THE AFFORDANCES OF EDMODO FOR BLENDED LEARNING ACTIVITIES IN A VOCATIONAL HIGH SCHOOL

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ABSTRACT

Since the late 1990s, the way of teaching and learning has been changing because of the advancement in technology, one of technology used in education is Edmodo. Edmodo is an online learning application created specifically to help students grow their learning potential by connecting students with others. This study conducts to know the affordances of Edmodo in blended learning activities. The qualitative case study method was used to complete this study. This study conducted in one private vocational school in Bogor. The observation sheet was used as the instrument of this research. The results of the data indicate that Edmodo has several affordances in blended learning. Developing students 'abilities in self-learning and increasing students' access to relevant language input are some of Edmodo's affordances in blended learning. Promoting collaborative learning and use of English language and providing students with timely and constructive feedback are also some affordances of Edmodo.

Keywords: Edmodo, Blended Learning, Affordances, Teaching

INTRODUCTION

Since the late 1990s, the way of teaching and learning has been changing because of the advancement in technology (D. Pishva et al., 2010). In the twenty-first century, almost every school uses technology as a media for the learning process. Survey conducted by EdTech, showed the results that 74% of education using technology in its class. One of technology that used to gain wider access in learning is the internet. The method of teaching and learning using the internet was called as online learning.

Online learning is the access of learning materials that use one of many benefits in internet (Ally, 2014). The online learning has many benefits for both students and teachers in teaching and learning activities. One of the benefits in online learning is the flexibility access of learning material from anywhere and anytime (Cole, 2000). Mohamed Ally (2014) suggested that online learning must be designed properly to engage the learner and promote learning. In other words, teachers need to control their students in their learning activities face-to-face as well as in using the internet.

Blended Learning is a learning process with the method of developing two methods of learning, online learning and face-to-face learning. Norm Friesen (2012), "Blended learning is an education program that combines online digital media with traditional classroom methods". Blended learning conditions helps teachers to give a learning material that not available in face-to-face learning. The platform of online learning in educational context known as learning management system (LMS) (Hala J. and Ameera S., 2011).

One of the LMS applications that are often used in schools and universities is Edmodo. Edmodo is an online learning application created specifically to help students grow their learning potential by connecting students with others (https://www.edmodo.com/about).

Edmodo is a tool that often used in learning because Edmodo access is very easy to use. Edmodo provides convenience for teachers and students in the learning process. The use of Edmodo in the blended learning method is a very appropriate thing to do.

One private vocational high school in Bogor is one school that used Edmodo in their learning activities. The teacher who uses Edmodo in their learning activities is the English teacher. In their learning, the teacher uses a blended learning method in implementing Edmodo. When Edmodo was implemented for the first time, students were confused about this application. The students do not know about the benefits of Edmodo, and they do not know every features function.

Based on the above explanation, the writer aims to conduct a study on the affordances of Edmodo in blended learning activities. According to Cambridge dictionary (online) affordance means as a "use or purpose that a thing can have, that people notice as part of the way they see or experience it". Based on the definition, known that in this study the researcher will find out the functions of some features in Edmodo. So, when the researcher explained the affordances of Edmodo in blended learning, the students will not be confused about the functions of the features in Edmodo.

RESEARCH METHODOLOGY
The qualitative case study method used in this study. Mitchell (1983) defined a case study as a "detailed examination of an event (or series of related events) which the analyst believes exhibits the operation of some identified theoretical principles".

This research takes the data from one private vocational high school in Caringin, Bogor. During the process of the study (about a month), the researcher observe them while studying through blended learning method using Edmodo as one of the medias to be used.

This research used the observation protocol to find the data about the affordances of Edmodo in blended learning. In this research to get more authentic data the researcher will make observation as the role of participant observer. It means when conducting the observations, the researchers participated in observation activities. The observation sheet was adapted from Ngoc Tue's observation notes (2015).

In the observation process, researcher conducted observations three times to obtain the best understanding of the site and the individuals. Then, the researcher design some means for recording notes during an observation.

In analyzing the data of the observation, the researcher used the Ritchie and Spencer (1994) framework. There are five steps in their analyzing framework, but in this research the researcher only use three steps. The first step is familiarization, it means that the researcher become familiarized with the transcript. The next is indexing, indexing is a process of identifying parts of the data that correspond to a particular theme (Srivastava & Thomson, 2009). The last step is mapping and interpretation, is the process of pull together key characteristics of the data, so mapping and interpreting the data set as whole (Ritchie & Spencer, 1994).

FINDINGS AND DISCUSSION
The affordances of Edmodo in blended learning is divided into two classes. Because, blended learning is a learning method that combine two methods (face-to-face and online). The results of the observation indicate that there are several affordances of Edmodo in blended learning activities. The following are the observation results of the affordances of Edmodo in blended learning.

