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Arjana Zhubi

University for Business and Technology - UBT

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Implementation of the "SchoolMe" Platform in the classroom and improve the learning outcomes of primary school students

Arjana Zhubi, PhD candidate, Faculty of Education, Pristina

ariazhubi@hotmail.com

Abstract

The use of technology tools and online resources in the learning process has brought new experience to teachers and students in many parts of the world. Kosovo has made several efforts to achieve the integration of Technology within the education system. Part of it is the subscription of the "SchoolMe" Platform in some schools in Kosovo. This research aims at the successful integration of technology in learning activities from the point of view of delivering learning outcomes in different learning areas.

The purpose of this research was to verify the application of Technology or online resources in primary schools and to enhance learning outcomes in the learning process. The data were collected from the questionnaire with 25 students, 5th grade in a primary school of Gjakova, which has a subscription to the online platform "SchoolMe". Sample selection was done randomly. To analyze the learning outcomes during the application of technology and applicability in other subjects I used the Post Hoc test and the Correlation to measure the relationship between the two variables, respectively the correlation of perceptions about textbooks.

The results of this research show that the application of technology and online resources in the classroom is necessary because it affects the increase of learning and learning outcomes in each subject, knowledge of new concepts, desire to learn independently, innovation during the learning process and the development of learning made it more attractive to students.

The research recommends for the Ministry of Education, Science and Technology and the Directorates of Education to find opportunities or donors to install the Platform in all schools in Kosovo as a permanent part of the learning process.

Keywords: Technological tools, Digital platform, Online resources, Learning outcomes.

1. Introduction

The use of technologies in the learning process and the creation of conditions for building competencies in the field / subject is an important component to meet the requirements of the 21st century (MEST 2016). To better adapt to changing times, technology is needed in elementary schools as it is recognized as an effective means of information, communication and interaction in the digital age (Sharma, Y. K. & Sharma, M., 2006). The way of teaching among and students in the digital age has changed a lot compared to the last generation fundit (Omar et al., 2012). Thus, in order to develop learning potentials and competencies in a responsible and effective way, it is necessary to use technology in the learning process (Franito, M. & Chernobilsky, E., 2012). Today, a digitalized society requires lifelong learning, a conducive learning environment that enables faster learning and interactive learning by linking theory to practice through technology teknologjisë (Li, Y., Dong, M., & Huang, R., 2011).

We are part of curricular changes, increasing school demands, assessment and responsibilities that contribute to the inherent complexity, challenges, uncertainties and uncertainties in teaching, which can only be achieved through technology during the learning process (Mc Conney, A., A, Wosnitza, M., & Donetta, K., 2011). The use of technology in the classroom through television, the Internet, online resources, video conferencing and other virtual environments have shown a positive effectiveness of using technology for educational purposes given their ability to enhance learning in a variety of subject areas (Onasanya, S. A., Ayelaagbe, S. O. & Laleye, A. M. 2012).

The use of technology in the classroom changes the way teaching takes place, students are no longer restricted by benches and chairs (Armellini, A. & Aiyegbayo, O. 2010), but have the opportunity to explore vast knowledge of information in the classroom. Tijani (2009) argues that the use of technology for teaching purposes elevates learning outcomes, reduces teacher teaching time, and makes learning more attractive. Learning through learning technology will not replace paper and pencil, but the use of two modes in the classroom will influence the development of critical thinking about the subject and the learning unit (Hass, 1999). They pointed out that students can organize curricular projects using the internet to find information from the units learned and present it to the class. Given the needs of digitized children, teachers are expected to be more proficient in teaching design, while selected technologies to aid learning or enabling its delivery should be appropriate and intentional to cater to the needs of student learning inside and outside the classroom. Omar et al. (2012) emphasize that there is a positive relationship between the use of

