

Lecturers' Awareness in the use of Edmodo for Teaching

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Abstrak

Meluasnya penggunaan e-learning telah mengakibatkan institusi pendidikan tinggi di seluruh dunia mengalami perubahan yang cepat karena mereka beradaptasi dengan metode dan manfaat baru yang dibawa oleh teknologi. Salah satu tren LMS saat ini adalah Edmodo. Edmodo adalah platform web gratis yang dapat digunakan pendidik untuk membuat dan mengelola pengajaran dan pembelajaran online yang efektif. Penelitian ini menganalisis kesadaran dosen perguruan tinggi dalam penggunaan Edmodo. Penelitian ini mengadopsi penelitian deskriptif dengan jenis survey. Populasi untuk penelitian ini terdiri dari semua dosen di negara bagian Ekiti. Teknik sampling proporsional digunakan untuk mengalokasikan sejumlah responden di setiap sekolah berdasarkan perkiraan populasinya. Instrumen pengumpulan data adalah angket yang diadaptasi. Statistik deskriptif dan inferensial digunakan untuk menjawab pertanyaan penelitian dan menguji hipotesis yang diajukan dengan bantuan Statistical Product and Service Solution (SPSS) versi 20.0 pada taraf signifikansi 0,05. Temuan menunjukkan bahwa dosen menyadari penggunaan Edmodo untuk mengajar. Tidak ada perbedaan yang signifikan pada kesadaran dosen akan penggunaan Edmodo untuk pengajaran berbasis gender. Studi tersebut menyimpulkan bahwa pembelajaran dapat ditingkatkan dan pengajaran dapat menjadi efektif di antara para dosen jika teknologi yang sesuai digunakan untuk pengajaran. Oleh karena itu, disarankan agar Dosen didorong untuk menggunakan Edmodo untuk belajar terlepas dari jenis kelamin mereka.

Kata kunci: Kata kunci: Gender, Edmodo, dan Kesadaran Dosen.

Abstract

The widespread use of e-learning has resulted in higher education institutions around the world experiencing rapid changes as they adapt to the new methods and benefits brought by technology. One of the current trends of LMS is Edmodo. Edmodo is a free web platform that educators can use to create and manage an effective online teaching and learning. This study analyzes university lecturers' awareness in the use of Edmodo. The study adopted descriptive research of the survey type. The population for this study was made up of all the lecturers in Ekiti- State. Proportional sampling techniques was used to allocate a number of respondents in each school based on their estimated population. The instrument for data collection was an adapted questionnaire. Descriptive and Inferential statistics were used to answer the research question and test the stated hypothesis with the aid of statistical product and service solution (SPSS) version 20.0 at 0.05 level of significant. The findings indicated that lecturers are aware of the use of Edmodo for teaching. No significant difference exists in the lecturer's awareness of the use of Edmodo for teaching based on gender. The study concluded that learning can be enhanced and teaching can be effective among lecturers if appropriate technologies are deployed for instruction. Therefore, it was recommended that Lecturers should be encouraged to deploy Edmodo for learning irrespective of their gender.

Keywords: Gender, Edmodo , Lecture Awareness.

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1. INTRODUCTION

The spread of Information and Communication Technology (ICT) is an epitome of the rapidly changing world, and this has changed the dynamics of teaching and learning in almost every corner of the globe. This brought about the origin of -digital revolution (Agustini et al., 2019; Halili, 2019; Sahal et al., 2020). These evolutions had an impact on lecturers, students, and schools particularly school curricula, including instructional methods. The new shift has provided a paradigm shift for teachers and instructors to move from the traditional approaches to the use of ICT in supporting their job roles, especially regarding delivery of instruction, course management, assessment and evaluation, among others (Andyani et al., 2020; Kim, 2020; Sulaiman & Ismail, 2020). In fact, newer evidences have shown that technology cannot be detached from the educational field because they mutually complement

