

## CHAPTER II

### THEORETICAL REVIEW

#### A. Review of Related Theory

##### 1. Perception

###### a. Definition of Perception

The Perception from the Latin percipio is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Goldstein (2009) stated that all perception involves signals that go through the nervous system, which in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eye, smell is mediated by odor molecules, and hearing involves pressure waves.

Experts stated some definitions about perception. Barry (1998: 48) in his study reveals that perception is the set of the process by which we recognize, organize response and make stimuli in our environment. The sky distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception. Slameto (2003:12) found that perception process to input message or information to the human brain by the human perception that continuously makes relation with the environment. This relation is

done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch.

Perception is defined variously by different scholars as Chee and Phaik (2002) has stated that the perception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. The perceptions of an individual eventually give rise to an individual's attitudes. Millikan (2004) also states that perception is a way of understanding natural signs or, better of translating natural signs into intentional signs.

From the definitions above, the researcher concludes that all of them have certain things in common. All the definitions describe perception as the process or phenomenon by which a person perceives any object and interprets it. This involves our five sense organs and the brain, which help in interpreting and organizing the whole process.

To conclude, All definitions commonly highlight perception as the process in which an individual receives information through the sense organs. The incoming stimuli interact with the stored information in brain (memory) to give rise to perception. It is the process by which an individual interprets various stimuli received and forms a picture of the world. The stimuli are received through the sense organs namely eyes, ears, nose, mouth and skin and are organized by brain. It is then stored as

information. While doing so the individual brain colours and tags the information using its own logic and previous memory and experience, if any.

b. Indicators of Perception

Perception has several indicators, According to Robbin (2003: 124-130) There are three kinds of perception indicators, namely:

1) Acceptance

The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, smell, and tasting individually or together.

2) Understanding

It means as the results of analysis which is subjective or different for each individuals. Understanding stage is the stage which a people determines the meaning of the content which has been accepted. Each individual may have different understanding of the same content.

3) Evaluation

Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is

very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

## 2. Online learning

### a. Definition of Online Learning

Some expert gave opinion about Online Learning. According to Rossett (2002), Online Learning has many promises, but it requires commitment and resources and must be done correctly. Doing it right means that online learning material must be properly designed, with learners and learning in focus and that adequate support must be provided. Ring and Mathieux (2002) suggest that online learning must have high authenticity (students must learn in the context of the workplace), high interactivity, and high collaboration.

Online Learning needs internet connection. According to Ally (2008, p7) Online Learning as the use of the Internet to access learning materials; to interact with content, instructors, and other students; and to get support during the learning process, to gain knowledge, to build personal meaning, and to grow from learning experiences. To sum up, Online Learning is learning done electronically using the computer and network-based media.

Online learning is also known as electronic learning, e-learning, online learning, internet-based learning, virtual learning, or web-based learning.

b. Forms of Online Learning

Online Learning has its forms. According to Hardjito (2002) there are three forms of online learning as the basis for developing learning systems by utilizing the internet, namely:

1) Web Course

Web Course is the use of the internet for learning purposes, all teaching materials, discussions, consultations, assignments, exercises, and examinations are fully delivered via the internet.

2) Web-Centric Course

Web-Centric Course is learning with some learning materials and exercises delivered through the internet while examinations and some consultations, discussions, and exercises are conducted face to face.

1) Web-Enhanced Course

Web-Enhanced Course is the use of the internet for education to support the improvement of the quality of teaching and learning activities in the classroom, in this form the main learning activities are face-to-face activities in class. The role of the internet in the Web-Enhanced Course is to provide very rich resources by giving addresses or making connections to various suitable learning resources that can

be accessed online, to increase the quantity and expand communication opportunities between teachers and students reciprocally.

c. Advantages and Disadvantage of Online Learning

The advantages of online learning are providing flexibility, interactivity, speed, visualization through various advantages of each media (Sudjana, 2005: 253). According to L. Tjokro (2009: 187), online learning has many advantages, namely:

- 1) It is easier to absorb, meaning that it uses multimedia facilities in the form of images, text, animation, sound, and also videos.
- 2) Much more effective in costs, meaning that there is no need for an instructor, no need for a minimum audience, anywhere, and so on.
- 3) Much more concise, meaning that it does not contain a lot of class formalities, directly into a subject, subjects that fit your needs.
- 4) Available in 24 hours per day, meaning that mastery in a material depends on enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

Not The disadvantages of Online Learning described by Nursalam (2008: 140) include the following:

- 1) The lack of interaction between learners and students or also even between students themselves.

