CLASS DOJO APPLICATION: HANDLING STUDENTS IN 21ST CENTURY TEACHING

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Abstract

The purpose of this study isto examine the Class Dojo application that can be used in learning.This research uses qualitative approach by using descriptive method. Data were collected using observation techniques by distributing questionnaires to those who have used the application. Data analysis techniques used are; (1) Collect the data (2) Data preparation (3) Make the framework design (4) Find the questionnaire from journal which exist as a references and consideration (5) Adapting and developing the questionnaire of those research (6) Analysing the data (7) Making the findings and conclusion. The participants were 25 students in fourth semester at the English Department, Tidar University.The result of this study concluded that Class Dojo is the appropriate application for student in this technology era. By using this application students, teachers, parents can give each other their respective roles. In short this application can handle the development of students in 21st century.

Keyword: *Class Dojo application, handling student, 21ˢᵗ learning, learning media.*

INTRODUCTION

Learning in the past used a conventional way with only simple tools. The teacher taught the materials by oral explanation and writing on the blackboard. The focus of conventional learning is on teacher. The weakness of Old Fashioned learning is less participation of the students. Apathetic may arise when the classroom participants are just silent and listen. Maximum student's participation cannot be achieved when using the traditional way.

The important requirement in the 21st century is the great technologies development, especially in supporting teaching and learning facilities. Using technology in learning can help the foreign language learners develop their language ability (Dudeney, 2007). The learning process becomes easier and more effective. The pupils provided mush ease in finding information through website (Concannon , 2005). Pupils' opinion can be shared and discussed with other classroom's participants. The task and material can also be sent by a teacher when he cannot attend the class.

However, the benefit may cause some problems when using technology. The lack of control can be a big problem. When the students use technology for learning without the control from their teacher and parent, it will give negative impacts. Many technologies can be used in learning but not all of them include a good monitoring system between student, teacher and also parent.

Social media platforms that can provide convenience solutions for problems that may arise when involving technology in learning are needed. Technology with surveillance system is the best solution for students in the 21st century.Therefore researchers need to examine the proper application that can be

used in learning, and in this case the researchers solve it by using Class Dojo application.

REVIEW OF LITERATURE

2.1 Class dojo application

Chen and Bryer (2012) said that, the educational purposes cannot be separated with Social Constructivism theory that explain the technologies can help the students learning in various way from the participation and also their motivation. Arroyo (2011) looks Class Dojo is an appropriate tool which can help in learning based on social networking for learners and educators.

Class dojo is an application used to communicate and fulfil the learning among students. Created by Sam and Don, find a way out of technological learning issue. This application used to develop behaviour in class by teacher. Students are expected to control their classroom atmosphere to stay active independently (Czikk, 2013). Active participation and giving feedback are emphasized on learning in 21st century. Teacher attendance does not become a significant influence. Their classes can be arranged by the students but still in accordance with teacher's instruction.

Some features have been offered to class development. Virtual classroom's group can be created by teacher. There is a code to join the class, so only the students from the class that can join. The difference between this application with the other mass media is in privacy protection. The other online applications require sharing a mobile phone number, but Class Dojo does not. However, teacher could send message for more than 49 parents privately (Woon, 2017). So their parents can handle and control the development of their children in learning

(There are more classroom groups of one teacher)

The material, photos, and video can be shared easily. Not only the teacher but also the pupils can exchange their knowledge. Point system can be used in measuring the extent of students' abilities and understanding. Point system is a tool to direct students to be more active and build a positive competitive in learning English.

(Point system for each student)

Controlling feature of Class Dojo named "Trusty Triangle" included teacher, parent, and pupils. The founder wants to make all of them to encourage participations in learning, understanding, and building character education (Tina, 2011). Trusty triangle feature makes this application is highly recommended to handle the learning in order to fit what is expected.

