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Research Article

## The Effectiveness of the Blended Learning Approach Based on Edmodo to Enhance Student Learning Outcomes in English Courses

*Rully Khoeru Solihin<sup>1</sup>, Lanlan Muhria<sup>2</sup>*

<sup>1,2</sup> STKIP Yasika, Jl. Kasokandel Timur No 64, Majalengka 45453, Indonesia

### KEYWORDS

Blended Learning;  
 Edmodo;  
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### A B S T R A C T

A learning model called blended learning mixes online and face-to-face instruction. It includes multiple implementation techniques, instructional models, and learning styles. The Edmodo application media is one of the educational chances supplied by exploiting current ICT advances. The purpose of this study was to determine the effectiveness of learning using the Edmodo-based blended learning model in improving student learning outcomes in English courses. This study employed an experimental research methodology. Data are grouped and extraneous information is reduced due to the descriptive qualitative approach's framework, which collects data through testing, observation, and documentation. In this study, data analysis started with data collecting and was then condensed, including summarizing, choosing the most crucial information, concentrating on it, searching for themes and patterns, and removing irrelevant information. Based on the research findings, two approaches—online via the Edmodo application and offline—are recommended for implementing the blended learning strategy based on Edmodo (face to face). Students use Edmodo to interact with lecturers and other students during online lectures. Beforehand, the lecturer created a virtual class on Edmodo and connected all the students to it. The in-person meetings include group discussions based on the material covered in the online classes. Events held in person can also be hosted using the Edmodo app. Based on test results and an analysis of the learning outcomes of students who used the blended learning strategy built on Edmodo, it is rated in the very good category.

### CORRESPONDING AUTHOR(S):

E-mail:  
 muhrialanlan@gmail.com\*;  
 rullykhoeru@gmail.com

### INTRODUCTION

The world of education, particularly the learning process, is significantly impacted by the rising development of information and communication technology in the era of the fourth industrial revolution. To enhance the quality of their instruction, teachers use the internet to access a

variety of resources about strategies, templates, and instructional materials. Information technology can be utilized as a tool for the teaching process, aiding both the teaching and learning process and providing search and information sources (Muhria, Fitriati, Suwandi, & Wahyuni, 2022; Wekke & Hamid, 2013).

Teachers and staff have the chance to directly expand their relationships with students in this setting. Lecturers and

teachers can connect and can communicate with students and between students and exchange learning resources through the use of information and communication technology at any-time and anywhere without space or time limits, as long as it is still possible, connected to one another over the internet by a computer network (Gumulya, 2021). Additionally, because it is more interactive, this is a new approach to delivering and presenting educational content that is more exciting and enjoyable. On the other hand, this is also a challenge for professors and teachers who are equipped to handle it so they may utilize these circumstances effectively and efficiently.

A learning model called blended learning mixes online and face-to-face instruction. Online and face-to-face instruction can be combined to create blended learning (Moskal, Dziuban, & Hartman, 2013; Okaz, 2015; Sari, 2016). A learning environment known as blended learning includes multiple implementation techniques, instructional models, and learning styles. It also offers different dialogic media options for lecturers and students (Muhria, 2022a). Blended learning combines in-person and online instruction, but it emphasizes social contact more. Blended learning emphasizes the important role of computer information and communication technology in learning models by combining two historically distinct learning models, namely face-to-face (conventional) learning systems and distributed (online) learning systems (Muhria, Supriatna, & Nurfirdaus, 2023).

The Edmodo application media is one of the educational chances supplied by exploiting current ICT advances. The most important aspect of Edmodo is that it offers free accounts and is made specifically for use in educational settings like schools. Edmodo is a media application with several features that help to learn. because Edmodo is made to promote learning and education. Edmodo includes several tools for learning, including tests, homework, polls, notebooks, libraries, badges, and master codes. Edmodo supports links and files for educational content (Kamarga, 2018). Students get more opportunities to utilize facilities when they use Edmodo because there are limitless resources available (Astini & Komang, 2020)

The community has difficulties and barriers to e-learning, such as teachers' and students' low information technology expertise and the fact that not all teachers in Indonesia are familiar with the application of technology. E-learning is not yet totally effective (Garrison, 2016; Kristanto, Mustaji, & Mariono, 2017; Muhria, 2022b). Lack of resources despite government assistance for a small portion of free internet access for teachers and students, inadequate tools and infrastructure, limited internet connection, lack of students in examinations, lack of assignments, and virtually everything else (Solihin

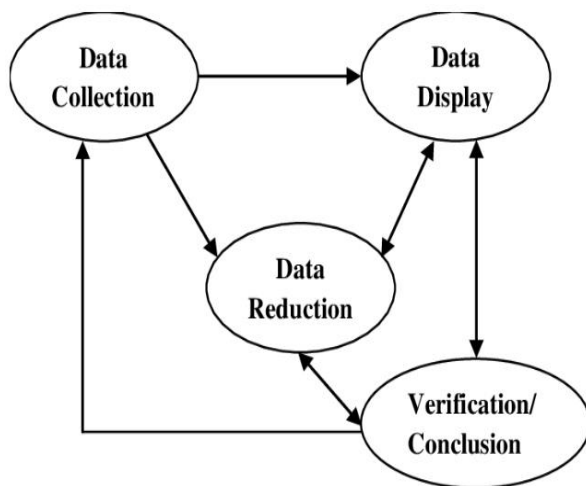
& Muaz, 2022). Particularly in primary schools when parents also engage in online learning and substitute teaching, meetings are perceived as a burden by both children and parents.

