

ONLINE LEARNING FOR STUDENTS 2014 OF STKIP AL HIKMAH SURABAYA: SCHOOLGY.COM

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Abstract

Educators realize that our education today will have a huge gap with 10 to 20 years later education in terms of aims, methods, content, and students' orientation. This is an effect of the technology fast development that cannot be separated apart with people prior needs list. That is one reason educators must upgrade their ability especially in information and technology knowledge in order to make them able to use the development of technology which can be applied in learning processes.

Online learning is an option to conduct teaching and learning activity for a lot of people who come from many places around the world at the same time in one class. Online learning is different from distant learning and e-learning even though they have similarities. Through online learning all students are enthusiast conducting teaching and learning activities, it could accommodate a lot of people in the same time to conduct teaching and learning activity, it is valuable for adult learners, facilitators role is important to maintain students' willingness to study, and it is limited by distance and time in certain context.

Keywords: *Online learning, platform, schoology.com*

INTRODUCTION

People nowadays live in digital era which is the era pulls people in a hectic lifestyle. People can have breakfast in Surabaya, attend meeting in London, and chat with his friend in San Francisco in the same time. This situation is possible today because we are supported by technology which is helped us to connect with people around the world through internet.

Internet is built from million networks which connect each other through IP (Internet Protocol) as the specific address. Through internet, people from Japan can communicate with other people in German for instance. This phenomena can reveal that internet unbound the distance limitation. Meaning, as long as we have

internet connection, we can erase distance as a variable that border us to send information. Internet is supported to deliver information which is formed by a population of data bits. The data bits population can build text, images, sounds, videos, and other interactive audio and visual contents.

This technology is a big opportunity for education practices in order to develop methods which can improve the variety and quality in learning processes; furthermore to equalize the education quality of all learners as the world citizen.

Educators realize that our education today will have a huge gap with 10 to 20 years later education in terms of aims, methods,

content, and students' orientation. This is an effect of the technology fast development that cannot be separated apart with people prior needs list. That is one reason educators must upgrade their ability especially in information and technology knowledge in order to make them able to use the development of technology which can be applied in learning processes.

Through internet, courses could be conducted even though all of the students don't physically attend the classes. This model of learning called eLearning or online learning, also known as distant learning. Distant learning actually began long time ago, around 1840, before internet comes. Sir Isaac Pitman an English who came with an ingenious idea for delivering instruction to a potentially limitless audience: correspondence courses by mail (Phillips, 1998). It was taking longer time to interact each other and almost impossible to conduct the class interactively. Those impossibility, now, could be covered by Internet that comes with compatibility to conduct a 24/7 real-time interactive class condition.

There are types of distant learning based on internet such as Computer Assisted Instruction and K-12, web based school for elementary and secondary school that used until today. There are platforms are spreading around the internet Schoology, Blackboard, ANGEL Learning, and eCollage. Features become the corner-stone in deciding the platform. Features which influence educator consideration could be the platform's facility, support the learner-learner interaction, support the learner-instructor interaction, and the outcome.

Online learning or eLearning in future, especially in Surabaya, could be a fresh air and big wind for education practices. Because it is assumed that this technology is not common yet for most educators in Surabaya. This phenomenon pushes students of STKIP Al Hikmah Surabaya who are prepared to be a 21st century teachers to understand, well-trained and highly communicative facilitator of online learning.

Preparing the students of STKIP Al Hikmah Surabaya's readiness to face the future education variety, a research related to exploring the students' ability managing online learning is conducted in order to undercover ability in content understanding, learning management, and communication.

Research Questions

1. How is the result of online learning conducted to STKIP Al Hikmah students?

Aims of Research

1. To find out the progress and phenomena to achieve the target occur along the online learning conducted to STKIP Al Hikmah students.

Scope

Online learning which will be used in this study is limited to Higher Education. Online Higher Education learners are those who conduct distance learning which the platform used is a website or a dotcom portal. A website that provide and adjustable for Higher Education free platform is schoology.com (in the future will be called Schoology). Schoology offers a free

features service which can be upgraded that unlock some features. The basic features support interactive media creation that texts, images, sounds, and videos are available to be embedded. The interface is friendly-user and interesting. A grade book system is attached in the platform so students' score could be stored and well-managed. The teacher could change the score directly from the grade book or manage the score in every assignments. The system will automatically process the data change immediately.

