



The effectiveness of web-based Schoology learning media on informatics learning outcomes of grade VIII students at UPT SMP Negeri 4 Baranti, Sidenreng Rappang Regency

Nur Azima, Hasanuddin B, Syamsunir

¹²³ Universitas Muhammadiyah Sidenreng Rappang

Email: nurashima464@gmail.com

Receive: 27/07/2025

Accepted: 01/08/2025

Published: 01/10/2025

Abstrak

Efektivitas Media Pembelajaran Schoology Berbasis Web Terhadap Hasil Belajar Informatika Siswa Kelas VIII UPT SMP Negeri 4 Baranti Kabupaten Sidenreng Rappang”. Dibimbing oleh Syamsunir dan Hasanuddin. Penelitian ini bertujuan untuk mengetahui efektivitas media pembelajaran Schoology berbasis web terhadap hasil belajar Informatika siswa kelas VIII UPT SMP Negeri 4 Baranti Kabupaten Sidenreng Rappang. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan deduktif. Jenis penelitian ini adalah quasi experimental dengan desain one group pretest dan posttest. Penelitian ini tidak menggunakan kelompok kontrol, melainkan membandingkan hasil belajar siswa sebelum dan sesudah menggunakan media pembelajaran Schoology. Data dikumpulkan melalui tes pretest dan posttest. Hasil penelitian menunjukkan adanya peningkatan skor siswa setelah penggunaan media pembelajaran Schoology. Nilai tertinggi pretest adalah 66 dan nilai terendah menjadi 30, sementara pada posttest nilai meningkat menjadi 96 dan nilai terendah menjadi 70 jadi nilai rata-rata M_x (Posttest) = 82,64 > M_y (Pretest) = 49.05. Hal ini menunjukkan bahwa terdapat peningkatan hasil belajar setelah penggunaan media pembelajaran Schoology. Dengan demikian, dapat disimpulkan bahwa media pembelajaran Schoology berbasis web yang digunakan menunjukkan hasil belajar siswa mata pelajaran Informatika, efektif.

Kata Kunci : Media pembelajaran, Schoology, Hasil belajar

Abstract

The Effectiveness of Web-Based Schoology Learning Media on Informatics Learning Outcomes of Class VIII Students of UPT SMP Negeri 4 Baranti, Sidenreng Rappang Regency”. Supervised by Syamsunir and Hasanuddin. This study aims to determine the effectiveness of web-based Schoology learning media on Informatics learning outcomes of class VIII students of UPT SMP Negeri 4 Baranti, Sidenreng Rappang Regency. The research method used is quantitative with a deductive approach. This type of research is quasi-experimental with a one-group pretest and posttest design. This study does not use a control group, but rather compares student learning outcomes before and after using Schoology learning media. Data were collected through pretest and posttest tests. The results showed an increase in student scores after using Schoology learning media. The highest pretest score was 66 and the lowest score was 30, while in the posttest the score increased to 96 and the lowest score was 70 so the average score M_x (Posttest) = 82.64 > M_y (Pretest) = 49.05. This indicates an increase in learning outcomes after using the Schoology learning media. Therefore, it can be concluded that the web-based Schoology learning media used in Informatics demonstrates effective student learning outcomes.

Keywords: Learning media, Schoology, Learning outcomes

Introduction

Education in the era of globalization has undergone significant transformation, especially with the rapid advancement of information and communication technology. In the learning process, several factors influence success, including teachers, students, environment, teaching methods, and learning media. Among these, the role of information technology has become increasingly important as a means to enhance the quality and integrity of education. Technology facilitates access, accelerates the learning process, and reduces administrative burdens, thereby creating more efficient and engaging learning experiences.

Education itself is understood as a deliberate effort to develop individuals holistically, encompassing intellectual, emotional, social, and spiritual aspects. According to the Indonesian National Education System Law (UU No. 20 of 2003), education aims to cultivate learners' potential in the domains of intelligence, character, and skills needed by society and the state. In this context, the integration of technology in learning is not only a necessity but also a strategic approach to achieve educational objectives in line with the demands of the 21st century.