technology and the achievement of learning, so learning should be adapted to meet the learning needs of students by modifying the paradigms of learning through technology in accordance with how students learn, interact with the world around them and understand the expectations of learning outcomes at the end of the lesson. Thus, the effects of using technological tools in the classroom affect the increase of learning outcomes, through effectively improving the quality of teaching and the ability to learn (Chigona, A. & Chigona, W., 2010). These results are statements that describe what students need to know, believe, value, and be able to do in practice. In Curriculum Framework the results are expressed in a range of domains, including knowledge, understanding, skills, competencies, values and attitudes. These results are not achieved in the Kosovo education system because the textbooks are not suitable for the implementation of the Kosovo Curriculum (MASHT). Teaching content does not arouse interest and curiosity in children, especially in the natural sciences, where demonstrations are necessary via the Internet. The problem is how to advance and renew this approach to have higher learning outcomes, to create a more conducive environment in our classrooms, to keep students involved throughout the lesson, to be more curious about the content of the learning units and more critical and research on the subject. The use of technology in the learning process is not only the gathering of knowledge, facts, concepts or principles, but it is a process of discovery that students do systematically (Hidayati Mustafidah, Imani, A.G.M., Suwarsito. S., 2018). Through the visualization of learning units or experiments found online, the understanding of the units is achieved where students can elaborate, concretize their ideas in front of the class. These opportunities are achieved through technology systems based on multimedia, hypermedia, animation and simulation during the learning process which can be implemented in the classroom (Penuel, W. & Means, B. , 1999). At the same time, countless users can access, use, from a variety of access points, to connect, inform, support and inspire (Law, N., Pelgrum, W. J. & Plomp, T., 2008).

Effective source of information are also the use of various online platforms which are enabled through the use of information technology - the Internet. Different platforms as modern tools affect the dissemination of different information in the classroom, effective management in education and school administration (Tsokura, A. & Agwu, E. A. 2013). Today, technology serves as a platform to equip students to organize their learning process (Omar et al., 2012). Through the Digital Classroom Platform "We can provide a more responsible, personalized, effective, equitable and efficient learning experience for each student" (Ingvarson, D. & Gaffney, M. 2008, 48). They emphasized that learning developed with the Platform makes the class more attractive, develops critical thinking for students, and offers other opportunities for dealing with previously addressed texts and topics through online resources.

In the Kosovo education system, online resources are subscribed through the Platform (SchoolMe, 2014) with audiovisual school programs (I-IXs). It was first implemented in 2016, in only 16 schools as a form of project funded by the Kosovo Foundation for Open Society in cooperation with the Ministry of Education and the Kosovo Education Center. An integral part of the Platform are all the curricular areas expressed by qualitative and proactive methods for a lesson different than hitherto. Curricula are incorporated by the Ministry of Kosovo and Albania, combined with different strategies. In Kosovo schools, this methodology is very little known and only used in project beneficiary schools. This research is expected to provide insights into the necessity of using instructional technology and in particular the use of the Digital Platform in our schools. As an organizational tool and stimulus in the classroom it will create and create a completely different and very attractive for students.

2. Literature review

The rapid development of modern technology and sensor technology has enabled many new applications everywhere on the computer, tablet and phone. The use and access of computer systems information in everyday settings enables the interaction of users, especially children, at any time and at any time (Weiser, M., Gold, R., & Brown, J. S. 1999). Necessary request for the use of technology in teaching has made (Rabah) considering as a powerful tool in the learning of the subject, a very necessary equipment to face the challenges of globalization and influence in raising the learning outcomes in every field of study. Technology is only a tool to integrate units / learning areas, but it does not replace the teacher (Wang M, Shen R, Novak D, Pan X. 2009). The careful selection of websites, videos, materials needed for the units it develops is very important. In a study conducted on supplementary literacy instruction for primary school students with different cultures and language backgrounds, teachers used various technology programs, platforms and appropriate websites influencing the increase of results, increasing the motivation for learning and the desire to learn (Musti-Rao 2014). In order for the lesson to be attractive, to be remembered and for the students to be researchers for the subject, today online resources, platforms, links, learning through visualization and experiments are used (Li, L., Zheng, Y., Ogata, H., & Yano, Y. 2005).

Implementation and use of Online Platforms and Resources is resulting in many successes in schools. A study done in Mersin, Turkey with a total of 116 teachers on the use of Platforms and their effect, showed that a school that subscribes to a Platform type will have more effective and productive learning by doing subject / field research students (Uredi, L., Akbasli, S., Ulum, H. 2016). Platforms and other Internet technologies are adequate forms to facilitate learning, but its implementation depends on several factors: teacher readiness, motivation, age, gender, teacher skills, infrastructure and learning time (Ajayi, I. A. & Ekundayo, H. T. 2009).

