

Edmodo in Vocabulary Class and Its Character Building Effect

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Abstract: Character building is important thing to be integrated in the course. The aims of the study were to know how the use of edmodo in Vocabulary class and its character building impact on the second semester university students. Classroom action research was applied in this research, with 45 students as the participants. Test, observation and questionnaire were used in gathering the data. The result shows that through edmodo, students are not only improving their awareness in learning but also having character building awareness. It can be seen from the questionnaire and observation sheet, in academic achievement students understand, they are motivated learning using edmodo, they enthusiast when learning vocabulary and in character building aspect, their discipline, responsibility and communicative rose when they did all the assignment and quizzes from the lecturer.

1 INTRODUCTION

Teaching is not as a simple as giving or sharing knowledge to the students. It is not only purely teaching but also building their character to be better people in the society. In the education system sometimes it is integrated with the topic and media used to insert the character value. Teachers should feel confident in giving character building to the student when they teach material in class, so character education can be prioritized. Furthermore building character education should be known from the teacher competencies before teaching them to the students (Ülger, Yiğittir, and Ercan, 2014).

Character refers to a set of knowledge or cognitive, attitudes, and motivations, behaviour, skills (Kamaruddin, 2012) feeling, believe and action (Rokhman, Hum, Syaifudin, and Yuliati, 2014), it means that someone character cannot be seen from one aspect only but we can see someone character from the integration of those aspects mentioned. If someone wants to change certain character, he/she have to know his/her basic character's element. Character can be taught since students from early childhood (Ferdiawan and Putra, 2013; Mei-Ju, Chen-Hsin, and Pin-Chen, 2014a; Şahinkayasi and Kelleci, 2013) up to higher education (Lidyasari, 2014)

There are several studies related to the use of edmodo and character building. Such as edmodo in the vocabulary mastery (Eveddy and Hamer, 2016),

attitude toward learning (Estrada-Vidal and Tójar-Hurtado, 2017; Okaz, 2015), edmodo in online learning community (Ekici, 2017)

Character education such as caring, citizenship, fairness, respect, honest, discipline, responsibility and trustworthiness should be built in the teaching learning process. In detail, based on Indonesian ministry of Education, the characters that can be integrated in a subject are: first, religious. It means that attitude and behavior should embedded in class teaching learning process such as tolerant and live in harmony with other religions. Second is honest, someone can be called honest if their speaking is same with what they think and their action. Third is tolerance to diversity, it means that students should respect other religion, race, ethnicity, opinion, attitudes and action which are different from themselves. Fourth is discipline, in this aspect someone should obey the rules and regulations. Fifth is hard work, measures indicating orderly behavior and fulfill with various rules and regulations. Sixth character is creative, thinking of new thing and doing something to generate a new way. Independent is the next aspect, it can be showed from the students behavior in doing such kind of task themselves not depend on others. Democratic is how to think, behave, and act the same right. Curiosity is the attitudes and action as attempting to determine the depth and spread something that learner seen and heard. The spirit of nationality and love homeland are how students put the national

interest above their interest. Rewarding achievement means that attitudes and actions that encourage students to produce something useful to other and society recognize and respect other success.

Friendly/communicative is the next aspect, students should be friendly with other and no differentiate between one to another. Love peace, means that student should love peace, no longer fight for simple everything. Joy of reading, it means that students are expected to love reading various reading text not only at school but also at any occasion. Environment concern, attitude and action in loving environment, prevent it and have several efforts to make environment repaired from some damage. Social concern means that students should aware of societal condition. They have to be active and sensitive of everything happen in their community. The last character education that should be integrated in a lesson is responsibility. It means that students should have to responsible to every job or task given by teacher/lecturer. Through all character mentions above, it can be derived that the character that is built at school can be applied in student's daily life.

Based on the character education, teacher/lecturer should creative in using media and tool in teaching process to integrate the character education in a lesson given. Technology teaches us to have several characters, teacher/lecturer have motivation in using online technology (Mohamad, Salleh, and Salam, 2015) such as edmodo (Balasubramanian, Jaykumar, and Fukey, 2014; Purnawarman, Susilawati, and Sundayana, 2016)

Edmodo is one of the free educational learning platforms to provide a simple way for teacher to create and manage an online classroom community. It also enables students to connect and work with their classmate's teacher anywhere and anytime.