Learning media plays an essential role in this process. Media refers to all tools and resources used to convey messages from educators to learners with the aim of influencing attention, interest, and motivation. Effective use of media helps teachers deliver information more clearly and attractively, making lessons easier to understand. Learning media can be classified into three categories: audio, visual, and audiovisual. Each category contributes differently to student engagement, but all serve the common goal of making the learning process more interactive and effective.

Schoology is one example of a web-based learning management system (LMS) that integrates social interaction with structured learning activities. With features such as Courses, Groups, and Resources, Schoology provides a platform where students and teachers can collaborate,

communicate, and manage learning materials efficiently. Its accessibility through smartphones and computers makes it suitable for modern learning environments, especially when classroom time is limited.

The use of Schoology as an e-learning platform is particularly relevant in addressing the challenges faced in schools. In traditional settings, teachers often rely on lectures and textbooks, which may not fully engage students or support diverse learning styles. At UPT SMP Negeri 4 Baranti, limitations such as insufficient textbooks and reliance on conventional teaching methods have reduced learning effectiveness in Informatics. Schoology offers a solution by providing flexible access to materials, assignments, and discussions beyond classroom walls.

Moreover, Schoology is expected to reduce monotony in learning by offering interactive activities that encourage student participation. By enabling learners to access tasks and resources anytime and anywhere, the platform fosters independent learning and deeper understanding. This flexibility is particularly valuable in Informatics, a subject that requires practical engagement with digital tools and concepts. Thus, implementing Schoology may significantly enhance student learning outcomes.

In addition, Schoology aligns with the government's vision of digitalizing education to prepare students for future challenges. By introducing technology-supported learning, schools can better equip students with digital literacy, collaboration skills, and problem-solving abilities. These competencies are crucial in the era of globalization, where knowledge and technology continue to evolve rapidly.

Based on this background, the use of web-based Schoology learning media is expected to have a positive effect on the Informatics learning outcomes of Grade VIII students at UPT SMP Negeri 4 Baranti. Therefore, this study aims to examine the effectiveness of Schoology in improving student achievement, while also contributing to the development of innovative learning practices in Indonesian schools.

Method

This study employed a quantitative research approach with a deductive framework. Quantitative research was chosen because it allows for the systematic measurement of variables and the analysis of numerical data to test hypotheses. Through this approach, the researcher sought to determine the effectiveness of web-based Schoology learning media in improving student learning outcomes in Informatics. The deductive nature of the research means that it was grounded in existing theories and prior studies, and the findings were tested empirically through collected data.

The research design applied was a quasi-experimental method, specifically the one-group pretest-posttest design. This design was selected because it enabled the researcher to measure student performance before and after the implementation of Schoology learning media without using a control group. In this model, students first completed a pretest to assess their initial knowledge of Informatics. Then, the treatment in the form of teaching with Schoology was introduced, followed by a posttest to measure the improvement in learning outcomes. This allowed for a direct comparison between the pretest and posttest results.

The variables in this study consisted of an independent variable and a dependent variable. The independent variable was the use of Schoology as a web-based learning medium (X), while the dependent variable was the students' learning outcomes in Informatics (Y). By analyzing the relationship between these two variables, the researcher was able to evaluate whether the use of Schoology had a significant effect on student achievement.

The population in this study included all Grade VIII students of UPT SMP Negeri 4 Baranti, Sidenreng Rappang Regency, in the academic year 2025. The total number of students was 39, consisting of two classes: VIII.1 (19 students) and VIII.2 (20 students). Since the population size was relatively small

(less than 100), the researcher used total sampling. This means that all 39 students were involved as the research sample. The sampling technique applied was simple random sampling, ensuring equal opportunities for all students in the population to be included in the study.

To collect data, several instruments and techniques were used. First, observation and interviews were conducted to obtain contextual information about the learning environment, teacher practices, and students' experiences. Second, documentation was employed to gather supporting data, such as class lists and institutional records. Third, tests were used as the primary instrument to measure learning outcomes. The pretest and posttest each consisted of 30 multiple-choice questions related to the Informatics subject matter. Each correct answer was given one point, while incorrect answers scored zero. Finally, questionnaires were administered to gather student feedback on the effectiveness, practicality, and time efficiency of learning with Schoology.