- 2) This tendency can ignore academic aspects as well as social aspects and vice versa make the growth of aspects of business or also commercial.
- 3) The teaching and learning process tends towards training rather than education itself.
- 4) Changing a learning role from the original masters of conventional learning techniques is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).
- 5) Not all internet facilities are available in all places.
- 6) The lack of a human resource that understands the internet
- 7) Lack of mastery in computer languages.
- 8) Access on an adequate computer can be a problem for students.
- 9) These students may be frustrated if they cannot access graphics, images, and videos because of inadequate equipment (software and hardware).
- 10) Availability of an infrastructure that can be fulfilled.
- 11) This information varies in quality and also accuracy so guidance and also question features are needed.
- 12) These students can feel isolated.

### 3. Schoology

#### a. Schoology as a Learning Management System

Schoology is an online learning management system (LMS) designed to make online education a collective effort and to increase the overall impact of everyone involved in a student's education. A Learning Management System (LMS) is a software application or Web-based technology used to plan, implement, and access a specific learning process. Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance. Schoology is similar to Facebook in appearance and functionality (Mutia, 2018)

Schoology was created in 2007 by Jeremy Friedman, Ryan Hwang, and Tim Trinidad while undergraduates at the University of St. Louis. The LMS focuses on three main components for educational engagement: online curriculum and lesson planning, classroom management through attendance and grading, and parent-student engagement via access portals and discussion forums. In August 2009, Schoology was released commercially.

Schoology was released in 2009 and has pressed through the education sector's slow pace of innovation to bring a product to market that can truly help students and teachers. Mutia (2018) stated since the application of K12, the use of Schoology rapidly expand in higher education.

Schoology lets teachers create curricula on the platform and share them with students. But beyond that, Schoology's content is all in the cloud, across 12 million users in more than 130 countries. In August 2013, Schoology was chosen as Best App for Managing Classrooms by the American Association of School Librarians. In 2017, Schoology get first place in the LMS software category which has a total score of 9.8/10 and is the winner of the Best LMS Software Award.

Schoology allows the keeping of attendance records, online grade books, administration of tests, and quizzes. Schoology's mission is to empower teachers, giving tools and connections to engage students more efficiently and improve educational effectiveness. A teacher can assign and grade work on Schoology, students can get help from the entire class on Schoology (Mutia, 2018). Schoology's design visually mirrors that of Facebook, but unlike Facebook. Schoology consists of two main contexts 1) interactive communication and 2) academic information exchange. Teachers can create discussion questions, collaborative, or boards for assignments that allow for dynamic interaction between students and their teachers. For example, students participating in the reading workshop can ask questions and post comments about classmates' book choices. Teachers can participate in and monitor these student-led discussions. The second aspect that Schoology has capitalized on is the ability to deliver academic information to students. Within Schoology, students can access

their grades, attendance records, and teacher feedback on electronically-submitted assignments. Access to this information increases communication between teachers and students and holds students accountable for their academic responsibilities.

Learning Management System is a software program that connects with a file that contains an explanation regarding users, courses, and content (Kats, 2010). The learning management system also provides online training based learning activities, and this system can also be used for fully online or partly blended (face to face) subjects. Govender et al. (2014) stated face-to-face courses that use an LMS to complement activities are habitually referred to as an enhanced web courses. Gibbons (2005) stated that LMSs are well-known in literature with some dissimilar names, including Course Management System (CMS), Virtual Learning Environments (VLE), and E-learning courseware. Moreover, this system is known as the Learning Management System (LMS) is usually widely used among educators at universities or colleges, and LMS can also be used in schools or universities as an online learning medium (Adzharudin et al., 2013).

Students have different styles of learning, different preference of learning strategies, and different response to the certain teaching method. Schoology offers a new learning environment for students. By adding the new learning environment, they have more options for gaining good

results in teaching and learning. They can choose the tool which helps them to improve their study. By combining online learning with face-to-face learning can improve the teaching-learning process itself. Such a combination of learning methods is called blended learning (Astuti, 2019).

