

# ACCOUNTING BASED LEARNING MEDIA USE EDMODO TO IMPROVE THE QUALITY OF LEARNING

<sup>1</sup>Henny Zurika Lubis, <sup>2</sup>Putri Wulan Sari

<sup>1</sup>Department of Accounting, The Faculty Economic and Bisnis

<sup>2</sup>Department Of Accounting Education, The Faculty Of Teacher and Education Science  
University of Muhammadiyah Sumatera Utara, Jln. Mukhtar Basri No.3 Medan, Indonesia  
hennyzurika@umsu.ac.id

## Abstract

This study aims to determine whether the use of instructional media Edmodo based accounting can improve the quality of accounting learning students. The instruments used in data collection in this study were tests and observation. The test used is a test description test (essay test) with a few questions each cycle. Observations made in this study is intended to determine the ability of students seen from the activity of students in the learning process by using media that has been applied during the learning process. Based on observations show that the activity of students in cycle 1 was obtained 33.33% and the second cycle increased by 75.76%. The completeness of learning outcomes in the first cycle test there are 17 students (51.51%) And the test cycle II the number increased by 33 students (100%). This shows that there is a learning outcome from pre-test to post-test cycle II. It can be concluded that the use of media-based edmodo accounting can improve learning outcomes of students.

**Keywords:** *Media Education, Edmodo and Accounting*

## I. INTRODUCTION

The development of science and technology increasingly encourage renewal efforts in exploiting the results of technology in the learning process. In addition to being able to use the tools that are available, teachers are also required to develop skills make learning not only utilize the media only with whiteboards and infokus. For that the teacher must have sufficient knowledge and understanding of learning media, including (Hamalik, 2015:6): the media as a tool of communication to better mengefektivitaskan the process of teaching and learning, the function of the media in order to achieve the objectives education, Accounting is one part of the branch of social science that is quite unique because it learned the art in financial record- keeping. Accounting is often regarded as something difficult, complicated and boring for students. because basically the teacher still plenty conventional pembelajaran methods



(lectures, q & a, training and the granting of duty at home). The teacher is less engaging students in teaching and learning activity most of the time learning processed students only hear and take note of the explanations from the teacher. In addition many more teachers provide information while students only as listeners, learning and learning objectives not achieved the maximum. The teacher as an individual that has a pretty big endeavour to share everything in order to make students want to ask about what is not dimengertinya whether it is oral or writing. However, since the number of students who were less brave, or ashamed to issue questions, then it needs to be applied a strategy that demands students to ask through writing, for that then the need for an innovation in terms of learning strategies. It needs to be developed an interesting learning media so that students interested in following the learning that improves student learning outcomes. One of the media learning that can be used to enhance student learning outcomes is a media-based accounting learning edmodo. This medium gives the opportunity to students to state the subject matter of his own mind to a friend-friend (explain what he understood) and have a discussion about what has not been understood in learning. Media designed to liven up the atmosphere a fun class as well as physical motion involving students. The involvement of physical motion this will increase participation and ultimately improve student learning outcomes. The advantages of media-based learning, edmodo is teaching and learning activities in which teachers and students can communicate easily without being restricted by distance and time, then the profit is for both teachers and students can do discussion the problem of learning over the internet that can be followed by the number of students more so that adds to the broad science. By applying this edmodo-based media, learning accounting students can learn in a fun and the learning outcomes of students is expected to increase.

## II. LITERATURE REVIEW

### A. Media Edmodo

According to Shelly (2011:6-54) says edmodo is a "private social networking for teachers and students with a secure social platform". Next the wankel (2011:24) explains that edmodo is social services and micro jejariin bogging especially designed for the world of education, which can be operated like a twitter. By limiting the access roads to the special space or groups, teachers and students may be crossword send notes, links, files, announcements, tasks and exchange information in a secure environment. According to a. Purcell (2012:6-45) says edmodo is a website that can be used as a container or forum dikusi by the learners who have a background like facebook or Myspace. Use edmodo can create profiles and chat with others who connect to the website. In addition students can also request information to teachers about grades and assignments, the teacher can arouse students ' grades and assignments in the web. Nicolas Brog and Jeff O'Hara (2014) Edmodo is a social network-based school environment (school based environment) with features supporting the teaching and learning process, Edmodo free [www.edmodo.com](http://www.edmodo.com) accessible by teachers and students as well as parents.