The test instrument served as the key measure for student learning achievement. Scores from the pretest and posttest were converted into values on a 0–100 scale. The Minimum Mastery Criterion (KKM) for Informatics was set at 70. Students achieving scores of 70 or above were considered to have mastered the material, while those scoring below 70 had not yet achieved mastery. The questionnaire further complemented the test data by capturing student perceptions regarding the clarity of learning materials, ease of access, and effectiveness of the Schoology platform in supporting their studies.

For data analysis, descriptive statistics were applied to calculate means, score distributions, and levels of mastery. The main comparison was between the mean pretest score (M_y) and the mean posttest score (M_x). An increase in the mean score indicated improvement in learning outcomes. Additionally, the proportion of students who achieved the KKM was used as another indicator of effectiveness. The criteria for determining effectiveness were: (1) the average student score reached 70 or above,

and (2) there was a measurable improvement between pretest and posttest results.

In summary, the methodological design of this study was carefully structured to evaluate the impact of Schoology on student learning outcomes. By employing a quasi-experimental one-group pretest-posttest design, total sampling, multiple data collection techniques, and statistical analysis, the researcher ensured that the findings would be valid and reliable. This methodological framework provided the necessary basis for assessing whether web-based Schoology learning media is effective in enhancing the Informatics learning outcomes of Grade VIII students at UPT SMP Negeri 4 Baranti.

Result and Discussion

The research was conducted at UPT SMP Negeri 4 Baranti, Sidenreng Rappang Regency, with 39 Grade VIII students as participants. The purpose was to determine the effectiveness of web-based Schoology learning media in improving learning outcomes in Informatics. The study applied a one-group pretest-posttest design, where students were first given a pretest, followed by the treatment (use of Schoology), and then a posttest to measure improvement.

Data were collected using a 30-item multiple-choice test. Each correct answer was awarded one point, with a maximum score of 30. The scores were then converted into a 0–100 scale. The pretest was conducted before the implementation of Schoology, while the posttest was administered after the treatment. The Minimum Mastery Criterion (KKM) for Informatics was set at 70.

The results showed a significant increase in student performance from pretest to posttest. The highest pretest score was 66, and the lowest was 30. After the use of Schoology, the highest posttest score increased to 96, while the lowest score improved to 70. This indicates that all students reached or exceeded the mastery criterion in the posttest stage.

The mean pretest score was 49.05, while the mean posttest score was 82.64. This difference clearly demonstrates the

effectiveness of the Schoology platform in enhancing student learning outcomes. The mean gain in scores reflects that students experienced significant improvement after participating in lessons supported by Schoology.

In addition to the test results, a questionnaire was distributed to gather student responses regarding the use of Schoology. The results indicated that the majority of students agreed that Schoology made it easier to access learning materials, complete assignments, and understand the lessons. Students also reported that the platform helped them study more effectively compared to traditional methods.

The questionnaire results showed that 93% of students believed they could complete tasks more effectively with Schoology, and 95% agreed that they better understood the material through its interactive features. Only a small proportion of students stated that they preferred conventional learning through textbooks alone. These findings strengthen the conclusion that Schoology has been positively received by students.

The study also evaluated time efficiency. Students reported that Schoology allowed them to make better use of learning time, with 93% agreeing that lessons were easier to understand within the allocated time. This suggests that the platform not only improved outcomes but also optimized classroom time.

Overall, the results of the pretest-posttest comparison, supported by questionnaire responses, confirm that Schoology is an effective web-based learning medium for improving Informatics learning outcomes among Grade VIII students.

Table 1. Comparison of Pretest and Posttest Scores of Students

Score Range	Pre test Frequency	Posttest Frequency	Remarks
86–100	0	12	Very Good
71–85	0	18	Good

Score Range	Score Frequency	Pretest Frequency	Posttest Frequency	Remarks	Remarks
56-70	56	7	9	→ passed KKM	Fair all
40-55	40	15	0	Below Standard (Pretest)	
≤4	≤4	17	0	Low (Pretest)	Very
Mean Score Pretest = 49.05					
Mean Score Posttest = 82.64					

Discussion

The results of this study demonstrate that the use of Schoology as a web-based learning medium significantly improved student learning outcomes in Informatics. The increase in the mean score from 49.05 in the pretest to 82.64 in the posttest indicates that students benefited from the structured, flexible, and interactive learning environment provided by the platform. This aligns with previous research suggesting that e-learning tools can enhance motivation and achievement.