Promote collaborative learning and use of English language
Table 4.1 Promote collaborative learning and use of English language (AFF1a)

Features	Examples of teacher or students' actions		
	First meeting	**Second meeting**	**Third meeting**
Organize students to work in pairs and groups to practice using English for genuine communication **(F1a)**	Teacher makes a group	Teacher organizes students to sit with their group	The teacher gives group assignments

Explicitly discuss, analyze and demonstrate interpersonal and group working skills (F2a)	Teacher explains a group function	Teacher repeated the previous explanation	Teacher repeated the previous explanation
Monitor students' collaborative work to give timely assistance (F3a)	Teacher controls students work	Teacher controls students work	

The first feature of promote collaborative learning (F1a) indicates the positive result. All actions are completed from the first week until the third week. Based on that feature, known that teacher only makes a group once and organize it in the next meeting. The second feature (F2a) also indicates the positive result.

Based on that feature, known that teacher explain the groups function in the first meeting and repeat his explanation in the next meeting. And the third feature (F3a) indicates the positive result too. The third feature indicates that teacher has monitored his students in their collaborative work.

Table 4.2 Promote collaborative learning and use of English language (AFF1b)

Features	Examples of teacher or students' actions		
	First week	Second week	Third week
Encourage students to communicate in English using asynchronous and synchronous communication tools (F1b)	Teacher posts a material in English to give example to students to use English	Teacher posts a material in English to give example to students to use English	Teacher posts a material in English
Provide model of successful collaborative work and the benefits (F2b)		Teacher makes a small group for students	Teacher organizes a small group
Be regularly present online but do not take over the discussion, rather provide synthesis and encouragement (F3b)	Teacher sets notifications to find out the student activities in Edmodo	Teacher stays online to check out activities in Edmodo	Teacher stays online to check out activities in Edmodo

The first feature (F1b) indicates that teacher are always uses English in post a material. The teacher uses English to provide examples for students to use English. The second feature (F2b) indicates that teacher provides model of collaborative work for students by make a small group and organize it. And the third feature (F3b) indicates that teacher was keep online to check out students' activities in Edmodo by set a notification. So, even though the teacher does not always see Edmodo, he will know the students' activities from the notification.

Then, the first affordance is promoting collaborative learning and use of English language. According to the observation results (table 4.1 and table 4.2), show that teacher has implemented sixteen actions (89%) in this practice and only two actions (11%) has not implemented. In promoting collaborative learning, the teacher has supported by the group/class feature in Edmodo. According to Borg and O'hara (2018), the 'classes feature can develop the collaboration in learning.

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Provide students with timely and constructive feedback in face-to-face classes
Table 4.3 Provide students with timely and constructive feedback (AFF2a)

Features	Examples of teacher or students' actions		
	First meeting	Second meeting	Third meeting
Require students to give constructive feedback to their peers **(F4a)**	Teacher allows students to comment on their friends	Teacher allows students to remind on their friends	
Encourage students' learning efforts **(F5a)**	Teacher motivates students in their learning process using Edmodo	Teacher repeated the previous explanation	

The first feature (F4a) indicates that students can remind or comment their peers when they are lazy in study. So, the second feature (F5a) indicates that students should choose their own learning style. This feature (F5a) aims to encourage students' learning efforts.

Table 4.4 Provide students with timely and constructive feedback (AFF2b)

Features	Examples of teacher or students' actions		
	First week	Second week	Third week
Utilize automatic assessment tools to provide formative feedback and recommended learning materials **(F4b)**	Teacher maximizes a feature of badge	Teacher maximizes a feature of badge	
Use online records and assessment features to gain more understanding of students' learning and provide them with individually relevant feedback via asynchronous communication tools **(F5b)**	Teacher uses online assessment	Teacher uses online assessment	
Respond to students' contributions **(F6b)**	Teacher responds to students' comment	Teacher responds to students' comment	Teacher responds to students' comment

The first feature (F4b) indicates that teacher maximizes a badge feature to provide formative feedback and recommended learning materials. The second feature (F5b) indicates that teacher use online assessment in assessing the students' learning. This feature (F5b) aims to gain more understanding of students' learning and provide them with individually relevant feedback via asynchronous communication tools. And the third feature (F6b) indicates that teacher always answer or respond to students' comment in Edmodo.

The second affordance is providing students with timely and constructive feedback. The observation result (table 4.3 and table 4.4) above known that teacher has implemented eleven actions (73%) in this practice and there are four actions (27%) has not implemented. Students can access Edmodo use a mobile apps of Edmodo, that can make them easily to access Edmodo anywhere and anytime.

