

Application of Speaking Public and E-Learning-Based Edmodo in History Learning

Rachmatsyah¹, Tengku Muhammad Sahudra², Irdalisa³, Bagus Endri Yanto⁴

¹ Universitas Samudra, Langsa, Aceh, Indonesia; rachmatsyah@unsam.ac.id

² Universitas Samudra, Langsa, Aceh, Indonesia; tengkusahudra@unsam.ac.id

³ Universitas Muhammadiyah Prof. Dr. Hamka; irdalis@uhamka.ac.id

⁴ State Islamic Institute of Bengkulu, Bengkulu. Indonesia; bagus@iainbengkulu.ac.id

ARTICLE INFO

Keywords:

Public Speaking, Edmodo Application, E-Learning, Historical Learning

Article history:

Received 2021-12-29

Revised 2022-02-16

Accepted 2022-06-01

ABSTRACT

Historical subjects must be able to accommodate Student Centered Learning. Communication skills, especially communicating in public (public speaking) must be owned by the teacher to make a short historical story through learning technology media. The purpose of this research is how the teacher understands the various techniques of Public Speaking and the application of edmodo-based applications in historical learning. The method used is descriptive analysis with a qualitative approach. Starting from the stage describing, analyzing, and comparing. Collecting data through a Library (Content Analysis), and documentation. The findings of this study are to produce good public speaking capabilities, the teacher must find Strong Why in him, communicate in learning with the following stages: (1) amazing opening; (2) Content; and; (3) Powerful Closing. Meanwhile Edmodo can be applied in one class, one school, between schools in Satukota/Regency. Edmodo can be used for students, teachers other than Edmodo are used to communicate by using social media models, Learning Materia, supporting Team Teaching, Co-Teacher, and Teacher Collaboration models.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Rachmatsyah

Universitas Samudra, Langsa, Aceh, Indonesia; rachmatsyah@unsam.ac.id

1. INTRODUCTION

Good communication is key in learning, especially in historical learning. In the education process, communication skills are a skill that must be mastered by a teacher so that the material delivered can be understood by students and minimizing multi interpretations. A teacher is not only demanded to be proficient in communicating with one person, but must be able to communicate in front of many audiences both students and anyone (Markauskaite, 2007). Speaking skills in front of many people are called public speaking. According to (Girsang, 2018) Public Speaking's ability is one of the abilities needed in teaching.

One of the subjects demanding that the teacher be skilled in public speaking is a historical lesson. History is one of the compulsory subjects at school. Historical subjects must be able to accommodate the Student Centered Learning (CTL) in its learning, known as learning centered to students. Learning must be centered to students in an active way to conduct group-based assignments (Cooperative Learning) (Sanjaya, 2008). Historical teachers must master Public Speaking skills well. The techniques that exist in public speaking are certainly very interesting technology-based in teaching. Technology has a very close relationship with teacher planning during teaching, through technology utilization can facilitate the speed of learning and the unlimited place and time to access information. In carrying out learning activities, a historical teacher must master the scientific history and innovation of teaching with e-learning-based technology media.

With the progress of the development of information and communication technology, e-Learning appears as a modern education paradigm. E-Learning can be defined as the best learning science without using teaching materials printed from paper (Thongmak, 2013). E-Learning is the use of telecommunications technology to convey information for education and training (Hârtescu, 2014). Darmawan (2014) explains that e-learning is an internet application that can connect between educators and students in an online learning room. E-Learning is created to overcome the limitations between educators and students, especially in terms of time, space, condition, and circumstances. Through e-learning, educators and students do not have to be one dimension of space and time. The educational process can run anytime by ignoring these two things (Signal, 2017).

In the 21st century it was seen rapid progress with things like the internet and online learning that could help students get more information (Schunk, 1986). Lately students have been very experienced in smartphone use, sending text messages and internet use so that it is very helpful in participating to improve the way of learning by e-learning. The purpose of using e-learning for learning is as a tool to improve efficient, effectiveness, and accountability in learning (Trust, 2012). Learning with e-learning will make it easier for education actors to immediately assess and measure the effectiveness of learning so that it will be very easy to control activities that students are doing.