(Trusty Triangle)

Not only the teachers in Indonesia who have been using this application, but also more than 30 countries and around 3.5 million teachers and students have been using Class Dojo application (Empson, 2012). The teachers in many countries had used Class Dojo because this application can provide many benefitsin learning (Kathlenn, 2017). There are many features which are available. The teachers have to provide an interesting way to help the students in learning.

2.2 The characteristic of 21st learning

21st century learning is a learning which includes the improving of critical thinking, a good communication and the use of technological as supporting media in learning.

The characteristics are:

a) The learning must be interesting so the students can participate actively.
b) There is a close relationship between student, teacher and also parent.
c) There is an open learning system so the development of the students learning can be monitored.
d) The learning can be done every time and everywhere.

2.3 The correlation between Class Dojo and 21st learning

Related to the 21st century, the students must have a critical thinking and participate actively in the classroom. Using Class Dojo, the passive students can deliver their opinion confidently. The teacher and parent also can control their children improvement (Pierce, 2012). It can motivate the student in improving their ability. Using this application in learning is very interesting because there are many features. Class Dojo is online platform, so it can be used in every situation and every time. The aim of this study is to prove that Class Dojo application can handle students in obtaining improvements in learning.

Previous journals that also discuss about the benefits of using a dojo class as a complement to learning also explains the various features that exist in the application. In previous journals focus on the utilization of Class Dojo as a substitute media for student behaviour report book.

METHODS

1.1 Design

The design of this research use questionnaire which includes some questions relates to the use of Class Dojo application in learning. This questionnaire consists of ten questions and includes four choices. The Participations received the traditional and also the 21st century learning using Class Dojo. The participations were also responding the post-questionnaire. Post-questionnaire used to prove whether a Class Dojo is needed in 21st learning.

1.2 Participants

The participants were 25 students in fourth semester at the English Department in University of Tidar. The aged ranges of these participants from 19 until 21 years old and they had studied English as their foreign language for more than ten years.

These participants were given additional online learning using Class Dojo to support their 21st learning.

1.3 Instrument

One questionnaire consist of four-choses (1: Strongly disagree; 2: disagree; 3: Agree; 4: Strongly Agree) design by researcher, adapting from Fatimah (2015). This questionnaire includes 3 main points Pre survey (before); Post survey A (when they use) and Post survey B (after).

1) The basic questions about the role of technology in 21st century are given in Pre survey (before they use Class Dojo). Two questions used to find out how important technology for education in 21st era.

2) Post survey A (when the participants using Class Dojo to support their learning) includes Six questions used to identifying the participants' perception when they using Class Dojo (include; the benefit, pedagogical purposes, language skills development, the easiness of this application and also the features)

3) Post survey B (after they using Class Dojo) containing two questions for concluding the correlation after using Class dojo and 21st century teaching.

1.4 Data Analysis

The tool that used in this research was a questionnaire. The questionnaire was needed to collect data by answering the ten questions after they were use Class Dojo directly. The design of these questions was an open-ended question, by choosing the option that provided and giving the reason also. It lets the participants can deliver their opinion honestly. The differences between traditional learning and 21st learning trough Class Dojo application could be seen from the result of this questionnaire.

This type of research is qualitative research using qualitative descriptive approach. This approach is meant to understand the phenomenon of what the subject of research is experiencing holistically and in a descriptive way in the form of words (Moleong, 2014). Researcher describes the benefits of using Class Dojo application as supporting media in learning.

There were some steps of the whole process of this research such as (1) Collect the data (2) Data preparation (3) Make the framework design (4) Find the questionnaire from journal which exist as a references and consideration (5) Adapting and developing the questionnaire of those research (6) Analysing the data (7) Making the findings. The accurate data will be easily collected.

RESULT AND DISCUSSION

Technology is important tool in learning process for students in 21st century

All of the participants agree that the technology be an important tool in learning process in this era. The participants consider that the technology is a fundamental media to support the development of education in 21st century.