One key factor behind the improvement is the accessibility of Schoology. Unlike traditional methods that rely heavily on limited textbooks and lectures, Schoology allows students to access materials anytime and anywhere. This flexibility gave students the opportunity to review lessons outside of classroom hours, leading to deeper understanding and better retention.

Another aspect is the interactive features of Schoology. Through online discussions, assignments, and quizzes, students were more engaged and active in the learning process. This differs from conventional teacher-centered methods, where students tend to be passive recipients of information. The interactivity encouraged students to take greater responsibility for their own learning.

The results also show that the majority of students preferred learning with Schoology

compared to traditional methods. With 95% of students reporting improved understanding of the material, it is evident that digital media can reduce boredom and increase interest in subjects that are often seen as abstract, such as Informatics. This suggests that integrating technology into learning is not only effective but also essential in maintaining student engagement.

Time efficiency was another notable finding. The majority of students (93%) agreed that Schoology helped them use classroom time more effectively. This is likely because the platform provides structured materials and organized schedules, allowing students to focus on the content rather than administrative aspects. Teachers also benefited by being able to monitor student progress in real time.

Despite the positive findings, a small number of students indicated that they still preferred using textbooks. This suggests that while Schoology is highly effective, it should not entirely replace traditional media. Instead, it should complement conventional methods, ensuring that students with different learning preferences can benefit from a blended learning approach.

The findings of this study are consistent with prior research, such as studies by Syamsunir & Agussalim (2021), which showed that Schoology significantly improved learning outcomes in programming courses. Similarly, Efriani (2020) reported positive impacts of Schoology on elementary school students' performance. These parallels confirm that Schoology is effective across different subjects and educational levels.

In conclusion, the discussion highlights that Schoology is a powerful tool for enhancing learning outcomes, particularly in Informatics. It supports independent learning, encourages active participation, and optimizes time use. However, its integration should be carefully balanced with traditional methods to accommodate diverse learning styles. The findings suggest that the implementation of web-based learning platforms like Schoology has the potential to transform education in Indonesian schools, making learning more effective and relevant to the digital age.

Conclusion

This study concludes that the use of web-based Schoology learning media has proven effective in improving student learning outcomes in Informatics for Grade VIII students at UPT SMP Negeri 4 Baranti, Sidenreng Rappang Regency. The results of the pretest and posttest showed a significant increase in scores, where the mean score improved from 49.05 to 82.64. All students successfully achieved the Minimum Mastery Criterion (KKM), indicating that Schoology effectively facilitated student understanding and mastery of the material.

The effectiveness of Schoology was also supported by positive student responses. Most students stated that the platform made it easier to access materials, complete assignments, and understand lessons more clearly. In addition, the use of Schoology optimized classroom time, encouraged active participation, and reduced students' dependence on traditional learning resources such as textbooks. These findings demonstrate that Schoology not only improves learning outcomes but also increases motivation and engagement in the learning process.

Overall, the study highlights that integrating digital learning platforms such as Schoology into classroom practice is highly beneficial. Schoology can serve as an alternative and complementary learning medium that supports the development of student competencies in the digital era. Its implementation is recommended not only in Informatics but also across other subjects to foster more interactive, flexible, and effective learning experiences in schools.