## B. Features In Edmodo

There are a great many features offered Edmodo to support the learning process. The following features are present on Edmodo:

1. Poll
2. Gradebook
3. Files and Links
4. Quiz
5. Library
6. Assignment
7. the Award Badge
8. Parent Code

## C. Benefits Of Edmodo For Learning

Edmodo has some benefits in learning as follows:

- a. Edmodo is a vehicle of communication and discussion that is very efficient for teachers and pupils.
- b. With edmodo students with other students can easily interact and discuss with monitoring directly from the teacher.
- c. Edmodo facilitate communication between teachers, pupils at a time parents.
- d. As a vehicle that's right for your exams and quizzes.
- e. As a means of developing the material.
- f. Teachers can provide such materials, questions, photos, videos, learning to students with ease. In addition pupils can also download learning materials.
- g. The existence of edmodo, teacher, parents can monitor her son's learning activities easily. Facilitate teachers in providing material and tasks anytime and anywhere.

## D. The Steps Use Edmodo Application

1. First create your account first edmodo visit [www.edmodo.com](http://www.edmodo.com) and select the button I'm student, before the student register and get an account diedmodo dibekalin or they must have a digit group code (can be either groups or classes of subjects) of their teacher.
2. account setup:
  - a. Change the profile photo you can choose to upload a photo from your computer or use the icon that you have available.
  - b. Change the personal information you can add or change its name and the email address and password.
3. Read the learning modules
4. To be able to see module reading materials, PowerPoints, videos or other material. Click group.
5. After you click Choose the material you want to read or studied.



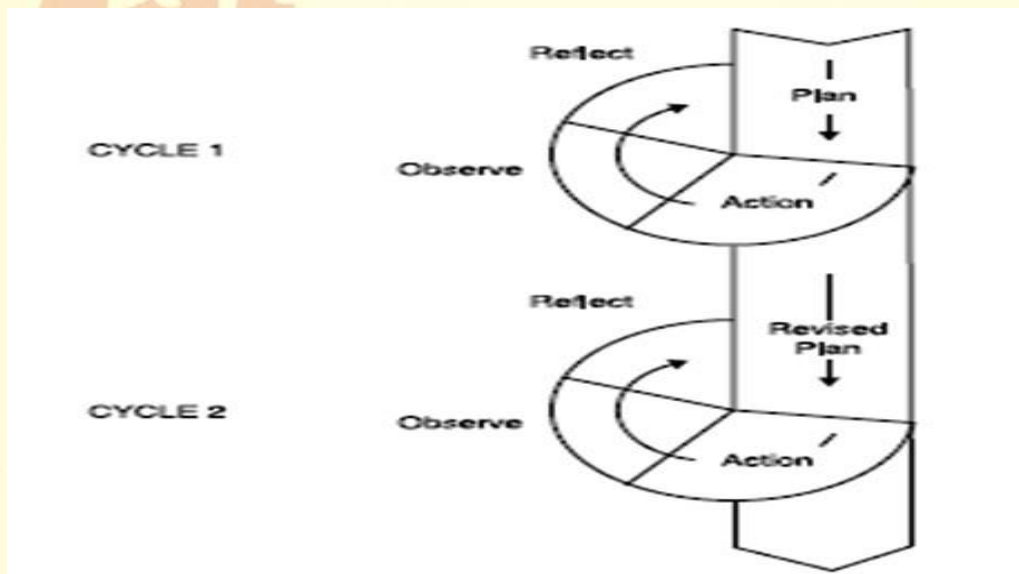
6. To view the assignments or quizzes given, please click post by Filters. And then there you can choose assignment/assignment and quiz for quiz.
7. When you've finished working on it tasks and have kept it in the form of the document and are ready to trun in. Then click file and upload.

**E. Media Excess Edmodo**

1. Use Interfarce. Adapting the look like facebook, simply edmodo relative easy to use even for beginners though
2. Compatibility. Edmodo supports preview of various types of file formats such as: pdf, pptx, html, swf and so on.
3. Application Edmodo is not only accessible by either using a PC (laptop/desktop) but can also be accessed by using the gadget-based Android OS.