each other. The significant of e-learning is to support students and lecturers with some unique skills, such as interactivity, active search, physical closeness and mobility, independent learning and training, and techniques for acquiring active knowledge and lesson delivery through asynchronous and synchronous learning network models (Indrayana & Sadikin, 2020; Khazaal, 2015; Nainggolan & Manalu, 2021). The inception and the evolution of the web and internet eventually led to the introduction of electronic learning which is popularly known as e-learning. However, many higher education institutions are integrating e-learning systems into their traditional learning to keep pace with the global developments in information technology and to meet the learning needs, as well as supporting the educational process (Gherheş et al., 2021; Halili, 2019; Sathishkumar et al., 2020). This information technology will continue to influence higher education institutions to change the delivery methods of traditional courses.

The widespread use of e-learning has resulted in higher educational institutions around the world going through rapid changes as they adapt to the new methods and benefits brought by technology (Öz, 2014; Widyanti et al., 2020). It is necessary for the institutions to comply with the growing expectations to help students strive effectively in the technology-based world. Understanding that education is a dynamic and pragmatic tool which faces constant changes requires the society to keep abreast with the new way of acquiring knowledge through various means such as virtual learning platforms (Chin et al., 2021; Majid & Shamsudin, 2019; Panigrahi et al., 2018). Virtual learning platforms help learning to be relevant to learners and this is an important aspect as the new age learners experience rapid learning via technology. Previous study also stressed on the motivation and empowerment factors of the virtual learning platforms such as learning management systems (LMS) which are essential in the 21st century learning (Chaw & Tang, 2018).

One of the current trends of LMS is Edmodo. Edmodo is a free web platform that educators can use to create and manage an effective online teaching and learning (Aisyah & Muhammad Alif Kurniawan, 2021; Banggur et al., 2018; Setiadi et al., 2021). Edmodo is an online platform which could be used for interaction and learning; managing an online classroom community and lecturers' professional development. As Edmodo could be installed into mobile devices, students were found to have positive perception towards using Edmodo in learning in which they pointed out that Edmodo allowed for effective communication to take place as well as able to save time (Dewanti et al., 2021; Hutagalung et al., 2018; Solihatin, 2017). Edmodo was also nominated as a successful supplementary tool in learning 21st century skills. Edmodo was recognized by the American Association of School Librarians (AASL) in 2011 as one of the top 25 websites that fosters the qualities of innovation, creativity, active participation and collaboration (Fatimah & Santiana, 2017; Rahmawati, 2016; Sefriani, Sepriana, Wijaya, Radyuli, et al., 2021). Edmodo as an LMS is supported on web and mobile platforms to enhance mobile learning. In addition, Edmodo as a social networking site can be incorporated into the curriculum and within lecturers' locus of control. A study conducted by previous study revealed that students who participated in a study related to Edmodo showcased four cognitive skills while using the platform namely; remembering, applying, evaluating, and creating (I.G.S. Darma et al., 2021). Another advantage of Edmodo is the leniency for students to be mobile while participating in a class's online discussions. Edmodo is a platform that has modest features, an intuitive interface, and media richness (Nurrohma & Adistana, 2021; Unal & Uzun, 2021). The Edmodo platform is one of the main choices for adoption in the education process. It is an academic communication platform that allows lecturers to provide their courses online and links lecturers with students and their parents. Edmodo gives students the pleasure and convenience to learn according to learning objectives. The use of Edmodo strongly supported by a large number of lecturers and students relying on mobile devices as the primary means

of communication and using these devices to access social learning sites (Sefriani, Sepriana, Wijaya, & Radyuli, 2021; Wijaya & Iriani, 2020). Base on observation averred that some LMS lack interactivity, interoperability, and collaboration. These features are key to making academic job responsibility efficient and effective. This may account for the lack of awareness among academic staff members. LMS platform such as Edmodo meets all the requirements that could make academic staff embrace it. Despite all the benefits accrued to Edmodo, the researcher observed that some unapparent factors seems to militate against the full adoption of LMS, especially Edmodo among university lecturers. This raises questions on the probability of university lecturers not been aware of Edmodo as an LMS that could be contributing to its lack of adoption. Similarly, it was observed that few lecturers are confident in using a wide range of ICT resources, and limited confidence affects the way lecturers conducted their lessons. Base on those problem the researcher is interesting to conducting study with aims to analyzes university lecturers' awareness in the use of Edmodo.

