

The Analysis of “Search Solve Create Share” Learning Model Using Schoology Apps: Indonesian Syntax Learning

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ABSTRACT

The purpose of this study is to investigate the students' acts in the phases of search, solve, create, and share when SSCS learning of syntax subject is using schoology apps. This qualitative research uses descriptive approach. The research subjects are all students in the fourth semester in class A of Indonesian Language and Literature Education Department. Data sources are in forms of the test results of syntax, interview, observations, and documentations. Research instruments are in form of interview guidelines, test questions, and the guidelines of observation. The data are analysed using content analysis method. To get the validity of the data, data source and method triangulation techniques are used in this study. The results showed that in the search phase, students are capable to understand the differences between phrases, compound words, and idioms; find out additional informations from another sources; and give the examples of phrases, compound words, and idioms. In the solve phase, students use appropriate method in categorizing and analysing single sentences and compound sentences. In the create phase, students are able to discover the phrases of the three pictures and make compound, complex, and compound-complex sentences with its syntactic functions. In the share phase, students upload their answers in the discussion columns, they get feedback from the lecturer and their peers, then they revise it.

Keywords:

SSCS Learning Model, Schoology Apps, Syntax

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1. Introduction

Learning model has a huge amount of influence on the students' learning results. It is a part of a learning process. Every subject has a learning model in it. The learning model can be direct instruction, cooperative learning, problem based learning, quantum learning, flipped learning, SSCS learning, etc. Nurdyansyah & Fahyuni (2016) divide learning model into CTL (Contextual Teaching Learning), Cooperative learning, Problem Based Learning, *pakem*, Inquiry learning, and Value Clarification Technique.

One of the model that can be implemented is *search, solve, create, and share*. It increases the ability to solve the problem and students' cooperations [2]. It is cooperative learning model based on problem solving [3] that provide opportunities for students to develop their ideas [4].

According to Chen (2013) this learning model consists of four phases, namely 1) Search Phase: identify the problem, make a list of questions that focuses on investigation, 2) Solve Phase: plan the

solutions, develop critical and creative thinking ability in making hypothesis and choosing solving and data collection methods, then do analysis. 3) Create Phase: student creates the solution of the problem, reduces the data, and shows the result creatively such as the use of graphics, poster and model. 4) Share Phase: students discuss their findings, solutions, and conclusions with the lecturer and their friends, they learn to express their ideas, receive feedback and evaluate the solutions.

The implementation of SSCS is more effective when it is collaborated with a media application. The collaboration of learning model and media application based on Hasanudin & Fitriainingsih (2018) is a form of innovation in teaching and learning. The example of it is a collaboration between SSCS and Schoology apps. Schoology application is part of Learning Management System that facilitate the students and teacher to interact whenever and wherever, and facilitate in delivering the material, answering the quiz, and submitting the assignments. Schoology apps that

has been designed by Jeremy Friedman, Ryan Hwan and Trinidad team is free for all education practitioners. Schoology apps has been the part of learning management system that is able to be accessed through kindle, iOS and android. Mustakim, Shoffa, & Hidayatullah (2019) argue that schoology apps has been known as learning management system or course management system, it is cloud based platform that provide tools to manage online learning. According to Latifah & Utami, (2019) schoology has the same concept as moodle and edmodo, however it has some other facilities.

The use of schoology apps has ever implemented by Yuliana & Jufri, (2019) can increase students' learning activities. The research by Sari & Sulisworo (2018) explains that there is significance influence between students taught using cooperative learning model in type of pair checks using schoology and the students taught using conventional method. Retnowati et al., (2018) says that there is an effect of interactions between learning method and student's natural intelligence. A study by Nisyak, Trapsilasiwi, Fatahillah, & Susanto (2018) explains that the use of schoology apps and web Desmos has valid, practical, and effective characteristics. The effectiveness level of schoology apps and web Desmos has very effective category.

Schoology apps has been implemented by several researchers using various learning model. The different research is the use of SSCS (Search Solve Create Share) learning model using schoology apps in Indonesian Syntax Learning.

Syntax is a compulsory subject in curriculum of KKNi in Indonesian Language and Literature Education Department, IKIP PGRI Bojonegoro. This subject is in the fourth semester with a competency about the discussion of syntax principles, phrases, clauses, sentences, and problem solving related to syntax (*Pembahasan prinsip-prinsip sintaksis, frase, klausa, kalimat, dan pemecahan problematika yang berkaitan dengan sintaksis*). Based on those background, the researcher is eager to investigate the students' acts in all phases when SSCS learning is carried out using schoology apps in syntax subject.

