



Jurnal Pendidikan Edutama

Volumes 11 Number 1 January 2024
P-ISSN: 2339-2258 | E-ISSN: 2548-821X
IKIP PGRI Bojonegoro

Schoology-Based Flip Classroom to Improve the Quality of Civics Teaching and Learning

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Keywords

Civics, English, Flipped classroom, Schoology, Quality of teaching, learning interest

Abstract

The purpose of the research includes: 1) describing the steps for implementing flipped classroom learning schoology apps based on Civics teaching and learning; 2) identify the affects interest in learning and the quality of Civics learning. Research design used was classroom action research (CAR) involving 32 students in Civics & English subjects. Data collection techniques used were observation, interviews, pre- and post-tests, as well as questionnaires. The data analysis used is theme-analysis. The results of this research showed that: 1) there are several steps in implementing the flipped classroom learning model based on schoology apps, including pre-action, action, and post-action stages; 2) there are several effects emerges: the positive results resulting from implementing this learning model include increasing motivation, students' interest in learning and learning outcomes in Civics subjects. Further research on how Student responses to the implementation of the flipped classroom based on schoology apps are recommended for carried out to improve the application of this learning model



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Introduction

In the current industrial revolution era of 4.0, technology has a big impact on life humans, including education. One of positive effect of the pace of technology in the field education is that teachers are required to do more creative and innovative to utilize technology in the learning process (Yulietri, 2015). In responding to these challenges,

educational practitioners must be able to make changes in the learning process on how to teach. Basically 2013 Curriculum is the foundation that provides a change of conventional teaching (students who tend to passive) becomes more active and creative (Akbar, 2015). In the context of active learning, teachers do not only as a facilitator, conveying knowledge for the students but also involves students are active in learning activities (Kurniawati, 2010). In addition, in the learning process, Teachers must be able to innovate and own variations and learning models. It is very related to the teacher's efforts to always maintain quality of learning and even more so interest student learning (Yulietri, 2015). One option learning model that can be applied to achieving the learning objectives is

flipped classroom learning model. Flipped classroom is an approach to learning by reversing activities learning that is usually done in class become work that must be done at home or anywhere outside the classroom (Natalie, 2012). Flipped classroom is a reversal of procedures traditional learning, where the usual carried out in class in traditional learning to be implemented at home in a flipped manner classroom, and which is usually carried out in home as homework in traditional learning to be implemented in a flipped classroom. That's why it's called reverse-learning flipped classroom (Knewton, 2011).



Figure 1. a flipped classroom

Source: <https://www.washington.edu/teaching/topics/engaging-students-in-learning/flipping-the-classroom/>

Natalie (2012) further identified advantages of the flipped learning model classroom include: 1) students have time to study lesson material at home before the teacher delivers it in class so that students are more independent; 2) One strategy which can be used as a reference for teachers increasing interest in learning and quality of learning itself. With a flipped classroom strategy for students get learning not only in the classroom only but outside the classroom students can also access or view the material provided by the teacher directly over and over again with the help of the internet or video learning provided by the teacher (Syam, 2014). According to Johnson (2013) Flipped classroom is a strategy that can be provided by educators by minimizing the number direct instruction in their teaching practice while maximizing interaction with each other other. This strategy utilizes technology provides additional supporting material learning for students that can be done easily accessed online. One of the online application bases that can used to support the flipped classroom is a schoology application.

Schoology platform is an innovative application built in based on inspiration from Facebook with the aim of can be used by instructors or teachers learning tools and media. Amiroh (2013) states some of the advantages of schoology include: a) Schoology provides more options resources than those provided by Edmodo. b) Schoology can accommodate types of questions bank) that will be used during the quiz. c) Schoology provide attendance attendance facilities used to check student attendance. d) Schoology also provides analytical facilities to see all student activity on each courses, assignments, discussions and other activities prepared for students