Schoology covers interaction between learners to learners and learners to teachers. This features applied in discussion session that could be provided by the system. Other types of learners interaction is reflected in photo album session which support all the class members post pictures and give comments. It feels like social media in the classroom that influence the students' will to be active in the class.

Schoology provides quiz/test section that teachers could easily input questions in different types. For instance, multiple choice, essay, and ordering. Furthermore, it supports attaching pictures, sounds, or even a video to a question to be solved by the students.

The first-year students Department Education of English STKIP Al Hikmah will conduct online learning in Intensive Course class. Intensive Course is a basic course in English that strengthen their 4 basic skills in English.

THEORITICAL BACKGROUND

Students Learning Types

Learning in far distance forces the

learner to be active and construct their knowledge. Constructivist class automatically conducted in online learning. In constructivist class, learning is situated in real-life experiences and scenarios, activities are hands on, dialogue between learners and the facilitator is emphasized, learning is not prescribed, and assessment is authentic (Lehmann, 2004). Constructivist learning begins when people do interaction with others which any knowledge could be produce or occurred when people discuss the content of the lesson with others (Lehmann, 2008). Today's believes that constructive learning comes from the psychological unit or internal factor and social factors outside of human body or known as external factors. Piaget's theory which is well-known as psychological constructivism, related that when learners interact with others, they are challenged to reconsider their own understandings, see additional information on how to resolve conflicts, and reconcile differences between themselves and others (Gillies & Ashman, 2003). Vygotsky's theory or social constructivism believes that speech acquires a synthesizing which in turn is instrumental in achieving more complete forms of cognitive perception (Vygotsky, 1978). Giving comments or do dialogues with other class members reflects social constructivism. Dialogue is part of an overall process (Vygotsky, 1978). Through dialogue, students could reconsider, reflects, enhance, and think.

Adult learning theory has six major concepts, there are the need to know, the learners' self-concept, the role of the learners'

experiences, readiness to learn, orientation to learning, and motivation (Knowless, et al., 1998). Because of all class members in this online class is aged of 19 to 20 years old, they are able manage their will to know the material further if they don't satisfy with the knowledge they got. They resent and resist situations in which they feel others are imposing their wills on them (Knowless, et al., 1998). Adults want to be allowed to self-direct their learning (Lehmann, 2004). Students have experiences before they attend the class, it makes the class rich of sources that will influence other students and facilitator should guide it in order to make the experiences useful and support the learning material.

Learning styles of students brings different value in absorbing the material content. An easy way to understand learning style classification is through visual aural read-write kinaesthetic (VARK) (Flemming, 2006).

Read-write learners are best collecting information through text-based data. It can be from ebooks, emails, website, discussion forums, hand-outs, other methods of supplying text information to the learner. These learners will better express their ideas through written form (Flemming, 2006).

Students who has aural learning style need sounds to provide best understanding because of this style of learning mostly catch information through audio instruments. If there are text book, they should read it aloud with computer help in order to understand well. Screen readers, multimedia can be used to assist aural learners. The emergence of videos have advantages for both aural and visual learners to

maximize their understanding the information (Flemming, 2006).

Kinaesthetic learners strong in getting information through movements, physical senses, touch, or other tactile movements. In online learning, this learning style is quite hard to manipulate because of most materials served in images, texts, or videos. But through moving mouse, for instance, it could help kinaesthetic learners as stimulation (Flemming, 2006).

Another learning style beside VARK is Gardner's multiple intelligence theory (1983) that enrich the complexity of learners' way in comprehend information. There are seven original intelligences that Gardner stated; logical-mathematical, bodily kinaesthetic, interpersonal, verbal-linguistic, intrapersonal, spatial, and musical. In 1999, Gardner added Naturalistic as another intelligence that under consideration (Lehmann, 2009). Gardner underlies that everyone has a variety of intelligences in varying strength. One and others could be dominant or less dominant.

- Logical-Mathematical: learners who think linear following the pattern well.
- Bodily-kinaesthetic: Talented in physical activities such as sports, or dance as their strongest intelligence. This intelligence is closely related to VARK's kinaesthetic.
- Interpersonal: Learners with interpersonal skill are extroverted and skilled at working with others. These are the students who love cooperative learning group projects (Lehmann, 2009).
- Intrapersonal: Philosophers and writers

are the example of people with this intelligence. They are highly reflective and solitude.

