

**STUDENTS' PERCEPTION IN USING SCHOOLGY APPLICATION
AS AN E-LEARNING PLATFORM IN ELT
(A Descriptive Research At The Fifth Semester Students Of English Department
In Muhammadiyah University Of Makassar)**



THESIS

Submitted to the Faculty of Teacher Training and Education

*Muhammadiyah University of Makassar in Partial Fulfillment of the Recruitment for The
Degree of Education in English Department*

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2024



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Day / Date	Chapter	Note	Sign
7/7-21	J	Sdh yakin mau mempromosikan schoology? - Gei alasan lain segi kebaikan yg lain aspek? yg menjadi utama. dan e leaving dan schoology.	
27/9-21		- Tambah referensi/jurnal di Bab II - Tulis aspek? yg ditekankan di tempat pada pertanyaan - Tulis question	

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15/05-21		Perlu keas data Analysis di judul - halo shub:	
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Friday 22/10/2021	I-III	Instruments of the research Data Analysis	
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MOTTO AND DEDICATION

MOTTO

*“Indeed, Allah doesn’t change his favour upon any nation until
They change their own condition”*

(Q.S. Ar-Rad : 11)

DEDICATION

*“My beloved parents, husband, and lovely daughter and all of the people
who always support me”*



ABSTRACT

Sriwahyuningsih, 2022. Students' Perceptions in Using Schoology as an E-learning Platform in ELT (Descriptive Research in Semester 5 of the English Language Education Department, Muhammadiyah University of Makassar), supervised by Bahrun Amin and Ariana. Thesis, English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The purpose of this study was to determine students' perceptions in using Schoology as an e-learning platform in ELT, especially the strengths and challenges in language learning in semester 5 of the English Language Education Department, Muhammadiyah University of Makassar.

The researcher used the Quantitative Descriptive Method and questionnaires as instruments to describe students' perceptions in using Schoology as an e-learning platform in ELT. The subjects of this study were 25 Class E students of the English Language Education Department, Muhammadiyah University of Makassar in 2019.

The results of this study found positive perceptions of students using Schoology as an e-learning platform in ELT. Students agree that Schoology is very helpful, easy to use for online learning, saves energy, time and money. In addition, Schoology makes it difficult for students to communicate with teachers and the use of Schoology requires a strong internet connection making it difficult for students who live in low internet connections to open materials and submit their assignments.

Keywords: Students' perception, Schoology, E-learning.

ABSTRAK

Sriwahyuningsih, 2022. *Persepsi Mahasiswa dalam Menggunakan Schoology sebagai Platform E-learning di ELT (Penelitian Deskriptif pada Semester 5 Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar)*, dibimbing oleh Bahrin Amin dan Ariana. Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa dalam menggunakan Schoology sebagai platform e-learning di ELT terutama kekuatan dan tantangan dalam pembelajaran bahasa di semester 5 Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar.

Peneliti menggunakan Metode Deskriptif Kuantitatif dan kuesioner sebagai instrumen untuk menggambarkan persepsi siswa dalam menggunakan Schoology sebagai platform e-learning di ELT. Subjek penelitian ini adalah 25 mahasiswa Kelas E Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar tahun 2019.

Hasil penelitian ini menemukan persepsi positif siswa menggunakan Schoology sebagai platform e-learning di ELT. Siswa setuju bahwa Schoology sangat membantu, mudah digunakan untuk pembelajaran online, menghemat tenaga, waktu dan uang. Selain itu, Schoology membuat siswa sulit berkomunikasi dengan guru dan penggunaan Schoology membutuhkan koneksi internet yang kuat membuat siswa yang tinggal di koneksi internet rendah sulit untuk membuka materi dan menyerahkan tugas mereka.

Kata kunci: Persepsi siswa, Schoology, E-learning.

AKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful Alhamdulillah, all praises Be to Allah, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this Thesis entitled Students' Perception in Using Schoology as an E-learning Platform in ELT at Muhammadiyah University of Makassar. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

I would like to express my highest appreciation and my deepest thankful to my Beloved parents who always be my best parents in world, my father and my mother for Their prayer, financial, motivation and sacrificed. And all of my family for the attention, Support and their love.

The writer would like to say thank you so much for the people who gave spirit, Advice, suggestion, and helping to write as follows:

1. My highest appreciation for the Rector of Makassar Muhammadiyah University, Prof. Dr. H. Ambo Asse, M.Ag.
2. My deeply and most great full to Erwin Akib, M.Pd., Ph.D as the Dean of FKIP

3. Muhammadiyah University of Makassar.
4. My highest appreciation also is due to Dr. Ummi Khaerati Syam, S.Pd., M.Pd As the Head of English Department.
5. My highest appreciation and deepest thankful are due to Dr. H. Bahrun Amin, M.Hum as my first consultant and Ariana, S.Pd., M.Pd as my second consultant who had guided me very well during my proposal until my thesis.

The words were not enough to say many appreciations for their help and contribution in finishing this proposal. I realize that this proposal is still far from perfection. I highly expect criticism and suggestions from all parties to perfect this Report. Only Allah SWT who can provide a worthy reward. Hopefully all our activities will always be worthy of worship at His side.

Makassar, 12 Februari 2022

Sriwahyuningsih

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET.....	ii
COUNSELING SHEET 1.....	iv
COUNSELING SHEET 2.....	vii
SURAT PERNYATAAN.....	ix
SURAT PERJANJIAN.....	x
MOTTO AND DEDICATION.....	xi
ABSTRACT.....	xii
ABSTRAK.....	xiii
AKNOWLEDGEMENT.....	xiv
TABLE OF CONTENTS.....	xvi
CHAPTER I INTRODUCTION	
A. Research Background.....	1
B. Problem Statement.....	3
C. Objective of The Research.....	3
D. Significance of The Research.....	4
E. Scope of The Research.....	4
CHAPTER II REVIEW of RELATED LITERATURE	
A. Previous Related Research Findings.....	5
B. Some Pertinent Ideas.....	6
1. The concept and definition of perception.....	6
a. Definition of perception.....	6
b. Factors of perception.....	8
c. Indicator of perception.....	9
2. The concept of E-learning.....	13
a. Definition of E-learning.....	13
b. Benefits of E-learning.....	15
c. Advantages and disadvantages of E-learning.....	17

3. The concept of Schoology.....	19
a. Definition of Schoology.....	19
b. Features of Schoology.....	22
c. Benefits of Schoology.....	23
d. The advantages and disadvantages of Schoology.....	24
C. Conceptual Framework.....	25

CHAPTER III RESEARCH METHOD

A. Research Design	26
B. Population and sample.....	26
1. Population.....	26
2. Sample	26
C. Research Instrument.....	27
D. Data Collection Procedure.....	31
E. Technique and Data Analysis.....	31

CHAPTER IV FINDINGS and DISCUSSION

A. Findings.....	32
B. Discussion	32

CHAPTER V CONCLUSION and SUGGESTION

A. Conclusion.....	54
B. Suggestion.....	54

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 4.1 It is easy to access Schoology.....	39
Table 4.2 It is easy to register to Schoology.....	40
Table 4.3 The appearance of Schoology is very clear and easy to understand.....	41
Table 4.4 The features in Schoology are easy to use.....	41
Table 4.5 As an E-learning platform, Schoology has a complete feature for online learning.....	42
Table 4.6 Using Schoology saves effort, time and money.....	43
Table 4.7 I can do online learning anytime and anywhere using Schoology.....	44
Table 4.8 I am able to manage my study time effectively using Schoology.....	45
Table 4.9 I am more active in the learning process by using Schoology.....	46
Table 4.10 It is easy to take quiz or test in Schoology.....	47
Table 4.11 The system of scoring in Schoology is fairer and more transparent.....	48
Table 4.12 Using Schoology allows me to complete the task faster.....	49
Table 4.13 I can access my learning material through Schoology anytime and anywhere.....	49
Table 4.14 It is easy to save the material.....	50
Table 4.15 It is easier to understand the material through Schoology.....	50
Table 4.16 It is easy to get the material announcements.....	51
Table 4.17 I don't have enough time to check my answer before I submit it.....	51
Table 4.18 I can't change my answer when doing online test in Schoology.....	52
Table 4.19 The use of Schoology for online learning need a strong internet connection.....	53

Table 4.20 I found the difficulty when I used Schoology in learning activity.....54

Table 4.21 I found the difficulty when I used Schoology in learning activity.....54

Table 4.22 Instruction in doing test in Schoology is hard to understand.....55

Table 4.23 Schoology make students difficult to communicate with teacher.....56

Table 4.24 I don't feel motivate to explore the material by using Schoology.....57

Table 4.25 Schoology make students difficult to communicate with other students.....58

Table 4.26 The average of questionnaire and students' perception categorize.....59



LIST OF FIGURE

Figure 1.1. Conceptual Framework.....26





LIST OF APPENDICES

APPENDIX A	: Questionnaire
APPENDIX B	:Students' Questionnaire Sheet
APPENDIX C	: Result of Analysis of students's perception
APPENDIX D	: The Students' Block Score
APPENDIX E	: Documentation



BAB I

INTRODUCTION

A. Research Background

In this modern era, humans are very dependent on technology. This makes technology a basic need for everyone. From the old to the young, experts to ordinary people use technology in various aspects of their lives. Technology itself is used to improve efficiency, effectiveness, and productivity of the community in carrying out daily activities. Even hundreds of years ago, ancient people were familiar with technology.

Currently technology is very influential in all aspects of human life, including in the field of education. In the field of education itself, technology now has a very important role in the teaching and learning process. Before the advent of technology, learning in the classroom was done manually with books and teachers as the main source of knowledge. Learning is also only done in the classroom. An alternative to these problems is with the help of learning technology. This allows knowledge and information to be obtained from anywhere very easily by only relying on smartphones and internet networks. The learning process that previously could only be done in the classroom can now be done anywhere and anytime by utilizing the internet network.