Also, blended learning enables the student to learn the combination of technology and face-to-face learning, thereby encourage an effective learning process and the involvement of teachers and parents as the facilitators and collaborators in the classroom activity (Hastomo, 2019). Blended learning is more effective than conventional methodology because it can improve communication, motivation, skill acquisition, and adaptation for the students in the teaching-learning process.

Blended learning is defined as a mix of traditional face-to-face instruction and e-learning. The purpose of blended learning is to combine a face-to-face learning experience with an online learning experience. Blended Learning is a strategic and systematic approach to combine times and modes of learning, integrating the best aspects of face-to-face and online interactions for each discipline, using appropriate ICTs (Rosalina, 2018).

Schoology is one of the Social Learning Networks (SLNs) gaining popularity in the field of online learning. From its web page ([www.Schoology.com](http://www.Schoology.com)), it explains that “Schoology is an online learning, classroom management, and social networking platform that improve

learning through better communication, collaboration, and increased access to the curriculum and supplemental content.” Features on Schoology are as follows: Course, Group Discussion, Resources, Quiz, Attendance, and Analytics. Schoology is free and allows teachers and students to interact online in a user friendly and secure environment. Moreover, the design of Schoology is parallel to that of Facebook in which conversations take place, messages are sent, statuses are updated, and information and other media are shared within the group network.

Schoology is one example of the application of a learning management system that is widely used in education especially in Indonesia (Amaliah, 2018). The Schoology itself provides many features and easy use among other LMS, with the use of very easy and supported the complete feature, teachers, and lecturers prefer Schoology as one of LMS application in its class (Apriliani et al., 2019).

Schoology itself is used to upload tasks to test or quiz and others (Astuti, 2019). According to Mutia, Schoology is one of the examples of a learning management system, which is web-based tool that allow students, teachers, and district staff to network efficiently. Schoology is also a similarity to “Facebook” but, Schoology has managed to incorporate attendance, student assignments, and homework features (Mutia, 2018).

Schoology was discovered by four college students Jeremy Friedman, Ryan Hwang, Tim Trinidad, and Bill Kindler in 2007 while still

undergraduates at Washington University in St. Louis, MO (Ardi, 2017). They created Schoology very easy to use with the complete features that make people easy and choose Schoology as a Learning Management System. Amaliah's (2018) study reveals that Schoology also provides attendance records, tests and quizzes, homework dropboxes, and many others. In this research, it is only focused on the use of features in Schoology to engage the student in learning.

b. Advantages and Disadvantages of Schoology E-learning web

Schoology as a learning management system (LMS) has been used by various institutions in many countries for online learning and blended learning. Based on the advantages of this platform can provide for the necessity of students and the teacher to design and apply new ways to enhance the quality of the learning process, not only enjoyable but also efficient and applicable within the area of the internet era.

Schoology can be one of the best learning media system in Education. Mutia (2018) listed the advantages of Schoology that are It's free, Students need an access code to sign up, Students can participate in the discussion, Teacher have a grade book, Similarity to major social network sites so easy to use, Security is in place for student safely, Provides efficient tools and resources for teachers to optimizes instruction, Students can upload homework, assignment, take quizzes, receive a grade, feedback and suggestion from teacher/instructor, Parents can be involved by viewing

their child's work and grade, and keep in touch with teacher/instructor and

The tool works with all browser type. Crisentia (2017) mentioned that one of the advantages of using Schoology is that the teacher does not have to bring their students' works or tasks at home. The students' tasks can be done at home, teachers stay controlled from the teachers' home. Therefore, to include the members (students), the teacher can give the access code to the students being taught.

When the online learning platform used in the blended learning environment is more specific, that is Schoology, it has many advantages; firstly, Byrd (2013) listed the advantages of Schoology including the easiness of use, the security for student safety, and the efficient tools and resources for teachers. Secondly, Sicat (2015) mentioned that the use of Schoology as an LMS increased students' self-confidence and responsibility because they had to monitor the LMS for the materials uploaded. The assigned activities encouraged the students to think more critically. Thirdly, Schoology increased students' motivation and developed students' positive attitudes toward learning outside the classroom, increased interaction between teachers and students, and increased students' engagement in learning (Low,2017). Lastly, Cepik et. al (2016) in their study also found out that Schoology as the online learning platform provided more opportunities for interaction between teachers and students, students and their peers, as well as students and

materials. Furthermore, it allowed teachers to create online practices with automatic marking, producing automatic results to the students, and enabling the teachers to track the progress of their students.