**III. RESEARCH METHODS**

in the research methods used are the classroom action research, according to the Kemmis & Me Tanggart (Suharsimi Arikunto, 2013:137). done with four steps: planning, implementation acting, observation and reflection is described as follows:



The data collected with use of test and observation sheet. Next will be analyzed with descriptive statistics, which describe, record and analyze data. Once the data is obtained, then processed with data analysis techniques as follows:

1. Calculating the average scores  

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} \dots\dots\dots(\text{Sudjana, 2005: 67})$$

where:  $f_i$  = Many issues



$x_i$  = The value of each student

## 2. Calculating the level of mastery learning

To determine the absorption capacity of individual students used the following formula:

$$\text{Absorption (DS)} = x \times 100\% \frac{\sum x_i}{N}$$

(Sudjana, 2005: 112)

criteria:

$0\% \leq TK \leq 70\%$  = incomplete

$70\% \leq TK \leq 100\%$  = complete

Furthermore, it is known in classical learning completeness students with the following formula:

$$D = \frac{X}{N} \times 100\% \text{ (Sudjana, 2005: 115)}$$

Where :

D = Achievement classes that have been achieved absorbance  $\geq 70\%$

X = The number of students who have reached absorption  $\geq 70\%$

N = Number of students

Based on the criteria of mastery learning, if the classical group has reached 70% then the completeness classically been met.

## IV. RESULTS AND DISCUSSION

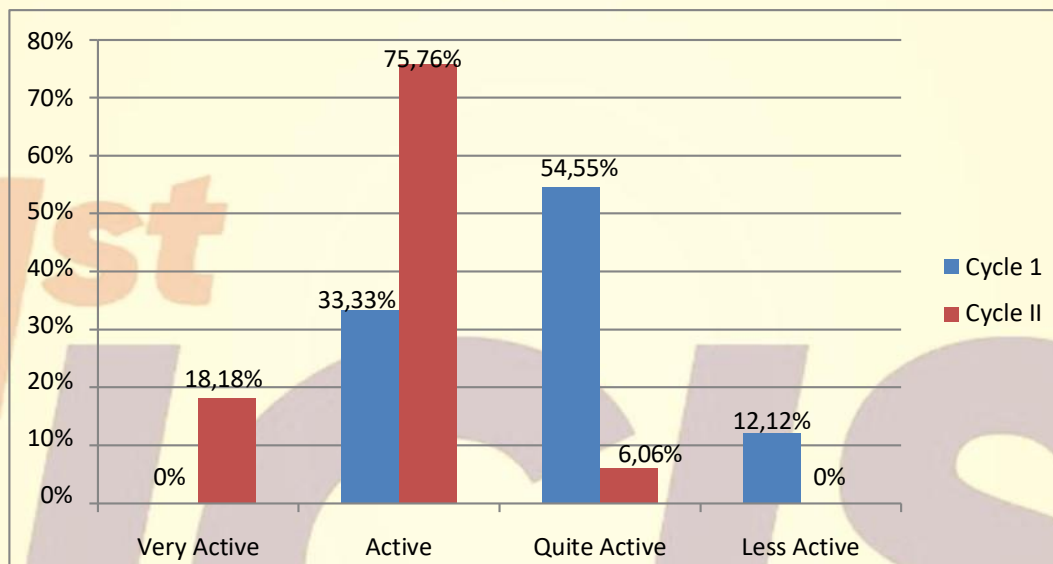
The experiment was conducted in the classroom by implementing the use of instructional media Edmodo based accounting when learning activities take place. At the start of research activities given the first cycle to determine the extent to which the level of students' understanding of the material to be learned and at the end of the lesson is given the second cycle to determine the changes that occur. If the student learning outcomes below the minimum completeness criteria (KKM) is 75 then the student is declared unfinished study, when 70% of the number of students has not reached a value of 75 then completeness unmet and should proceed to the next cycle.

Based on observations on the first cycle obtained by the student activity to be processed after the study is completed. Students who meet the criteria for active 14 people or 36.84%, is quite active 18 people or 47.37%, less active 6 people or 15.79%. Recapitulation of the student activity sheet showed aspects of motor activity assessment (speed in discussing the matter) the fairly low with the number 33 for all students. Based on observations of researchers during the learning activities take place, it can be seen that student activity is still lacking, especially in sub-sub discuss the subject matter of the transaction specialized journals.