The learning method by utilizing the network is commonly known as E-Learning. According to Wikipedia, E-learning can be defined as a form of Information technology that is applied in the field of education in the form of a Website that can be accessed anywhere. E-learning can shorten learning time and Make study costs more economical. E-learning can facilitate interaction between Students with materials or materials, students with lecturers or teachers as well as with fellow students. Students can share information with each other and can Access learning materials at any time and repeatedly. With these conditions, Students can further strengthen their mastery of learning materials. E-learning also makes it easier for teachers or educators to prepare and distribute learning materials to students. However, the teacher or teacher attendance factor automatically becomes reduced or even non-existent. This is because the role of the teacher or instructor is taken by computers and electronic guides designed by contents writers, learning designers and computer programming. Schoology itself is one example of the application of LMS which is widely used by teachers and lecturers in schools and universities. Moreover, this application in addition to widely used is also easy to use for beginners and also not complicated, many teachers who choose schoology as lms in school because this application is easy to use for beginners and features available in Schoology also Been complete (Matthew, 2014:26).

At unismuh makassar some lecturers have used this application to facilitate the distribution of assignments to students. Schoology is one of the web pages

where this application offers the same learning as in the classroom for free and easy to use. Through schoology, students can take lessons online and allow students to collaborate with other students and can study anywhere and anytime.

In addition, this application is equipped with a group feature that allows educators or students to create small groups for group discussion activities and the like. Not only that, through this application, educators can check student attendance through the absent feature provided by schoology. That is, users can find all teaching modules such as: attendance, assignments, assessments, discussion panels, announcements, schedules, grading, and others. One of class that used schoology application was bgse for literal reading subject. The lecturers used schoology as a learning platform due the corona virus outbreak and the learning can't be done face to face in the classroom. Therefore, the researchers raised this matter to be used as research material to find out how students' perception in using schoology as an online learning platform in ELT

B. Problem Statement

Based on the background above, the problem statement in this research is:
How is the students' perception in using Schoology as an E-learning Platform?

C. Objective of the Research

Based on the problems of the study above, the objectives of the study is to
Get the information about the perception of students toward the use of Schoology
As an E-learning platform.

D. Significance of the Research

1. For Students

This research is very useful for students later, with this research can make students understand the new way in process of learning by using technology, not only using paper but with technology student also can be creative.

2. For Teachers or lecturers

This research is also useful for teachers or lecturers. With lecturers can know the students' perception in using schoology as a learning platform. After knowing everything, lecturers can add to the shortcomings of what has happened during applying schoology.

3. For Researcher

In this case, the researcher can deeply understand the concept of a theory Used in this study.

E. Scope of the Research

The scope of this Research is the students' perception of Using Schoology as An online learning platform. The students' perception here means students' point Of view about the use of Schoology, the strengths and challenges of Schoology.

BAB II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some previous researches that has a similarity with this research.

The related researchers are:

1. Alif Karyawati (2016) wrote a study on the students' perspective on Schoology in English learning. The result showed that Schoology has many strengths and challenges based on students' perspectives in blended learning activity. The survey indicated that through Schoology the students can save their time and money in submitting their assignment. In addition to its strengths, Schoology has challenges in conducting blended learning. The use of Schoology needs strong internet, electricity, and adequate gadget such as smartphone or computer and difficult to communicate with teacher.
2. Agri Muhtia, Suparno and Sumardi (2018), found that the students perceived that Schoology was a good language learning tool, and the implementation of Schoology helped improve students' achievements. Schoology increased students' motivation and developed students' positive attitudes toward learning outside classroom, increased interaction between teachers and students, and increased students' engagement in learning. Students, however, still encountered technical Problems like the trouble in submitting answers to quizzes and the failure in recording the scores.

3. Bahrul Imi (2021) found that students have a positive perception toward the use of schoology application in learning english. Students feel happy to use schoology because they can do the learning anytime and anywhere. Also, the students feel more easy to get the material that given by teacher through schoology. Their positive judgement come from their experience in learning by using online learning method.
4. Rosa Amalia (2018) in her study about students' perception about the use online assessment in schoology, discovered that the students have positive perceptions toward the use of online assessment in schoology. There is easiness in the use of schoology because of the students' familiarity with the use of online technology, saving their time to do everywhere, and its goodness rather than paper assessment. However, there were also some students who had negative perceptions. They sometimes found that the schoology is trouble and complicated.

Based on the previous research findings, the researcher can conclude that the similarity between this research and previous research is about to know the using of schoology application as an e-learning platform in ELT. While the difference is this study uses survey as a research method and focus on the use of the application of schoology as a whole and not only on one aspect.

B. Some Pertinent Ideas

1. The Concept and Definition of Perception

a. Definition of Perception

According to Robbins (2007: 175), perception is a process when individuals organize and interpret their sensory impressions in order to give meaning to their environment. Individual behavior is often based on their perception of reality, not on reality itself. The term perception is often confused with sensation. Sensation is only a momentary impression, when a new stimulus is received by the brain and has not been organized with other stimuli and memories associated with that stimulus.

Perception is a process that is initiated by sensing. Sensing is a process of receiving a stimulus by the individual through the receiver, namely the senses. In general, the stimulus is transmitted by nerves to the brain as the center of the nervous system and the next process is the process of perception. The stimulus is received by the senses, then through the process of perceiving something that is sensed becomes something meaningful after being organized and interpreted (Walgito, 2002: 53).

Walgito (2010: 53) reveals that perception is a process of organizing, interpreting the stimulus received by the organism or individual so that it becomes something meaningful, and is an integrated activity within the individual. Responses as a result of perception can be taken by individuals in various forms. Which stimulus will get a response

from the individual depends on the attention of the individual concerned. Based on this, feelings, thinking abilities, experiences that are owned by individuals are not the same, so in perceiving a stimulus, the perception results may differ from one individual to another.

Walgito (2010) also added that perception is an impression of an object that is obtained through the process of sensing, organizing, and interpreting the object that is accepted by the individual, so that it is a meaningful and integrated activity within the individual. This opinion does not contradict the previous opinion, but rather explains the process of occurrence, namely after absorption, the images obtained through the five senses are then organized, then interpreted (interpreted) so that they have meaning or meaning for the individual, while the process of perception is one unity of activity within the individual.

b. Factor that Influence Perception

There are some factors that play a role in perception according to Walgito include:

- 1) Objects that are perceived. Objects cause a stimulus that hits the senses or receptors. Stimulus can come from outside the perceiving individual, but can also come from within the individual concerned which directly hits the receiving nerve that acts as a receptor.

- 2) Sensory organs, nerves and nervous system. The sensory organs or receptors are tools to receive stimuli, in addition there must also be sensory nerves as a tool to transmit the stimulus received by the receptor to the central nervous system, namely the brain as the center of consciousness. As a tool to make a response, a motor is needed that can shape one's perception
- 3) Attention. To realize or in perceiving requires attention, which is the main step as a preparation in order to make perception. Attention is the concentration or concentration of all individual activities aimed at a set of objects.

These factors make individual perceptions different from one Another and will affect individuals in perceiving an object, a stimulus, Even though the object is really the same. The perception of a person or Group can be very different from the perception of another person or Group even in the same situation. Differences in perception can be traced To individual differences, differences in personality, differences in Attitudes or differences in motivation. Basically the process of forming This perception occurs within a person, but perception is also influenced By experience, learning process, and knowledge.

c. Indicator of Perception

Robbins defines the perceptual indicators into two kinds, namely:

- 1) Acceptance / Reabsorption. The process of acceptance is an indicator of the occurrence of perception in the physiological stage, namely the functioning of the senses to capture stimuli from outside.
- 2) Understanding / Evaluation. The external stimuli that have been captured by the senses, then evaluated by the individual. This evaluation is very subjective. Individuals who one assess a stimulus as something difficult and boring. But other individuals rate the same stimulation as something good and pleasant.

Meanwhile, according to Bimo Walgito, indicators of perception include:

- 1) Absorption of stimuli or objects from outside the individual. The stimuli or objects are absorbed or received by the five senses, both sight, hearing, touch, smell, and taste alone or together. From the results of absorption or acceptance by the senses, you will get a picture, response, or impression in the brain. The image can be singular or plural, depending on the object of perception being observed. In the brain, images or impressions, both old and newly formed, are collected. Whether or not the picture is clear depends on whether or not the stimulus is clear, the normality of the senses and the time, just or long ago.

- 2) Understanding. After the images or impressions occur in the brain, the images are organized, classified (classified), compared, interpreted, so that understanding or understanding is formed. The process of understanding or understanding is very understanding is very unique and fast. The understanding formed depends also on the old images that the individual has previously (called apperception).
- 3) Assessment or evaluation. After the understanding or understanding is formed, there is an assessment of the individual. Individuals compare the newly acquired understanding or understanding with the criteria or norms that the individual has subjectively. Individual judgments vary even though the object is the same, therefore perception is individual.

Through perception, individuals can realize, can understand the state of the individual concerned. Perception is an integrated activity, so all what is in the individual such as feelings, experiences, thinking abilities, frames of reference and other aspects that exist in the individual community will play a role in this perception (Walgito, 2010: 99). Based on this, it can be argued that in the perception that even though the stimulus is the same but because the experience is not the same, the ability to think is not the same, the frame of reference is not the same, it is possible that the perception results between individuals and other

individuals are not the same. Perception is always related to one's experience and goals at the time the perception process occurs. It is a selective, purposeful behavior, and is a process of achieving meaning, where experience is an important factor that determines the result of perception (Sutopo, 1996: 133). Behavior is always based on meaning as a result of the perception of the lives of the perpetrators. What is done, and why a person does things, is always based on the limits of his own opinion, and is influenced by his particular cultural background (Spradle, 1980: 137).

Students are the main and the most important resource in the teaching and learning process. Students can learn from teachers, while teachers cannot teach without students (Danim, 2010: 1). All of the learning process always begins with perception. Students' perception is the process of preferential treatment of students toward information they get from an object, in this study is teachers' classroom questions. Through observations with their senses, students can interpret the observed object. It is important to understand students' perceptions of how they perceive teachers questions and answer questions in class. Those perceptions affect students willingness to participate actively in question and answer sessions (Cole, 1994: 184).