The implementation and utilization of online learning models with the Edmodo learning environment have been started based on the findings and observations of the Indonesian language and literature education program. Edmodo has demonstrated that it can assist instructors and students in overcoming learning challenges. According to earlier studies, Edmodo can support students' growth in linguistic awareness and independence (Basori, 2013; Ekayati, 2017; Rafi, Nurjannah, Fabella, & Andayani, 2020). The evidence suggests that Edmodo has a beneficial effect on education. On the other hand, there has never been a study that looks at how the Edmodo application-based mixed learning method is used to improve student learning outcomes in English classes based on the opinions of the lecturers and students involved in the learning process.

The implementation of technological and online service learning must also be successful. Efficiency in learning enhances learning results. Learning outcomes are based on students' capacity to comprehend the ideas and learning materials presented by lecturers. To improve learning effectiveness, a professional trainer will undoubtedly innovate and work with teaching techniques and models that are appropriate for usage today.

## METHOD

This study employed an experimental research methodology. Pre-experimental research is the type of experimental study that researchers utilize. A single case study was the research model employed (Sugiono, 2016). Students in the Indonesian language education program made up the study's sample. Cluster random sampling has been employed as the sampling technique in this study. Data are grouped and extraneous information is reduced due to the descriptive qualitative approach's framework, which collects data through testing, observation, and documentation. In this study, data analysis started with data collecting and was then condensed, including summarizing, choosing the most crucial information, concentrating on it, searching for themes and patterns, and removing irrelevant information (Miles & Huberman, 2007). Thus, the sharper image is given by the decreased data.



**Figure 1.** Data Analysis Interactive Model

## RESULTS AND DISCUSSION

The blended learning paradigm built on Edmodo starts with in-person instruction in a classroom employing lecture, discussion, assignment, and question-and-answer techniques, much like learning that is typically carried out by lecturers. Following the in-person meeting, a test was given to determine whether students had completed at least 75 levels of learning. After face-to-face learning, information on student learning outcomes has been sent with an average score of 53.6 and a completeness level of 18.7%. As can be seen, six students who received in-person instruction passed the exam. Student learning outcomes got an average score of 80.5 and a completeness level of 91 percent after engaging in blended learning using Edmodo. This demonstrates that three pupils have not received their diplomas.

29 students improved their results using the blended learning approach based on Edmodo, with an average learning score of 80.5. Students who were asked questions about topics they did not grasp in face-to-face sessions reportedly felt uncomfortable and ashamed and instead decided to keep silent. When instructors invite students to ask questions about content they don't understand, the observations' findings reflect this. When the lecturer instructed students to ask their friends who had already stepped up to solve the problem, they remained mute. This is consistent with (Shoimin, 2014) argument that the traditional classroom style encourages students to voice their thoughts in a free manner. The lecturer requested that students share their struggles in an online discussion regarding Edmodo.

Students can voice their viewpoints in online debates. According to the research, pupils appeared free to ask questions and express their thoughts in a common language; some even commented on things unrelated to the subject matter. The lecturer in this instance works at

Edmodo, where she may monitor student discussions. Online tools like Edmodo give teachers the ability to accurately oversee students' academic progress. When pupils begin making comments that are not related to the lesson, the teacher may discipline them since they are participating in class discussions. One benefit of online education is that it makes it simpler to track students' progress (Sari, 2016; Sari, Yustiana, Fironika, Uliya, Iasha, & Setiawan, 2022).

The use of Edmodo for online learning in the blended learning approach facilitates communication between students and instructors. According to the findings of student interviews, Edmodo's convenience comes from how similar it appears to Facebook. Edmodo is a free and secure learning platform, where the website is comparable to Facebook but much more private and secure for a learning environment (Ayu & Ranu, 2014; Helsa & Kenedi, 2019).

Based on the findings of the student interviews, Edmodo enables students to examine all group discussion outcomes and teacher conclusions, study more quiz questions, and conveniently access educational resources in each student's Edmodo library. (Ayu & Ranu, 2014) claims that Edmodo can store course materials so that students can quickly access them whenever and wherever they are.

Based on the findings of interviews with several students who had not finished, face-to-face exams revealed that pupils still did not comprehend the information offered. Multiple interviews with passing students revealed that they had comprehended the subject matter being taught.

The outcomes of the interviews specifically match the traits of the students. Different pupils in the same class have varying levels of comprehension of the subject being taught. Multiple face-to-face sessions were held to guarantee that every student in the same class grasped the subject due to differences in the students' capacity to grasp it. Students can discuss the challenges of face-to-face learning by integrating it with online learning using the blended learning methodology based on Edmodo.

According to the description provided, the blended learning paradigm based on Edmodo results in very good student learning outcomes, with an average of 80.5 categories. This is in line with studies by (Dwiyogo, 2018; Hrastinski, 2019; Stein & Graham, 2014) that found the blended learning paradigm based on Edmodo helps students learn more effectively. These outcomes are attributable to the blended learning approach, which combines the beneficial elements of in-person instruction and online instruction (Lightner & Lightner-Laws, 2013). Online learning has advantages over face-to-face instruction in that it allows for flexibility (anywhere, anytime), which helps students and teachers learn more

efficiently (Whiteside, 2015). Even though face-to-face interactions promote interactive learning (Dannenber, Fuchs, Riedler, & Wiedemann, 2020; Mardikaningsih & Kurniasari, 2021).

## CONCLUSION

Based on the research findings, two approaches—online via the Edmodo application and offline—are recommended for implementing the blended learning strategy based on Edmodo (face to face). Students use Edmodo to interact with lecturers and other students during online lectures. Beforehand, the lecturer created a virtual class on Edmodo and connected all the students to it. The in-person meetings include group discussions based on the material covered in the online classes. Events held in person can also be hosted using the Edmodo app. Based on test results and an analysis of the learning outcomes of students who used the blended learning strategy built on Edmodo, it is rated in the very good category.

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