Learning Desain Based on Schoology and Zoom Meeting

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ABSTRACT

The purpose of this study is to describe the design of learning based on Schoology and Zoom Meeting. In the final stage, the effectiveness of using e-learning will be known.Learning during the COVID-19 pandemic makes students less motivated to study. Most students choose to do face-to-face learning compared to online. These problems certainly make lecturers have to think creatively in delivering teaching materials to their students. The learning design by mixing and matching the Schoology and Zoom Meeting platforms is one of the innovations of learning media in the COVID-19 pandemic situation. The design of learning media is carried out in the lesson planning course, because it is one of the courses that must be mastered by prospective students of Cultural Arts teachers. This design is expected to make students focus on receiving teaching materials so they can apply them in future work. The results of this study are able to describe the learning design of the Learning Planning subject based on e-learning Scchoology and Zoom Meeting.

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A. INTRODUCTION

Face-to-face learning has been abandoned for almost two years, making students feel the difference between learning before the pandemic and during the covid-19 pandemic. The rise of online learning during the pandemic, resulted in students being less motivated in learning, focusing on receiving teaching materials was low, students were less able to understand teaching materials well so that the quality of learning outcomes decreased. Motivation for students waned in the online period and students found online learning more time consuming and requiring more effort (Lorenza & Carter, 2021).

Online learning which is widely discussed in the realm of education and research needs to be reviewed repeatedly, one of which is in terms of media. Media is an intermediary that can make it easier to carry out learning, especially online learning really requires learning media. The media used in online learning are mostly in the form of applications or platforms as a means of e-learning. Some platforms that are often used by lecturers include: Google Classroom, Schoology, Google Meet and Zoom Meeting. Although the platform was known before the pandemic occurred, the pandemic period became very popular. If the use of the platform is not managed properly, the results are also not optimal. The focus that will be discussed in this article is the Schoology platform and Zoom Meeting.

Schoology is a Learning Management System (LMS) whose system is ready, users don't need to develop their own system, they just need to make a few settings and make classes very easily. This application combines LMS with social networking. Schoology is unique from other LMS, which is that it has an easy-to-use interface like Facebook (Misbah et al., 2018). In addition,

Schoology does not require a large quota so it can still be opened in a less stable signal. Schoology is more profitable because it does not require hosting and the management of Schoology is more user friendly.

LMS Schoology is a website that combines e-learning and social networking. The features possessed by Schoology include: Courses, Groups, Resources, Recent Activity, Messages, Attention, Analytic (Pathoni, 2014). Learning by using Schoology can improve students' ability to think because students are more free to express their opinions in writing. In addition, the use of Schoology is interesting and useful for online learning (Octavianingrum, 2021). The more sessions such as pre-class preparation, in-class discussion and quizzes, and after-class test in the teaching design, the better teaching effect can be expected (Li et al., 2021).

Zoom Cloud Meetings (ZCM) is an online meeting application with the concept of screen sharing. This application allows users to meet face to face with more than 100 participants. Not only on a PC or laptop, this application can also be downloaded on a smartphone. So that students who mostly have smartphone communication devices become supporters of the use of internet technology developments in learning (Liu & Ilyas, 2020). Zoom can be categorized as an online learning media, which can be interpreted as a type of teaching and learning that allows the delivery of teaching materials to students using the internet. Online learning media as an alternative to electronic-based learning provides many benefits, especially for the educational process carried out remotely (Monica & Fitriawati, 2020). Zoom still is the primary application people use to communicate and conduct businesses through a screen while having to maintain social distance. We believe the COVID-19 pandemic makes our work even more relevant as utilizing this application has become a necessity to society (Mahr et al., 2021).

The fact that happened in the field, students objected if learning always used only one platform. Learning by using Schoology feels monotonous if it is always used at every meeting, students cannot listen to direct explanations from the lecturer. Lecturers usually only provide material in the form of powerpoint files, material in .pdf format, and learning videos that have been prepared by the lecturer. In this learning, students cannot directly discuss with lecturers and find it difficult to receive learning materials. In addition to using Schoology, there are lecturers who use Zoom Meeting as a medium. In addition to signals that sometimes do not support, the required quota is also quite large so that students often go in and out by themselves when lectures using Zoom Meetings take place. Learning that only uses Zoom Meetings does have an advantage, namely that students can interact virtually directly with lecturers and other friends.