2. Method

This qualitative research uses descriptive approach. The research subjects are all students in the fourth semester in class 4A of Indonesian Language and Literature Education Department, IKIP PGRI Bojonegoro. From the total of all 29 students of IIA, 4 students that have good communication skill to be interviewed are chosen. These four students are taken using purposive sampling, so the subject are suitable to the research focus as follows:

Table 1. Student's activity in every cycle of SSCS learning model

No.	The learning model of Search Solve Create Share using Schoology Apps	The Activities of Students
1.	<i>search</i>	
2.	<i>solve</i>	
3.	<i>create</i>	
4.	<i>share</i>	

From the analysis result of this analysis, it will investigate whether the students have good ability to search, solve, create, and share or not. If their ability are less good, the causes will be determined.

2.1 Sources of Data

The data sources are the test results of syntax subject. The tests have been used to measure the students' understanding about the concepts of clauses, words, and phrases. In which the

interviews are utilized to explain the students' answers in the tests. The additional data are obtained from the result of observations and documentations.

2.2 Data Collection Technique

2.2.1 Test

The test in form of essay was utilized to identify the ability to search, solve, create, and share the problems of sentences, clauses, and phrases. This form of test was compiled by the researchers, with prior consultation and validation by the lecturers of Indonesian Language and Literature Education Department, IKIP PGRI Bojonegoro, Indonesia. It had been done to ensure that the questions in the test were suitable to the materials being tested. There were several steps to collect the data through test, namely providing the questions being tested, ensuring it to be uploaded to the schoology apps, making certain that the students completed their answers in the learning management system, examining the results of the test.

2.2.1 Interview

The unstructured interviews were delivered in this study because it was suitable for the characteristics of students. They felt more freely in telling their difficulties and capabilities to solve the problems.

2.2.3 Observation

The observation was carried out to investigate the research setting and the condition of research subject in order to gain a broader view about the research problems. To observe the implementation of SSCS learning, the direct observation was carried out. Moreover, it had been carried out to supervise the students in completing the assignment given in the schoology apps.

2.3 Research Instruments

The research instruments were observation guidelines, questions of the test, and interview guidelines. The questions of the test were utilized

to investigate the students' capabilities to search, solve, create, and share the problems about phrases, clauses, and sentences. To interview the students, the interview guidelines were utilized in order to clarify their answers. To discover their conditions in SSCS learning using schoology apps, the guidelines of observation were used.

2.4 Techniques in Analysing Data

The analysis of data used content analysis method. According to Miles & Huberman, (2007) the content analysis method was described as components of data analysis: Flow Model that consists of three activities, namely data reduction; data presentation; and drawing conclusions/verification. In data reduction, the researchers examined the students' works in schoology, interviewed the subjects of the study. In data presentation, the researchers presented the results of students' answers and interview. In the verification stage, the researchers compared the results of students' answers and the results of interview.

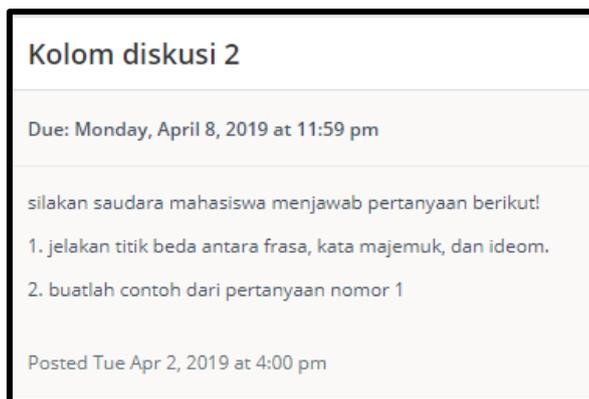
2.5 Checking the Validity of the Findings

To check the validity of data, the researchers used triangulation techniques of data source and method. The triangulation of data source was carried out by interviewing the research subjects and comparing its results with the students' answers in schoology apps. In method triangulation, the researchers conducted test of syntax subject and interviewed the students of II A in Indonesian Language and Literature Education Department.

3. Results and Discussion

3.1 Students' acts in the search phase

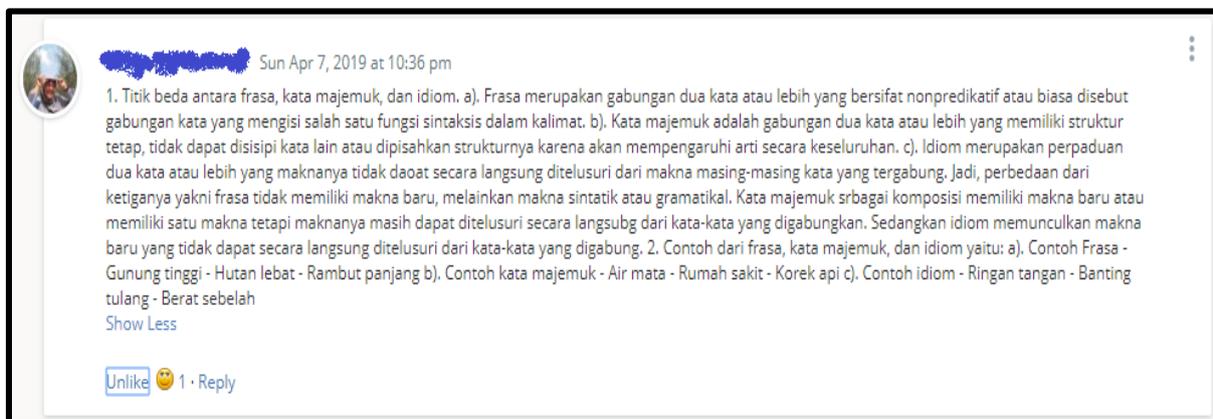
In search phase, the researchers provide questions about the differences of phrases, compound words, and idioms, and also its examples. The questions are as follows:



Picture 1. The questions in the search phase

These questions can be answered by students correctly. They are able to 1) discover the differences between phrases, compound words,

and idioms correctly, 2) give the examples of phrases, compound words, and idioms. The student's answer is in the following picture.

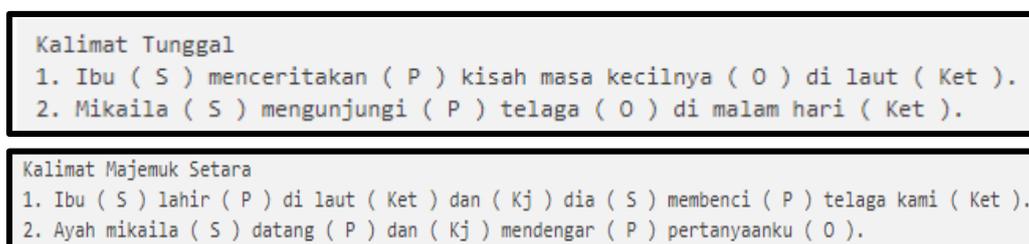


Picture 2. Student's act in the search phase

In this phase, the students are able to understand the problem given through schoology apps, find out additional informations from another sources, and analyse the problems. The result of study by Milama, Bahriah, & Mahmudah, (2017) shows that in the search phase 1) the students analyse the arguments by find the informations from books or another sources, 2) take the ideas to identify and develop statements to be minor questions, 3) student identifies the assumptions in finding ideas to solve the problems.

3.2 Students' acts in the solve phase

In the solve phase, the students are able to plan a solution of the problems given through schoology apps. The problem is a short story of *Tarian Air dan Api* by Ihwanul Halim. In this phase, they are able to think critically in finding single and compound sentences in the short story. The student's act can be seen in the following picture.



Picture 3. Student's act in the solve phase

The students have an appropriate method in categorizing and analysing the single and compound sentences. Single sentence written by student has perfect form, i.e. at least has a predicate and a subject. It is a sentence that has a clause or a constituent of Subject-Predicate [15]. Compound sentence written by student uses a conjunction “and”, it is one of the characteristics of compound sentence. A study by Yusnaeni, Corebima, Susilo, & Zubaidah, (2017) reveals that in the solve phase, the students are able to express their ideas and solutions for every problems. The

student’s creativity is obtrusive in solving the same problem in the search phase as in Satriawan, (2017). Pizzini in Utami, (2011) explains that the students make a plan in answering the questions.

3.3 Students’ acts in the create phase

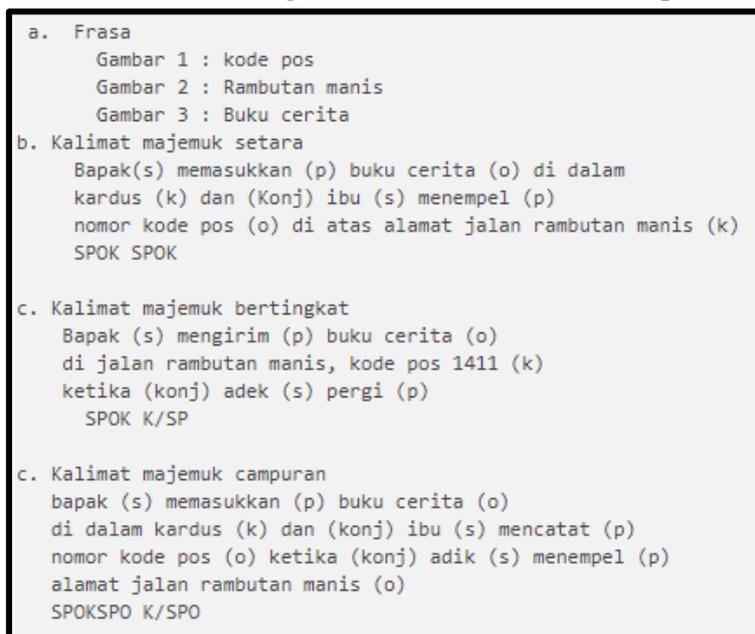
In the create phase, the students are faced with three pictures that have the element of phrase. Moreover, they have to make compound, complex, and compound-complex sentences based on the pictures with its syntactic functions. The pictures can be seen as follows.



