



The Implementation of Edmodo-Based Digital Education Application for Elementary School Students' Learning Interests During the Covid-19 Pandemic

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Abstract: Covid-19 has had a massive impact on the educational realm. This article aims to observe students' digitally learning interests based on Edmodo. This research is based on saturated students doing learning online due to the Covid-19 pandemic, marked by parental complaints, decreased participation, and activeness of students in WhatsApp-based online forum activities. The research was conducted online involving 10 students of SD Negeri Sekarwangi based on the assumption that students' interests are heavily influenced by many factors, including the use of media and the selection of learning strategies. Data collection is done through online interviews. Interviews are conducted via private chat, voice calls, and video calls. The research method used is descriptive. The results concluded that 7 out of 10 students felt Edmodo could cope with saturation in distance learning during the Covid-19 pandemic. 7 kids love to use Edmodo because the features are more interesting and can grow enthusiastic. The other 3 students, not interested in using Edmodo because he felt that access was more difficult and complicated.

Keywords: Physical punishment, Written Punishment, online learning system, covid-19 pandemics.

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INTRODUCTION

The Ministry of Education and Culture issued Form Letter No. 3 of 2020 on the prevention of Covid-19 in the Education unit on March 9th, 2020. As of March 16th, 2020, the government through the Ministry of Education implements an online learning system and learns from home to prevent the spread of Covid-19. It is written in the Form Letter numbered 36962/MPK.A/HK/2020 on Learning Online and Learning from Home to Prevent Covid-19 Spread. Distance learning or what we know as "learning from home" is familiar to parents who have sons/daughters who still in formal education. Related to this, teachers are required to have the skills to develop learning strategies during the Covid-19 pandemic. Long-lasting distance learning creates a sense of saturation in teachers and students. Students who usually study while playing with friends are forced to accept the situation of learning from home due to the pandemic that until now there has been no definitive settlement. Students need something new and can re-increase their interest in learning. Based on a survey of

several fellow teachers, they use WhatsApp as a learning medium.

The teacher shares material via WhatsApp. The activity routine usually begins by checking the student's presence through chat, followed by sharing material that is usually screenshots sourced from e-books. In other surveys, teachers use free accessible modules by downloading them. This module is given to parents of students who attend school once a week. This meeting contains activities related to student activities at home, consultations, and exchange of modules that have been done with the new modules for work over the next week. However, the constraints of the use of this module are the authenticity of the student's learning results. The results of the student's work are very doubtful because most of the modules are done by their parents. Despite these constraints, some parents agree with the use of modules because they are not too wasteful in the use of internet data quotas. It is based on heterogeneous economic conditions. It cannot be equalized to learn over the internet, nor is everyone happy to



use modules. With this situation, the researcher has the idea to use another strategy in distance learning, by using one of the educational applications, Edmodo. This is due to student saturation, the need for new strategies in distance learning, and also the majority of parents who have Facebook accounts. Because it looks similar to Facebook. Besides, Edmodo is one of the platforms supported by the government in the learning quota program. Learning quota is an internet data quota distributed by the government directly to mobile phone numbers registered by the school. Consists of a 5 GB general quota and 30 GB learning quota.

For a better quality of education, teachers must be able to innovate continuously following the development of the times. Plus, today's students belong to generation Z who have enjoyed the magic of the internet. Thus, all parties related to the learning process are required to be involved in creating interesting learning designs. This is one of the efforts to fulfill the right of children to always get Education services during Covid-19 pandemic emergencies.

Rapid technological development can increase the effectiveness of learning. Learning using the internet, network, or electronic devices is also called e-learning. E-learning stands for electronic learning. According to Jaya Kumar (2002), e-learning is any teaching and learning that uses electronic circuits (LAN, WAN, or internet) to convey the content of learning, interaction, or guidance. This explains that the implementation of e-learning is not only learning that uses physical books conventionally but is the basis of the logical consequences of information technology and communication. Besides, according to Darin E. Hartley (2001), e-learning is a type of teaching and learning that allows teaching materials to be delivered to students using Internet media, Intranet, or other computer network media. Also, Rosenberg (2001) emphasizes that e-learning refers to the use of internet technology to deliver a series of solutions that can improve knowledge and skills.

Broadly, e-learning includes involving electronic media in the form of the internet, both formally and informally. Formal coverage for example is learning related to curriculum, syllabus, and subjects. Informally, e-learning is used for simpler scopes, such as socializing, or certain skills in the wider community.

E-learning requires learners to do self-learning and construct their knowledge. Related to this, here are the characteristics of e-learning put forward by Rudi and Riyana (2007):

1. Learner's capture of learning materials is not dependent on instructors/teachers, because the learners construct their knowledge through teaching materials delivered through the website interface.
2. Knowledge sources are everywhere and easily accessible to everyone. This is due to the global nature of internet media and can be accessed by anyone connected to it.
3. Teachers/educational institutions serve as mediators/mentors.
4. A restructuring of education system policies, curriculum, and management is needed to support the optimal utilization of Information and Communication Technology for education.