Students perception according to Goldrick and Caffrey cited in Nuratika (2018), can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class. Students' perception of teachers' knowledge of subject matter, attitudes to Work and teaching skills is absolutely dependent on the fact that they have Been taught by the teachers under evaluation and are familiar with them. They therefore, have minds already pre-occupied with memories and Reactions that inventory for data collection will measure (Allport & Glover Et al. Cited in Adediwura and Tayo, 2007: 165).

2. The Concept of E-learning

a. Definition of E-learning

In general, E-learning is a digital learning method that utilizes the internet network and web server as the main infrastructure. So that the teaching and learning process can be done at any time. Daryanto (2010:168) states e-learning as a learning system that can assist learning activities by utilizing electronic media. Understanding the e-learning system in learning that utilizes the use of electronic media. Meanwhile, according to Rusman (2012: 293) e-learning is all learning activities that use the help of electronic technology. Through e-learning, students' understanding of a material does not depend on the teacher/instructor but can be obtained from electronic media. Electronic technologies that are widely used

include the internet, intranets, video or audio tapes, broadcast via satellite, interactive television and CD-ROMs (Rusman, 2012: 291). On the other hand, Jaya Kumar C. Koran (2002) defines e-learning teaching and learning process that uses electronic circuits (LAN, WAN, or internet) to deliver learning content, interaction, or guidance. There are also those who supervise e-learning as a form of distance education conducted through the internet. Meanwhile, Dong (in Kamarga, 2002) defines e- learning as asynchronous learning activities through computer electronic devices that obtain learning materials according to their needs.

In more detail Rosenberg in Tambunan (2010: 8) categorizes three Basic criteria in e-Learning, namely:

- 1) E-learning is networked, which makes it able to quickly repair, store or retrieve, distribute, and share learning and information. This Requirement is so important in e-learning that Rosenberg calls it an Absolute requirement.
- 2) E-Learning is sent to users via computers using standard internet Technology. CD ROMs, Web TV, Web Cell Phones, pagers, and other personal digital aids, although they can prepare learning messages, cannot be classified as e-learning.
- 3) E-Learning focuses on the broadest view of learning, learning Solutions that transcend traditional paradigms in training.

The description above shows that as the basis of e-learning is the use of internet technology. E-learning is a form of conventional learning that is poured in digital format through internet technology. Therefore e-learning can be used in distance education systems as well as conventional education systems. In conventional education, the function of elearning is not to replace, but to strengthen conventional learning models (Tambunan, 2010:9). In this case cisco (in Tambunan, 2010: 9) explains the philosophy of e-learning as follows: a. E learning is the delivery of information, communication, education, training on-line. B. E-learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, cd-roms, and computer-based training) so that they can answer the challenges of globalization. C. E-learning does not mean replacing conventional learning models in the classroom, but strengthening the learning model through content enrichment and the development of educational technology.

b. Benefits of e-learning

According to Hartanto (2016), there are some benefits of e-learning for the world of education in general, are:

- 1) Flexibility of place and time. If conventional learning in the classroom requires attending classes at certain hours, then e-learning provides flexibility in choosing the time and place to access lessons.

- 2) Independent learning. E-learning provides an opportunity for learners to be in control of their respective learning success, meaning that learners are given the freedom to determine when to start, when to finish, and which part of a module they want to learn first. If he has difficulty, he can repeat again until he feels able to understand. Learners can also contact instructors, resource persons via email or participate in interactive dialogues at certain times. Many people find this way of self-study to be more effective than other ways of learning without it to learn in a set order.
- 3) Costs. Many costs can be saved from the way of learning with e-learning. Financially, the costs that can be saved include transportation while studying, costs to study places and accommodation administrative costs for management, provision of physical facilities and facilities for studying.
- 4) Flexibility of learning speed. E-learning can be adjusted to the learning speed of each student. If the student does not understand and understand a particular module, then he can repeat it until he understands it.
- 5) Standardization of teaching. E-learning learning always has quality every time it is accessed and does not depend on the mood of the teacher.

- 6) Effectiveness of teaching. Delivery of e-learning lessons can be in the form of simulations and cases, using the form of games and applying advanced animation technology.
- 7) Speed distribution. E-learning can quickly reach all corners, the design team only needs to prepare lesson materials and install the results on the central e-learning server.
- 8) Availability on-demand. E-learning can be accessed at any time.
- 9) Automation of administrative processes. E-learning uses a learning management system (lms) which functions as a platform for e-learning lessons. Lms also functions to store student data, students and the ongoing learning process.

c. Advantages and disadvantages of E-learning.

From various experiences and also from various information available in the literature, providing clues about the benefits of using the Internet, especially in open and distance education (Elangoan, 1999, Soekartawi, 2002; Mulvihil, 1997; Utarini, 1997), among others can be mentioned as follows:

- 1) Availability of moderating facilities where teachers and students can communicate easily through internet facilities on a regular basis or whenever the communication activity is carried out without being limited by distance, place and time.

- 2) Teachers and students can use structured and scheduled teaching materials or learning instructions via the internet, so that both can assess each other to what extent the learning materials are being studied.
- 3) Students can study or review teaching materials at anytime and anywhere if they remember the teaching materials stored on the computer.
- 4) If students need additional information related to the material being studied, they can access the internet more easily.
- 5) Both teachers and students can conduct discussions via the internet which can be followed by a large number of participants, thereby adding to knowledge and broader insight.
- 6) Changing the role of students from being usually passive to active
- 7) Relatively more efficient. For example, for those who live far from conventional colleges or schools, for those who are busy working, for those who are stored on ships, abroad, etc.

However, the use of the internet for learning or e-learning is also inseparable from various shortcomings. Various criticisms (Bullen, 2001, Beam, 1997), among others, can be mentioned as follows:

- 1) Lack of interaction between teachers and students or even between Students themselves. This lack of interaction can slow down the Formation of values in the teaching and learning process.
 - 2) Pay attention to academic or social aspects and encourage the growth Of business/commercial aspects.
 - 3) The process of learning and teaching tends towards training rather than Education.
 - 4) The changing role of the teacher from previously mastering Conventional learning techniques, now also knowing learning Techniques using ICT.
 - 5) Students who do not have high learning motivation tend to fail.
 - 6) Not all places have internet facilities (perhaps this is related to Problems with the availability of clectricity, telephone or computer).
 - 7) Lack of personnel who know and have skills about the internet; and
 - 8) Lack of mastery of computer languages.
3. The Concept of Schoology
- a. Definition of Schoology

According to Wikipedia, Schoology is a type of Learning Management System (LMS) for schools, colleges, and companies that allows users to create, manage, and share content and resource-based platforms that provide tools to manage each class or mixed learning environment constitutes an LMS. Meanwhile, according to the official

Schoology.com page, it explains that what is meant by Schoology is an LMS that has all learning tools that can create interesting content, create lesson designs, and assess student understanding. Besana in Haidaini & Zulfah (2021) defined Schoology as one of the innovative platforms built on inspiration from social media facebook for educational purposes. This Platform was developed in 2009 in New York. Irawan et al. (2017) stated that Schoology is a free web-based educational application that allows Teachers to provide lessons digitally.

In addition, Indrayasa et al. (2015) mentions that Schoology provides several features that are easy for students to use as well as other Social media. It assists teachers in managing student learning and outcomes including student assignments and quizzes, monitoring student activity, and facilitation of social activities. Schoology is an innovative one-on-one platform built on inspiration from social media Facebook for educational purposes. Purwaningsih et al (2017:52) said that Schoology supports collaboration of various individual data, groups, and class discussions so that Schoology is very suitable to be used as a supporting learning media using e-learning.

Schoology is also one of the innovative e-learning platforms and is built on inspiration from social media Facebook for educational purposes. Schoology can assist teachers in opening up broad communication opportunities to students so that students can more easily take part in

discussions and work in teams. The Schoology application is also supported by various forms of media such as video, audio and images that can attract students' interest. The school directs students to apply the use of technology in learning (Handaini & Zulfah, 2020: 18).

From the explanations above, it can be concluded that schoology is one of the online learning platforms that allows collaboration to share individual and group data and allows students to learn anytime and anywhere by relying on the internet network. Schoology is an online learning system that allows teachers to manage the academic system for their students. Schoology provides teachers with methods of managing learning, engaging students, sharing materials, and connecting with other teachers.

Schoology uses the concept of social learning management Specifically to build a safe online learning environment for sharing Information and educational features or content such as writings, files and Links that can be shared by both teachers and students. Schoology also has Special features in the form of courses, groups and resources.

Schoology helps teachers in opening up broad communication opportunities to students so that students can more easily take part in discussions and work in teams. In addition, schoology is also supported by various forms of media such as video, audio and images that can attract

students' interest. Schoology directs students to apply the use of technology in learning.

Schoology is a free service that uses the concept of managing social learning to build the environment safe online learning to share information and educational features or content both in the form of writing, files and links that can be shared by both teachers and students. Also special features in the form of courses, groups and resources.

This schoology application is not a newcomer to the field of online learning. Schoology has a similar model to facebook and has many advanced features in the design aspect. Schoology has several characteristics, among others:

- 1) Communication (messaging) is the core of the program.
- 2) All course activities and timer items are on the display screen.
- 3) A digital drop box allows for uploading microsoft office documents or direct integration with google docs.
- 4) Teachers can comment directly on digital work.
- 5) Discussion groups are facilitated to build student communities.

Schoology is also easily accessible from mobile devices. This app can be easily found in the app market for both apple ios and android phones. Mobile tablet devices, such as ipads and androids, can also run apps. Completion of larger writing assignments is a barrier, but students can check the assignment view, navigate course content,

review their grades, view a calendar of upcoming assignments, and communicate with the instructor.

b. The Features of Schoology

Schoology has a very supportive feature of learning activities. The features owned by schoology are as follows:

- 1) Course. This feature is to create a class of subjects. In the course feature, teachers can also create quizzes or questions various types of multiple choices, true or false, matching, essay, etc. In addition, teachers also do not have to make question sheets for all classes that they have. Using the import feature, teachers can import the files.
- 2) Groups. This feature is to create groups in grouping a task done by groups in different themes or class groupings.
- 3) Resources. This feature is to provide learning resources to individual and groups. The teachers can provide the resources easily without printing the handout. The students can access it everywhere and anytime.