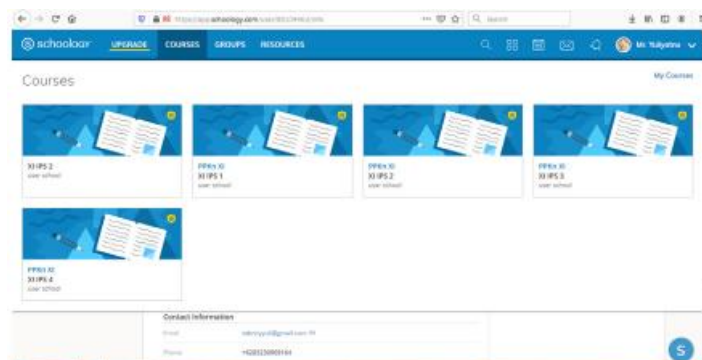


Figure 2. Schoology apps wall

Source: <https://app.schoology.com/user/88104463/info>

In this research, the researcher and teacher Civics subjects are interested in applying Schoology-based flipped classroom learning apps in Civics subjects are based on background behind that, 1) based on the results of the questionnaire which have been filled in by students in pre-research, there are more than 83% of students who consider that Civics lessons are not interesting, Researchers have felt this with many people students who are not enthusiastic about taking lessons in class; 2) students' learning outcomes in learning Civics who have not reached passing grade 7.5. As a supporting factor for implementation a flipped classroom-based learning model The schoology of these apps is that; 1) there are 30 students stated that they had a computer or laptop at home, this is very important to support learning considering this learning model conditions with the use of technology; 2) overall students have cell phones (phone-cell) based on the Android operating system, as such students can use their cell phones to access schoology apps via phone- their cells; 3) 30 out of 32 students have a network internet at home.

The internet network at home is very good it is important to support this learning because The basis of operations for flipped classroom learning is students download materials etc. at home. From this data it is very possible and not difficult for them to access learning through schoology apps because internet access is very important for implementing the flipped classroom.

Long-term goals, interest in Applying this learning model is for helps reduce the negative impacts of use cell phones among students. According to the results questionnaire distributed to students at stage pre-research, 79% of these mobile devices In general, students only use it for SMS (Short Message Service), telephone, chat, Facebook, Instagram and entertainment such as games, youtube and listening to music. Apart from that, computer and network facilities the internet has spread in facilities students at school, including in the library, computer room, and student center. The students have free access to this facility. This

matter very supportive for researchers to apply flipped classroom based on schoology apps. Researcher hope that the flipped classroom strategy by take advantage of schoology apps in this research could be an alternative strategy can be chosen by teachers as well as researchers for increase students' interest in learning and more improve the quality of Civics learning themselves, considering the good quality of learning will support student learning outcomes

Method

Research design

In this study, researchers used classroom action research (CAR) as design research, because this type of research is very appropriate to obtain data and achieve goals research to be achieved.

Research sample

This research was carried out in class XI-IPS-4 MAN 2 Bojonegoro as pilot class with N=32, because based on the results of the researcher's observations while teaching Civics, in this class there is enthusiasm, interest, motivation, student enthusiasm and learning outcomes are lowest in among other classes.

Research procedure

In research for this class the researcher has planned for conducted research in 3 cycles, each Each cycle is carried out in 2 face-to-face meetings in 1 week consisting of the pre-action stage, action and post-action. Data collection techniques used in this research include observation, interviews, questionnaires, as well as the implementation of pre-tests and post- test. Observation is used to explore data about student responses and student interest during treatment is carried out. Interviews were conducted randomly (randomly) to the students for more sharpen the results of observations. Meanwhile the questionnaire necessary to dig up data about quality Civics learning implemented using models schoology-based flipped classroom learning apps. Then pre-test and post-test are used as a basis for measuring learning success which is implemented.

Data analysis

Data analysis techniques were carried out by using an interactive model. With uses 4 stages including collection data, data reduction, data presentation and withdrawal conclusion (Miles & Huberman, 2009: 16)

Results and Discussion

Results

Application of the Schoology-based flipped classroom learning model

The research carried out in 3 cycles, but in the 2nd cycle, the research results has been obtained, so the 3rd cycle is not needs to be implemented. From the results of this research it can be described the application of the learning model flipped classroom based on schoology apps on each cycle consists of steps, pre-action, action and post-action. In general schoology-based flipped classroom activities can be divided into 2 areas, among others student activities in the classroom and learning activities students outside the classroom (at home).

Pre-action

At this stage the teacher prepares several things matters related to the implementation of flipped learning will be implemented, including: 1) government tools learning lesson plans using the flipped classroom technique; 2) Learning materials uploaded to the account teacher schoology; 3) as well as assignments. Special on regarding the completeness of uploading material, the teacher posts material in the course of each class and in each class, the teacher has upload materials that must be downloaded by students at home, download activities and Learning the material is done outside of class (At home). Meanwhile, learning activities are inside class is more about strengthening student activity for teacher-facilitated discussions and assignments.

In each chapter there are several materials that have been uploaded and ready to be downloaded by students. This material can in the form of videos, text files, or YouTube upload files which has been recommended by the teacher. Apart from that, teachers can adding learning resources in the form of textbooks and assignments that can be downloaded student.