Develop students' ability to take control of own learning in face-to-face classes
Table 4.5 Develop students' ability to take control of own learning (AFF3a)

Features	Examples of teacher or students' actions		
	First meeting	Second meeting	Third meeting
Be explicit about learning objectives, expected learning outcomes, methods and criteria for assessment of individual learning tasks **(F6a)**	Teacher explains the learning outcomes and criteria of assessment	Teacher explains the learning outcomes and criteria of assessment	Teacher explains the learning outcomes and criteria of assessment
Require students to pay attention to teacher's feedback to peers and reflect on own learning **(F7a)**	Students listen to teacher's feedback to peers	Students listen to teacher's feedback to peers	

The first feature (F6a) indicates that teacher always explain the learning objectives and the criteria of assessment. This feature was explained in every new chapter of the book. Then, the second feature (F7a) indicates that students always pay their attention to teacher's feedback to their peers.

Table 4.6 Develop students' ability to take control of own learning (AFF3b)

Features	Examples of teacher or students' actions		
	First week	Second week	Third week
Post course syllabus and objectives on LMS **(F7b)**	Teacher posts the learning objectives	Teacher posts the learning objectives	Teacher posts the learning objectives
Give students a choice over what, when and how to learn while keeping to overall course goals **(F8b)**		Teacher instructs the students to choose their learning style in Edmodo	

The first feature (F7b) of develop students' ability to take control of own learning (AFF3b) indicates that teacher always post the learning objectives. The second feature (F8b) indicates that teacher instructs the students to choose their learning style in Edmodo once from three weeks.

The third affordance is developing students' ability to take control of own learning. The observation result (table 4.5 and table 4.6) showed that teacher has implemented nine actions (75%) in this practice and only two actions (25%) has not implemented. In Edmodo, teacher has posted the learning objectives to make students know the outcomes after their study. So, this action aims to make them to choose their own ways to learn aside from the material provided by the teacher at Edmodo.

Enhance students' access to relevant language input in face-to-face classes
Table 4.7 Enhance students' access to relevant language input (AFF4a)

Features	Examples of teacher or students' actions		
	First meeting	Second meeting	Third meeting
Assign appropriate learning tasks for individual students in class **(F8a)**		The teacher gives individual assignments	The teacher gives individual assignments

Maximize the use of target language but switch to first language when necessary to facilitate student's comprehension (F9a)	Teacher explained using English and translating it into Indonesian	Teacher explained using English and translating it into Indonesian	Teacher explained using English and translating it into Indonesian

The first feature (F8a) of enhance students' access to relevant language input (AFF4a) indicates that teacher gives the individual assignments for the students. Then, the second feature (F9a) indicates that teacher always uses English in explaining a material before translate it into Indonesian. This feature (F9a) aims to maximize the use of target language.

Table 4.8 Enhance students' access to relevant language input (AFF4b)

Features	Examples of teacher or students' actions		
	First week	Second week	Third week
Provide students with access to a variety of learning resources in different modes, types and at different levels and encourage them to make use of the resources the way they like (F9b)	Teacher uses the Edmodo feature (link/picture/ video) to post a material	Teacher uses the Edmodo feature (link/picture/ video) to post a material	Teacher uses the Edmodo feature (link/picture/ video) to post a material

The feature (F9b) shows that teacher uses the Edmodo feature such as link, picture, and video to post materials. Then, known that Edmodo has the affordance to enhance students' access to relevant language input (AFF4b).

The last affordance is enhancing students' access to relevant language input. The observation result (table 4.7 and table 4.8) showed that teacher has implemented eight actions (89%) in this practice and only one action (11%) has not implemented. This affordance has supported by the basics of posting feature in Edmodo. Mulya Candasari (2015) stated that in the basics of posting teacher can post materials in many kinds. So, the teacher can post learning material in various types such as links, images or videos.

CONCLUSIONS
Based on the discussion in above, known that there are four affordances of Edmodo. The first affordance is promoting collaborative learning and use of English language. This affordance has supported by the group or class feature in Edmodo. The second affordance that gained from the findings above is providing students with timely and constructive feedback. This affordance is available at Edmodo, because Edmodo can be accessed via the mobile application. The third affordance is developing students' ability to take control of own learning. And the last affordance is enhancing students' access to relevant language input. This affordance has supported by the basics of posting feature in Edmodo.

Based on the conclusion of the discussion above, the researcher presents several suggestions. First, Edmodo is one of the best tools to support the learning activities for students and teachers. Students will have more time to study anywhere and anytime. So, the researcher expected that the teachers should use Edmodo in their teaching activities.

The researcher expect that in the next research, next researcher can get more affordances of Edmodo in blended learning. And the researcher also expect that this research can be the reference for the next researcher in developing the study in implementing Edmodo.

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