Schoology also has other features, such as attendance list, analytic, discussion boards, assignment drop box, gradebook, online quizzes, teacher learning communities, and calendaring. Besides being easy to be used via pc, schoology can also be used via mobile phones. The students are easy to open the lesson anywhere and anytime.

c. Benefits of Schoology

The benefits of using Schoology learning media include:

- 1) Students can easily use their time to study anywhere and anytime because learning with schoology can be accessed for free.
- 2) Students become more active in understanding the learning material because it is accessed directly by the students themselves so that there is no possibility of students not paying attention to learning.
- 3) Students' learning activities also increase by utilizing this schoology media, because the teacher can control all students both in groups and individually.
- 4) Teachers who are unable to attend school can still control student learning activities by providing teaching materials or discussions in it so that teachers do not have to worry about missing out on teaching materials, this also applies to students who use schoology learning media.
- 5) By self-access, students who study with schoology can also improve their learning outcomes.
- 6) Students can also exchange ideas or ideas in this schoology learning media because the schoology media has features that can regulate or learn in it.

d. The advantages and disadvantages of schoology

Schoology has several advantages among other e-learning, including:

- 1) Stay connected teachers can send courses, group and private messages and provide feedback to students, and organize events with schoology's intuitive interface on mobile devices.
- 2) Extend class time students can view lessons online, collaborate with their peers and can study independently on mobile which can be done through any device they want.
- 3) Manage on the go through schoology teachers can easily take attendance, assignments, training, checking student homework results and assessing the results of the work. In addition, through schoology teachers can provide feedback to students through their mobile devices.
- 4) Utilizing ios and android devices schoology is a free mobile application that can be downloaded from all ios and android-based mobile devices. This application also has a notification if there is an update (update) or the latest submission from the application, so can easily update this application at any time.

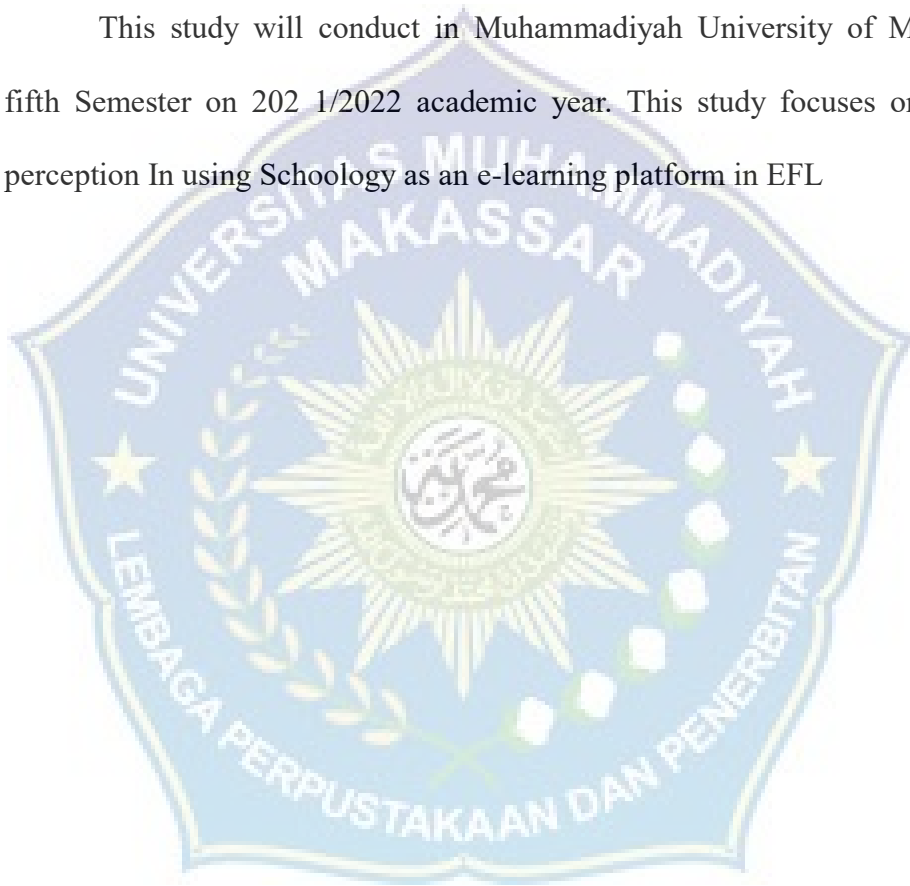
This Schoology also has several disadvantages in using it, including:

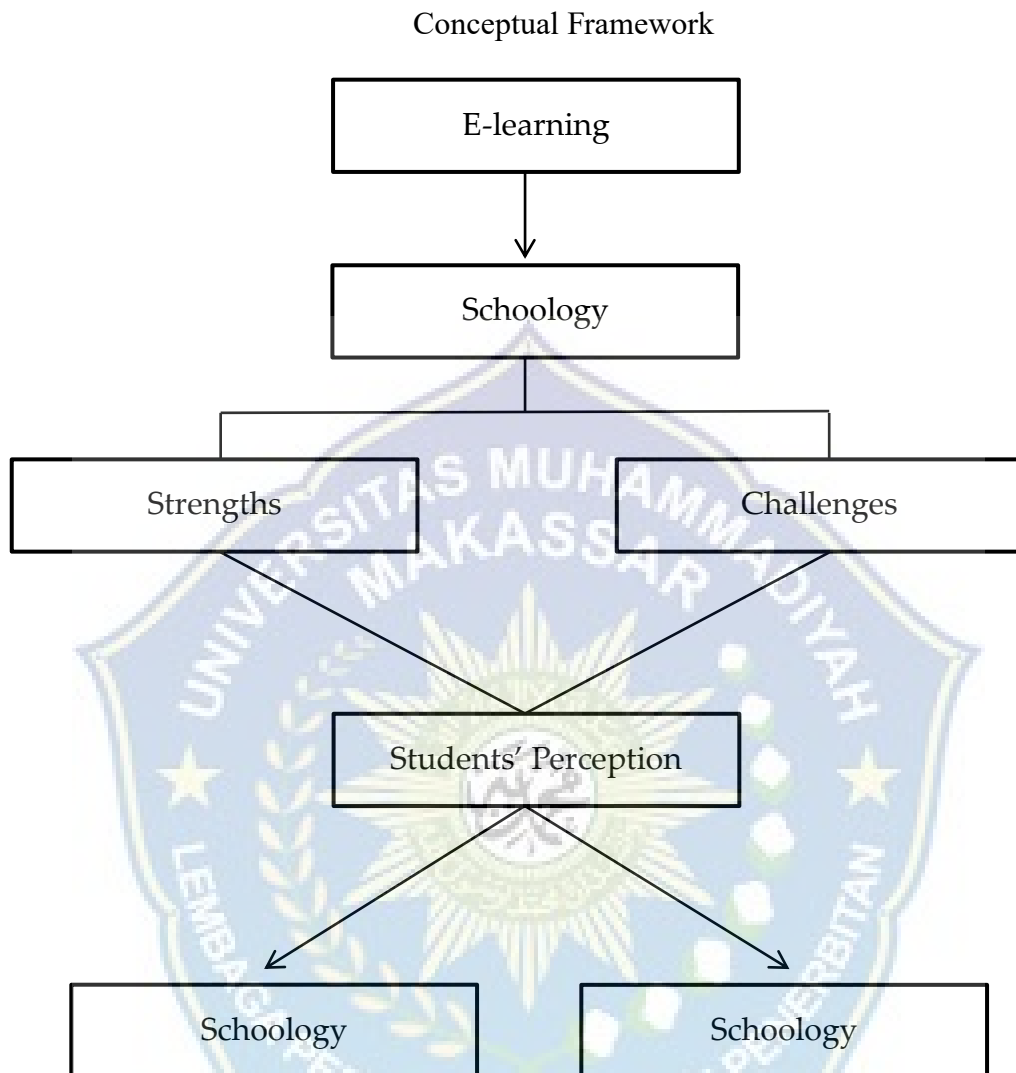
- 1) Required internet when accessing, cannot be accessed offline.
- 2) Not all teachers understand learning using Schoology-based E-Learning media if teachers are accustomed to using conventional Media.

- 3) Setting language which is less varied, does not support Indonesian yet.
- 4) Users who are not good at using technology will take advantage of Schoology.

C. Conceptual Framework

This study will conduct in Muhammadiyah University of Makassar at fifth Semester on 2021/2022 academic year. This study focuses on students' perception In using Schoology as an e-learning platform in EFL





BAB III

RESEARCH METHOD

A. Research Design

In this study, the researcher applied descriptive quantitative design. In this case, researcher wanted to know the phenomenon that occurs outside or the field using a survey to analyze the data. The aimed of this study is to get the information about students' perception in using schoology as an e-learning platform. To find out the information about that, the researcher used questionnaire as data collection techniques to obtain the information about students' perception in using schoology as an e-learning platform.

B. Population and Sample

1. Population

According to Margono (2004), the population is the entire object of research consisting of humans, objects, animals, plants, symptoms, test scores, or events as sources of data that have certain characteristics in a study. The population in this study was the fifth semester students of the University of Muhammadiyah Makassar in the 2021/2022 academic year. There are six classes (BGSA, BGSB, BGSC, BGSD, BGSE, BGSF) and the total population is 192 students.

2. Sample

According to Husain and Purnomo (2001), the sample population taken by using a sampling technique. In this study, the researcher used a purposive

sampling technique and only took one class as a sample, Namely class BG5E which consisted of 25 students. Researcher chose this class because they had more experience in using Schoology than other group of classes.