- Spatial: This intelligence deals with visual strength or even visualize image in mind. Artist or painter are having spatial intelligence.
- Musical: Sense of music lies in people who has strong musical intelligence.

Jensen (2000) pointed the power of non-conscious learning by Lozanov (1979) has three keys principals to recall previous memories better. There are:

- The enormous capacity of receptive mind. Lozanov says that everything suggests something to our complex minds and we cannot *not* suggest. All communications and activities are occurring on a conscious and non-conscious level at the same time.
- The value of visuals, music, stories, myth, metaphor, and movement. All stimuli to the brain is coded, symbolized, generalized, and is multi-processed in ways we have yet to fully understand.
- Our perceptions, biases, and barriers must be addressed before learning can be accelerated. Once we recognize our strengths and weaknesses, we can achieve dramatic results.

Online Learning

Online learning could be designed through website, a group of World Wide Web (www) pages usually containing hyperlinks to each other and made available online by an individual, company, educational institution,

government, or organization (www.merriam-webster.com/).

Online class could be held in every level, both K-12 and Higher Education. K-12 is courses among elementary and secondary level. According to the National Center for Educational Statistics of United States, the K-12 online learners in 2004-2005 year school were 506.950 enrolments (Lehmann, 2009).

Higher Education learners are those who conduct learning process higher than K-12. Based on Allen & Seaman (2007), the online higher education learners are far higher than in K-12 level. They stated than in fall 2006, there are nearly 3.5 million students were enrolled in online courses. Those students were taking the class from their home where it is 75 miles away.

METHODS

Research Design

A case study research was conducted in order to search the students' effectiveness and readiness facing online learning which is closely related to digital era that we, as the global citizen, face today. Stake in Lincoln (2005) stated that it is not a methodological choice but a choice of what is to be studied. If case study research is more humane of in some ways transcendent, it is because the researchers are so, no because of the methods. By whatever methods, the researchers choose to study the case.

This study focuses on the website as the instrument that supports students' needs to improve their class performance. Stake in Lincoln (2005) used the term instrumental case study to examine an issue to redraw a generalization. The case is of secondary interest,

it plays a supportive role, and facilitates our understanding of something else.

The subject of online learning in Intensive Course class is students 2014 of STKIP Al Hikmah Surabaya who study the basic skill of listening, speaking, reading, and writing which is done in their second semester in 2014. The subject was chosen considering available supporting facility that they have such as laptops which is connected to internet 24/7 and STKIP Al Hikmah's vision that all graduates students will be teachers of 21st century.

There are steps in designing the research.

1. The facilitator registers an account to schoology.com. There are two types of registration, for students or teachers. Registering for teacher account will give the user features to form an online course, building scoring system, making schedule, uploading learning materials like videos, voice recordings, and other resources.
2. The facilitator creates a course and become the administrator.
3. Setting up materials that will be taught in order. This includes making videos, putting recordings, linking resources, arranging quizzes and tests.
4. The facilitator lists all emails of the students and sends the course code that generated by schoology.com, schedule, and modules.
5. The facilitator rechecks that all listed students attend the course on time by giving checked mark on e-attendance list. The facilitator does this before he

starts the course in every meeting.

6. Students follow the course guideline and try to accomplish all aims in this period.
7. The facilitator does observation. The facilitator provides two ways of observation using observation sheets. The first observation sheets is purposed to observe the students and another sheets is purposed to observe the facilitator.
8. The facilitator interviews some students randomly through chatting via Facebook. The interview session is conducted in the end semester of the course.
9. Scores of assignments, discussions, quizzes, and tests are collected as data.
10. Collecting all data and reducing data which is not related.
11. Analysing filtered data.

The facilitator registered an account on Schoology as a teacher. The teacher account allows the user to create and manage courses. Also, it will give fully permissions to control the whole class management aspects such as creating materials and deciding when it will be published or how long the materials able to be accessed by the students. In scoring, facilitator made scoring period and the system.

The facilitator created a course named Intensive Course and became the administrator of that course. He arranges every chapter; puts test and quiz, references, media, and period. After all chapters are set systematically the gradebook is recheck to make sure that the scores could be entered correctly.