2. METHODS

Researcher adopted a descriptive research design of the survey type. This is because descriptive research design of the survey type involves the collection of information from a large population at once or several points in time in order to describe the characteristics of members of the population based on the phenomenon under consideration for the study without involving any external manipulations. Therefore, the survey type enabled the researcher to generate relevant information from the respondents on the influence of writing attribute on English writing performance of pre-service technical teachers in South-western Nigeria. The population for this study were all pre-service teachers in South-west Nigeria. The target population were pre-service teachers in south-west Nigeria in the three (3) selected college of Education in Sout-west Nigeria. A multi-stage sampling procedure was adopted for this study. Purposive sampling technique was used to select the three sampled College of Education for this study because they are the only three universities in the South-west Nigeria. Proportional sampling techniques was used to allocate the number of respondents in each school based on their estimated population, simple random sampling technique was used in the selected school to select Three Hundred and Sixty-Four (364) lecturers from sampled universities to serve as the respondents in this study.

Data was collected using a researcher-designed questionnaire titled; Influence of Writing Attribute on English Writing Performance of Pre-Service Technical Teachers in South-Western Nigeria. The questionnaire was constructed to specifically reflect on the various research questions of the study. The questionnaire was divided into three sections. Section A consisted of demographic information of the respondents; Section B was designed to elicit information on respondent's writing attributes using likert scale as response mode.

The questionnaire was subjected to both face and content validity by three Lecturers from the Department of Educational Technology to check the arrangement of the questionnaire items if they are in-line with the major purposes of the research. Their suggestions and advice were used to modify the items in the questionnaire to produce a final draft. The questionnaire was tested for reliability on (10) randomly selected lecturers from the Department of Educational Technology, University of Ilorin, Ilorin. The data gathered from the pilot study was analyzed to check for internal consistency of reliability and the Cronbach alpha value on awareness was 0.96. The data collected were analyzed using Descriptive and Statistics. Mean and Standard deviation was used to analyze collected data with the aid of Statistical Package for Social Science (SPSS).

3. RESULTS AND DISCUSSION

Results

The Awareness of Lecturers in the Use of Edmodo for Teaching is show in [Table 4](#).

Table 4. Awareness of Lecturers in the Use of Edmodo for Teaching

S/N	Items	A	NA
		Freq. (%)	Freq. (%)
1.	I am aware of the use of Edmodo for teaching	245 (70.0)	105 (30.0)
2.	I am aware that using Edmodo makes teaching more efficient	220 (62.9)	130 (37.1)
3.	I have heard that using Edmodo saves time	210 (60.0)	140 (40.0)
4.	I am aware that using Edmodo to teach motivate learners	169 (48.3)	181 (51.7)
5.	I am aware that using Edmodo platform improve academic performance	143 (40.9)	207 (59.1)
6.	I am aware that Edmodo helps to promote lecturers' participation during class session	223 (63.7)	127 (36.3)
7.	I am aware that Edmodo can be used with either a mobile phone or computer	223 (63.7)	127 (36.3)
8.	I am aware of the cost benefit of using Edmodo to facilitate teaching process	157 (44.9)	193 (55.1)
9.	I am aware that using Edmodo for teaching is more effective than face-face method of learning	149 (42.6)	201 (57.4)
10.	I am aware that using Edmodo makes teaching more flexible	175 (50.0)	175 (50.0)
Grand Total		1914 (54.7)	1586 (45.3)