Picture 4. The questions for the create phase

Based on the questions given in the schoology apps, the students are able to answer and give

solutions to it. They provide creative answers, it can be viewed in picture 5.



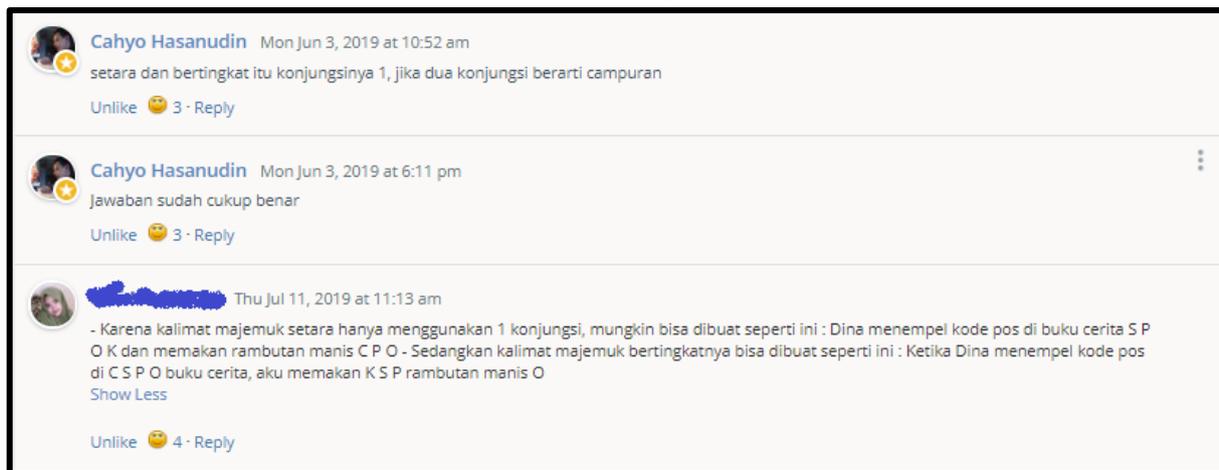
Picture 5. Student’s act in the create phase

The students are capable to examine the phrases of these three pictures. They use it to make compound, complex, and compound-complex sentences with its syntactic functions correctly. A research done by Maulana, W, & Sofia, (2014) reveals that in the create phase, the students make products in forms of experiment procedures and discussions. According to Sanchia & Faizah (2019) in this phase, they arrange the result of observations and classify it. Students also

make formula and write the solutions in their worksheets (Sapto, Suyitno, & Susilo, 2015)

3.4 Students' acts in the share phase

In the share phase, the students upload their answers in the discussion column. There will be a comment on it. The correct answer will not get feedback. On the other hand, the incorrect one will be commented by the lecturer and their peers. One of the feedback can be seen in the following picture.



Picture 6. Feedback in the share phase

After getting feedback, the student have to revise his answer. It can be viewed in picture 7.



Picture 7. Results of revision in the share phase

Finally, in this phase the students are completely able to share their answers and revise it based on the feedback given by lecturer and

their peers. In line with Hartanti (2018) that in the share phase, students are able to communicate their solutions, they will revise their answer when

they do some mistakes [23] or evaluate other's opinion [24] so they can validate the logic conclusions about some ideas and its relevances [25].

Based on research by Ningsih (2019), it is recommended that SSCS learning model is able to be utilized as an alternative to develop creative thinking ability. Basir (2015a) argues that the subject of problem solving in SSCS learning can master more than six indicators of mathematical thinking ability.

The student's ability to think creatively can be improved by SSCS learning model using schoology [28]. The schoology teaching accommodate a media that has many learning contents (Ardi, 2017) that can make students obtain relevant learning experiences in the 21st century (Abas, 2015) when it is used as a complementary of traditional method (Sicat, 2015).

4. Conclusion

The students' acts in syntax subject that has been taught by SSCS (*search, solve, create, and share*) learning model using schoology apps are defined in every phase. In the search phase, the students can understand the differences between phrases, compound words, and idioms; find out additional informations from another sources; and give the examples of phrases, compound words, and idioms. In the solve phase, they have an appropriate method in categorizing and analysing the single and compound sentences. In the create phase, they are able to find out the phrases of the three pictures, they use it to create compound, complex, and compound-complex sentences with its syntactic functions correctly. In the share phase, they upload their answers in the discussion column, they get feedback from the lecturer and their peers, and use it to revise their answers.

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