According to (Boss, S. & Krauss, n.d.) project-based learning supported by contemporary technology is a particular strategy for changing traditional classrooms to be more effective. Through the features that e-learning has can help teachers in interrupting subject matter, providing training and facilitating online discussions quickly, effectively and economically. Learning carried out through e-learning can use various digital devices such as smartphones and computers (Liu & Hwang, 2010). Research conducted by Asri and Susilowati (2018) got the result that the use of blog media on science learning can improve the ability of Literacy ICT students to face the challenges of the 21st century. From this finding, it is very necessary to develop learning innovation that will facilitate the submission of subject matter with Utilizing technology

E-Learning described in this article uses software (software) called Edmodo, where this device can help teachers to communicate and collaborate with students online in terms of providing content, learning tasks and can show student learning outcomes without having to meet face to face directly in the class. This Edmodo work system is the same as accessing Facebook so it is very easy to use by students, but the advantages of Edmodo are providing facilities for students and teachers to communicate with each other in terms of learning (Sáez López et al., 2013). This article aims to make the history teacher know the Public Speaking technique and E-Learning-based Edmodo application so that it can apply it in historical learning activities.

2. METHODS

The method that is used in this article is descriptive analysis with a qualitative approach. This method is done by describing, then analyzed then compared. Descriptive method is a technique done to explain a problem so that it can be clearly analyzed for the next drawn conclusions. The research was conducted at high school to the research subjects, namely the history of class X, XI and XII the research sample was 180 students. Data collection is done through the study analysis, and

documentation and interviews. Library studies are carried out by collecting books and articles related to Science Public Speaking and E-Learning-based Edmodo studies.

The data analysis used is an interactive model analysis consisting of (1) data collection from documentation, field data poured in a complete and detailed report description. (2) Data reduction is done when data collection begins by making a summary. Data and field reports are then reduced, summarized, and then sort the main thing, focused on selecting the most important then search for themes or patterns through the editing process, giving code and pastership. Once selected, data is simplified by making classification and data abstraction. (3) The presentation of data (Data Display) is made to make it easier for researchers to be able to see the overall picture or certain parts of the research data. (4) Conclusions are formulated by interpreting the results of the study using grouping.

3. FINDINGS AND DISCUSSION

3.1. *Application of Speaking Public in Historical Learning*

Historical subjects are one subject that can form the social attitude of students. In teaching history, teachers are required to be able to explain every historical event well without making daughter students. Therefore Public Speaking's ability is a skill that must be mastered by the teacher. Based on library studies from various books, journals, and in-depth interviews with public speaking practitioners, historical teachers, the basic techniques must be found in historical learning. Namely: (1) Amazing opening, the first five minutes is a critical period of someone will be heard or abandoned by the audience. In the first five minutes, people will measure intellectual abilities, education, confidence and depth of the speaker's self-ability.

A teacher or lecturer if in the first five minutes has made students get bored or even sleepy, it can be ascertained that learning will not run optimally. This first / early impression is the challenge for teachers whether he will be heard or abandoned by students because of boring (Irvanto, 2014). (2) Content, at this stage of content, the teacher enters the core learning event. After being ensured that students have connectedness / interest with the teacher, directly use other learning methods according to RPP. (3) Closing, is a cover part of a learning. In this section it will also be vital if we as teachers cannot make interesting closing. The purpose of this closing is to give a statement and show that learning that students follow useful (Yan Nurindra, 2015). It also also gives the enthusiasm and motivation of students at the next meeting.