C. Research Instrument

According to Arikunto (2000), data collection instruments are tools that are selected and used by researchers in their collecting activities so that these activities become systematic and facilitated by them. Meanwhile, Hadjar (1996) identified that the instrument is a measuring tool used to obtain quantitative information about the variation of characteristics objectively. In this study, the researcher used a questionnaire as a research instrument. The questionnaire is a technique of collecting data by asking questions that are used to obtain information from respondents in the form of information about themselves, things they know. The questionnaire in this research is to know the perception of the students in using schoology as an e-learning platform in terms of the strengths and challenges of schoology. Dissemination of the questionnaire aimed to find out information about a problem where respondents can provide answers in accordance with the questions given. The questionnaire has five options consists of: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (DA), Strongly Disagree (SDA)

No.	Items	SA	A	U	DA	SDA
1.	Positive statement	5	4	3	2	1

2.	Negative statement	1	2	3	4	5
No.	Aspects	Statements				
1.	Strengths of Schoology	It is easy to access Schoology				
2.		It is easy to register to Schoology				
3.		The appearance of Schoology is very clear and easy to understand				
4.		The features in Schoology are easy to use.				
5.		As an E-learning platform, Schoology has a complete feature for online learning.				
6.		using Schoology saves effort, time and money				
7.		I can do online learning anytime and anywhere using Schoology.				
8.		I am able to manage my study time effectively using Schoology.				
9.		I am more active in the learning process by using Schoology				
10.		It is easy to take quiz or test in Schoology				
11.		The system of scoring in Schoology is fairer and more transparent.				
12.		Using Schoology allows me to complete the task faster				
13.		I can access my learning material through Schoology anytime and anywhere				
14.		It is easy to save the material				

15.		It is easier to understand the material through Schoology
16.		It is easy to get the material announcements.
17.	Challenges of Schoology	I don't have enough time to check my answer before I submit it
18.		I can't change my answer when doing online test in Schoology
19.		The use of Schoology for online learning need a strong internet connection.
20.		I found the difficulty when I used Schoology in learning activity.
21.		Instruction in doing test in Schoology is hard to understand
22.		Schoology make students difficult to communicate with teacher
23.		I don't feel motivate to explore the material by using Schoology.
24.		Schoology make students difficult to communicate with other students
25.		It is easier to understand the material through Schoology

D. Data Collection Procedure

The research of this study as follow:

1. The researcher used questionnaire and question leded directly to the students' perception on the use of Schoology as an e-learning platform in ELT.
2. The researcher explained to the students about the purpose of the questionnaire and how to answer the questionnaire.
3. The researcher informed the objective of the questionnaire after distributing to the students.
4. The students answer the questionnaire.
5. The researcher collecting, classifying and analyzing the data from the students.

E. Technique And Data Analysis

The researcher used the formula from Wahyuni et. al (2016) to measured and analyzed the questionnaire.

$$P = \frac{F}{N} \times 100\%$$

Which:

- P: Precentage
- F: Frequency
- N: Number of sample
- 100%: Constant value

(Wahyuni, et al. 2016)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consist of findings and discussion of the research. The findings of the research present the result of the students' perception on the use of Schoology in language learning. The discussion of the research is further explanation of the findings.

A. Findings

In this part, the researcher described the result of analysis based on the problem statement. The researcher used questionnaire to obtain accurate and valid the data. The researcher used questionnaire to know the students' perception on the use Schoology application in language learning. Classification of students' questionnaire for each item:

Table 4.1. It is easy to access Schoology

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	13	52
2.	Agree	11	44
3.	Undecided	1	4
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.1 indicates that among 25 students, there are 13 students or 52% chose strongly agree (SA), 11 students or 44% chose agree (A), 1 student or 4% chose undecided (U), and none student chose disagree (DA) and strongly disagree (SDA). Based on the data, the researcher concluded that Schoology is easy to access for online learning.

Table 4.2. It is easy to register to Schoology

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	13	52
2.	Agree	11	44
3.	Undecided	0	0
4.	Disagree	0	0
5.	Strongly Disagree	1	4
Total		25	100%

Table 4.2 indicates that among 25 students, there are 13 students or 52% chose strongly agree (SA), 11 students or 44% chose agree (A), none student chose undecided (U), none student chose disagree (DA), and 1 student or 4% chose strongly disagree (SDA). Based on the data, the researcher concluded that it is easy to register to Schoology.

Table 4.3. The appearance of Schoology is very clear and easy to understand

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	8	32
2.	Agree	17	68
3.	Undecided	0	0
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.3 indicated that among 25 students, there are 8 students or 32% chose strongly agree (SA), 17 students or 68% chose agree (A), none student chose undecided (U), none student chose disagree (DA), and none student chose strongly disagree (SDA). Based on the data, the researcher concluded that Schoology has a clear appearance and easy to understand.

Table 4.4. The features in Schoology are easy to use.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	5	20
2.	Agree	19	76
3.	Undecided	1	4
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.4 indicated that among 25 students, there are 5 students or 20% chose strongly agree (SA), 19 students or 76% chose agree (A), 1 student or 4% chose undecided (U), none student chose disagree (DA), and none student chose strongly disagree (SDA). Based on the data, the researcher concluded that most of the students agree that the features in Schoology are easy to use.

Table 4.5. As an E-learning platform, Schoology has a complete feature for online learning.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	7	28
2.	Agree	13	52
3.	Undecided	2	8
4.	Disagree	3	12
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.5 indicated that among 25 students, there are 7 students or 28% chose strongly agree (SA), 13 students or 52% chose agree (A), 2 students or 8% chose undecided (U), 3 students or 12% chose disagree (DA), and none student chose

strongly disagree (SDA). Based on the data, the researcher concluded that Schoology has a clear appearance and easy to understand.

Table 4.6. using Schoology saves effort, time and money

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	15	60
2.	Agree	7	28
3.	Undecided	1	4
4.	Disagree	2	8
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.6 indicated that among 25 students, there are 15 students or 60% chose strongly agree (SA), 7 students or 28% chose agree (A), 1 student or 4% chose undecided (U), 2 students or 8% chose disagree (DA), and none student chose strongly disagree (SDA). Based on the data, the researcher concluded that most of the students agree that using Schoology saves effort, time, and money.

Table 4.7. I can do online learning anytime and anywhere using Schoology.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	18	72
2.	Agree	7	28
3.	Undecided	0	0
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.7 indicated that among 25 students, there are 18 students or 72% chose strongly agree (SA), 7 students or 28% chose agree (A), none student chose undecided (U), none student chose disagree (DA), and none student chose strongly

disagree (SDA). Based on the data, the researcher concluded that Schoology allow the students to do online learning anytime and anywhere.

Table 4.8. The use of Schoology for online learning need a strong internet connection.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	5	20
2.	Agree	13	52
3.	Undecided	0	0
4.	Disagree	6	24
5.	Strongly Disagree	1	4
Total		25	100%

Table 4.8 indicated that among 25 students, there are 5 students or 20% chose strongly agree (SA), 13 students or 52% chose agree (A), none student chose undecided (U), 6 students or 24% chose disagree (DA), and 1 student or 4% chose strongly disagree (SDA). Based on the data, the researcher concluded that the use of Schoology for online learning needs a strong internet connection.

Table 4.9. I found the difficulty when I used Schoology in learning activity.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	2	8
2.	Agree	1	4
3.	Undecided	0	0
4.	Disagree	17	68
5.	Strongly Disagree	5	20
Total		25	100%

Table 4.9 showed that among 25 students, there are 2 students or 8% chose strongly agree (SA), 1 student or 4% chose agree (A), none student chose undecided (U), 17 students or 68% chose disagree (DA), and 5 students or 20% chose strongly disagree (SDA). Based on the data, the researcher concluded that most of the students did not find difficulty when used Schoology for online learning activity.

Table 4.10. I am able to manage my study time effectively using Schoology.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	7	28
2.	Agree	15	60
3.	Undecided	3	12
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.10 indicates that among 25 students, there are 7 students or 28% chose strongly agree (SA), 15 students or 60% chose agree (A), 3 students or 12% chose undecided (U), none student chose disagree (DA), and none student chose strongly disagree (SDA). Based on the data, the researcher concluded that Schoology allow students to manage their study time effectively.

Table 4.11. I am more active in the learning process by using Schoology

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	2	8
2.	Agree	6	24
3.	Undecided	3	12
4.	Disagree	12	48

5.	Strongly Disagree	2	8
Total		25	100%

Table 4.11 indicated that among 25 students, there are 2 students or 8% chose strongly agree (SA), 6 students or 24% chose agree (A), 3 students or 12% chose undecided (U), 12 students or 48% chose disagree (DA), and 2 students or 8% chose strongly disagree (SDA). Based on the data, the researcher concluded that students are more active in offline learning than online learning.

Table 4.12. It is easy to take quiz or test in Schoology

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	11	44
2.	Agree	11	44
3.	Undecided	2	8
4.	Disagree	1	4
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.12 showed that among 25 students, there are 11 students or 44% chose strongly agree (SA), 11 students or 44% chose agree (A), 2 students or 8% chose undecided (U), 1 student or 4% chose disagree (DA), and none student chose strongly disagree (SDA). Based on the data, the researcher concluded that students feel easy to take quiz or test in Schoology.

Table 4.13 Instruction in doing test in Schoology is hard to understand

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	6	24

2.	Agree	2	8
3.	Undecided	1	4
4.	Disagree	10	40
5.	Strongly Disagree	6	24
Total		25	100%

Table 4.13 showed that among 25 students, there are 6 students or 24% chose strongly agree (SA), 2 students or 8% chose agree (A), 1 student or 4% chose undecided (U), 10 students or 40% chose disagree (DA), and 6 students or 24% chose strongly disagree (SDA). Based on the data, the researcher concluded that the instruction in doing test in Schoology is easy to understand.

Table 4.14. I don't have enough time to check my answer before I submit it

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	1	4
2.	Agree	1	4
3.	Undecided	2	8
4.	Disagree	13	52
5.	Strongly Disagree	8	32
Total		25	100%

Table 4.14 showed that among 25 students, there are 1 student or 4% chose strongly agree (SA), 1 student or 4% chose agree (A), 2 students or 8% chose undecided (U), 13 students or 52% chose disagree (DA), and 8 students or 32% chose strongly disagree (SDA). Based on the data, the researcher concluded that the students have enough time to check their answer before submit their task in Schoology.