The four characteristics above are what distinguish e-learning from conventional learning activities. In e-learning, the learner's capture of learning materials is no longer dependent on the instructor/teachers, as learners construct their knowledge through teaching materials delivered through the e-learning application interface. In e-learning, knowledge sources are accessible and easily accessible to everyone. This is due to the global nature of internet media and can be accessed by anyone connected to it. Finally, in e-learning, teachers or educational institutions serve as mediators/mentors. This is in contrast to conventional learning activities where teachers/educational institutions serve as the main source of knowledge.

E-learning serves to reduce technological mastery gaps, especially in the world of Education that can encourage the Education community to be more appreciative and



proactive to advance the quality of Education. Also, giving teachers the widest possible opportunity because IT has a position as a Virtual University.

The platform used in this study is Edmodo. Edmodo itself was developed in late 2008 by Nic Borg and Jeff Ohara who believed that the development of a school environment connected to all activities in the world is a necessity. So, there is no gap between the life of students in school and their daily lives. Edmodo is a social media network microblogging that is safe for students and teachers. On this site, parents can also join and communicate with teachers and parents of other students, in addition to of course with their son or daughter.

Edmodo is a social network for learning based on the Learning Management System (LMS). Edmodo provides teachers and students with a safe place to communicate, collaborate, share learning content and apps, homework for students, discussions in virtual classrooms, online exams, scores, and more.

During the Covid-19 pandemic, the government provided internet data quotas that could be used to access several educational applications, including Edmodo. Edmodo is a site dedicated to educators to create virtual classes. The site is free and easy to use as long as a teacher and student can connect to the internet. Edmodo is the answer to a comfortable and secure virtual classroom, because:

1. Students can interact with their teachers (there will be no cybercrime and cyberbullying)
2. The teacher can lock up the student,
3. No outsider can go in and see a virtual class created by a teacher without getting a special code from the teacher.
4. Teachers can start questions, put photos or videos, take presentations teaching materials, which are free for students to download and comment on.
5. Students can return at any time to repeat the material given by their teacher, even homework can be given through Edmodo.

6. Students can also submit their homework through Edmodo, just upload it. Edmodo can be combined with other sites such as wall wisher, Glogster, and so on.
7. Teachers can put scores from students' work as a reference for students.
8. Virtual classes created by a teacher are unlimited.
9. Students can work with other students in small groups formed by their teachers.
10. When working on a project together they can put all the necessary documents in the work.
11. Edmodo allows teachers to put teaching materials that are very useful for students who do not enter or cannot attend during the learning process.
12. Quiet students can be free to talk and argue without worrying about being humiliated while the actives can post questions whenever they are connected to the internet.
13. Teachers can teach applicable procedures in cyberspace such as how to comment and a series of manners in cyberspace that students need to know.

Based on the explanation, the application of teacher and student skills is required in the 21st century. Especially in this Covid-19 Pandemic situation that still has no solution. A situation that creates a distance between teachers and students, the loss of face-to-face learning routines due to educational institutions being required to close to suppress the increase of Covid-19 cases.

The Educational Testing Service (ETS) (in Pacific Policy Research Center, 2010) defines 21st Century Learning Skills (Student Competencies) as:

1. The ability to collect and obtain information
2. Organizing and managing information
3. Evaluating the quality, relevance, and usability of information
4. Generating accurate information through the use of existing sources.

While the North Central Regional Education Laboratory (NCREL, 2003) identifies the broader 21st Century Learning Skills



(Student Competencies) as the achievement of 21st century learning through digital literacy, inventive thinking, effective communication, and high productivity.

In some previous studies, Edmodo was used at a higher level such as university students, secondary school students, and used by lecturers. In the Malaysia Online Journal of Educational Sciences, there is a journal writer entitled "The Use of Edmodo In Creating an Online Learning Community of Practice for Learning to Teach Science" compiled by Ekici (2017) explains that the results obtained from the data analysis showed that pre-service primary teachers generally had positive views about the use of Edmodo in teacher education programs. Most pre-service primary teachers stated that Edmodo provides the possibility of sharing knowledge, experiences, and views. However, some pre-service teachers stated that Edmodo has some limitations; for example, the fact that it requires the user to have internet access. As a result, it can be said that Edmodo can be used to create an online community of practice in teacher education programs.

Another journal entitled the effect of Edmodo social learning network on Iranian EFL learners writing skills, compiled by Ma'azi and Janfenshan at Cogent Education, Iran (2018) explains that students had positive attitudes toward the application of Edmodo social network in the classroom. Results can bring about pedagogical implications for Iranian English language teachers.

Besides, sourced from the journal of The Proceedings of the National Seminar of Devotion Results in 2019 compiled by Fatria and Husna entitled "Edmodo as Literacy Learning Media at SD Negeri No. 101809 Aji Baho Biru-Biru", explained that Edmodo is expected to improve the ability of teachers to create learning media. Other sources, thesis compiled by Pujiana (2010) entitled "E-Learning Based Using Edmodo in Elementary School Students" concluded that students' learning outcomes can be improved by e-learning based on using

Edmodo than using conventional learning models.