Base on [Table 1](#), to examine university lecturers' awareness of Edmodo for teaching, a percentage point scale of 50.0% was adopted. Data collected was analysed using frequency counts and percentages. As indicated in [Table 4](#), majority of the lecturers were aware of the use of Edmodo (70.0%), aware that Edmodo helps to promote lecturers' participation during class session(63.7%), aware that Edmodo can be used with either mobile phone or computer (63.7%), aware that using Edmodo makes teaching more efficient (62.9), and have heard that the use of Edmodo saves time (60.0). In spite the positive review of awareness, some of the university lecturers claimed that they were not aware that Edmodo helps improve students' academic performance (59.1%), not aware that Edmodo can help motivate students to learn (51.7%), and not aware of the cost benefit of using Edmodo (55.1%). Perhaps, there was indecision on the awareness of Edmodo making teaching more flexible. Cumulatively, the grand total of 54.7% which is greater than the benchmark implies that majority of the university lecturers are aware of the use of Edmodo for teaching. Influence of gender on lecturers' awareness in the use of edmodo for teaching in Ekiti State is show in [Table 2](#).

Table 2. Influence of Gender on Lecturers' Awareness in the Use of Edmodo for Teaching in Ekiti State

Variable	N	X	SD	Df	t	Sig (2-tailed)
Male	190	1.49	0.35	348	1.882	0.061
Female	160	1.41	0.34			

From [Table 2](#), it can be deduced that there was no significant influence between male and female lecturers' awareness in the use of Edmodo for teaching. This is reflected in the

findings of the hypothesis tested $df = 348$, $t = 1.882$, $p > 0.05 = 0.061$. This means that the hypothesis was accepted. This was as a result of t-value of 1.882, resulting in 0.061 p value greater than 0.05 significant alpha level. Therefore, this implies that there is no gender difference in university lecturers' awareness of Edmodo for teaching in Ekiti State.

Discussion

This study investigated university lecturers' awareness of the use of Edmodo in Ekiti State, Nigeria. The mean score established that lecturers were aware of the use of Edmodo for teaching. The findings of this study is similar to the earlier findings of previous study findings revealed that as having knowledge of the activities of learners provides a context or background for own's activity as a lecturer (Dewanti et al., 2021). The influence of gender on university lecturers' awareness in the use of Edmodo for teaching was research question 3 and also hypothesis 1. From the analyzed data, it was deduced that there was no significance influence on university lecturers' awareness in their use of Edmodo for teaching based on gender. It showed that lecturers' awareness in the use of Edmodo was not gender-based. The findings from the current study contrast that of previous whose study revealed that men are claimed to be more technologically adept compared to women (Cho & Cho, 2017).

Research question and hypothesis which seeks to determine the significance differences university lecturers' self-efficacy in the use of Edmodo for teaching based on gender. From the analyzed data, it was revealed that there was no significant difference on university lecturers' self-efficacy in the use of Edmodo based on gender. Hence, this finding is similar with the study of which revealed that no differences among females and males in terms of self-efficacy, intrinsic motivation, career motivation, self-determination and academic achievements (Sun, T., & Wang, 2020). This study provide overview related to Edmodo is a good supplementary tool for lecturers because it allows students to improve their learning through an active participation in online discussions and tasks. Edmodo have become an indispensable tool in teaching due to these helpful criteria: Mobility, Accessibility, Usability and Compatibility. Through the use of various ICT devices such as mobile phones, tablets and laptops, lecturers have the opportunity to explore ocean of information, interact, and collaborate with their students. This helps in improving the quality of knowledge acquired and also makes teaching and learning more effective. Based on the findings of this study, the following recommendations were made, Lecturers should be encouraged of using Edmodo to boost their awareness and also aid their delivery of instruction. Institutions should endeavor to provide adequate facilities and conducive learning environment for lecturers to aid their teaching. Institutions should encourage their lecturers to incorporate the use of edmodo even if it takes organizing workshops for them. Students and other users would benefit from it. Female lecturers should be encouraged to improve and do more in their teaching with the use of Edmodo.

4. CONCLUSION

Utilizing virtual teaching / learning environments as a supplementary tool for motivating and empowering independent learning and innovative teaching is becoming a crucial part of a 21st century education. Edmodo is one example of social learning platform which is now being used by lecturers and students in many institutions of higher learning in the country to facilitates the delivery of instruction.

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