There are some advantages of edmodo, such as make students more discipline, responsible (Eliasa, 2014) . There are some features in edmodo for example quiz, assignment, polling and other that make teacher can manage the task easily.

In this paper, the writer want to depict how edmodo can raise students' character building and what are students responses toward edmodo as media of teaching learning.

2 METHOD

2.1 Participants and Research Design

Participants in this research were 45 students of the second semester with range of age between 18-19 years old.

To answer how edmodo can raise students' character building and what are the students' responses toward edmodo as media of teaching learning, researcher applied edmodo in vocabulary class for seven weeks. Researcher gave assignment and observed students attitude toward their work. The researcher not only analyzed the academic aspect but also analyzed education characters which is raised, namely, discipline, responsibility and communicative.

2.2 Instrument and Data Analysis

The instruments used in this research were test, observation and questionnaires. Test is given to the students to know the students achievement. Observation was to observe the students' character education building along the material given to the students. This research done in vocabulary class along one semester, so that lecturer also can identify the kinds of character education raised through edmodo as media of teaching learning.

After observing the running of the class activity, the researcher gave the questionnaires to the students to know their responses toward the use of edmodo in vocabulary class and to ensure the character education they got from the using of edmodo in teaching learning process.

The process of data collection were the researcher asked the students to use edmodo as media, gave assignment to do and observe how many students obey the rules, then researcher discuss the material in edmodo while ensuring who are active in the discussion. Using observation checklist, researcher checked the students work and respond.

The questionnaires were given after the end of the class. It is done to know students responses of the class running and character education they have got from the use of edmodo. The questionnaires consisted of two question aspects, first is about what they get from the use of edmodo and the second is about their responses towards the use of it in class.

After getting the data then the researcher analyse the data through making percentage to know the students responses and using table to know what kinds of character arose.

The application of edmodo given in seven meetings and researcher analysed each week when she gave such assignment or material on edmodo or discussing some materials there.

3 RESULTS

The result of the research described as follows:

3.1 How Edmodo Can Raise Students' Character Education Building

The researcher tried to identify students' character through the application of edmodo in vocabulary class. The researcher came to vocabulary class and asked them whether they have edmodo account or not and asked them to make an account and joined the vocabulary class. There are several assumptions when edmodo applied in the class for the first time. Some students didn't join although the researcher gave them time to join. Another assumption is they think that edmodo is not important for them because they still learn in class.

From the first week the researcher gave material to be learnt before they come to the class for the next week. On the second week, only 5 students asked about the task, the rest didn't say anything. They still didn't understand with the rules given. On the following week they had understood that they had to communicate or ask if there any misunderstanding definition or the use of such word.

Students' character building is not merely changes their looks. Character should be embedded in teaching learning process since the early age (Lidyasari, 2014; Mei-Ju, Chen-Hsin, and Pin-Chen, 2014b; Silanoi, 2012). The effect of edmodo in Vocabulary class on character building can be seen from the development of their attitude in doing their task, submitting the task and their way in communicating or discussing the material in class.

Characters which are raised from the use of edmodo can be seen from the figure 1.

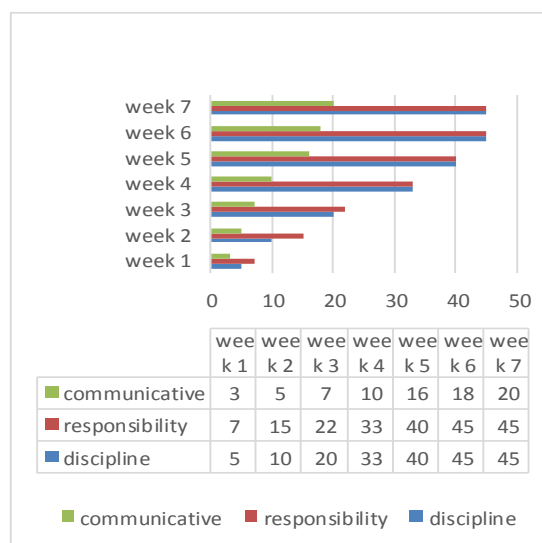


Figure 1: Students' character education using edmodo as tool of teaching learning.