> The student 1 said that, "Technology can allow learning more effectively because we can learn anytime and anywhere. There is many information or material related for education, so anyone can learn the new knowledge not only in classroom but also in every particular place." (Participant 1)
>
> "In this era, using technology is really important and suitable. Technology is one of the best teaching media, because there are many benefits that can students and educators get such as they became more engaged and interest in learning." (Participant 7)

"Technology can use for motivating the student, because some teachers have a problem with motivate the student in learning. The teacher can use technology as a new variety in learning." (Participant 9)

"Technology is important tool in 21st learning because most of people use technology in daily life. I think the combination between teacher explanation and technology is a best way to make the high quality in education for students." (Participant 13)

There was a correlation between participations' perception and Chen and Bryer's statement which said that in this era the technology cannot be separated in learning to engage the students' participation and motivation. Technology can be a strategy can be used by educators to make the students receive easily the information and knowledgein unique ways. Using technology also make the students excited in learning, it is also improve the learning experience. So, it will also increase the student's participation and motivation.

Using technology or application can support in learning process

Around 0.92 % participants agree thatusing technology or application can support in learning process. These perceptionsrefer to the amount of technology or application which can use for support the learning process to improve the quality.

"Students in this era are familiar with the technology. There are many technologies that can facilitate in learning process." (Participant 3)

Using technology in this case means not to make technology as the main media and replace the teacher but technology as a supporting tool to make students more develop in learning process.

"Yes, we can know the new information through technology." (Participant 16)

These participantsbelieve that the latest information about education is provided by using technology. It can make the students gain new knowledge independently.

"Not all of the technology can support the learning; it depends on the teaching and teachers role." (Participants 4)

Although most of participants agree but there are two participants (0.08 %) who disagree when the technology is used as a media in learning because they feel there are there is still a need to be improved in terms of time management and teaching process. Technology which can improve the teaching system and simple to use by anyone is required to solve these problems.

Using class dojo in learning process is one of the appropriate ways in 21st century.

Over 90 % participation had same perceptions that using Class Dojo is an appropriate media in this era for learning process. They assumed that Class Dojo can be used as a proper supporting media in learning.

"I found the proper tool after I tried Class Dojo application. This application is very simple to use. Some applications that I've tried before were wash the time; it's different with Class Dojo. This application can be accesses not only in one particular place. This is the best choices for 21st century learning." (Participant 8)

"We can get a variety ease in learning by using this application, because Class Dojo provide something we need to face technology based learning." (Participant 7)

"In 21st century learning, technology is the important tool that cans facilitate in learning process and it can implement by using Class Dojo." (Participant 1)

Based on the participants' perception, Class Dojo is an appropriate application for learning in 21st century because for some people they have difficulty faced with new technology, but Class Dojo is very easy to use and can be accessed via computer or smartphone. These resultsare same with the previous research which tells that using Class Dojo in this era can improve the students' participation in online learning.

Class dojo gives many features which supporting and helping me in learning process.

Class Dojo is supported with a variety of features that makes learning process more effective, efficient, and organized. Some features contained in the Class Dojo areonline attendance list, grade book, award badges, links, assignment and trusty triangle (parent controlling feature).

"In my opinion, teaching and learning activities become more efficient using Class Dojo." (Participant 3)

There are so many features Class Dojo offers to support the learning process that have been explained. The participants answer these questions after they used the features provided by this application directly. They argue that Class Dojo is very helpful application in learning process. Class Dojo provides a secure and easy way to build the virtual classroom based on real class as in school. Using Class Dojo teachers can send grades, assignment, and quizzes for the students easily.

The some features that provided by Class Dojo also make the teacher easy to conduct the teaching, interact with students, monitor students' activities in groups, and give evaluation.

When the teacher can't come to the class, I can easilyaccess class materials andassignments throughclass dojo.