A study conducted in Brighton, Britain (Cox 1999), explore ways and factors that encourage teachers to use technology in teaching. A questionnaire was designed to gather evidence from teachers about their experiences in technology, expertise and use in teaching, their attitudes towards the value of technology for teaching, and how well they are aware of using these technological tools. The factors that were found to be most important to their teachers were: to make the lessons more interesting, easier, more fun for their students, more diverse, more motivating and more fun for the students. Other personal factors were: improving presentation of materials, allowing greater access to technology, equipping technology classes, administering more efficient teachers and teacher professional development.

Advances and developmental trainings on technology use show a high percentage (66.7%), where teachers are knowledgeable and know how to use technological tools in the teaching process, which they have from university studies (Kalonde 2017). In the state of Rwanda, a study was conducted with 144 teachers in 8 primary schools, where the level of technology use in this country was very poor and the increase in learning outcomes in these schools was not satisfactory. The recommendation from this study was that the government should introduce technological equipment in all schools to achieve efficiency in the teaching process (Sylvestre 2018). The study done with these teachers was descriptive and it was concluded that the more the teaching technology is introduced, the more the teaching process will develop and the learning outcomes will be significantly higher in each subject, the concern of which concerns all teachers today.

In a study done in Turkey with primary and secondary school teachers on the use of technology during the teaching process there was a marked increase in learning outcomes in all curricular areas at the end of the school year compared to the previous year where they did not use instructional technology (Turel 2014). They used technology for a specific range of purposes, but the main obstacle that was identified in their schools was the lack of computers, projectors, Smartboards, printers, etc. who would facilitate their work and could have continuous access to information technology during the learning process. (Baturay, M.H. & Bay, O.F. 2010) expressed that if teachers are to prepare students to be technologically competent, they must have the basic technology skills, knowledge of how to use the available technology, hardware and software, otherwise teachers will have problems in using the technology in effectively in the classroom. For teachers to be ready to use technology in the classroom, factors such as self-efficacy in the use of technological equipment, ease of use, utility of equipment, must be formed through the readiness and inclination of the teacher to use technology in the education system.

In the mid-1990s, researchers at the University of Wisconsin-Madison School of Education in the United States identified several categories of effective teaching strategies that motivate teacher work. They were then formulated in a guide and proposed for use in teaching (Pallof 2007). They attach great importance to demonstration (experiments) because they help students to understand the scientific side behind a phenomenon. Creative skills for the field/subject are developed from an early age through links, online resources, expanding this knowledge in the classroom by teachers (Nickerson, S. R., & Zodhiates, P. P., 2009).

In addition to the advantages when applying technology in the classroom, the downsides also appear. In a study in the suburbs of Tehran with about 350 teachers and school administrators, the aim was to find the factors that affect the obstacles to the development of information technology in the teaching process (Doshmanziari 2017). The main factors in the obstacles of non-implementation of technology are the teachers themselves, their low readiness and the culture of the country and the impossibility of conditions in schools to apply technology during the teaching process.

3. Purpose of the research

The purpose of the research is to verify students' perceptions of the necessity and application of instructional technology or online resources in primary schools to enhance learning outcomes in each curriculum area.

3.1 Achieved research results

- It was proven that the use of technology and online resources significantly affect the increase of learning outcomes in each learning area.
- It was proved that the subscription of the "SchoolMe" Platform results in easier recognition of new concepts for students and innovation during the learning process.
- It was shown that technology and online resources stimulate students' desire to learn independently and make learning more attractive.
- It was proved that the use of technology and the "SchoolMe" Platform finds high applicability in the primary school.
- Data on the correlation of students' perceptions about the loaded texts were expressed.

3.2 The main question that this research will answer is:

- How does the application of technology and online resources affect the learning outcomes of students during the learning process?