Here is the observation of student activity can be seen as follows:

**Table 4.1**  
**Observations Activities Students In Cycle I and II**

cycles	Very active		Active		Quite Active		Less Active	
	Total Students	%	Total Students	%	Total Students	%	Total Students	%
I	0	0,00%	11	33.33%	18	54.55%	4	12.12%
II	6	18.18%	25	75.76%	2	06.06%	0	0,00%



**Figure 4.1**

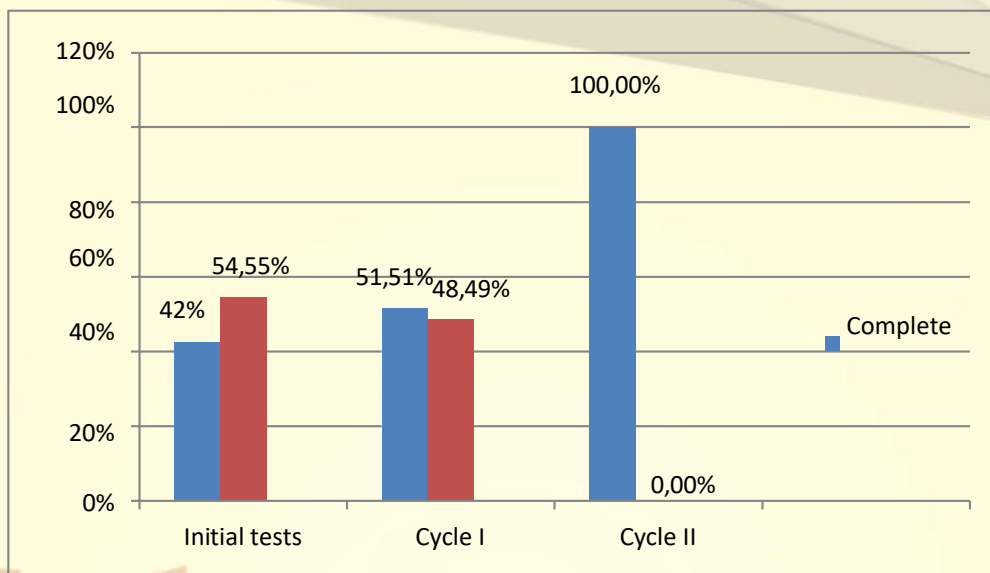
**Observations Activities Students In Cycle I and II**

The activity of students in the learning process increases which 6 people (18.18%) students to the criteria very active, 25 (75.76%) students to actively criteria, and 2 (06,06%) students for criteria fairly active. It also signifies not need to do the next cycle.

Here are the results of student learning outcomes completeness of the initial conditions of researchers up to the second cycle.

**table 4.2**  
**Exhaustiveness Student Results**

type Tests	Average	complete		not Completed	
		The number of students	%	The number of students	%
Initial tests	72.54	14	42.42	19	54.55
Cycle I	77.39	17	51.51	16	48,49
Cycle II	87.42	33	100	0	100



**Figure 4.2**

### The completeness of Learning Outcomes

Based on the data analysis it was found that between the first cycle and the second cycle must be increased. Prior to this research class action is the number of students who pass the 14 (45.45%) with an average of 72.54%, while during the first cycle of the number of students who pass study to 17 people (51.51%) with an average of 77,39. After the data is analyzed first cycle of the acquisition of classical learning results show that students have difficulty understanding the material General Journal for scores obtained these students is low. Acquisition in this cycle are not yet eligible in classical completeness is 70%, so it needs to be continued into the next cycle. Furthermore, based on the results of data analysis in the second cycle and held reflection and evaluation, improving student learning outcomes obtained from the first cycle to the second cycle is the number of students who completed study in the first cycle of 77.39% increase to 87.42% in the second cycle. This shows that the second cycle has been reached in the classical completeness criteria, 70%. This means that students are able to understand material that can increase the activity and results of student learning using edmodo-based learning media.

## V. CONCLUSIONS AND SUGGESTIONS

### A. Conclusions

That the use of accounting-based learning media edmodo can improve the results of the study of accounting students. This can be seen in the cycle of I that the number of students who study has been completed or reached a value of KKM. 17 (51.51%) with an average of





77.39 and cycle II an increase in 100% of the acquired learning outcomes i.e. as many as 33 students who complete study or reaches the value of KKM. So, I cycle to increase the cycle II amounted to 48.49% so that it can be concluded that there is an increase in the results of a study of pre-test to post test cycle II. Thus it can be concluded that the use of media-based accounting edmodo can improve the quality of learning in accounting.

## B. Suggestions

Expected for teachers can use edmodo-based accounting learning media and using various media to enhance learning activity students in learning, think creatively and solve problems either individually or in the group.

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