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Edmodo as a media for history learning in the digital era

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Abstract. This study aims to analyze the critical thinking abilities of students in history learning using Edmodo media. This research is a survey research involving 165 students and 5 educators in upper secondary schools in Jember. The instruments used were questionnaires, interview guides and observations using quantitative and qualitative data analysis. Analysis of data using SPSS 23. The results of the questionnaire showed that the level of cognitive and psychomotor abilities in history learning showed a result of 32.1%. The results of the questionnaire distributed to educators showed that 80% had not used Edmodo as a learning media in the current digital era. Interviews and observations show that educators only use media such as power points. Based on these results, the availability of learning media is still in a low level stage, while the application of the 2013 Curriculum guides students to open the horizons of knowledge and skills with communicative, collaborative, critical thinking, and creative processes. Therefore, it is necessary to develop historical learning media using Edmodo, which can be accessed anytime and anywhere according to the needs of students.

1. Introduction

Educators have an influential role in developing good characters in the information age and in the digital age today. Educators have a good chance to develop professional competencies that can be improved, one of them is the ability in technology and creativity in creating innovative learning designs so as to facilitate educators to optimize the abilities of students [1]. In thedigital arena education practitioners are needed to develop innovative and creative learning media. Other things also related to educators' confidence in utilizing technology in learning must be optimized. Competencies related to the knowledge, attitudes, and skills of educators in integrating technology for learning are a must [2]. This is in line with the 2013 curriculum as a curriculum that focuses on the process of communication, collaboration, critical thinking skills, and creativity in today's digital era. Thus, learning media has an important position for the learning process, especially in history learning.

Historical learning according to the NCSS [3] expand that historical learning is the understanding of historical base that involves time, continuety, and change. Indonesian National History is the base of the knowledge source of historical conten. But history learning will not be achieved if it is not supported by the use of media that is always up to date.

Media are all forms and channels used to convey messages or information in the learning process (Arsyad, 2011: 4). Learning media is a tool that can be used to help the success of learning. Therefore, learning media is very influential in the learning process so that the use of instructional media must be based on the appropriate selection of learning objectives (Trianto, 2011: 88). So, if the learning media is chosen and prepared properly and well, then the learning objectives will be achieved. Therefore the achievement of learning objectives will be achieved if there is availability of learning media at school.

The availability of learning media in schools is generally still simple, especially in learning history. The media used in general are only power points and student handbooks. This is not in accordance with the demands of the 21st century in the realm of education which requires learning activities to have 4 characters (4C), namely: *Communication, Collaboration, Critical Thinking, Creativity and Innovation*. Therefore it is necessary to develop a media that can contain the four characters in learning activities, namely by developing learning media using edmodo.

Edmodo is one of the social media platforms that is often described as Facebook for schools. Edmodo is a simpledevice *mobile learning* that is used to study material or content that is usually operated using a *smartphone*, the tool is provided for students and educators to interact *online* wherever and whenever[4]. According Kongchan (2012) the American Association School Librarians said that Edmodo is one of the best 25 website that can facilitate the student with information quality,

the creativity, the activity of participation, and the collaboration in categories wich entitled "Social Network and Comunication" [5]. Edmodo can not only be used by using a computer, but also can be accessed using a *smartphone* so that learning can be *mobile learning.*

The main tools in learning before the 20th century were educators, blackboards, and textbooks. Tools in learning are often known as learning media. But over time it has developed. While Gagne and Briggs (1975) in Arsyad (2011: 4-5) implicitly say that learning media is a tool that is physically used to convey the contents of learning material, which consists of books, *tape recorders*, cameras, tapes, *video recorders*, films , television, *slides* (picture frames), photos, graphics, and computers [6].

The selection of learning media needs to be done to create a learning design in order to achieve learning goals in accordance with expectations. This is in line with the opinion of Mariko [7], state that as preparation of education, the selection of learning media has significant role in learning process. Consideration of learning media is important even if it concerns the interests of institutions that will have an impact on the achievement of learning objectives, besides [8] Holden and Westfall also suggest that delection of media is an primary part instructional System Design process. Selection of media offers good distributed learning media can make achive the goals in learning.