On the other hand, Students must ready with a Schoology account, otherwise, they have to register at www.schoology.com as students. Schoology will ask the course code to connect the students to the intended class.

The facilitator send the course code via email to all students and recheck whether all students are already join the course by monitoring the course members.

Every week the facilitator published a set of materials related to a topic. He monitored the progress of the students through online discussion session, assignments submission time, the score of quizzes, and the time they spent in Schoology.

The same procedure repeated every week with different topics. The facilitator monitored the progress of the students. The progress called successful if the students' outcome pass or meet the requirements. It is fail if the students' outcome far from the target.

The learning outcome is written in the course Rancangan Pembelajaran Semester (RPS) / syllabus. Because of the RPS is competency based curriculum, the facilitator assessed the students not only by their writings but also by their performance in discussion. For speaking, a video called is conducted. Video application used is Skype. Skype is a software that support to call people via internet and provide the live-picture. Through this software people are able to communicate face-to-face in a far distance.

Collecting Data

Schoology offers a set a grade book that compiles all students' score. The score is

automatically added systematically based on the time and date the assignments or tests submitted. This is an empirical data that used as one variable to measure the effectiveness of the platform to improve students' anxiety.

Conducting interview through video calls could enrich the data. Through interview, the students' motives could be consciously and unconsciously collected. Fontana in Lincoln (2005) emphasized that interviewing is not neutral exchange of asking questions and getting answers. Two (or more) people are involved in this process. The result of the exchanges lead to creation of collaborative effort. The output of the interview sessions is a set of recording video calls.

Data Analysis

The collected data was analysed through several steps as follow:

1. The students' grade book scores from mid-semester test to the chapter 5 are chosen; there are 3 chapters.
2. Draw the diagrams that represent each chapter for all students.
3. Delete unnecessary data.
4. Analyse the students' activity in every chapter through class participation, comments in discussion session, assignments submission time, and accumulative score.

Findings and Discussion

The findings are served systematically based on the research questions. The score used is started from the Mid-Semester Test score and ended to Chapter 5: Education. This is the first online materials as instruments that conducted to

the first year students of STKIP Al Hikmah. There are ten students in the first year students of STKIP Al Hikmah.

In mid-semester test session, there are no students missed or late coming to the class. All of students enthusiastically attend the online class. It is proved that some students post comments in discussion page before the class begin. Furthermore, a student's testimonial that said he was nervous and confuses to conduct an online test because he never do it before. Interview session shows that most of students are happy and curious about an online test based for a small class. The test contains of 35 questions, there are 20 multiple choice questions, 10 true/false questions, 3 matching and ordering questions, 2 essay questions. The result of test is served in Table 1.

Table 1 : Score of Online Mid-Semester Test

Students	Submissions/Attempts	Score
A	1	79.41
B	1	76.47
C	1	90.2
D	2	75
E	2	75
F	1	85.29
G	1	81.37
H	1	82.35
I	1	82.35
J	1	92.16

The next data is collected from the Chapter 4: Environment. There are 7 scores are taken from this chapter. The students' scores are varies based on the type of the assessment instrument. The instruments used in this chapter are problem solving assignments, discussion, vocabulary quiz, and periodical test, a test which represents the whole materials in this chapter. The score is showed in the Table 2.

Table 2 : Scores of Chapter 4

Students	Essay : Your hometown Environment	Grammar Focus: DO NOT HAVE TO /MUST NOT TO	Quiz : Vocabulary	Essay : Animal Right in Islam	Grammar Focus : Connecting ideas using "AND"	Discussion: Phrasal Verbs	Periodic Test	Chapter Score
A	74	75	67	86	100	90	55	67
B	83	100	80	89	90	90	71	79
C	86	95	100	90	90	90	75	84
D	92	95	100	90	93	90	67	81
E	90	98	80	87	95	90	60	74
F	85	100	100	86	95	90	70	82
G	81	100	73	84	90	90	78	81
H	89	100	100	85	95	90	67	81
I	86	100	60	87	80	90	64	72

Chapter 5: Education serves more dynamic scores. The phenomena occur because of both technical and non-technical problems appeared when this period was conducted. It will be discussed further in discussion. The instruments used are essays, discussion, and periodical test. Table 3 shows the result of students' progress in chapter 5.