In order to find the answer to the main question, I have also been served with some helpful questions:

- What are students' perceptions of using technology and online resources in the classroom?
- To what extent has the desire to work with the implementation of the "SchoolMe" Platform encouraged innovation in the learning process and the introduction of new concepts for students?
- To what extent has technology and online resources influenced students to learn independently and to make learning more attractive?
- In what other subjects was the technology and use of the "SchoolMe" Platform highly applicable and applicable?
- What are students' perceptions of textbooks?
- What correlation does it have with making learning more attractive and driving learning outcomes?

4. Scientific, practical and broader contribution

The practical contribution of this research lies in the fact that the importance of raising the results in any subject, to awaken in students the desire and curiosity for learning is achieved only through technology (Halili, 2018). In scientific terms, I started from the fact that we are dealing with an innovation in teaching for which there are few studies and analyzes in Kosovo, especially about the function and impact of technology in primary schools. Through this research we will contribute to solving the problem in practice, but also to compare the applicability of online resources with other countries in the world. So, I think I will contribute to the enrichment of studies and publications required in this field and at the same time the Digital Platform in a short time, to be part of the education system in Kosovo.

5. Sample

The participants in this research are 25 elementary school students from the "Kelmend Rizvanolli" elementary school using the "SchoolMe" platform. The sampling was done at random. We selected 5 students from 5-th grade. To verify students' perceptions of the necessity and application of instructional technology and online resources in the learning process, I used the Student Survey. To analyze learning outcomes in technology implementation and adaptability / applicability in other subjects, I used the Post Hock Test (Averages) and the Correlation to measure the relationship between the two variables, namely the correlation of perceptions about textbooks. I conducted this research within three weeks to argue the reasons stated in the questionnaire.

6. Results of the questionnaire with students

The table below presents information on students' use of instructional technology, the idea of implementing the 'SchoolMe' Platform, and the perception of working through the Platform in relation to learning new concepts. In this study, only one particle (4%) reported using school technology a lot, while 24 participants (96%) reported using it on average. When asked if they liked the implementation of the "SchoolMe" Platform, all (25) participants answered yes.

In the third question, 23 participants (92%) said that the Platform helped them to learn new concepts easier, 1 participant (4%) said that they helped them on average and 1 participant (4%) said that has helped a little.

Table 1. Students' perceptions about technology and platform use

N=25	How much do you use technology in school?		Did you like the idea of the Platform" School Me"?		How has working with the "SchoolMe" platform made it easier to get to know new concepts?	
	N	%	N	%	N	%
Much	1	4				
Averaged	24	96				
Yes			25	100		
Much					23	92
Averaged					1	4
Little					1	4

Asked how much time they spend working with computers in any classroom, 19 participants (76%) reported spending less than 1 hour, 4 participants (16%) reported spending 1 to 2 hours, and 2 (8%) of participants said that they spend more than two hours. That work with the "SchoolMe" Platform had an impact on student outcomes, 21 participants (88%) reported a lot, 2 participants reported having an average impact, and only 1 participant (8%) reported that working with Platforms have had very little impact on their results. When asked how satisfied they are with the results they achieved through the use of the Platform, the majority of participants (N = 20) are very satisfied with the results achieved.

Table 2. Impact of Technology and Platform on Learning Outcomes

N=25	How much time do you spend working on computers for any teaching unit?		Working with the "SchoolMe" platform has had an impact on your results?		How satisfied are you with the results you achieved through using the Platform?	
	N	%	N	%	N	%
Less than 1 hour	19	76				
1 to 2 hours	4	16				
More than 2 hours	2	8				
Much			21	88		
Averaged			2	8		

Little	1	4		
4				
5			1	4
6			1	4
7			1	4
8			1	4
9			1	4
10			20	80

This study included 25 students of whom 12 (48%) are male and 13 (52%) are female. Asked if technology creates the desire to learn more, 23 participants (92%) reported that they fully agreed with this statement, 1 (4%) agreed and 1 (4%) reported being neutral. When asked if the Platform should be part of the school in grades 6, 7, 8, 9, 24 participants (96%) completely agreed, only 1 participant (4%) agreed, and neutral and disagree no participants were delinquent.