Therefore, in this study multimedia learning media was chosen by using software, because this media is a system that can deliver learning using various types of learning materials that form a unit or package that is systematic and practical and as a form of learning that utilizes devices and technology moves so that it can be said that the learning media used is learning media using edmodo.

Historical learning in schools aims to get students the ability to think historically and be able to understand history (Agung and Wahyuni, 2013: 56). Students through history learning are expected to be able to develop competencies to think chronologically and have knowledge of the past that can be used to understand and explain the processes of development and change in society and socio-cultural diversity in order to discover and foster national identity in the midst of the life of the world community . Historical learning also aims to make students aware of the diversity of life experiences in each community and the different perspectives. The objectives of historical learning more specifically are as follows [9].

1) Encourage students to think critically-analytically in utilizing knowledge about the past to understand present and future life.
2) Understand that history is part of everyday life.
3) Develop intellectual abilities and skills to understand the process of change and sustainability in society.

The aim of Indonesian History subjects in the 2013 curriculum is for students to have the following abilities (Eye Guidelines for Participants educated in Indonesian History, 2014: 422).

1) Growing awareness in students as part of an Indonesian nation that has a sense of pride and love of the homeland, giving birth to empathy and tolerant behavior that can be implemented in various fields of life in the community and nation.
2) Growing students' understanding of themselves, the community, and the process of the formation of the Indonesian nation through a long history and still proceeding to the present and the future.
3) Develop behaviors based on values and morals that reflect the character of self, society, and nation.
4) Build awareness of students about the importance of the concepts of time and place / space in order to understand change and sustainability in community life and nationhood in Indonesia.
5) Growing appreciation and appreciation of students for historical heritage as proof of Indonesian civilization in the past.
6) Develop historical thinking skills which are the basis for the ability to think logically, creatively, inspiratively, and innovatively.
7) Instill attitudes oriented to the present and the future.

The purpose of history learning in secondary schools is as follows[10]:

1) providing an understanding of the stages of community development from century to century;
2) fostering respect for various components of culture and nation for the results achieved by a society;

3) foster critical understanding of the past, so that students are free from irrational prejudices and fanatics, narrow minds and communalism and enlighten them with scientific thinking and future orientation.
4) develop respect for their culture, wealth and diversity;
5) develop the ability to examine contemporary problems of society in its historical perspective;
6) advance the study of the history of the development of human civilization as a whole;
7) instill an understanding of the process of change;
8) develop awareness about the importance of maintaining historical monuments and actively participating in them.

The attitude aspect becomes the most important goal in learning history. These aspects of attitudes include, (1) time awareness which has implications for the appreciation of time starting with developing an understanding of causality between the causes of a situation with the consequences of the present and how to deal with the future, (2) critical attitude as a synthesis of understanding of events the past that shapes the personality of the nation's culture, (3) the attitude of respecting historical heritage as a result of human struggles in the past, (4) proud of being an Indonesian nation that can be implemented in every field of life, (5) *historical* empathy, the peak of awareness in learning history is the birth of empathy. Teaching history aims to understand and appreciate the past life and apply its aspects in today's life [11].

Based on the description above, historical learning serves to make students aware of the process of change and development of society in the dimension of time. Build a perspective and historical awareness in discovering, understanding, and explaining the identity of the nation that happened in the past, present, and future that is related to the globalization elements of world development. These developments which ultimately form the identity of the nation can influence our efforts and ways to act in the present and future.

2. Methods

This research is a survey research involving 5 samples of educators and 165 students in upper secondary schools in Jember Regency. The instruments used were questionnaires, interviews and observations using quantitative and qualitative data analysis. Quantitative data obtained from the results of questionnaires, while qualitative data obtained from the results of interviews and observations.