However, disadvantages of Schoology include poor access to the internet, unstable connection, and inadequate technological knowledge and skills; insufficient infrastructure; and lack of training (Muhtia et al., 2018). There are disadvantages of Schoology that include the tendency of students to get distracted, the limited account that can be opened on one computer at the same time, and low moderation of student comments and discussions (Byrd, 2013). Schoology is a closed system, any posts uploaded on Schoology would not be shared with people outside Schoology, and students are rather difficult to build their social media relationships because it is moderated by teachers (Muhtia et al., 2018). Mutia (2018) mentioned in her research that disadvantages of Schoology include If a student does not have access to a computer and the internet or a mobile device they would not able to use the tool and Codes for students are too long.

In addition, Schoology has other weaknesses. Widhiatama (2016) finds that Schoology has some weaknesses that users should know. The first weakness is that it does not have a feature to give a comment on students' writing. The second weakness of Schoology is that it will take time to play an uploaded video in Schoology. The next is that chat feature

of Schoology seems difficult to be accessed. The last weakness is that sometimes the display of Schoology material which is created on the computer will look different when the user accesses it via mobile phones.

## **B. Previous Study**

There are two previous studies which have similar topics with this study. However, each study has its own target to achieve. All of the study used Schoology in terms of education.

The first previous study was done by Rosa Amalia (2018) which conducted a research Entitled “Students’ Perception of Online Assessment Using Schoology in EFL Classrooms”. The research aims to identify the students’ perception of the use of online assessment on Schoology in EFL classrooms and also to know the students’ challenges in doing online assessment in Schoology in EFL classrooms. This research belongs to survey research which the research data were collected through questionnaire. This study involved the students of English Teacher Education Department year 2014, 2015 and 2016 at State Islamic University of Sunan Ampel Surabaya. They were selected randomly. The finding of this research shows that there are two different perception conveyed by the students which are positive and negative perception. The positive perception are about the student enjoys doing the online assessment in Schoology because the Schoology is very easy to use. Another reason why they enjoy doing an online assessment because the online assessment is better than paper assessment, the last is it can

save their time, it means they can do the online test anytime without having to go to school. Moreover, for the negative perception is about the trouble and complicated. Some students feel that the use of Schoology rarely trouble. This system will be trouble because the three factors that have been explained in a discussion. The last reason why the students have a negative perception because they feel complicated with the use of online assessment in Schoology, it may happen because they are not familiar with the use of online technology.

The second previous study was done by Riska (2020) which conducted a research Entitled “Students’ Perception on Using Schoology in Foreign Language Teaching Media”. The research aims to identify students’ perceptions towards the use of Schoology in Foreign Language Teaching Media Class. The participant of this study is from the students of Foreign Language Teaching Media Class A in the fifth semester of the academic year of 2019/2020. They were majoring in the English Education Department consist of 26 students including 4 male students and 22 female students. The data of this study were collected using two instruments they are Questionnaire and Students’ Reflection. The result of this study show that Schoology makes learning more accessible, be personalized, and provide students with richer educational experiences. Meanwhile, the benefits of Schoology includes of accessing material or tasks become more easily, awareness of doing assignments on time, cooperating each other, finding out the score obtained easily, sending assignments easily, working assignments wherever and whenever, awareness of doing independent learning, and knowing how to use

Schoology However, Schoology also has a weakness they are Network connection, needed quota, no feedback from lecturer toward students' task, unclear instruction, cannot use Schoology, cannot ask the lecturer directly, and it must be on time.

Besides, the difference from the previous study and this research is on the situation. The first previous study was conducted when there was no pandemic while the second previous study and this research was conducted after Covid-19 widespread and become a pandemic in Indonesia. Thus, this study focus on students' perception about online English learning using Schoology. The respondents in this study is 62 six semester students of English Language Education Study Program Universitas Muhammadiyah Purwokerto Academic year 2020/2021. The method of this research is descriptive quantitative research using survey design. The data were collected by using questionnaire as main instrument. The researcher also conduct an interview to strengthen the information from the students. The data from the questionnaire were analysed with the following steps 1) calculated number of respondents 2) calculated the respondents' response 3)classified the result 4) displayed the data. The data from the interview were analysed with the following steps 1) data reduction 2) data display 3) data categorization.