Based on the problems in using the Schoology and Zoom Meeting platforms, it is necessary to develop learning that combines the two platforms. The advantages and disadvantages of the two platforms are complementary and are expected to become a unity in creating learning innovations. This development will also affect students' communication skills using two ways, namely verbal (with the Schoology platform and Zoom Meeting) and nonverbal (with the Zoom Meeting platform). The lesson plan and lesson compliments each other like a motor vehicle and fuel. A motor vehicle is inactive without fuel. Similarly, a lesson having no plan is fully insignificant to maintain the lesson perfectly in the classroom (Iqbal et al., 2021)

The development of learning with the help of this learning media must be well designed in accordance with the learning objectives. Hidayat in Majid argues that learning tools must be prepared in learning planning, including: (1) understanding the curriculum, (2) mastering teaching materials, (3) preparing teaching programs, (4) implementing teaching programs, (5) assessing teaching programs and the results of the teaching and learning process that has been

implemented. The effectiveness and efficiency of learning is a manifestation of students' understanding of the theory that is applied to learning practice, which is the result of interaction between students and lecturers. The learning design will be carried out in the Lesson Planning course because this course is important in supporting the profile of graduates to be able to plan Cultural Arts learning according to the learning objectives. The Lesson Planning course is one of the courses to support the pedagogic competence of prospective teachers. Furthermore, in the National Education Standard Article 28 paragraph (3) point (a) it is stated that pedagogic competence is the ability to manage learning (Octavianingrum, 2020). Learning design as a process according is a systematic development of teaching that is used specifically learning theories to ensure the quality of learning.

The solutions presented above are expected to be able to overcome the learning problems contained in the ISI Yogyakarta Performing Arts Education study program. it is a fact that the elementary art education courses would add values to the prospective teachers and help to educate responsive generations, both to themselves and to the environment. It is inevitable that the world view of a prospective teacher who does not make any use of the added value of art would be in certain limits while practicing his/her profession (Kuyumcu, 2012).

To find out the results of the development that will be carried out, it begins with the preparation of learning plans using the Schoology and Zoom Meeting platforms. Besides being able to overcome the problems of student online learning, development is also expected to improve the quality of learning.

B. METHODS

This research is a research development or Research and Development (R&D). Research subjects were selected using purposive sampling technique. Primary data sources were obtained from respondents, namely students who took the Learning Planning course in the 2021/2022 Odd Semester and lecturers of the Yogyakarta ISI Performing Arts Education Study Program who used the Schoology and Zoom Meeting platforms in teaching. While secondary data obtained from documents related to learning. The respondent's consideration is that they have participated in online learning using Schoology and Zoom Meeting.

The data analysis technique used quantitative and qualitative descriptive. Before being analyzed, the data quantification process from the questionnaire was carried out, then the data was analyzed using descriptive statistics. The data from interviews and documentation were analyzed by qualitative analysis. The development model that becomes the reference is the development design of Hannafin and Peck. The Hanafin and Peck model is one of the product-oriented learning design models. Product-oriented model is a learning design model to produce a product, usually learning media (Afandi & Badarudin, 2011). The product that will be produced in this research is e-learning learning media using Schoology and Zoom meeting. According to Hanafin and Peck the learning design model consists of three phases, namely: 1) Need assessment (Needs Analysis Phase), 2) Design (Design Phase), and 3) Develop/implement (Development and Implementation Phase) as in Figure 1 below.
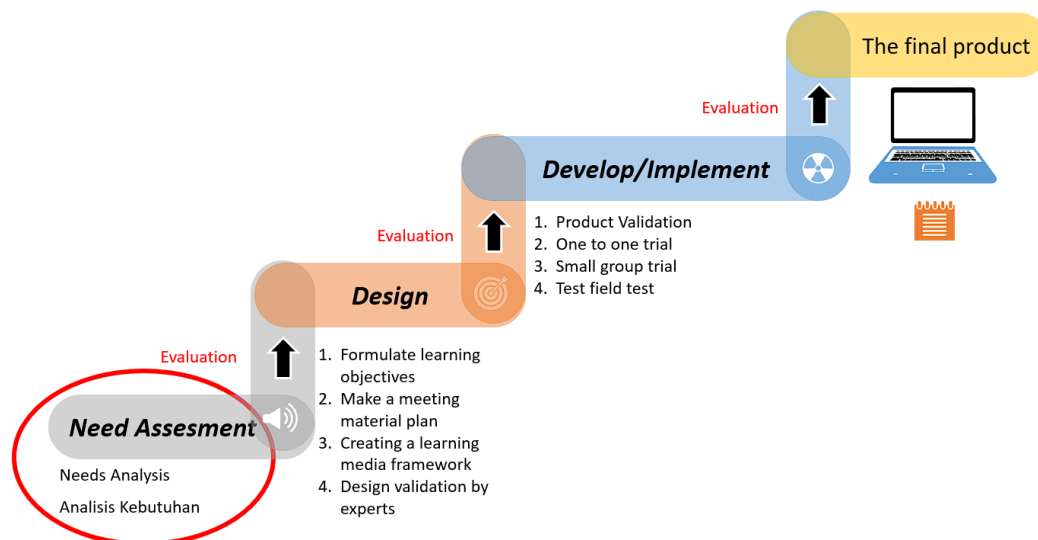
Figure 1. Research Stages

In this model each phase will be assessed and repeated, this is intended so that the resulting product is of high quality.