"Yap, we can access the material although the teacher can't attend the class because in Class Dojo have been provided the assignment feature. We can communicate outside school in education context. They can share videos, pictures, etc." (Participant 6)

When teachers cannot attend classes for a reason, they can assign duties to their students' trough Class Dojo. However exams and quizzes can be done through Class Dojo. Teachers can share the materials in this platform. Not only that teachers and students can ask questions, insert photos, and videos in this app. Students become more familiar with the lesson with additional illustrations of file or link provided by the teacher. The advantage of this feature is equipped with deadline time.

Class Dojo allows me to get immediate feedback from my teacher.

Most of them like with this application very much because the feedback from their teacher can motivate them to be the best student.

Teacher can easily provide rewards or badges for outstanding students who have worked on quizzes and other tasks with excellent score. This badge also can be a motivation for students to do various tasks well. The awards make someone more eager to do their assignments.

Giving rewards to students is one of the features that exist on this app. Giving rewards to students has a positive impacts. One of them is to strengthen the relationship between students and teachers thereby increasing the learning motivation of student, so the teachers can manage the class well.

Class Dojo was design to help the teacher know the specific characteristics and behaviours of his students both positive and negative behaviours (Chiarelli, 2013).

Class Dojo can complement classroom teaching and learning.
In previous research explained that Class Dojo can be used as an online academic reporting media.

The participants in this research said that Class Dojo can complement the learning in many things. Using Class Dojo is also effective, because it's like real class but in online version. So it can complement the teaching process.

The parent should know their child's improvement in learning.
More than 92 % respondents agree with this statement.

> "Parent should to monitoring their children in the development of learning, because it can increase out spirit in learning."

Based on various studies it can be concluded that parent participation has been confirmed will support the development of education. Parent participation is very strategic for the development of children intelligence. The participation can be ideas, monitoring, support, constructive criticism, controlling, etc. participation can be useful for the development of learners in order to improve the process and outcomes of education in school.

In the previous study, the focus was on how parents participated in controlling their children during the learning process. Both surveys (Previous journal and this research) in the same topics have similar results. Those studies conclude that the parent participation is the one of important things in learning.

The trusty triangle feature in Class Dojo facilitates my parent in handling my improvement in learning process.

> "Yes, because it is connected with our parent. So they can control their children easily." (Participant 2)

This app is able to bridge communication between teachers, parents and students, who are private in giving control and privacy to the school. This app can record and manage student behavior.

> The participant in the previous research told that, "Class Dojo is a free internet-based application that delivers a lot features and facilitate parents to know about the progress of their children's activities in school in Real Time."

> When student creates a class account in this application, the student automatically gets a parent code. The parent code is used to create an account of their parents who can connect to their child's class. By using this feature, parents can monitor the learning activities of their children.

Class Dojo needed in learning process for students in 21st century.
The last but not least, the last question about their opinion after using Class Dojo, whether the application is needed to support learning in the 21st century.

> "We can more easily receive information through a communicative online learning system like the Class Dojo." (Participant 5)

It can be concluded from the participants' answers that they agree using this application to support learning activities. Utilization of the use of this application provides positive impact aspects from students, teachers, and also parents.

CONCLUSION

Technology has been developing in the 21st century rapidly. The development has an impact in education. According to (Clifford, 2011) the education changed from traditional learning into e-learning. Research on the utilization of Class Dojo to handling student in 21st teaching can be concluded that technology becomes one of influential learning media to support student's needs in this era.

The results of this research that has been done, that there is effectiveness of an application. Information and communication can be received easily. Class Dojo is the appropriate application that can be used as a complementary media of learning system in the 21st century. This application offers many interesting and useful features for teachers, students, and parents.Provide convenience for schools and parents. This practical implication shows the use of the Class Dojo is capable of handling the learning process in 21st century. This reason is derived from the research when the participant used the Class Dojo.

This conclusion is supported by data obtained during the research activities. The data obtained during the study consistently states that the implementation of the Dojo Class has tangible benefits as a complementary media that can handle students in 21st learning.

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