Figure 1 tells us that the amount of the students from week to week arise in showing their character education building. The effect such as discipline, responsibility and communicative will be discuss in the following detail:

3.1.1 Discipline

There some differences between students who have discipline in doing task in week 1 and in week 2. The amount from 5 students into 10 students, it means that more students aware of their discipline in doing their task. From week 2 to week 3 also shows increased amount of the students who done the task on time. From the chart we can conclude that on week 5 almost all students (40 students from the total 45 students) are doing their task punctually. Through edmodo in the sixth and seventh week, all students do their tasks and assignments on time.

Discipline is considered as one of character education that should be given to the students for all their life long (Estrada-Vidal and Tójar-Hurtado, 2017). Discipline will be applied in the workplace when they graduated from school or university, they will feel comfort in their environment (Pane and Patriana, 2016). Students will have good habit in their daily life. They do their task on time. The development of discipline needs longer time to make sense of it.

3.1.2 Responsibility

For responsibility aspect, it is also the same with discipline aspect. Some students actually do their

task but they submit it not on the time given and it was rejected by the system. From week to week showed their responsibility raised. It can be seen from the fourth week, the amount of the students who did and submitted the task on time were in same amount. It means that students who do the task, they also submit on time. The amount of the students are 33 (73%) who showed their responsibility in doing their task. The responsibility is fully done by all of the students in the sixth and seventh meeting as their discipline character in doing and submitting the task.

Responsible is one of the character educations that need awareness of someone to do something properly. Responsible can be applied both individual (Saxon, 2013) and on teamwork (Eliasa, 2014).

3.1.3 Communicative

Different to the two character mentioned above, communicative has the lowest achievement. Although it increases from week to week but the amount of the students still not all participate in the discussion. They are only silent when they got material, they did their task and assignment but they only read the discussion without giving some comments. It can be seen from the table 1 that in the seventh week only 20 students who actively discuss in edmodo. It means that their confident in giving their opinion and they still shy to discuss. Perhaps it can be caused by their experience in speaking while they are still in the second semester. Students can be called communicative if they do not shy in showing their aspiration, their feelings. Edmodo can increase students effective communication (Al-Said, 2015)

3.2 Students Responses toward the using Of Edmodo

After giving seven meeting using edmodo, the researcher gave questionnaire to the students to know their responses toward the implementation of this online application. There are several questions given to the students in accordance with the use of edmodo in vocabulary class. The result of the questionnaires is in table 1.

Table 1: Students' responses toward the using of edmodo.

statement	yes	no
1. Using edmodo is easy	80%	20%
2. I can increase my vocabulary using edmodo as media	77%	23%
3. I understand well the material given on edmodo	80%	20%
4. By using edmodo I feel more confident to discuss everything to the lecturer	67%	33%
5. I am more discipline when doing assignment	90%	10%
6. I am more responsible with all the task given	83%	17%
7. I always see the due date given so that I am not late in submitting the task	80%	20%
8. I am really motivated to learn vocabulary by using edmodo as media	93%	7%

There are several aspects gathered from table 1. First is in term of the using of edmodo itself. Using edmodo is easy (80% students said it). Second, It can increase students' academic achievement in learning vocabulary (77% said that using edmodo can increase their vocabulary, 80% said that they understand the material well). It can be seen from the result of the test. It showed that by using edmodo their vocabulary mastery increase. It can be seen from 50% students got under 75 in doing first task become 75 % students got above 75. It means that there are 25% increase of the amount of the students when they did the second task.

Third, in term of character (discipline got 90% responses of being discipline by using edmodo in vocabulary class, responsible got 83% good respond from students, and communicative/they feel more confident to discuss everything with the lecturer). The last is in term of motivation. 80% of the total students said that they are motivated in learning vocabulary using edmodo.

From the responses above there are some positive aspect gained from the application of technology such as edmodo at class activities.

4 CONCLUSIONS

Character education should be integrated among the lesson given to the students. From the result above, it can be seen that building character is not as easy as open our eyes. It needs time to make the students aware of their character building awareness.it can be

concluded that edmodo can increase students achievement in learning process. It also gives contribution to the development of students' character such as discipline, responsible and communicative.

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