Action

In general, learning activities are flipped consists of two bags of space and time, namely activities core learning in class and activities independent learning outside the classroom (at home). There is- also an explanation of each space, time and activities are as follows: Learning Activities in the Classroom. At the first meeting, the teacher explained plans to implement flipped learning classroom and how to access the schoology account teachers as well as how students log in to their accounts as members. This is done to obtain data pre-action learning, to equalize perception of action plans, and designing appropriate action. Learning conditions Pancasila and Citizenship Education going on all this time and the problems existing and what action solutions should be taken.

The teacher explains to the students about the learning that will be carried out, as well set the second meeting as the start of action first class or cycle. Plan for scenario Actions are implemented at that meeting secondly with human rights material. Teacher at the same time as a researcher carrying out activities as previously written/ set in the learning scenario. The focus of this action research is activity teachers, student activities, learning interest and quality Civics learning. Learning activities regarding teaching and learning activities in the classroom with indicators of learning activity, involvement students in learning (on task, turn taking, and various tasks, encouraging participation, active listening, and asking), use of learning resources, and learning interactions. Related learning outcomes with cognitive

aspects (understanding of the material lesson), affective aspect (pleasure of learning, no stressed, enthusiastic about participating in learning activities, discipline in assignments, student attendance), and aspects psychomotor (attitudes and behavior).

From table 1 above you can see an overview in general, the application of flipped classroom learning schoology-based flip classroom in Civics subjects. These activities include: preparation at the first meeting I, the teacher gave explanation to students regarding implementation plans assisted flipped classroom learning schoology apps. The purpose of this delivery is so that students understand that learning what will be done is different from learning where was the previous (conventional) Civics? learning relies on teacher centered. The teacher also conveys which chapters and subtopics which will be flipped. Learning activities outside the classroom (at Home). Outdoor learning space and time classes can be done at home or anywhere.

In these out-of-class activities, students have an obligation to download the material referenced by the teacher and study it as a substitute for face-to-face explanations such as in conventional learning. After students download the material and study it, students prepare material for discussion in class at the next meeting. There are things that are very profitable with this schoology application, where the forum discussion can not only be done in the classroom during class hours, but also in forums discussion of teacher schoology accounts. In the schoology room teachers, there is a discussion menu that can be accessed by students students when students have questions or opinions that will be conveyed, and teachers and students others can directly join in discussion room with notifications on each account. This is in line with research results (Putra, 2010) show that learning the flipped classroom model also helps students to be more active and emphasize more individual student learning independence.

PostAction

At this post-action stage, the teacher at the same time researchers carry out evaluation and reflection learning. The teacher carries out the test assessment competencies and analyzing deficiencies and things that need to be improved in learning flipped classroom. Based on the results of observations in the learning process, the flipped classroom can carried out well according to plan, although there are some notes during implementation, including students' lack of understanding about flipped classroom learning, indiscipline students in following assignment directions and instructions. This obstacle needs to be found a solution so that future learning can be implemented better and learning objectives can be achieved achieved to the maximum.

In cycle I, still There are some students who don't understand what is the mechanism for flipped learning classroom, so there are 5 students have not downloaded the materials at the 1st meeting, The teacher responded to this by explaining more details, flipped classroom learning. There is also 3 students who have not downloaded the material via teacher's schoology account, because it is constrained by internet network at home, remembering the house Some students are located in urban and suburban areas areas. This can also interfere with activities learning. Then the teacher suggested to students to download materials at school when the lesson is over.

Student learning interest and quality of learning Civics As written in section Previously, there were several obstacles that occurs during the application of learning flipped classroom, such as levels of understanding students about flipped classroom learning and There are several students who experience problems limited internet network at home. However in

general, flipped classroom learning able to increase students' interest in learning studying Civics, this is in line with the results observations during learning and interview results on several students as well as the results of observations on discussion forum on the teacher's schoology account which has increased. First, based on the results of observations on when learning took place, the students were enthusiastic to be involved and active in class discussion forums, this is because they have prepared discussion material at home. This is in line with the results interview with one of the students with the initials DS.