References

- Angriani, P., & Maharani, I. (2019). Pengaruh Media Iklan Audio Visual Terhadap Keterampilan Menulis Teks Persuasi Siswa Kelas VIII Smp Negeri 15 Palembang. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 683–700.
- Ariani, Y., Helsa, Y., & Zainil, M. (2020). E-Learning Berbasis Schoology Pada Pembelajaran Matematika Sd. *Jurnal Mutiara Pendidikan Indonesia*, 5(1), 36–42. <https://doi.org/10.51544/mutiarapendidik.v5i1.1117>
- Arief, M. M. (2021). Media Pembelajaran Ipa Di Sd/Mi (Tujuan Penggunaan, Fungsi, Prinsip Pemilihan, Penggunaan, Dan Jenis Media Pembelajaran). *Jurnal Tarbiyah Darussalam*, 5(8), 13–28.
- Asrul, Sarigih, A. H., & Mukhtar. (2022). Evaluasi Pembelajaran. In *Perdana Publishing*. <http://repo.iain-tulungagung.ac.id/5510/5/BAB2.pdf>
- Aulia, Y. F., & Heniwaty, Y. (2022). Penerapan E-Learning Schoology Dalam Pembelajaran Tari Manduda Di Kelas X MAN 2 Model Medan. *Jurnal Seni Tari*, 11(1), 77–84. <https://doi.org/10.15294/jst.v11i1.56074>
- Fadilah, A., Nurzakiah, K. R., Kanya, N. A., Hidayat, S. P., & Setiawan, U. (2023). Pengertian Media, Tujuan, Fungsi, Manfaat dan Urgensi Media Pembelajaran. *Journal of Student Research (JSR)*, 1(2), 1–17.
- Faitah, I., & Yunita, D. N. (2020). Media Pembelajaran E-Learning Berbasis Schoology Pada Mata Pelajaran Bahasa Indonesia. *Seminar Nasional Bahasa Dan Sastra Indonesia*, 1(1), 1–4.
- Feris Lisatania. (2011). Efektivitas Pembelajaran Pai Dengan Menggunakan Metode Tugas Di Sdn 01 Mulyorejo Kecamatan Bunga Mayang Kabupaten Lampung Utara. *Jurusan :Pendidikan Agama Islam Fakultas: Tarbiyah Dan Ilmu Keguruan*, 1(2), 105.
- Fierda Nurany, Muhammad Novi J.R, Jasim M.Z Awan, Imam Abdul A, Yolanda Oktasea, & Rossi Citra A. (2021). Efektifitas Layanan Belajar Melalui Dalam Jaringan Pada Mahasiswa Ubhara Surabaya.

- Aplikasi Administrasi: Media Analisa Masalah Administrasi*, 102–112.
<https://doi.org/10.30649/aamama.v24i2.123>
- Firmansyah, B. H. (2015). Pengembangan Blended Learning Berbasis Schoology. *Seminar Nasional 2015 Teknologi Pembelajaran Universitas Negeri Malang*, 1–23.
- Hairul. (2019). Pengembangan Media Pembelajaran E-Learning dengan Pendekatan STEM Berbasis Schoology pada Materi Fluida Statis SMA Kelas XI. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Hamzah, F., Mujib, A., Firmansyah,), Muslim, U., Al, N., Medan, W., Garu2, J., & Sumatera Utara, M. (2022). Efektivitas Pembelajaran Blended Learning Menggunakan Schoology Pada Pelajaran Matematika 1). *Januari*, 10(1), 95–104.
- Hasanuddin, Nurmayanti, Kahar, A., Tahir, M. H., & Akbar. (2023). Pengaruh Penggunaan Media Pembelajaran Berbasis Sparkol Videoscribe Terhadap Hasil Belajar Pkn Siswa Kelas X Smk Muhammadiyah Sidenreng Rappang. *Jurnal Teknologi Pendidikan (JTP)*, 1(2), 1–11.
- Jayusman, I., & Shavab, O. A. K. (2020). Aktivitas Belajar Mahasiswa Dengan Menggunakan Media Pembelajaran Learning Management System (Lms) Berbasis Edmodo Dalam Pembelajaran Sejarah. *Jurnal Artefak*, 7(1), 13.
<https://doi.org/10.25157/ja.v7i1.3180>
- Kusuma, J. W., Supardi, Akbar, M. R., Hamidah, Ratnah, Fitrah, M., & Sepriano. (2023). *Dimensi Media Pembelajaran (Teori dan Penerapan Media Pembelajaran Pada Era Revolusi Industri 4.0 Menuju Era Society 5.0)* (Issue March).
<http://eprints.uny.ac.id/id/eprint/49351>
- Latifah, S., & Utami, A. (2019). Pengembangan Bahan Ajar Interaktif Berbasis Media Sosial Schoology. *Indonesian Journal of Science and Mathematics Education*, 2(1), 36–45.
<https://doi.org/10.24042/ij sme.v2i1.3924>
- Magdalena, I., Nadya, R., Prahastiwi, W., Sutriyani, & Khoirunnisa. (2021). Analisis Penggunaan Jenis-Jenis Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa Di SD Negeri Bunder III. *BINTANG : Jurnal Pendidikan Dan Sains*, 3(2), 377–386.
<https://ejournal.stitpn.ac.id/index.php/bintang>
- Muhlisa, N., Usman M, & Abd.Kahar. (2023). Pengaruh Penggunaan Lectora Inspire Terhadap Hasil Belajar Aqidah Akhlak Siswa Kelas Vii Madrasah Tsanawiyah Negeri 2 Sidenreng Rappang. *Jurnal Teknologi Pendidikan*, 3(2), 18–28.
<https://doi.org/10.37304/jtektepend.v3i2.10143>
- Murni, C. K., & Harimurti, R. (2016). Pengaruh E-learning Berbasis Schoology terhadap Peningkatan Hasil SMK NEGERI 3 Buduran , Sidoarjo. *Jurnal IT-Edu*, 01(01), 87.
<https://core.ac.uk/download/pdf/230812541.pdf>
- Muryaningsih, S. (2021). Media Pembelajaran Berbahan Loose Part Dalam Pembelajaran Eksak Di Mi Kedungwuluh Lor. *Khazanah Pendidikan*, 15(1), 84.
<https://doi.org/10.30595/jkp.v15i1.10360>
- Nirmala. (2022). Efektivitas Penerapan Media Pembelajaran Schoology