Table 4.15. I can't change my answer when doing online test in Schoology

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	1	4
2.	Agree	1	4
3.	Undecided	3	12
4.	Disagree	14	56
5.	Strongly Disagree	6	24
Total		25	100%

Table 4.15 showed that among 25 students, there are 1 student or 4% chose strongly agree (SA), 1 student or 4% chose agree (A), 3 students or 12% chose undecided (U), 14 students or 56% chose disagree (DA), and 6 students or 24% chose strongly disagree (SDA). Based on the data, the researcher concluded that students can change their answer when doing online test in Schoology.

Table 4.16. The system of scoring in Schoology is fairer and more transparent.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	11	44
2.	Agree	11	44
3.	Undecided	2	8
4.	Disagree	1	4
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.16 showed that among 25 students, there are 11 students or 44% chose strongly agree (SA), 11 students or 44% chose agree (A), 2 students or 8% chose undecided (U), 1 student or 4% chose disagree (DA), and none chose strongly

disagree (SDA). Based on the data, the researcher concluded that the system of scoring in Schoology is fairer and more transparent.

Table 4.17. Using Schoology allows me to complete the task faster

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	10	40
2.	Agree	13	52
3.	Undecided	0	0
4.	Disagree	2	8
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.17 showed that among 25 students, there are 10 students or 40% chose strongly agree (SA), 13 students or 52% chose agree (A), none student chose undecided (U), 2 students or 8% chose disagree (DA), and none student chose strongly disagree (SDA). Based on the data, the researcher concluded that using Schoology allow students to complete their task faster.

Table 4.18. I can access my learning material through Schoology anytime and anywhere

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	16	64
2.	Agree	6	24
3.	Undecided	0	0
4.	Disagree	2	8
5.	Strongly Disagree	1	4
Total		25	100%

Table 4.18 showed that among 25 students, there are 16 students or 64% chose strongly agree (SA), 6 students or 24% chose agree (A), none student chose undecided (U), 2 students or 8% chose disagree (DA), and 1 student or 4% chose strongly disagree (SDA). Based on the data, the researcher concluded that the students can access their learning material anytime and anywhere through Schoology.

Table 4.19. It is easy to save the material

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	14	52
2.	Agree	10	40
3.	Undecided	0	0
4.	Disagree	1	4
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.19 indicated that among 25 students, there are 14 students or 52% chose strongly agree (SA), 10 students or 40% chose agree (A), none student chose undecided (U), 1 student or 4% chose disagree (DA), and none student chose strongly disagree (SDA). Based on the data, the researcher concluded that it is easy to save the material in Schoology.

Table 4.20. It is easier to understand the material through Schoology

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	1	4
2.	Agree	4	16
3.	Undecided	4	16
4.	Disagree	7	28

5.	Strongly Disagree	9	36
Total		25	100%

Table 4.20 indicated that among 25 students, there are 1 student or 4% chose strongly agree (SA), 4 students or 16% chose agree (A), 4 students or 16% chose undecided (U), 7 students or 28% chose disagree (DA), and 9 students or 36% chose strongly disagree (SDA). Based on the data, the researcher concluded that students feel hard to understand the material through Schoology.

Table 4.21. I don't feel motivate to explore the material by using Schoology.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	2	8
2.	Agree	13	52
3.	Undecided	4	16
4.	Disagree	5	20
5.	Strongly Disagree	1	4
Total		25	100%

Table 4.21 showed that among 25 students, there are 2 students or 8% chose strongly agree (SA), 13 students or 52% chose agree (A), 4 students or 16% chose undecided (U), 5 students or 20% chose disagree (DA), and 1 student or 4% chose strongly disagree (SDA). Based on the data, the researcher concluded that students don't feel motivate to explore the material through Schoology

Table 4.22. It is easy to get the material announcements.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	10	40
2.	Agree	14	56

3.	Undecided	1	4
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		25	100%

Table 4.22 showed that among 25 students., there are 10 students or 40% Chose strongly agree (SA), 14 students or 56% chose agree (A), 1 student or 4% chose undecided (U), none student chose disagree (DA) and strongly disagree (SDA). Based on the data, the researcher concluded that most of the students feel easy to get material announcement using Schoology.

Table 4.23. Schoology make students difficult to communicate with teacher

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	5	20
2.	Agree	14	56
3.	Undecided	2	8
4.	Disagree	3	12
5.	Strongly Disagree	1	4
Total		25	100%

Table 4.23 showed that among 25 students. There are 5 students or 20% chose strongly agree (SA), 14 students or 56% chose agree (A), 2 students or 8% chose undecided (U), 3 students or 12% chose disagree (DA), and 1 student or 4% chose strongly disagree (SDA). Based on the data, the researcher concluded that Schoology make students difficult to interact and communicate with teacher.

Table 4.24. Schoology make students difficult to communicate with other students

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	4	16
2.	Agree	14	56
3.	Undecided	2	8
4.	Disagree	4	8
5.	Strongly Disagree	1	4
Total		25	100%

Table 4.24 showed that among 25 students, there are 4 students or 16% Chose strongly agree (SA), 14 students or 56% chose agree (A), 2 students or 8% chose undecided (U), 4 students or 16% chose disagree (DA), and 1 Student or 4% chose strongly disagree (SDA). Based on the data. The Researcher concluded that Schoology make students difficult to interact and Communicate with other students.

Table 4.25. It is easier to understand the material through Schoology

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	3	12
2.	Agree	5	20
3.	Undecided	1	4
4.	Disagree	13	52
5.	Strongly Disagree	3	12
Total		25	100%

Table 4.25 showed that among 25 students., there are 3 students or 12% Chose strongly agree (SA), 5 students or 20% chose agree (A), 1 student or 4% chose undecided (U), 13 student or 52% chose disagree (DA), and 3 Students or 12% chose strongly disagree (SDA).

Based on the findings, the result of students' perception in using Schoology as an e-learning platform can be categorized in the following table:

Table 4.26. The average of questionnaire and students perception categorize

No.	Statements	SA	A	U	D	SDA	Perception
1.	It is easy to access Schoology	52%	44%	4%	0%	0%	Positive
2.	It is easy to register to Schoology	52%	44%	0%	0%	4%	Positive
3.	The appearance of Schoology is very clear and easy to understand	32%	68%	0%	0%	0%	Positive
4.	The features in Schoology are easy to use.	20%	76%	4%	0%	0%	Positive
5.	As an E-learning platform, Schoology has a complete feature for online learning.	28%	52%	8%	12%	0%	Positive
6.	using Schoology saves effort, time and money	60%	28%	4%	8%	0%	Positive
7.	I can do online learning anytime and anywhere using Schoology.	72%	28%	0%	0%	0%	Positive
8.	The use of Schoology for online learning need a strong internet	20%	52%	0%	24%	4%	Negative

	connection.						
9.	I found the difficulty when I used Schoology in learning activity.	8%	4%	0%	68%	20%	Positive
10.	I am able to manage my study time effectively using Schoology.	28%	60%	12%	0%	0%	Positive
11.	I am more active in the learning process by using Schoology	8%	24%	12%	48%	8%	Negative
12.	It is easy to take quiz or test in Schoology	44%	44%	8%	4%	0%	Positive
13.	Instruction in doing test in Schoology is hard to understand	24%	8%	4%	40%	24%	Positive
14.	I don't have enough time to check my answer before I submit it	4%	4%	8%	52%	32%	Positive
15.	I can't change my answer when doing online test in Schoology	4%	4%	12%	56%	24%	Positive
16.	The system of scoring in Schoology is fairer and more transparent.	44%	44%	8%	4%	0%	Positive
17.	Using Schoology allows me to complete the task faster	40%	52%	0%	8%	0%	Positive
18.	I can access my learning	64%	24%	0%	8%	4%	Positive

	material through Schoology anytime and anywhere						
19.	It is easy to save the material	56%	40%	0%	4%	0%	Positive
20.	It is easier to understand the material through Schoology	4%	16%	16%	28%	36%	Positive
21.	I don't feel motivate to explore the material by using Schoology.	8%	52%	16%	20%	4%	Positive
22.	It is easy to get the material announcements.	40%	56%	4%	0%	0%	Positive
23.	Schoology make students difficult to communicate with teacher	20%	56%	8%	12%	4%	Negative
24.	Schoology make students difficult to communicate with other students	16%	56%	8%	16%	4%	Negative
25.	It is easier to understand the material through Schoology	12%	20%	4%	53%	12%	Negative
Average		30,4	38,24	5,6	18,56	7,2	Positive

Table 4.26 showed that among 25 statements of the questionnaire, 30,4% students chose strongly agree (SA), 38,24% students agree (A), 5,6% Students chose undecided (U), 18,56% students chose disagree (D), and 7,27% students chose

strongly disagree (SDA), Therefore, the result of students perception in using Schoology as an e-learning platform in the fifth semester students of English Department in Muhammadiyah Makassar had category positive perception.

B. Discussion

1. The strengths of Schoology application

Findings found that most of the students gave positive perception about online learning in Schoology application because Schoology is easy to access, the features are easy to use, saves effort, time and money, and the process of learning can be done anytime and anywhere. This result is related with research with the title the students' perspective on Schoology in English learning (Karyawati, 2016) found that through Schoology, learning process can be done anywhere and anytime, also Schoology can saves effort, money and time. Also, students were agree that it is easy to access and save the material were given by teaching through Schoology. Students can still find out the materials were given by the teacher even though these students have events that require them not to participate in class. Schoology can help students to manage their time more efficiently. It is related with the research of Bahrul Iimi (2021) found that students have a positive perception toward the use of Schoology application in learning English. Students feel happy to use Schoology because they can do the learning anytime and anywhere. Also, the students feel more easy to get the material that given by teacher through Schoology. Students also agree that easy to take quiz or test in Schoology, system of value in Schoology is fairer and more transparent, and Schoology allow them to complete their task faster. This finding is related with Rosa Amalia (2018) discovered that the students have positive perceptions toward the use of online assessment in Schoology. There is easiness in the use of Schoology because of the students' familiarity with the use of online technology, saving their time to do evervwhere, and its goodness rather than paper assessment.