Table 3 : Scores of Chapter 5

Students	Essay: Dreaming Education Our Country	Grammar Focus: Conjunction "and", "or" and "but"	Essay: Rising Children in Islam	Discussion : My classroom Your classroom, and Our classroom	Periodic Test	Chapter Score
A	64	100	79	75	-	40
B	79	95	70	69	-	39

Students	Essay: Dreaming Education Our Country	Grammar Focus: Conjunction "and", "or" and "but"	Essay: Rising Children in Islam	Discussion : My classroom Your classroom, and Our classroom	Periodic Test	Chapter Score
C	74	70	70	85	58	66
D	69	100	70	72	-	39
E	79	95	74	73	55	68
F	84	100	74	79	67	76
G	74	100	39	79	13	43
H	69	95	85	76	68	75
I	79	100	84	79	61	74
J	79	95	72	80	47	64

Before using online learning, the students of STKIP Al Hikmah used the classical method or in this circumstance we could call it as offline learning. In classical method, the students go to the class to conduct teaching and learning activity with facilitator(s). On the other hand, in online learning, the students do not have to come to the class to conduct the teaching and learning activity. They could attend the class through internet from everywhere, such as their room, canteen, classroom, lobby, library, or mosque. They have to attend the class based on the schedule that the students and facilitator(s) agreed.

The first online meeting is the mid-semester test. The test contains of essay, multiple choice, and true/false questions. Pictures and recordings are used to enrich the quality of the questions. The questions served are those from the previous chapters' material. Students seem very enthusiast attending the class; it is provided that nobody skipped and attended the class on time. The researcher found that online learning could stimulate students' interest because of they

have more options to conduct the class without leaving their current place, such as office or bedroom. Moreover, they should not change their clothes to attend the class. For adult learners, this opportunity is very valuable. They could reduce time, energy, or risk on the way to campus. Other online learners think that this type of learning is lack of emotional relationship among students and between the facilitator(s). Sitting in the class and in front of computer gives different sensation and feeling. They feel that the class is not complete because they face the computer alone. Even it is helped by Skype as software which connect people via video call; Facebook chat as media which help students to have real-time communication with emoticons installed to represents students' feelings. On the other hands, technology motivates them to use them for their future purpose that they are prepared for teaching people around the world. Therefore, they must close and familiar with internet as the second world of people nowadays.

Based on the Table 1, there were two students who submit the test twice, it was happened because of their first submission scores did not pass the minimum pass grade; therefore they conducted remedial test to cover their previous score. Based on the students' explanation, the questions were not difficult but they need some time to answer some questions, for instance, question of ordering. To answer ordering questions, the students need to move the available answer to the correct position. This technical problem becomes a step that need to be solved to answer the question. Not all of students are able to solve this problem easily, especially

for those who are not familiar with computer. We found that before conducting an online learning, facilitator(s) should check the students' ability to use the computer. The researcher considered these score become the controlling score as reference in evaluating students' progress in the end of this research.

Table 2 provides more scores than Table 1 because Chapter 4 has more learning objectives. The scores from this period show normal fluctuation, tend to be high score, in teaching and learning process, but the students' periodic test score was drop, it is showed in figure 1. The researcher assumed that the students' score in periodic test would show the normal graphic.

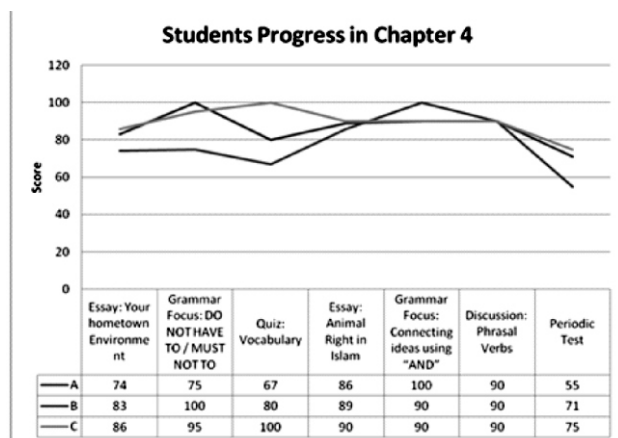


Figure 1: Students' Progress Graphic

From the graphic, the researcher assumption was not correct because of the periodic test score missed from the expectation. A finding emerged that students' enthusiasm attending and discussing in the online class is not always in line with their mastering the skills well. The periodic test contained sets of questions that emphasized in listening skill. Most of students could not answer those

questions correctly. It indicated to the graphic's moving down. The graphic also show a good process that students were improving and being active. They conducted a lot of interactions each other to build and discuss concepts. The researcher believes that an interactive online discussion ignites students' willingness to do online study.