Table 3. Desire to learn independently and Platform application in classrooms 6, 7, 8, 9

N=25	Gender		Technology gives me the desire to learn more		Platform to be part of the school in grades 6, 7, 8, 9 as well	
	N	%	N	%	N	%
Man	12	48				
Woman	13	52				
I totally agree			23	92	24	96
Agree			1	4	1	4
Neutral			1	4		
Disagree						

Averages

The table below presents data on the suitability / applicability of teaching technology in other subjects. As seen below, participants believe that technology is very successfully applied in the subjects Human and Nature (M = 1.36), English (M = 1.87), and Albanian (M = 1.54). According to the participants, subjects in which it would not be appropriate to apply technology include subjects like Figurative Education (M = 3.52), Civic Education (M = 3.69), and Physical Education (M = 3.08).

Table 4. Average data on the suitability / applicability of teaching technology in other subjects.

Subject	N	M	SD
Figurative art	23	3.52	.98
Sports science	24	3.08	.87
Math	24	2.37	.92
Albanian language	24	1.54	.65
Music	25	2.24	.77
English language	24	1.87	.89
Natural science	25	1.36	.56
Social science	23	3.69	.79
History	23	3.00	.90

Correlations

Table 5. Correlation of perceptions about information in books

	1	2	3	4
1. The figures in the book are reasonable	-			
2. Relatively good	.848**	-		
3. Overloaded with text incomprehensible to students	-.152	-.115	-	
4. monotonous to be taught by students	-.336	-.065	.054	-

The table above shows the correlations between the information in the books we are learning. As can be seen, there is a strong positive correlation between the perception that the figures are reasonable within the books and stay relatively well. There is also a significant positive correlation between students' perception that using the "SchoolMe" Platform is easier to acquire new knowledge (please see table below). The data also show that there is a significant positive correlation between increasing success in all subjects and the reason that learning becomes more attractive through the implementation of the "SchoolMe" platform.

Table 6. Data on the correlation between increasing subject scores and making learning more attractive

	1	2	3	4	5	6
1. Easier acquisition of new knowledge for students	-					
2. Interest and desire to learn independently	.382	-				
3. Research of new information	.161	.046	-			
4. Increasing the results for subject	.326	-.035	.522**	-		
5. Learning is more fascinating	.372	.107	.324	.532**	-	
6. Expanding subject knowledge	.600**	.371	.023	.220	.241	-

Conclusions and recommendations

Based on this research and the results obtained, we can conclude that:

- It has been proven that the research results are in line with international ones where technology and online resources are applied, but the “School Me” platform cannot be installed in all schools in Kosovo due to the financial means.
- The idea of the “SchoolMe” Platform has been very appealing to students for implementation during the learning process and has helped to make learning new concepts easier.
- The use of technology and the “SchoolMe” platform has influenced the delivery of results in all other curricular areas by deepening the knowledge of the subject.
- Technology and online resources create the desire to teach students independently and make learning more attractive by offering multiple choices and alternatives around learning units.
- Technology and online resources provide the opportunity for students to be researchers and to expand their subject / field knowledge.
- The lack of teacher guidance on integrating technology into the classroom was quite evident, which I observed during the study analysis.

As a result of reviewing this research and my experience applying online resources, I would recommend that teachers:

- Apply more technology during the teaching process in all curricular areas, as it facilitates active learning for students.
- Encourage students to research new information out of the subject book and bring it through presentations or links in the classroom, communicate to identify these sources, and then explain why they rated these sources as reliable.
- To provide them with other opportunities and alternatives according to their learning style through technology and online resources.
- Provide opportunities for each student to express themselves in front of the class (individual, group presentation), to be provided with presentations, collaborations, and critiques at work and to evaluate information through research and comparison of data from multiple sources.
- Continuously instruct students to improve, change and adjust their work through technology by providing feedback.
- Raise their voice by seeking technological tools in the classroom and sensitize technology and resources online to be part of their schools / classes, with direct access during the teaching process.
- Bring change to their classrooms through technology and online resources to make learning more attractive.
- Require MEST to find opportunities or donors to install the Platform in all Kosovo schools as a permanent part of the teaching process.
- Departments of Education in collaboration with schools to influence the creation of conditions that enable the integration of technology and online resources into all educational institutions.

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