3. Results and Discussion

3.1 Getting to know of Edmodo

Edmodo is a platform of social learning for learner and also parents freely. Edmodo offers a safe and easy way for educators and students to exchange ideas, share content or information and access learning activities. Edmodo is often called as a facebook for school. (Al-Said, 2015) suggests *Edmodo* is a simpledevice *M-learning* that is used to study material or content that is usually operated using a *smartphone*, the tool is provided for students and teachers to interact *online* wherever and whenever.

Edmodo is one of several types of *Social Learning Networks* (SLNs) circulating on the *world wide web*. The selection of Edmodo learning media is based on the existence of the *Learning Management System* (LMS) as its predecessor. LMS is an application that is used to manage learning, send content (*content delivery system*), and track online activities such as ensuring attendance in virtual classes, ensuring the time of collection of tasks, and tracking student achievement results. LMS is software that has been widely used and proven to be reliable in implementingsystems *e-learning*[12].

Edmodo Edmodo's features are dedicated to supporting learning activities. Edmodo classifies features based on users, namely teachers and students. Below are the features provided in Edmodo:

3.1.1 Assignment

assignments are used by teachers to provide assignments to students online. This feature is equipped with a deadline and attach file features so students can send tasks in the form of files directly to the teacher.

3.1.2 Files and Links

In this feature the teacher and students can send messages by attaching files and links to class groups, students or other teachers. The attached file applies to all types of extensions such as .doc, .pdf, .ppt, .xls, etc.

3.1.3 Quiz

Quiz is used to provideevaluations in the
online form of multiple choices, short entries, and description questions. Quiz can only be made by the teacher, while students only do it. In this feature, it is completed with the deadline for work, information about the quiz to be made, the quiz title and the quiz display. The calculation of the score in each quiz item is done automatically for the type of multiple choice questions and short entries, while the scoring for the question questions must be examined by the teacher first.

3.1.4 Polling

Polls can only be made by the teacher to be shared with students. Usually the teacher uses polls to find out students' responses to certain things relating to the lesson. The following below is a poll view of students' responses to material logic functions before learning is given.

3.1.5 Gradebook Gradebook

feature is used as a record of student grades. Giving values can be done by the teacher and can be filled manually or automatically.

3.1.6 Library

Library is used as a storage place for various learning resources with diverse content. With the library feature, the teacher can upload teaching materials, material, presentations, reference sources, images, videos, audio and other digital content. Links and files contained in the Library can be shared with both students and groups. Students can also add content shared by the teacher into the library. 6

3.1.7 Award Badges

This feature is used to give an award to both students and groups. The award can be determined by the teacher itself so that it does not hinder the creativity of the teacher in giving awards

3.1.8 Parent Codes

This feature provides an opportunity for parents / guardians of each student to join in monitoring their learning activities and their daughter's achievements, the teacher must access the code for parents share it with each parent / guardian. Access codes for parents of students can be obtained by clicking on the class name.
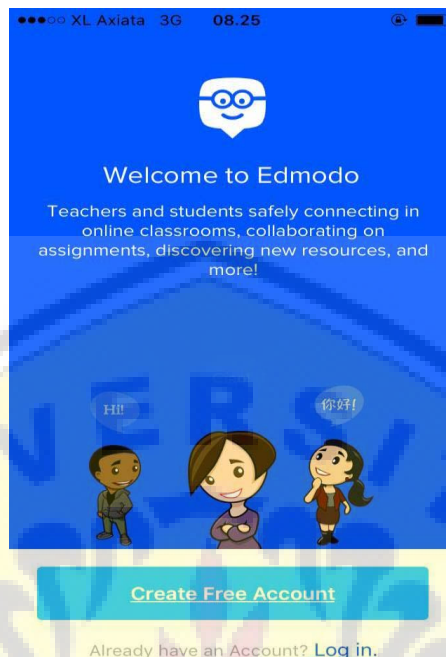
Figure 1. Home of edmodo