Dynamic scores are provided by Table 5 because of students' achievements could not be predicted. Because of the students' score range is very wide; furthermore, there are three students who did not attend the periodic test. Through the data recorded, the students' attendance was decreasing than the previous period. Chapter 5 was conducted on the third month since the mid-semester test. It is a factor that makes the students did not attend the class. This circumstance ignited by the flexibility of online class that students are virtually attended the class but in "the real world" they have another thing to do at the same time. Those students who missed the periodic test delivered different reasons. The first student missed the periodic test because he could not reach the internet connection. It means that online learning still limited by distance. Therefore online learning is different with distance learning. Moreover, online learning students must be present when the class is conducted otherwise he will miss the class. It is proved that online learning is different with electronic learning (e-learning). It means the online class condition is similar to the real world class condition that time is very valuable.

The reason of the two other students who missed the class is they forget to attend the online

class because of they have to handle some things in the real world. It shows that students could get easily excuse from the class to do other things in the real world with certain consequences.

The students' progress in conducting online class could be reflected through diagram on Figure 2. In general, the graphic explains that the students' final score in each chapter is sloping.

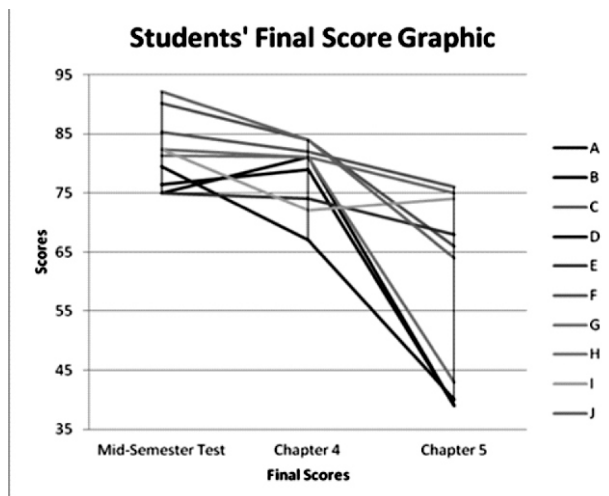


Figure 2: Students' Final Score Graphic

These phenomena are led by several factors on field that influence students' focus to the online learning. The researcher found that facilitator must maintain students' willingness to keep study via online learning through improving the quality and variety of the materials, methods, and communications techniques. The materials could be instruments that help students to achieve the competencies in every chapter, such as provide an update news, pictures, videos, and/or themes. The methods given to the students should not be always give them video all the time, read articles, or do a lot of assignments that will lead them to boringness. The communications conducted should be more

interpersonal, meaning the facilitator should build emotional relationship; he could cover good communication with all the students.

Conclusion and Suggestion

The conclusion of the research question is drawn systematically based on the findings at the field both of the advantages and disadvantages. The conclusions are:

1. All students are interested with online learning.
2. Online learning is not distance learning or electronic learning but they have similarities.
3. Online learning could accommodate a lot of people in the same time to conduct teaching and learning activity.
4. Adult learners think this is valuable.
5. Distance and time limit online learning.
6. Learning outcome could not be achieved if students' willingness to study is not well-maintained.
7. Facilitator must maintain students' willingness to study through improving the quality and variety of materials, methods, and communications techniques served.

There are suggestions to conduct further studies on online learning are as follows:

1. Maintaining students' willingness is very important in online learning. Further studies are needed to reveal ways, considering materials, methods, and communication techniques, managed it.
2. Further studies are needed to discover other opportunities in edupreneur.
3. Further studies of online learning used in

high schools are needed to find out the advantages or other behaviours from high school students which could be used as lesson enrichment when they are at home.

4. Further studies to build Indonesian online learning platform.

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