- terhadap Pemahaman Konsep Matematika Peserta Didik Kelas VII SMP Negeri 1 Palopo. Iain Palopo. *Repository IAIN Palopo*, 12.
- Nizar, M. (2018). Pengaruh Sumber Daya Manusia, Permodalan dan Pemasaran terhadap Kinerja Usaha Kecil dan Menengah Sari Apel di Kecamatan Tuttur. *Jurnal Ekonomi Islam*, 7(1), 51–69. <https://ejournal.iaisyarifuddin.ac.id/index.php/iqtishoduna/article/view/212>
- Noviani, N. H. (2022). *Efektivitas Pembelajaran Pasca Pandemi Dalam Pembelajaran Tematik di SDN 71 Kelas III Kota Bengkulu*.
- Saleh & Syahrudin, D. (2023). *Media Pembelajaran*. 1–77. <https://repository.penerbiteurka.com/publications/563021/media-pembelajaran>
- Syamsunir, & Agussalim. (2021). *Media Schoology, Hasil Belajar, Program Dasar, Siswa*. 2(2), 62–73.
- Wicaksono, A., & Hartanto, S. (2020). Penggunaan Schoology Pada Mata Pelajaran PPKN Terhadap Minat Belajar Siswa. *Jurnal Kewarganegaraan*, 4(2), 99–106.
- Yuliatin, Y. (2023). Legal Problems of Law No 20 of 2003 Concerning the National Education System, Indonesia. *Path of Science*, 9(8), 4016–4022. <https://doi.org/10.22178/pos.95-23>
- Zahwa, F. A., & Syafi'i, I. (2022). Pemilihan Pengembangan Media Pembelajaran Berbasis Teknologi Informasi. *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi*, 19(01), 61–78. <https://doi.org/10.25134/equi.v19i01.3963>
- Angriani, P., & Maharani, I. (2019). Pengaruh Media Iklan Audio Visual Terhadap Keterampilan Menulis Teks Persuasi Siswa Kelas VIII Smp Negeri 15 Palembang. *Prosinding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 683–700.
- Ariani, Y., Helsa, Y., & Zainil, M. (2020). E-Learning Berbasis Schoology Pada Pembelajaran Matematika Sd. *Jurnal Mutiara Pendidikan Indonesia*, 5(1), 36–42. <https://doi.org/10.51544/mutiarapendidik.v5i1.1117>
- Arief, M. M. (2021). Media Pembelajaran Ipa Di Sd/Mi (Tujuan Penggunaan, Fungsi, Prinsip Pemilihan, Penggunaan, Dan Jenis Media Pembelajaran). *Jurnal Tarbiyah Darussalam*, 5(8), 13–28.
- Asrul, Sarigih, A. H., & Mukhtar. (2022). Evaluasi Pembelajaran. In *Perdana Publishing*. <http://repo.iain-tulungagung.ac.id/5510/5/BAB2.pdf>
- Aulia, Y. F., & Heniwaty, Y. (2022). Penerapan E-Learning Schoology Dalam Pembelajaran Tari Manduda Di Kelas X MAN 2 Model Medan. *Jurnal Seni Tari*, 11(1), 77–84. <https://doi.org/10.15294/jst.v11i1.56074>
- Fadilah, A., Nurzakiah, K. R., Kanya, N. A., Hidayat, S. P., & Setiawan, U. (2023). Pengertian Media, Tujuan, Fungsi, Manfaat dan Urgensi Media Pembelajaran. *Journal of Student Research (JSR)*, 1(2), 1–17.
- Faitah, I., & Yunita, D. N. (2020). Media Pembelajaran E-Learning Berbasis Schoology Pada Mata Pelajaran Bahasa Indonesia. *Seminar Nasional Bahasa Dan Sastra Indonesia*, 1(1), 1–4.
- Feris Lisatania. (2011). Efektivitas Pembelajaran Pai Dengan Menggunakan Metode Tugas Di Sdn 01 Mulyorejo Kecamatan Bunga Mayang Kabupaten Lampung Utara. *Jurusan :Pendidikan Agama Islam Fakultas: Tarbiyah Dan Ilmu Keguruan*, 1(2), 105.
- Fierda Nurany, Muhammad Novi J.R,