This article describes the results of the development process from the needs assessment phase (needs analysis phase) and initial design (design phase) designed to improve the learning process.

C.   RESULT AND DISCUSSION

1.   Need Assessment

Needs analysis phase begins with compiling guidelines for interviews conducted online (via social media and virtual discussions). Several questions were compiled in the interview guide, including: (1) is there a difference between online learning and face-to-face learning? (2) is online learning more interesting? (3) Are there any obstacles in online learning? (4) What platforms or applications are used in learning? (5) are there any problems in using the platform? (6) does the platform help in the learning process? (7) What lessons are needed during this pandemic? (8) what kind of learning media are expected by students?, and so on.

The question was submitted to students while discussing the evaluation of last semester's lecture learning. The results obtained from the needs analysis interview, among others: (1) students prefer face-to-face learning rather than online, (2) if indeed learning must still be done online, the hope is that lecturers can manage time well in the use of learning media, (3) the quota required to access Zoom Meetings is quite large, so that sometimes students give up not attending lectures because they do not have a quota, (4) the learning process is expected not to make it difficult for students to access media, (5) lecturers are expected to be able to combine learning media so that they do not only use one platforms only. The needs of these students are things that will be used as an initial step in developing learning, (6) Variations in the use of learning media must be carried out so that they are not monotonous in receiving learning materials.

Students' learning conditions and styles are also a guide in determining student needs, this data is obtained from student learning in the previous semester. By knowing the learning conditions and student learning styles, the lecturer should be able to design

learning that is not difficult for students. The design or learning design should be able to facilitate and motivate students in learning.

2. **Design**

The learning design is prepared based on the evaluation of the previous year's learning and the literature review obtained. Another consideration in the preparation of this design is also data analysis of the needs of students and also the learning objectives to be achieved.

a. **Material Design**

The material design stage begins with determining the Graduate Learning Outcomes (CPL) which are charged to the Lesson Planning course. The CPLs that have been determined are: (1) students are able to apply the concept of learning planning in preparing cultural arts learning activities at the secondary level (2) students are able to develop learning arts and culture based on education and performing arts concepts comprehensively and oriented to life skills, both in formal and non-formal education. Subject Learning Outcomes (CPMK) are (1) students are able to identify the process of preparing lesson plans, (2) students are able to design learning processes in accordance with applicable theories and syllabus, (3) students are able to compile learning planning documents in the form of Learning Implementation Plans (RPP).

Learning materials to achieve the learning outcomes that have been set above for the Lesson Planning course include: (1) learning planning concepts, (2) learning as a system, (3) Identification and analysis of Instructional needs, (4) Instructional strategies and materials, (5) formative and summative evaluations, (6) annual and semester programs for learning arts and culture (drama, dance, music), (7) syllabus and lesson plans (RPP).

b. **Learning Media Use Design**

Learning materials that have been designed, of course, require learning media in their delivery. Based on the needs assessment, students objected if all lecturers always used Zoom Meeting, because every day there were 4-5 courses that had to be followed. In addition, using Schoology also has some drawbacks. Therefore, it is necessary to mix and match the Zoom Meeting platform with Schoology. The following is the design of learning media based on the teaching materials that have been compiled as in Table 1 below.

Table 1. Design for use Instructional Media

Sesi	Teaching materials	Activity	Media
1.	Learning planning concept	interactive lectures and self-study	Zoom meeting (60 minute)
2.	The urgency of learning planning	case analysis	Schoology
3.	Learning components	book or article resume	Schoology
4.	Learning as a system	interactive lectures and self-study	Zoom meeting (60 minute)
5.	Instructional needs identification and analysis	case analysis	Schoology
6-7.	Instructional strategies and materials	interactive lectures and self-study	Zoom meeting (60 minute)
8.	Midterm exam	written examination	Schoology
9.	Formative and Summative Evaluation	Discussion and drill	Schoology
10-11	Annual and semester programs for learning Arts and Culture (drama,	interactive lectures and self-study	Zoom meeting (60 minute)

	dance, music)		
12.	Preparation of annual and semester programs	Assignment	Schoology
13.	Syllabus and lesson plans	Interactive lecture	Zoom meeting (60 minute)
14.	Preparation of lesson plans for KD 3 and 4	Assignment	Schoology
15-16.	Final exams	presentation	Zoom meeting (scheduled)

The design of using learning media is expected to facilitate the design of learning media content that will be compiled. The design of the use of learning media that has been written in the table above aims to meet the needs of students in minimizing the use of quotas. In addition, by mixing and matching learning media, it is hoped that students can hone and increase their learning motivation. The use of learning media that is divided into each lecture material has been adjusted to the content and learning objectives of each teaching material. However, while scheduling time for collegial collaboration and learning is vital, it is not a sufficient factor. In general, teachers are interested in further education to develop both their subjectrelated and general teaching skills (Lwande et al., 2021).