2. The challenges of Schoology

Findings found that most of the students agree that Schoology make students difficult to communicate with teacher and other students. Although Schoology has a comment section, but still students feel difficult to communicate with other because it takes some times until the teacher see the comment. Also, if the students have a question about the material or task, it takes some times for teacher to reply their comment. Students also didn't feel motivate to explore the material and hard to understand the material in Schoology. The students prefer learning process in the classroom (face to face) because they can hear teacher explanation directly from the teacher. Moreover, the use of Schoology needs a strong internet connection. This make it difficult for students who are in the areas with low internet coverage. This finding is rrelated with Karyawati, (2016) found that through Schoology, learning process can be done anywhere and anytime, also Schoology can saves effort, money and time. In addition, Schoology has challenges in conducting blended learning. The use of Schoology needs strong internet, electricity, adequate gadget such as smartphone or computer, and difficult to communicate with teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of the conclusion and suggestion based on the analysis of data and findings.

A. Conclusion

Based on the findings and discussion, it can be concluded that students gave a positive perception on the use of Schoology application as an E-learning platform in ELT at Muhammadiyah Makassar in the term of Strengths and challenges of using Schoology. It was provided by the result of likers scale analysis, it was indicated that 30,4% students chose strongly agree (SA), 38,24% students chose agree (A), 5,6% students chose undecided (U), 18,56% students chose disagree (DA), and 7,2% students chose strongly disagree (SDA). Therefore, the mean score of the students questionnaire indicated that there were 68,64% students was categorized positive perception, 5,60% students categorized neutral, and 25,76% students was categorized negative perception. It means that most of students liked and enjoyed doing online learning activities using Schoology.

B. Suggestion

From the findings presented in chapter four, there are some suggestions as follows:

1. In this research, most of students E Class of 2019 English Education Department Muhammadiyah University of Makassar agreed that Schoology application is good as an E-learning platform. For the lecturers, it is be better to use another media of learning and collaborate it with Schoology to make a better learning process.
2. In this research, Schoology facilitate the students to easy in learning process. For the students, it is be better if students use Schoology application facilities properly in learning so the students can improve their knowledge and ability in language learning.

3. In this research, the researcher focused on the strengths and challenges of Schoology application. For the next researcher, it is better to focus on other case of Schoology in language learning and use this research as a preference to know more about Schoology in language learning as an E-learning platform.



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APENDIX A

RESEARCH QUESTIONNAIRE

**(Student's perception in Using Schoology as an E-Learning Platform
in ELT at Muhammadiyah University of Makassar)**

Name :

NIM :

Read the questionnaire below carefully, and put a tick (✓) on one of the option!

Note:

SA : Strongly Agree

A : Agree

U : Undecided

DA : Disagree

SDA : Strongly Disagree

No.	Statements	SA	A	U	D	SDA
1.	It is easy to access Schoology					
2.	It is easy to register to Schoology					

3.	The appearance of Schoology is very clear and easy to understand					
4.	The features in Schoology are easy to use.					
5.	As an E-learning platform, Schoology has a complete feature for online learning.					
6.	using Schoology saves effort, time and money					
7.	I can do online learning anytime and anywhere using Schoology.					
8.	The use of Schoology for online learning need a strong internet connection.					
9.	I found the difficulty when I used Schoology in learning activity.					
10.	I am able to manage my study time effectively using Schoology.					
11.	I am more active in the learning process by using Schoology					
12.	It is easy to take quiz or test in					

	Schoology					
13.	Instruction in doing test in Schoology is hard to understand					
14.	I don't have enough time to check my answer before I submit it					
15.	I can't change my answer when doing online test in Schoology					
16.	The system of scoring in Schoology is fairer and more transparent.					
17.	Using Schoology allows me to complete the task faster					
18.	I can access my learning material through Schoology anytime and anywhere					
19.	It is easy to save the material					
20.	It is easier to understand the material through Schoology					
21.	I don't feel motivate to explore the material by using Schoology.					
22.	It is easy to get the material announcements.					
23.	Schoology make students difficult to communicate with					

	teacher					
24.	Schoology make students difficult to communicate with other students					
25.	It is easier to understand the material through Schoology					



APPENDIX B

STUDENTS' QUESTIONNAIRE SHEET

RESEARCH QUESTIONNAIRE

(Students' Perception in Using Schoology as an E-Learning Platform in ELT at
Muhammadiyah University of Makassar)

Name : Fachru Achran Saputra

NIM : 165351112519

Read the questionnaire below carefully, and put a tick (✓) on one of the option!

Note:

SA : Strongly Agree

A : Agree

U : Undecided

DA : Disagree

SDA : Strongly Disagree

No.	Statements	SA	A	U	DA	SDA
1.	It is easy to access Schoology (<i>mudah untuk mengakses Schoology</i>)		✓			
2.	It is easy to register to Schoology (<i>mudah untuk mendaftar Schoology</i>)		✓			
3.	The appearance of Schoology is very clear and easy to understand (<i>tampilan Schoology sangat jelas dan mudah dipahami</i>)		✓			
4.	The features in Schoology are easy to use (<i>fitur-fitur dalam aplikasi Schoology mudah digunakan</i>)			✓		
5.	As an E-learning platform, Schoology has a complete features for online learning (<i>sebagai aplikasi belajar online, Schoology memiliki fitur yang lengkap</i>)			✓		

6.	Using Schoology saves effort, time and money (<i>Schoology menghemat tenaga, waktu, dan biaya</i>)	✓				
7.	I can do online learning anytime and anywhere using Schoology (<i>saya dapat melakukan pembelajaran online kapan saja dan dimana saja menggunakan Schoology</i>)	✓				
8.	The use of Schoology for online learning needs a strong internet connection (<i>penggunaan Schoology untuk pembelajaran online membutuhkan koneksi internet yang kuat</i>)		✓			
9.	I found the difficulty when I used Schoology in learning activity (<i>saya merasa kesulitan Ketika menggunakan Schoology dalam kegiatan pembelajaran</i>)			✓		
10.	I am able to manage my study time effectively using Schoology (<i>saya dapat mengatur waktu belajar saya secara efektif menggunakan Schoology</i>)				✓	
11.	I am more active in the learning process by using Schoology (<i>saya lebih aktif dalam proses pembelajaran dengan menggunakan Schoology</i>)				✓	
12.	It is easy to take quiz or test in Schoology (<i>mudah untuk mengikuti kuis atas test di Schoology</i>)			✓		
13.	Instruction in doing test in Schoology is hard to understand (<i>instruksi dalam melakukan tes di Schoology sulit dipahami</i>)			✓		
14.	I don't have enough time to check my answer before I submit it (<i>saya tidak punya cukup waktu untuk memeriksa jawaban saya sebelum saya mengirimkannya</i>)			✓		
15.	I can't change my answer when doing online test in Schoology (<i>saya tidak dapat mengubah jawaban saya Ketika melakukan tes online di Schoology</i>)			✓		
16.	The system of value in Schoology is fairer and more transparent (<i>system penilaian dalam Schoology lebih adil dan transparan</i>)		✓			

17.	Using Schoology allows me to complete task faster (menggunakan Schoology memungkinkan saya menyelesaikan tugas lebih cepat)			✓		
18.	I can access my learning material through Schoology anytime and anywhere (saya dapat mengakses materi pembelajaran melalui Schoology kapan saja dan dimanapun)	✓				
19.	It is easy to save the material (mudah untuk menyimpan materi)		✓			
20.	It is more easy to understand the material through Schoology (lebih mudah memahami materi pembelajaran melalui Schoology)			✓		
21.	I don't feel motivate to explore the material by using schoology (saya tidak merasa termotivasi untuk mendalami materi pembelajaran menggunakan Schoology)			✓		
22.	It is easy to get the material announcements (mudah untuk mendapatkan pengumuman materi pembelajaran yang masuk)		✓			
23.	Schoology make students difficult to communicate with teacher (Schoology membuat siswa sulit untuk berkomunikasi dengan guru)				✓	
24.	Schoology make students difficult to communicate with other students (Schoology membuat siswa sulit untuk berkomunikasi dengan siswa lainnya)				✓	
25.	I can ask my teacher about the material if I don't understand and have a quick response (saya dapat bertanya kepada guru tentang materi pembelajaran jika saya tidak mengerti dan mendapatkan respon balik yang cepat)		✓			

(Adopted from: Karyawati 2016 and Amalia 2018)