3.2 Result of Edmodo Usage Questionnaire I Schools As A For LEarning History In The Digital Age
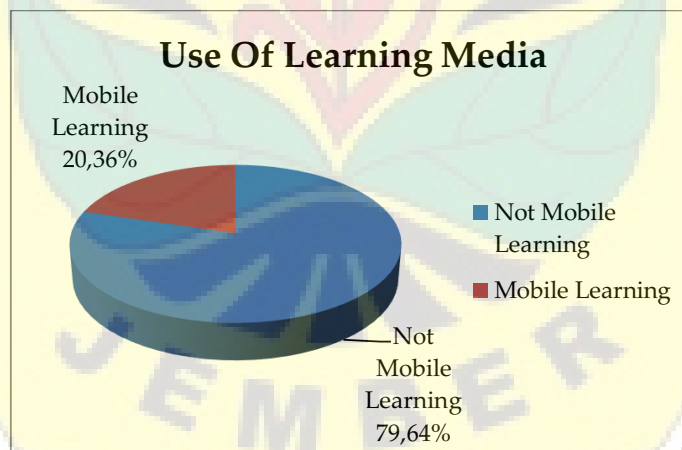

Diagram 1. Use of learning media

The results and discussion present the results of the research, the description of the results of the research, then the problem solving is based on the opinions of experts. The results of the questionnaire distributed to students showed that 79.64% had not used learning media that were mobile learning. Students are only presented with learning material through media such as power point and are allowed to use internet media, but students often misuse the opportunity to search for material on the internet to play *smartphones* by opening social media. The problems above, causing history learning to be hampered to open the horizons of students' knowledge. This can be seen from the level of cognitive and psychomotor learners, that the level of cognitive and psychomotor abilities in history learning shows a result of 32.1%. Therefore, the implementation of the 2013 curriculum in integrating *Communication, Collaboration, Critical Thinking, Creativity and Innovation* in the learning process has not been achieved.
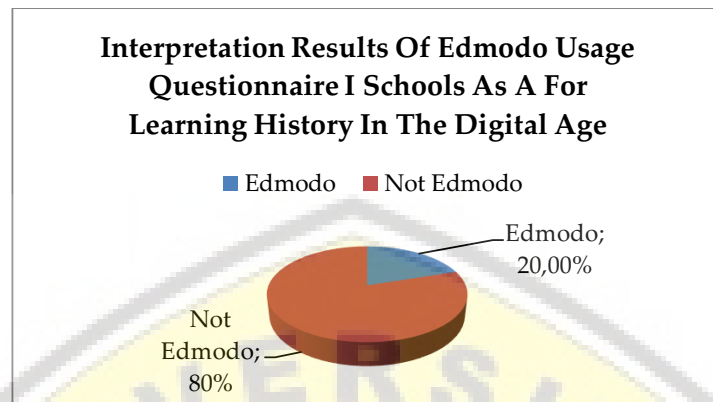
Diagram 2. Interpretation result of Edmodo Usage Questionnaire I Schools As A For LEarning History In The Digital Age

The results of the questionnaire distributed to educators showed that 80% had not used edmodo media in learning history. Educators explained that the 2013 curriculum had indeed provided an opportunity to carry out *creativity and innovation* in the learning process. However, in this effort the educators experienced some difficulties, namely the lack of funding and a long time in making learning media, making educators feel difficult to make learning media and especially educators tended to be preoccupied with administrative interests, so the time to make learning media was seized with administrative interests. Historical learning requires educators to use learning media that follows the times, but in reality only a limited number of educators have used Edmodo in the current digital era. This can be seen from the results of a questionnaire that shows 80% of educators have not used edmodo media and only 20% of educators have ever used it.

