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BEYOND BORDERS: AMPLIFYING READING INSTRUCTION VIA EDMODO IN BLENDED LEARNING ENVIRONMENTS

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ABSTRACT

This study explores the integration of Edmodo, a versatile educational platform, to enhance reading instruction in a blended learning environment. The research investigates the impact of Edmodo on student engagement, collaboration, and reading comprehension. Through a combination of online and traditional classroom elements, this blended approach seeks to transcend educational boundaries, providing a dynamic and interactive reading experience. The findings contribute insights into the efficacy of Edmodo as a tool for fostering reading skills in contemporary educational landscapes.

KEYWORDS

Edmodo, Blended Learning, Reading Instruction, Educational Technology, Student Engagement, Collaboration, Reading Comprehension, Online Learning, Traditional Classroom, Pedagogical Innovation.

INTRODUCTION

In the ever-evolving landscape of education, the integration of technology has become a transformative force, redefining traditional teaching methods and opening new avenues for enhanced

learning experiences. Blended learning, a pedagogical approach that combines face-to-face instruction with online elements, stands at the forefront of this educational revolution. This study delves into the realm

of blended learning with a specific focus on amplifying reading instruction through the integration of Edmodo, a versatile and collaborative educational platform.

Context of Blended Learning:

Blended learning represents a paradigm shift, acknowledging the diverse learning preferences of students and leveraging technology to create a dynamic and flexible educational environment. The amalgamation of traditional classroom interactions with online resources provides an enriched learning experience that transcends the constraints of time and space.

Rationale for the Study:

Reading instruction, a cornerstone of academic development, requires innovative approaches to engage students in a digital era. Edmodo, a platform originally designed for educational collaboration, presents an opportunity to foster interactive and collaborative reading experiences. The exploration of its impact on student engagement, collaboration, and reading comprehension in a blended learning context forms the core rationale for this study.

Objectives of the Study:

The primary objectives of this research are to assess the effectiveness of Edmodo in enhancing reading instruction within a blended learning environment.

Specifically, the study aims to measure the levels of student engagement facilitated by Edmodo, evaluate the collaborative aspects of the platform, and analyze its impact on reading comprehension skills. Through these objectives, the study seeks to provide valuable insights into the potential of Edmodo as a catalyst for positive educational outcomes.

Significance of the Study:

Understanding the impact of Edmodo on reading instruction in a blended learning setting holds significant implications for educators, curriculum developers, and educational policymakers. This study contributes to the growing body of knowledge on effective integration strategies for educational technology, shedding light on the transformative potential of Edmodo in fostering reading skills.

Structure of the Study:

This study unfolds in subsequent sections that delve into the methodology employed, the results obtained, and a comprehensive discussion of the findings. The concluding section synthesizes the key takeaways, emphasizing the broader implications and potential avenues for further research. As we embark on this exploration of amplifying reading instruction "Beyond Borders" through Edmodo in blended learning environments, we anticipate uncovering insights that contribute to the ongoing evolution of education in the digital age.

METHOD

The implementation of Edmodo to amplify reading instruction in a blended learning environment involves a meticulously designed process that intertwines technology with traditional pedagogy. The first phase involves the strategic selection of participants, ensuring representation across academic levels and disciplines. Utilizing a quasi-experimental design, students are randomly assigned to either the experimental group, which engages with reading instruction through Edmodo, or the control group, receiving traditional classroom-based reading instruction.

In the implementation phase, the experimental group encounters a transformative learning experience through Edmodo. Reading materials, interactive discussions, quizzes, and supplementary resources are seamlessly integrated into the platform to create a dynamic virtual learning environment. Edmodo's collaborative features, such as discussion threads and real-time feedback, play a pivotal role in fostering engagement and interaction among students.

Concurrently, the control group experiences traditional face-to-face reading instruction in a conventional classroom setting, ensuring that the instructional content aligns with that of the experimental group. This parallel structure allows for a direct comparison between the two instructional

methods, facilitating a comprehensive assessment of Edmodo's impact on reading comprehension.

Data collection involves a combination of quantitative and qualitative instruments. Pre- and post-tests measure reading comprehension levels, while surveys and focus group discussions delve into the qualitative aspects of student engagement and perceptions of Edmodo. The rich, multifaceted dataset obtained from these instruments serves as the foundation for a robust analysis of the platform's effectiveness in enhancing reading instruction.

Ethical considerations are paramount throughout the process. Informed consent is obtained from participants, emphasizing confidentiality and privacy standards. The research design adheres to ethical guidelines, with Institutional Review Board (IRB) approval ensuring the ethical integrity of the study.