“...it feels really different, with the system with this new learning, I am more enthusiastic to take Civics lessons, usually "In class it's just theory" (interview, 07/08/2023)

Apart from that, with flipped learning this schoology-based classroom, students seem more serious about learning Civics, this can be seen from 89% of students actually correctly carry out the teacher's instructions and do it things required in learning. It's very different when teachers use it previous conventional learning models. As the results of an interview with one student with the initials TK who said that:

“...this time is different, isn't it for me? this is new, I'm really enthusiastic to know, and motivated to do everything ordered...” (interview, 07/08/2023)

Based on search results of visits students to the teacher's schoology account, it can concluded that there were 29 students out of 32 students who opened and download materials and actively engage in forum discussions on the teacher's schoology account. In the discussion forum, students started asking questions technical matters to matters of a nature substantive learning material. At this stage the role Teachers are very crucial in observing the learning process outside the classroom (at home) and active in giving feedback to students in online discussions via schoology account, this is because in flipped classroom learning, activities delivery of material as explained by the teacher in conventional learning carried out in class be done at home via a schoology account teacher.

In terms of the quality of Civics learning, with schoology-based flipped classroom learning. It can resulted in more Civics learning quality, because with schoology apps, materials arranged clearly and coherently. Creativity model. The material is more varied from start to use video-based, text-based, or image material can be presented and uploaded to the schoology account. It was in line with the opinions and views of current students interviewed regarding the quality of learning using the flipped classroom method schoology-based some students convey the following:

“...by going through schoology, material It's very clear, the order, then I can Do you know what the next material will be? learned without waiting for the teacher's explanation in class, for me this is better”. (interview/ FL/09/08/2023)

"At first I was confused, learning- what does it look like, but as soon as I tried to open it- open a schoology account, sir, I'm done got it, ooowh...it's cool, I'm actually going to be like that curious to open the material and engage in online discussions.” (interview/ IHL/09/08/2023)

Based on the opinions of students through interviews conducted by researchers can be conclude that the students are more enthusiastic, interested and better understand the

framework of learning civics materials. They are also more disciplined in studying and follow all civics learning rules schoology-based flipped classroom model. The most important and crucial thing that is produce of this learning is that the learning outcomes is students experienced a significant increase where in previous learning the average students score under 7.5 but through this learning the average student score rose quite significantly resulted student learning completeness

Discussion

Schoology based flipped classroom model is a model in the teaching and learning process where in the learning process students learn the materials at home using schoology platform before class starts and the teaching and learning activities in class is more about doing assignments, discussing material or problems which students do not understand yet (Natalie, 2012). Basically, the concept of flipped classroom teaching & learning is when learning done in class by students at home, and at work housework that is usually done at home is completed at school or simply put, it is called the reverse of conventional learning model (Knewton, 2011). The influence of appropriate learning models can be encouraging students' interest so that they can achieve the expected goals. The results of this research are also in accordance with research conducted by (Roehl, 2013).

In this research it can be concluded that the flipped classrooms can increase students' interest and learning outcomes of Civics teaching and learning. Flipped Classroom is good to be used. (Yulietri, 2015) stated that schoology combined with flipped classroom is considered to be able to increase students' activity in learning civics. Students' activeness in the learning process can stimulate and develop their talents, critical thinking, and can also solve problems in everyday life day. Apart from that, teachers can learning systems systematically, thereby stimulating student activity in the learning process. The results of this research are also in accordance with research conducted by Yulietri (2015) concluded that by implementing flipped model, the classroom can be considered capable of increasing participants' learning activity students in learning.

Flipped learning is better than conventional learning models, Basically, the concept of models flipped classroom learning is when learning is like usually done in class by students at home, and at work housework that is usually done at home is completed at school or with Simply put, we call the learning model a reverse learning model conventional.

Conclusion

Application of the flipped classroom learning schoology-based model room in Civics learning requires careful preparation both stages pre-action in the form of preparing a learning plan, readiness of uploaded materials and completeness upload. Apart from that, the readiness of suggestions and infrastructure learning such as laptops, cell phones, and the internet network must be completely connected its existence. At the action stage, the

teacher's role is in facilitated learning both in the classroom and at home it really has to be maximal. Teachers must monitor and immediately respond to online discussions through this schoology account, so that you can solve learning problems students resolve immediately. At the teacher's post-action stage must analyze successes and weaknesses this learning by updating if there are weaknesses in this learning practice. In the aspect of interest in learning and quality of learning Civics learning, flipped class learning model- Schoology-based rooms can increase interest student learning in Civics subjects, as well able to further improve the quality of learning Civics with a clear and easy material framework accessible to students. Further research on constraints learning, student responses to learning This is necessary for further refinement implementation and practice of flipped learning schoology-based classroom.

Authorship Contribution Statement

Yuliyatno: Generating research topic and conceptualization, developing the research design, and managing the entire research process. Alkhakim: Field research including data collection, data analysis, literature review studies, organizing the discussion and conclusion.

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