The problems above require a solution to be solved. The researcher concludes with these problems, in the process of learning history requires the existence of learning media using edmodo. The availability of Edmodo media will be able to overcome some of the difficulties of students and educators related to the learning process that tends to only be done in the classroom. Edmodo is classified as a media that is mobile learning. The advantages of using learning media that are *mobile learning* can foster opportunities to break class boundaries and prepare students in schools to adapt to the demands of technological proficiency in the future. Learning using *mobile learning* can improve learning achievement[13]. *Mobile learning* aims to provide useful implications in order to get more interesting learning situation so that it can have a positive impact on achievement learners and independent learning outside the classroom[14]. Edmodo has characteristics where each member (student) can have a profile page consisting of their latest groups, communities and posts. Members can upload profile pictures and share links and videos (via YouTube) on their pages. Edmodo makes it easy for them to access the library, teaching / learning materials and their pages everywhere like, when at home, school and travel [15].

Table 1. Recapitulation of population of 5 high schools in Jember

No	Name of School	Class	Number
1	MAN 1 Jember	X IPS 1	32
2	SMA N 1 Jenggawah	X IPS 1	34
3	SMA N 1 Ambulu	X IPS 1	34
4	SMA N 1 Balung	X IPS 1	32
5	SMA N 1 Arjasa	X IPS 1	33
	TOTAL		165

Based on the population table there are 165 respondents who gave an assessment of the questions in the questionnaire consisting of 18 items of questions. Frequency of answers to 165 respondents to 18 questions related to edmodo media use with answers 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

The following is a summary presentation of the results of the combined calculation of the frequency of the answers agreeing strongly and disagree strongly with disagree.

Table 2. Percentage of Respondent Answers

No	Question Number	Percentage of Respondent's Answer						
		Strongly Agree	Agree	Amount	Disagree	Strongly Disagree	Amount	Difference
1	1	16.8	23.9	40.7	25.7	7.1	32.7	8.0
2	2	15, 9	30.1	46.0	23.0	10.6	33.6	12.4
3	3	15.0	29.2	44.2	18.6	13.3	31.9	12.4
4	4	17,7	20.4	38,1	23,9	8,8	32,7	5,3
5	1	17,7	27,4	45,1	25,7	3,5	29,2	15,9
6	2	23,9	17,7	41,6	25 , 7	11.5	37.2	4,4
7	3	15,9	28,3	44,2	16,8	8,8	25,7	18,6
8	4	24,8	20,4	45,2	20,4	10, 6	31.0	14.2
9	1	15.9	24.8	40.7	24.8	7.1	31.9	8.8
10	2	15.0	24.8	39.8	16.8	9.7	26.5	15.9
11	3	23.0	25.7	48.7	23.0	6.2	29.2	19.5
12	4	15.9	26.5	42.5	21.2	8.0	29.2	13.3
13	1	16.8	27.4	44.2	19.5	7.1	26.1	17.7
14	2	14.2	29.2	43.4	27.4	11.5	38.9	4.4
15	3	11.5	21.2	32.7	18.6	12.4	31.0	1.7
16	1	21.2	23.0	44.2	18.6	8.0	26.6	17.7
17	2	20.4	22.1	42 , 5	18.6	10.6	23.2	13.3
18	3	8.8	23.0	31.9	9.9	9.7	19.6	12.3

Based on the above table it can be seen that the answers of 165 respondents, were sentenced to respond agree and strongly agree greater than with those who answer do not agree and strongly disagree with the difference that can be seen in the difference column. Based on these calculations it can be concluded that students in several high schools stated that they agreed more to use edmodo in learning than those who did not agree.

The results of the agreement on the use of edmodo by respondents in learning can be assumed that the use of edmodo can later increase the interest in learning and the effectiveness of learning. In line

with Kong and Song's [16] opinion that edmodo media can be effective in pedagogical development with a theoretical basis of learning. Whereas Gomes, Magrenan, and Orcos [17] argue that the use of edmodo can help develop competence: the ability to use media, virtual collaboration and cognitive processing.

4. Conclusion

Based on the results of the study it can be concluded that the history learning process requires learning media that are in line with the times. The availability of learning media can overcome problems such as, limited time, and the low knowledge and skills of participants in the learning process. Therefore, the use of Edmodo media is very important to support the learning process of history.

Acknowledgments

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