3.2 *EDMODO use as e-learning learning media in historical learning*

The use of e-learning in the learning process is very helpful for students to be able to learn independently, this is in accordance with the characteristics contained in the e-learning. Rusman et al. (2011) explain that there are several characteristics found in learning with e-learning, namely interactivity (interactivity); independency (independence); Accessibility (accessibility); Enrichment (enrichment). From this characteristic we can conclude that learning that has been used by e-learning media will greatly facilitate students in learning processes (Pinto et al., 2011). Students can be more active in your activities and can be more independent in showing talents owned by finding their own information that is already available on the internet. In addition, it can prove it at the time of experiments in the class so that the results obtained can be assessed by the teacher and can directly be revised or repeated again in the classroom (Ostler, 2012).

Edmodo is a free social learning can communicate directly with parents of students. This platform providing opportunities for students to communicate in a virtual classroom environment (Balasubramanian, Jaykumar and Fukey, 2014; Mokhtar, 2016). The difference between Edmodo and other social networking sites is Edmodo, a social learning platform designed for collaboration, communication in learning (Balasubramanian et al., 2014). In Edmodo, each member has a profile page consisting of the group, and their most recent posts (Roberts, 2012). Members can upload profile

pictures and share links. They can access libraries, teaching/learning materials and pages anywhere (Trust, 2012)

The Edmodo application is used by students studying at different levels of education and the study evaluates the factors that influence the use of Edmodo by considering the student's view of Edmodo. Thongmak (2013) made a teaching guide to use Edmodo more effectively after determining the student's view of the Edmodo application. Likewise, (Enriquez, 2007) explores the perceptions of secondary school students about the use of the Edmodo application as a learning support tool is very important. The results obtained from the interviews show that students think that Edmodo is an effective tool. Lopez, Leo & Miyata (2013) evaluating the use and attitude of elementary school teachers towards Edmodo, this study determines that primary school teachers have a positive view of the use of Edmodo, because Edmodo's foundation is communication and collaborative learning. (ISEAMOLEC., 2013) explain some of the advantages of the use of the Edmodo application and Seamolec (2013) Make a framework for the use of Edmodo so that it can appear clearly how this edmodo usage system is effectively used for improving student learning outcomes, especially in increasing ICT literacy students.

4. CONCLUSION

Based on the results of this research that public Speaking's ability must be controlled by teachers, especially teachers and historical lecturers. To be able to reduce public speaking skills well, not only practicing technically (conscious mind), more than it must be explored by Him Strong (Subconscious Mind). The Public Speaking Techniques The results of this study are: (1) Opening of the conversation must be extraordinary (Amazing Opening); (2) Content; and; (3) Closing the conversation / material with interesting (closing). The teacher must be a facilitator to students using two-way communication and not patronizing; Teachers and learners together in understanding and seeking meaning in a problem; Teachers are not foreigners for students, but a friend who always strengthens and motivates. Historical learning using e-learning-based Edmodo is a device that can help teachers to communicate and collaborate with students online in terms of providing content, learning tasks and can show student learning outcomes without having to meet face to face directly in the classroom. Edmodo's work system is the same as accessing Facebook so it is very easy to use by students, but the advantages of Edmodo are providing facilities for students and teachers to communicate with each other in terms of learning. The suggestion that can be given is that teachers can conduct workshops on public speaking training and the Edmodo application. In addition, researchers can carry out other application programs based on learning technology.

Acknowledgments: The author would like to thank the supervisors who have provided suggestions and materials in the completion of this article

Conflicts of Interest: the authors declare no conflict of interest

REFERENCES

- Balasubramanian, K., Jaykumar, V., & Fukey, L. N. (2014). A Study on "Student Preference towards the Use of Edmodo as a Learning Platform to Create Responsible Learning Environment." *Procedia - Social and Behavioral Sciences*, 144(August), 416–422. <https://doi.org/10.1016/j.sbspro.2014.07.311>
- Boss, S. & Krauss, J. (2003). T. T. P. B. L. G. D. I. T. O. S. P. (n.d.). *Thinking Through Project Based Learning Guiding Deeper Inquiry*.
- Darmawan, D. (2016). *Pengembangan E-learning Teori dan Desain*. Bandung: Remaja Rosdakarya
- Enriquez, M. A. S. (2014). (2007). Students' Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning. *DLSU Research Congress*, 6–11.
- Girsang, L. R. M. (2018). 'PUBLIC SPEAKING' SEBAGAI BAGIAN DARI KOMUNIKASI EFEKTIF