- Jasim M.Z Awan, Imam Abdul A, Yolanda Oktasea, & Rossi Citra A. (2021). Efektifitas Layanan Belajar Melalui Dalam Jaringan Pada Mahasiswa Ubhara Surabaya. *Aplikasi Administrasi: Media Analisa Masalah Administrasi*, 102–112.
<https://doi.org/10.30649/aamama.v24i2.123>
- Firmansyah, B. H. (2015). Pengembangan Blended Learning Berbasis Schoology. *Seminar Nasional 2015 Teknologi Pembelajaran Universitas Negeri Malang*, 1–23.
- Hairul. (2019). Pengembangan Media Pembelajaran E-Learning dengan Pendekatan STEM Berbasis Schoology pada Materi Fluida Statis SMA Kelas XI. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Hamzah, F., Mujib, A., Firmansyah,), Muslim, U., Al, N., Medan, W., Garu2, J., & Sumatera Utara, M. (2022). Efektivitas Pembelajaran Blended Learning Menggunakan Schoology Pada Pelajaran Matematika 1). *Januari*, 10(1), 95–104.
- Hasanuddin, Nurmayanti, Kahar, A., Tahir, M. H., & Akbar. (2023). Pengaruh Penggunaan Media Pembelajaran Berbasis Sparkol Videoscribe Terhadap Hasil Belajar Pkn Siswa Kelas X Smk Muhammadiyah Sidenreng Rappang. *Jurnal Teknologi Pendidikan (JTP)*, 1(2), 1–11.
- Jayusman, I., & Shavab, O. A. K. (2020). Aktivitas Belajar Mahasiswa Dengan Menggunakan Media Pembelajaran Learning Management System (Lms) Berbasis Edmodo Dalam Pembelajaran Sejarah. *Jurnal Artefak*, 7(1), 13.
<https://doi.org/10.25157/ja.v7i1.318>
- 0
- Kusuma, J. W., Supardi, Akbar, M. R., Hamidah, Ratnah, Fitrah, M., & Sepriano. (2023). *Dimensi Media Pembelajaran (Teori dan Penerapan Media Pembelajaran Pada Era Revolusi Industri 4.0 Menuju Era Society 5.0)* (Issue March).
<http://eprints.uny.ac.id/id/eprint/49351>
- Latifah, S., & Utami, A. (2019). Pengembangan Bahan Ajar Interaktif Berbasis Media Sosial Schoology. *Indonesian Journal of Science and Mathematics Education*, 2(1), 36–45.
<https://doi.org/10.24042/ij sme.v2i1.3924>
- M, U., Hermansyah, S. ., ., Y., Said, S. ., Febrianti, D. ., & Rizal, A. . (2024). Holistic Learning Models in Remote Areas: Enhancing Student Motivation through Local Wisdom, Parental Collaboration, Teacher Capacity, and Government Support. *Journal of Ecohumanism*, 3(7), 4548–4561.
<https://doi.org/10.62754/joe.v3i7.4565>
- Magdalena, I., Nadya, R., Prahastiwi, W., Sutriyani, & Khoirunnisa. (2021). Analisis Penggunaan Jenis-Jenis Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa Di SD Negeri Bunder III. *BINTANG : Jurnal Pendidikan Dan Sains*, 3(2), 377–386.
<https://ejournal.stitpn.ac.id/index.php/bintang>
- Muhlisa, N., Usman M, & Abd.Kahar. (2023). Pengaruh Penggunaan Lectora Inspire Terhadap Hasil Belajar Aqidah Akhlak Siswa Kelas Vii Madrasah Tsanawiyah Negeri 2 Sidenreng Rappang. *Jurnal Teknologi Pendidikan*, 3(2), 18–28.
<https://doi.org/10.37304/jtektepend.v3i2.10143>