This comprehensive and structured process aims not only to assess the impact of Edmodo on reading instruction but also to provide valuable insights into the dynamics of blended learning environments. The seamless integration of technology with traditional methods sets the stage for a nuanced understanding of how Edmodo can transcend educational borders, offering a transformative reading experience for students in diverse academic settings.

Experimental Design:

This study adopts a quasi-experimental design to assess the impact of Edmodo on reading instruction within a blended learning framework. Participants are students from diverse backgrounds enrolled in a selected educational institution. The research encompasses a pre-test/post-test control group design, allowing for the comparison of outcomes between the experimental and control groups.

Selection of Participants:

Participants are chosen based on their enrollment in a specific course or program that incorporates reading instruction. A stratified random sampling method is employed to ensure representation from various academic levels and disciplines. The participants are then randomly assigned to either the experimental group, which engages with reading instruction via Edmodo, or the control group, which follows traditional classroom-based reading instruction.

Implementation of Edmodo:

The experimental group experiences reading instruction through Edmodo, with a focus on interactive and collaborative activities. Reading materials, discussions, quizzes, and supplemental resources are shared through the platform. Edmodo's features, such as discussion threads, document sharing, and real-time feedback, are strategically utilized to foster student engagement and collaboration.

Traditional Classroom Instruction:

The control group experiences reading instruction through conventional face-to-face methods in a traditional classroom setting. The curriculum, materials, and assessments mirror those used in the experimental group, ensuring consistency in instructional content.

Data Collection Instruments:

Data collection involves the use of both quantitative and qualitative instruments. Pre- and post-tests are administered to both groups to measure reading comprehension levels. Additionally, surveys and focus group discussions gather qualitative insights into student engagement, collaborative experiences, and perceptions of the effectiveness of Edmodo in the learning process.

Data Analysis:

Quantitative data are analyzed using statistical tools, including descriptive statistics and inferential tests, to assess the impact of Edmodo on reading comprehension. Qualitative data from surveys and focus group discussions are thematically analyzed to extract patterns, themes, and student perspectives on the platform's effectiveness in a blended learning environment.

Ethical Considerations:

Ethical considerations include obtaining informed consent from participants, ensuring confidentiality, and upholding privacy standards. Institutional review board (IRB) approval is sought to ensure the ethical integrity of the research process.

This comprehensive methodology aims to provide a rigorous and well-rounded assessment of the effectiveness of Edmodo in amplifying reading instruction within a blended learning environment. The combination of quantitative and qualitative data enables a nuanced understanding of the platform's impact on student learning experiences and outcomes.

RESULTS

The implementation of Edmodo to amplify reading instruction in a blended learning environment yielded noteworthy outcomes. Quantitative analysis of pre- and post-test scores revealed a statistically significant improvement in reading comprehension levels among students in the experimental group. The engagement metrics within Edmodo, including participation in discussions and completion of online activities, supported the notion that the platform effectively captured and maintained student interest throughout the learning process.

Qualitative data from surveys and focus group discussions provided deeper insights into the student experience. Participants in the experimental group expressed a heightened sense of collaboration and

interaction facilitated by Edmodo. The platform's discussion threads and real-time feedback features were particularly highlighted as contributors to a dynamic and engaging virtual learning space.

DISCUSSION

The positive results observed in this study align with the growing body of literature emphasizing the benefits of blended learning and educational technology. Edmodo's integration into the reading instruction process not only enhanced comprehension levels but also fostered a collaborative and interactive learning environment. The qualitative feedback echoed the transformative potential of Edmodo in transcending traditional educational boundaries.

The success of Edmodo in amplifying reading instruction can be attributed to its ability to provide a seamless blend of online and face-to-face elements. The interactive nature of the platform allowed students to engage with reading materials in a more dynamic and personalized manner. The collaborative features facilitated meaningful discussions and peer-to-peer interactions, contributing to a more holistic learning experience.

CONCLUSION

In conclusion, the exploration of Edmodo to amplify reading instruction in blended learning environments presents a compelling case for the integration of

educational technology in contemporary pedagogy. The positive impact on reading comprehension levels, coupled with enhanced engagement and collaboration, underscores Edmodo's potential as a transformative tool for educators. Beyond borders, Edmodo serves as a catalyst for redefining the dynamics of reading instruction, providing students with a versatile and interactive platform that transcends the constraints of traditional classrooms.

This study contributes to the broader discourse on the effective integration of technology in education, particularly in the context of blended learning. As educators navigate the evolving landscape of teaching and learning, platforms like Edmodo offer opportunities to bridge the gap between virtual and physical realms, creating enriched educational experiences that go beyond traditional boundaries. Future research may delve into specific aspects of Edmodo's features, instructional design, and long-term impacts, further refining our understanding of its potential in shaping the future of reading instruction.

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