- (KEGIATAN PKM di SMA KRISTOFORUS 2, JAKARTA BARAT). *Jurnal Pengabdian Dan Kewirausahaan*, 2(2), 81–85. <https://doi.org/10.30813/jpk.v2i2.1359>.
- Hârtescu, I. (2014). Providing technology support for project-based learning, in *Proc. the International Scientific Conference e-Learning and Software for Education*, 3, 223-229.
- Irvanto.F. (2014). Bagaimana Membuat Kesan WOW! di 5 Menit Pertama di Depan Audience. Tersedia di: <http://www.jamilazzaini.com>
- ISEAMOLEC.. (2013). SEAMOLEC. September.
- Liu, G. Z., & Hwang, G.J. (2010). A key Step to Understanding Paradigm Shifts in E- learning: Towards Context-Aware Ubiquitous Learning. *British Journal of Education Technology*. <https://doi.org/10.1111/j.1467-8535.2009.0076.x>.
- Lopez, J. S. M., Leo, J. L. & Miyata, Y. (2013). Using Edmodo in international collaborative projects in primary education. *Revista Electrónica de Tecnología Educativa*, 43, 1-17.
- Markauskaite. L.(2007). Exploring the structure of trainee teachers' ICT literacy: the main components of, and relationships between, general cognitive and technical capabilities. *Education Tech Research Dev* 55:547–572: <https://doi.org/10.1007/s11423-007-9043-8>.
- Nurindra, Yan. (2015). *Basic Hypnotherapy*. Jakarta: The Indonesian Board of Hypnotherapy (IBH).
- Ostler, K. (2012). Century STEM Education: A Tectical Model for Long Range Succes. *International Journal of Applied Science and Technology*. 2(1): 15-17.
- Pinto, A., Brunese, L., Pinto, F., Acampora, C., & Romano, L. (2011). E-learning and education in radiology. *European Journal of Radiology*, 78(3), 368–371. <https://doi.org/10.1016/j.ejrad.2010.12.029>
- Roberts, A. (2012). A Justification for STEM Education. *Technology and Engineering Teachere*, May/June(June), 1–5. <http://botbrain.com/index>.
- Sáez López, J. M., Lorraine-Leo, J., & Miyata, Y. (2013). Uso de edmodo en proyectos colaborativos internacionales en educación primaria. *EduTec. Revista Electrónica de Tecnología Educativa*, 43, a224. <https://doi.org/10.21556/edutec.2013.43.329>.
- Rusman. (2016). *Model-Model Pembelajaran*. Jakarta: PT Raja Grafindo.
- Sanjaya, W. (2008) . *Perencanaan&Desain Sistem Pembelajaran*. Jakarta: Kencana.
- Schunk, D. H. (1986). Experimental speculations. In *Nature* (Vol. 322, Issue 6078). <https://doi.org/10.1038/322399b0>.
- Singhal, D. (2017). Understanding Student- Centered Learning and Philosophies of Teaching Practices. *International Journal of Scientific Research and Management*. 5 (02). doi: 10.18535/ijstrm/v5i2.02.
- Thongmak, M. (2013). Social network system in classroom: antecedents of Edmodo© adoption. *Journal of e-Learning and Higher Education*, 2013, 1-15.
- Trust, T. (2012). (2012). Professional Learning Networks for Teachers. *Journal of Digital Learning in Teacher Education*, 28(4), 133–138. <https://doi.org/10.1080/21532974.2012.10784693>