- Murni, C. K., & Harimurti, R. (2016). Pengaruh E-learning Berbasis Schoology terhadap Peningkatan Hasil SMK NEGERI 3 Buduran , Sidoarjo. *Jurnal IT-Edu*, 01(01), 87. <https://core.ac.uk/download/pdf/230812541.pdf>
- Muryaningsih, S. (2021). Media Pembelajaran Berbahan Loose Part Dalam Pembelajaran Eksak Di Mi Kedungwuluh Lor. *Khazanah Pendidikan*, 15(1), 84. <https://doi.org/10.30595/jkp.v15i1.10360>
- Nirmala. (2022). Efektivitas Penerapan Media Pembelajaran Schoology terhadap Pemahaman Konsep Matematika Peserta Didik Kelas VII SMP Negeri 1 Palopo. Iain Palopo. *Repository IAIN Palopo*, 12.
- Nizar, M. (2018). Pengaruh Sumber Daya Manusia, Permodalan dan Pemasaran terhadap Kinerja Usaha Kecil dan Menengah Sari Apel di Kecamatan Tutur. *Jurnal Ekonomi Islam*, 7(1), 51–69. <https://ejournal.iaisyarifuddin.ac.id/index.php/iqtishoduna/article/view/212>
- Noviani, N. H. (2022). *Efektivitas Pembelajaran Pasca Pandemi Dalam Pembelajaran Tematik di SDN 71 Kelas III Kota Bengkulu*.
- Saleh & Syahrudin, D. (2023). *Media Pembelajaran*. 1–77. <https://repository.penerbiteitureka.com/publications/563021/media-pembelajaran>
- Sam Hermansyah, & Ahmad Rizal Majid. (2025). The Use of Probing-Prompting Technique to Improve Reading Comprehension of Eighth Grade Students. *INTERACTION: Jurnal Pendidikan Bahasa*, 12(1), 543–556. <https://doi.org/10.36232/interactionjournal.v12i1.2660>
- Syamsunir, & Agussalim. (2021). *Media Schoology, Hasil Belajar, Program Dasar, Siswa*. 2(2), 62–73.
- Sam Hermansyah, Syamsu T, Syamsunir, Winda Pratiwi, K., Hamka, N., & Ramli, R. (2025). Improvement of Vocational Skills of SMK Muhammadiyah Rappang Students Through an Entrepreneurship-Based Training Program in Pancarijang District, Sidenreng Rappang Regency . *Unram Journal of Community Service*, 6(2), 326–333. <https://doi.org/10.29303/ujcs.v6i2.987>
- Wicaksono, A., & Hartanto, S. (2020). Penggunaan Schoology Pada Mata Pelajaran PPKN Terhadap Minat Belajar Siswa. *Jurnal Kewarganegaraan*, 4(2), 99–106.
- Yuliatin, Y. (2023). Legal Problems of Law No 20 of 2003 Concerning the National Education System, Indonesia. *Path of Science*, 9(8), 4016–4022. <https://doi.org/10.22178/pos.95-23>
- Zahwa, F. A., & Syafi'i, I. (2022). Pemilihan Pengembangan Media Pembelajaran Berbasis Teknologi Informasi. *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi*, 19(01), 61–78. <https://doi.org/10.25134/equi.v19i01.3963>