After designing the use of learning media at each meeting, the next step is to design content on learning media, both those in Schoology and those that will be delivered through Zoom Meetings. If the design of the material, the use of media and learning media has been seen, then an assessment will be carried out. The assessment is carried out by means of validation from experts in teaching materials and learning media, if there is input that supports it will be accommodated for research improvement. The learning design using LMS Schoology will be structured like the example in Figure 2 below.
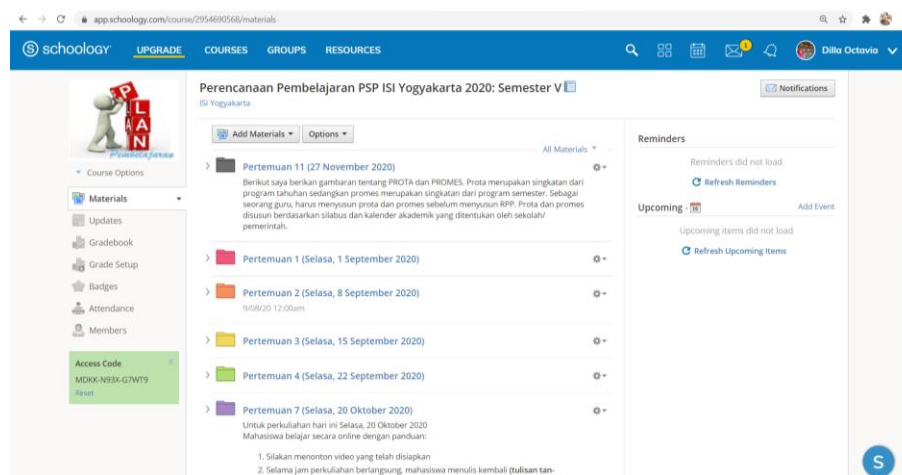

Figure 2. LMS Schoology Design View

The display that has been shown in the image above is an initial design of the material or teaching materials and tasks that will be given to students. Directly, students will work on assignments on the LMS which will then be evaluated by the lecturer. Not only LMS is designed, but lecturers will also design learning using Zoom Meetings, things that will be conveyed at Zoom Meetings will be displayed to make it easier for students

to learn. This e-learning-based learning model refers to the results of research, a model for the automatic identification of learner behavior in LMS records. The model takes advantage of data collected from the LMS log, education theories, and literature-based methods to automatically estimate learning styles and cognitive traits. (Nordgren et al., 2021)

The needs analysis and design phase that has been prepared will be continued with the development and implementation phase. The development and implementation phase will be carried out when the design is ready and completed for testing. Measurement of students' ability to understand the material using the model from (Mehrolia et al., 2021), our model will help them measure students' acceptance of the system and how successful it has been in meeting educational goals. Current study shows that students' involvement moderates the success of a WLMS. Therefore, more initiatives must be taken to ensure their involvement in order to maximize the use of WLMS capabilities.

D. CONCLUSION AND SUGGESTIONS

The learning design using the Schoology and Zoom Meeting platforms has reached the needs analysis phase and media use design. There is one more phase to be carried out. In the needs analysis phase, students need learning that can combine platforms with one another. One of the reasons is that learning is more varied, besides that it does not consume too much quota. Material design is arranged based on predetermined learning outcomes. The course materials designed for the Lesson Planning course include: (1) learning planning concepts, (2) learning as a system, (3) Instructional needs identification and analysis, (4) Instructional strategies and materials, (5) Formative and summative evaluations , (6) annual and semester programs for learning arts and culture (drama, dance, music), (7) syllabus and lesson plans (RPP). The design for using learning media is divided into two alternately, the first meeting uses a Zoom meeting because it will also be used as an introduction. The second meeting was conducted using Schoology, so that students could enrich the material that had been and would be taught. The same consideration was also made for subsequent meetings. This course is designed in sixteen meetings, in which the Middle and End Semester Examinations will be held. The learning design that has been prepared will be continued at the expert validation stage. Input from material experts and learning media will be used as improvements in this design. This design is expected to make students focus on receiving teaching materials so they can apply them in future work.

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