a method that describes or describes objects studied through data or samples that have been collected as they are, without conducting analysis and making generally accepted conclusions[12].The data

collection techniques in the form of observations, questionnaires, and interviews, while to analyze this research through 4 stages, namely: (i) Data collection, by conducting observations, questionnaires, and interviews, for questionnaires on the use of Schoology in learning reviewed from student learning motivation can be accessed through the link:

https://docs.google.com/forms/d/e/1FAIpQLSfd7mjC6Z8KUpoctRhjCy8PLzo4Jmm69MbT3OiKX0vsi-ObKA/viewform?usp=sf_link

(ii) Data reduction, classify and discard unnecessary data, and organize the data until the conclusion is reached; and (iii) In data analysis, group data using labels; and (iv) Withdrawal of conclusions from the results of data that has been processed both qualitatively and quantitatively. The data that has been analyzed, then processed in the form of percentages, then described and supported by previous research.

III. RESULT AND DISCUSSION

A. RESULT

The results of this study related to the learning of the use of Schoology applications in learning reviewed from the motivation of learning students of Sports Education University of Muhammadiyah Surakarta can be described as follows

1. The use of Schoology in the learning process during the pandemic

The results of descriptive analysis of the frequency of the use of Schoology in the learning process during the pandemic maximize the use of learning management system to support the learning process more quality and still run following the curriculum applicable to the sports education program of the Muhammadiyah University of Surakarta. The sub-indicator of the use of Schoology application is the constraints and ease of use of Schoology application with a statement strongly agree, agree, disagree, disagree, and strongly disagree, can be seen in the following histogram:

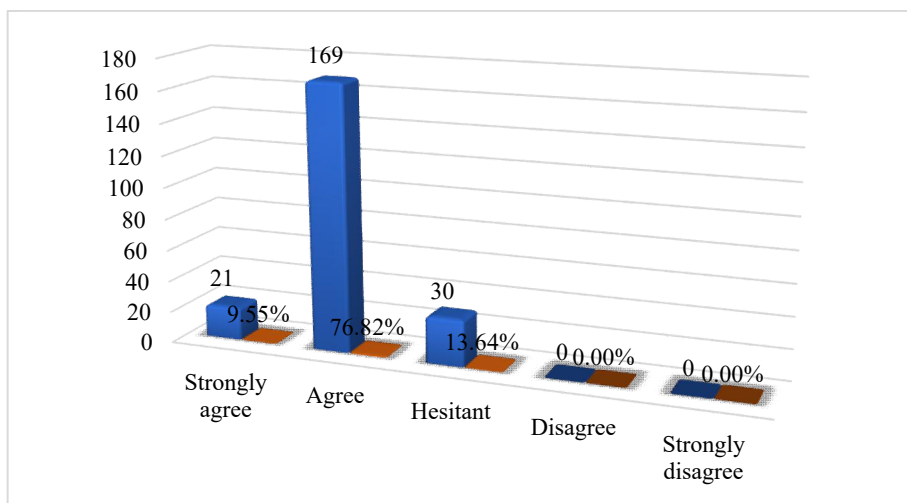


Fig 1. Histogram of Schoology application usage

Based on the diagram above it can be known that the use of the Schoology application is agreed with the frequency or the largest percentage of 169 students or 76.82 %. Meanwhile, the use of Schoology application with category strongly agreed 21 students or 9.55 %, category less agree 30 students or 13.64 %, category disagrees 0 students or 0%, and category strongly disagrees 0 students or 0%. Furthermore, the results of descriptive analysis of student learning motivation presentation can be described below;

2. *Learning motivational results*

The results of the analysis of student learning motivation percentage consist of intrinsic and extrinsic motivation indicators. For intrinsic motivation sub-indicators namely the urge to complete tasks on time, desire to excel, have expectations and ideals, strive to be superior to others while for extrinsic motivation that is to obtain appreciation according to the ability possessed, want to get praise/recognition from superiors or friends of what is done, study vigorously in the hope of obtaining better results, with a statement strongly agree, agree, disagree, disagree, and strongly disagree. The results of descriptive percentage analysis can be seen in the following figure:

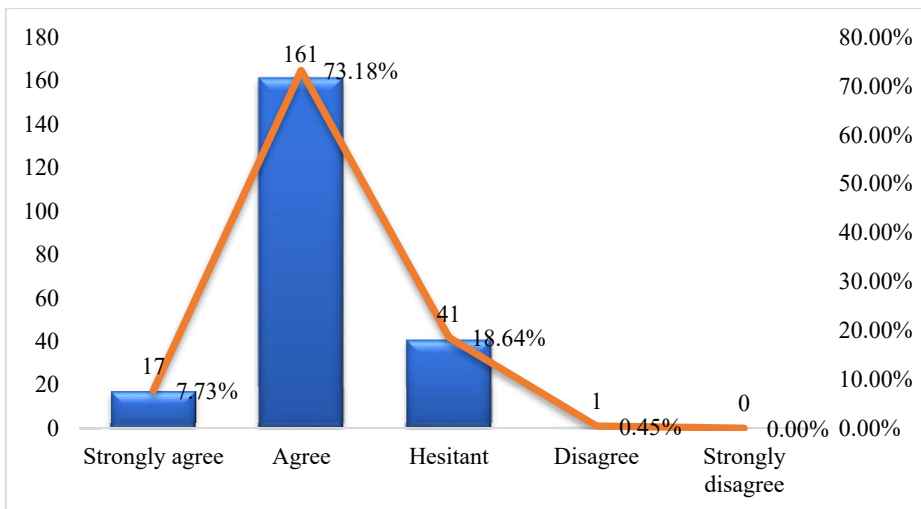


Fig 2. Learning motivation result diagram

Based on the diagram above, it can be known that the motivation to study POR UMS students with the category Agree with the largest frequency or percentage is 161 students or 73.18%. Meanwhile, the motivation of learning POR UMS students with the category strongly agreed 17 students or 7.73%, the category of less agreed 41 students or 18.64%, the category of disagreeing 1 student or 0.45%, and the category strongly disagreed 0 students or 0%. Uniquely in the motivation of learning, there are 0.45% or there is 1 student does not agree with the motivation of learning during the pandemic covid_19 one possibility is that students feel bored and saturated following lectures online and the internet network is sometimes less friendly.

B. DISCUSSION

Based on the results obtained can be concluded that the use of the Schoology application shows the category agree more dominant that is with the number of frequency or percentage of 76.82% or 169 students. These results show that using Schoology applications can help the learning process in POR UMS students. This is because the ease when accessing the application, does not require a lot of quotas, facilitates students in the collection of assignments, and features in the Schoology application are easy to understand and complete enough that students agree if the Schoology application is used as one of the learning media so that teaching and learning activities can run to the maximum. Based on these results were supported by those conducted by Waginah stated that the average use of Schoology applications is very high compared to using other applications seen from the quality aspects in learning media and learning outcomes [12]-[13]. The success of the learning process can be influenced by the psychological condition of the student, such as how much motivation the student has to improve learning outcomes and awareness of the importance of learning.

Motivation to learn is encouragement from inside and outside oneself to do something to achieve that goal. motivation is a change in energy that exists in a person characterized by the appearance of affective (feelings) and reactions to achieve the goal [14]. In addition, according to T. Hani Handoko, (2009:252) in the journal Oktiani motivation is a force in oneself as a driver to realize an attitude to satisfy himself article [15]. While according to Jariono motivation is a change in energy inside and outside a person that shows a reaction to achieve a certain goal [5], [16]-[18]. Thus the onset of motivation in a person can be marked with a change that exists in a person that can be realized or not. This is illustrated by POR UMS students from the survey results conducted that the motivation of learning obtained by the category agrees with percentage or frequency of 73.18% or 161 students. Intrinsic and extrinsic factors are important in motivating students to be more active in learning, as an encouragement to do something to achieve their goals. The motivation of learning arises from within the student and so does the outside of the student. Examples include the urge to complete tasks on time, the desire to excel, to have expectations and ideals, to want to earn rewards according to their abilities, to earn praise from others, and to make learning activities in the hope of obtaining better results.

The success of the learning process can be influenced by the psychological condition of the student, such as how much motivation the student has to improve learning outcomes, the urge to achieve goals, and awareness of the importance of learning [19]-[24]. The motivation of learning is an intrinsic and external motivation for oneself to do something to achieve that goal. So that there is a change in the individual to obtain better results. Intrinsic and extrinsic factors are important in motivating students to be more active in learning, as an encouragement to do something to achieve their goals [25]-[30]. The motivation of learning arises from

within the student and so does the outside of the student. Examples include the urge to complete tasks on time, the desire to excel, to have expectations and ideals, to want to earn rewards according to their abilities, to earn praise from others, and to make learning activities in the hope of obtaining better results. Thus, it can be concluded that learning using the Schoology application can increase the motivation of learning in students. The motivation is based on the advantages of the Schoology application so that students are helped in the learning process.

IV. CONCLUSION

Based on the results of the study, it can be concluded that the use of Schoology applications shows the category of Agree is more dominant, namely with the number of frequencies or percentages of 76.82% or 169 students. These results show that using the Schoology application can help the learning process in POR UMS students. This is because the ease when accessing the application, does not require a lot of quotas, facilitates students in the collection of the task, and features in the Schoology application are easy to understand and complete enough that students agree if the Schoology application is used as one of the learning media so that teaching and learning activities can run to the maximum. Thus, it can be concluded that learning using the Schoology application can increase the motivation of learning in students. The motivation is based on the advantages of the Schoology application: so that students are helped in the learning process.

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