Based on the explanation above, the researcher has the idea of researching the application of Edmodo application during this pandemic which aims to increase students' learning interest during the Covid-19 Pandemic.

METHOD

This research uses descriptive research. In this study, the author examined, reviewed, and conducted interviews with related parties, they are some primary school teachers, parents of students, and of course elementary school students who are invited to use Edmodo. The participants were asked about what was felt during distance learning during the Covid-19 pandemic that had been going on for months. As a focus, the researcher did so on 10 students as participants in the study. According to Sukmadinata, descriptive research is a characteristic of research that can reveal various social and natural phenomena in people's lives specifically. According to Sugiyono, descriptive research is research with methods to describe a research result. However, the results of these descriptions are not used to make more general conclusions. As the name implies, it can be said that this research aims to provide a description, explanation, and validation of a phenomenon under study. Also, as the name implies, these descriptions, explanations, and validations will be obtained by researchers after describing the characteristics of the object under study.

Data collection techniques are very important in research. Data collection techniques are closely related to the research problem to be discussed. The data collection technique that the researchers did began with observation, interviews, documentation in the form of verbatim. Everything is done online considering the situation and conditions during the pandemic that is still happening. Besides, researchers also used a questionnaire containing several simple questions for the participants to answer. For the results of this



study, the researchers concluded descriptively. The steps taken by researchers for its implementation are to formulate problems, determine the type of information required, determine data collection procedures, determine information or data processing procedures, and draw research conclusions. Meanwhile, according to Witarto (2008), which includes data processing processes can be briefly divided as follows: verification, data organization, retrieval, transformation, merging, sorting, calculation/calculation, data extraction to form information, and knowledge formation.

Researchers made prior observations regarding the scope to be studied, namely the situation of distance learning during the pandemic, asking about what teachers, students, and parents felt about Learning from Home which had been going on for quite a long time. What are the obstacles, what are the challenges, and the researcher also examines several things that might be alternatives to those obstacles and challenges? Observations were carried out online, as well as interviews with participants carried out online.

RESULTS AND DISCUSSION

The research was conducted at SD Negeri Sekarwangi in June 2020. This activity was conducted online by interviewing 10 students. Previously, the researcher applied the use of Edmodo in the early days of the pandemic in March. However, the researcher interviewed in June to find out what students felt after using Edmodo.

SD Negeri Sekarwangi located on Jalan Terusan Kopo KM 15 Sekarwangi Village, Soreang District, Regency of Bandung. The school is on the main road between Bandung City and Regency.

After learning about the phenomenon and analysis of the saturation of distance learning, this research is directed at students' enthusiasm for learning during the Covid-19 pandemic. The researcher conducted interviews online with 10 students while having discussions with parents. Interviews are conducted through

video call, chat, and voice calling features. The interview began by asking each other questions, submissions about current distance learning conditions, Q&A with parents, and what was felt during the pandemic.

Problem identification is obtained from asking questions to 10 students, the variables asked are related to interest in learning, use of the platform used, learning comfort, obstacles, and challenges. The data processing procedure was carried out utilizing video calls and voice calls to students. The data collected must be objective and relevant. The survey by interviewing 10 students was carried out on June 10, 2020, in their respective homes. The technique used in sampling using the quota sample method technique. Namely, sampling is based on a predetermined amount. This sampling is based on subjects who frequently communicate with researchers, so that data collection is easily fulfilled than those that have been determined. The 10 students were 5 boys and 5 girls with an age range of 9-11 years.

The implementation of the series of activities went well and there were no obstacles. In the end, the researcher concluded how many people liked to use Edmodo and did not. As a result, as many as 7 students love to use Edmodo and 3 students prefer to use WhatsApp because according to them it feels easier than Edmodo. Why 7 kids love to use Edmodo because the features are more interesting and can grow enthusiastic. 5 students feel quiz features similar to Quizizz can overcome the boredom in the middle of learning. Meanwhile, 2 students like to use Edmodo because they can throw comments between friends in Edmodo's posting column. For the other 3 students, student A was not interested in using Edmodo because he felt that access was more difficult and complicated, had difficulty creating an Edmodo account, and failed to create an account so he could not join the class. Student B had difficulty downloading the Edmodo application because the tools used were inadequate because there was not enough memory available to download the application, in the end, he was more



interested in a more practical platform. Student C is reluctant to use Edmodo because of lack of support from parents, so there is less guidance to use it and is more comfortable using the WhatsApp application because it is used to it, what they do is read the instructions from the chat in the form of a list of daily assignments, download videos, or click the link shared by the teacher.

CONCLUSION

One of the 21st-century skills is that students have been adept at using IT. Not only students but teachers should also be more adept at using IT. Distance learning during the Covid-19 pandemic is saturated for students and teachers. Due to the need for active, and effective learning, the researcher concluded that the use of Edmodo can overcome saturation in students because of its interesting features.

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important. (Bill Gates).

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