APPENDIX C

THE RESULT OF STUDENTS' PERCEPTION IN USING SCHOLOGY AS AN E-LEARNING PLATFORM IN ELT

AT MUHAMMADIYAH MAKASSAR

RESPONDENT	QUESTIONNAIRE NUMBER																									TOTAL SCORE	FINAL SCORE
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	5	5	5	5	4	2	5	5	4	3	3	5	3	4	3	5	2	5	5	3	3	5	3	3	5	100	80
2	4	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	2	2	4	114	91,2
3	5	5	5	5	5	4	4	4	2	4	4	4	2	2	2	4	4	4	4	4	2	4	2	2	4	91	72,8
4	4	4	4	4	2	4	4	5	2	4	1	2	2	2	3	3	2	2	4	1	4	3	4	4	2	76	60,8
5	4	4	4	4	4	5	5	4	2	4	2	5	2	1	1	5	5	5	5	3	4	5	4	4	2	93	74,4
6	5	5	4	3	3	5	5	4	2	5	5	3	2	3	3	3	4	5	4	3	2	5	1	1	5	90	72
7	5	5	4	4	4	4	5	2	1	5	2	4	2	2	2	5	5	5	5	2	4	5	5	5	2	94	75,2
8	5	4	4	4	4	5	5	2	2	4	2	5	5	1	2	4	4	5	5	2	4	5	5	4	3	95	76
9	4	5	4	4	4	4	5	5	5	4	4	5	2	1	1	4	5	5	4	4	2	5	4	4	4	98	78,4
10	4	4	4	4	5	5	5	4	1	5	2	5	1	1	2	5	4	4	4	4	2	4	5	4	4	90	72
11	4	4	4	4	4	2	4	4	2	4	4	4	2	2	2	2	4	2	2	4	2	4	2	2	2	76	60,8
12	3	1	5	4	2	3	4	5	1	3	2	3	1	3	4	4	4	4	1	4	3	5	4	5	4	82	65,6
13	5	5	5	5	2	4	5	4	2	4	1	4	1	1	1	4	4	5	5	4	1	5	4	3	5	89	71,2
14	5	5	5	5	4	5	5	4	1	4	3	5	1	1	2	5	5	5	5	2	3	4	3	2	2	90	72
15	4	4	4	4	4	5	5	4	2	4	3	4	2	2	2	4	4	4	4	1	3	4	5	5	1	88	70,4
16	5	5	5	4	4	5	4	4	2	4	2	4	2	2	1	5	5	4	5	2	3	5	4	4	2	92	73,6
17	5	5	4	4	4	4	5	4	2	4	2	5	1	1	1	5	5	5	5	2	4	4	4	4	2	91	72,8
18	5	5	4	4	4	5	5	4	2	4	4	5	5	2	2	4	4	4	5	2	4	5	4	5	2	99	79,2
19	4	4	4	4	4	5	5	2	2	5	2	4	1	2	2	5	5	5	5	1	2	4	5	5	4	105	84
20	4	4	4	4	4	5	5	2	2	4	2	4	5	2	2	4	4	5	4	1	4	4	4	4	1	92	73,6
21	4	4	4	4	5	5	5	4	2	4	4	4	4	2	2	4	4	5	5	1	4	4	4	4	1	120	96
22	5	5	4	4	5	5	5	2	2	5	2	4	4	2	2	5	4	5	4	1	4	4	4	4	2	88	74,4
23	5	5	4	4	3	5	4	4	1	3	2	5	5	2	2	4	4	5	5	1	4	4	4	4	2	87	69,6
24	4	4	4	4	5	4	4	1	2	4	2	5	5	2	2	5	5	5	5	1	4	4	4	4	2	91	72,8
25	5	5	5	5	5	5	5	2	2	5	4	4	2	1	1	4	5	4	4	1	4	4	4	4	2	92	73,6
TOTAL PER ITEMS																									%		
STRONGLY AGREE (5)	13	13	8	5	7	15	18	5	2	7	2	11	6	1	1	11	10	16	14	1	2	10	5	4	3	30,4%	

AGREE (4)	11	11	17	19	13	7	7	13	1	15	6	11	2	1	1	11	13	6	10	4	13	14	14	14	5	38,24%
INDECIDED (3)	1	0	0	1	2	1	0	0	0	3	3	2	1	2	3	2	0	0	0	4	4	1	2	2	1	5,6%
DISSAGREE (2)	0	0	0	0	3	2	0	6	17	0	12	1	10	13	14	1	2	2	1	7	5	0	3	4	13	18,56
STRONGLY DISSAGREE (1)	0	1	0	0	0	0	0	1	5	0	2	0	6	8	6	0	0	1	0	9	1	0	1	1	3	7,2%
TOTAL	25	25	25	25	25	25	25	25	25	25	25	25	25	25	23	25	25	25	25	25	25	25	25	25	25	100%



APPENDIX D

THE STUDENTS' BLOCK SCORE

NO.	STATEMENTS	SA	A	U	D	SDA	CATEGORY
1.	It is easy to access Schoology (<i>mudah untuk mengakses Schoology</i>)	13	11	1	0	0	Positive Perception
2.	It is easy to register to Schoology (<i>mudah untuk mendaftar Schoology</i>)	13	11	0	0	1	Positive Perception
3.	The appearance of Schoology is very clear and easy to understand (<i>tampilan Schoology sangat jelas dan mudah dipahami</i>)	8	17	0	0	0	Positive Perception
4.	The features in Schoology are easy to use (<i>fitur-fitur dalam aplikasi Schoology mudah digunakan</i>)	5	19	1	0	0	Positive Perception
5.	As an E-learning platform, Schoology has a complete features for online learning (<i>sebagai aplikasi belajar online, Schoology memiliki fitur yang lengkap</i>)	7	13	2	3	0	Positive Perception
6.	Using Schoology saves effort, time and money (<i>Schoology menghemat tenaga, waktu, dan biaya</i>)	15	7	1	2	0	Positive Perception
7.	I can do online learning anytime and anywhere using Schoology (<i>saya dapat melakukan pembelajaran online kapan saja dan dimana saja menggunakan Schoology</i>)	18	7	0	0	0	Positive Perception
8.	The use of Schoology for online learning needs a strong internet connection (<i>penggunaan Schoology untuk pembelajaran online membutuhkan koneksi internet yang kuat</i>)	5	13	0	6	1	Negative Perception
9.	I found the difficulty when I used Schoology in learning activity (<i>saya merasa kesulitan Ketika menggunakan Schoology dalam kegiatan pembelajaran</i>)	2	1	0	17	5	Positive Perception
10.	I am able to manage my study time effectively using Schoology (<i>saya dapat mengatur waktu belajar saya secara efektif menggunakan Schoology</i>)	7	15	3	0	0	Positive Perception
11.	I am more active in the learning process by using Schoology (<i>saya lebih aktif dalam proses pembelajaran dengan menggunakan Schoology</i>)	2	6	3	12	2	Negative Perception
12.	It is easy to take quiz or test in Schoology (<i>mudah untuk mengikuti kuis atas test di Schoology</i>)	11	11	2	1	0	Positive Perception
13.	Instruction in doing test in Schoology is hard to understand (<i>instruksi dalam melakukan tes di Schoology sulit dipahami</i>)	6	2	1	10	6	Positive Perception

mengirimnya	1	1	3	14	6	Positive Perception
15. I can't change my answer when doing online test in Schoology (saya tidak dapat mengubah jawaban saya Ketika melakukan tes online di Schoology)	1	11	2	1	0	Positive Perception
16. The system of value in Schoology is fairer and more transparent (system penilaian dalam Schoology lebih adil dan transparan)	10	13	0	2	0	Positive Perception
17. Using Schoology allows me to complete task faster (menggunakan Schoology memungkinkan saya menyelesaikan tugas lebih cepat)	16	6	0	2	1	Positive Perception
18. I can access my learning material through Schoology anytime and anywhere (saya dapat mengakses materi pembelajaran melalui Schoology kapan saja dan dimanapun)	14	10	0	1	0	Positive Perception
19. It is easy to save the material (mudah untuk menyimpan materi)	1	4	4	7	9	Negative Perception
20. It is more easy to understand the material through Schoology (lebih mudah memahami materi pembelajaran melalui Schoology)	2	13	4	5	1	Negative Perception
21. I don't feel motivate to explore the material by using schoology (saya tidak merasa termotivasi untuk mendalami materi pembelajaran menggunakan Schoology)	10	14	1	0	0	Positive Perception
22. It is easy to get the material announcements (mudah untuk mendapatkan pengumuman materi pembelajaran yang masuk)	5	14	2	3	1	Negative Perception
23. Schoology make students difficult to communicate with teacher (Schoology membuat siswa sulit untuk berkomunikasi dengan guru)	4	14	2	4	1	Negative Perception
24. Schoology make students difficult to communicate with other students (Schoology membuat siswa sulit untuk berkomunikasi dengan siswa lainnya)	3	5	1	13	3	Negative perception
25. I can ask my teacher about the material if I don't understand and have a quick response (saya dapat bertanya kepada guru tentang materi pembelajaran jika saya tidak mengerti dan mendapatkan respon balik yang cepat)						



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 129/05/C.4-VIII/I/43/2022
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

09 Jumadil akhir 1443 H
12 January 2022 M

Kepada Yth,
Ketua Lembaga Perpustakaan dan Penerbitan
Universitas Muhamamdiyah Makassar
di –

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 8487/FKIP/A.4-II/1443/2022 tanggal 12 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **SRIWAHYUNINGSIH**
No. Stambuk : **10535 586314**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Student's Perception in Using Schoology Application as an E-learning Platform in ELT"

Yang akan dilaksanakan dari tanggal 22 Januari 2022 s/d 22 Maret 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. fr. Abubakar Idhan, MP.
NBIM 101 7716



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id



SURAT KETERANGAN PENELITIAN
Nomor : 1243/FKIP/05/A.5-VI/II/1443/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Sriwahyuningsih
No. Stambuk : 105 35 5863 14
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 terhitung sejak 28 Februari 2022 dalam rangka penyusunan skripsi dengan judul:

“Students’ Perception in Using Schoology Aplication as an E-learning Platform in ELT at Muhammadiyah Makassar”.

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

15 Rajab 1443 H

Makassar, -----

16 Februari 2022 M

Dekan,
FKIP Unismuh Makassar,



Erwin Alib M.Pd. Ph.D.
NPM 800 934



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodi@unismuh.ac.id
Web : hp.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa

: SRIWAHYUNINGSIH

NIM

: 10535586314

Judul Penelitian

: *Students' Perception in Using Schoology Application as an E-learning Platform in ELT at Muhammadiyah Makassar*

Tanggal Ujian Proposal

: 30 Desember 2021

Tempat/Lokasi Penelitian

: Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1	Sabtu, 28/12/2022	Pengisian kuisioner oleh Mahasiswa	Dr. H. Dahrun Amin, M.Hum	
2				
3				
4				
5				



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6			
7			
8			
9			
10			

Makassar, 25 Januari 2022

Ketua Program Studi,
FKIP Unismuh Makassar


Dr. Umami Khaerati Svam, S.Pd., M.Pd
NBM. 977 807

Mengetahui,

Dekan,
FKIP Unismuh Makassar


Rayan Akib, M.Pd., Ph.D
NBM. 860 934





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Sriwahyuningsih
NIM : 10535586314
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 17 Februari 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



Nursimah S.Hum., M.I.P
NBM. 964 591

CURRICULUM VITAE



SRIWAHYUNINGSIH, was born in Bima in March, 18th 1996, as the first daughter from two siblings. She has one sister and one brother. Her father name is Muhammad and her mother name is Amaseh. She graduated her elementary school in 2007 at SDN 2 Malaju, Bima. She continued her junior at MTsN Sape and graduated in 2010. Then she continued at SMA Negeri 1 Sape and graduated in 2014. She was accepted at Muhammadiyah University of Makassar as a student of English Education Department at 2014. At the end of her study, she finished with her thesis under the title “Students perception in Using Schoology Application as an E-Learning Platform in ELT at Muhammadiyah University of Makassar”