

**LAPORAN
PENELITIAN SOSIAL, BUDAYA DAN HUMANIORA**

**THE STUDENTS' PERCEPTIONS OF MOODLE-BASED LMS
IN LEARNING ENGLISH**



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ABSTRACT

This research aims at investigating the students' perceptions of Moodle-based LMS in English learning and the benefits of using Moodle for the students. There are 94 students or respondents used to describe the data as well as to analyze it. The method used in this research is a survey with qualitative description. The result shows that there are positive responses of the students dealing with Online Learning Uhamka (OLU) as the Moodle-based LMS in online learning asynchronously. It is therefore expected that lecturers should be able to develop and design more learning contents or materials and the activities to upload as online learning better in the future.

Keywords: English learning, LMS, Moodle

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CHAPTER I

INTRODUCTION

A. The Background of the Research

Learning English is nowadays very important for the students as it is required when they want to compete with others in their jobs or any careers. English subject in Indonesia has been introduced for many years, and it becomes a compulsory subject learnt by the students, many starting in the secondary school level. However, it is not quite easy to make the students fluent in their English despite many years of English learning. It is proven many university students learn English, yet they could not understand the textbooks in English very well. In their spoken English, it is rarely used as they do not practice English much.

There are some learning methods to use to accommodate English learning situations better, including the learning media. In the digital era, learning English with ICT which stand for Information and Communication Technology is a must and students will not be able avoid it. In fact, it is now in the pandemic era where students are learning English in online mode of learning.

In online learning, there are synchronous and asynchronous forms. Synchronous form could be how students are learning English with their teacher at the same time, but different places virtually (Rusmiati et al., 2020). Meanwhile asynchronous is conducted through application to facilitate the students to learn English at their own time and places. One of learning management systems popularly used is Modular Object-Oriented Dynamic Learning Environment abbreviated as Moodle. It is considered to be effective in online learning as it has an interactive ability and encourage the students to collaborate as it provides multimedia contents (Truong, 2021) (Ali, 2020)

More and more universities use Moodle as an online platform to serve the students' and teachers' learning activities. Using Moodle platform makes the teachers and students discuss the ideas one another and this will contribute to their interactions. Moodle also provoke the students to know more information

as they wish. It is in line with (Al Afi & Rao Naidu, 2021) saying that Moodle as LMS is believed to provide students with additional links such as videos and books to have more information or knowledge. In addition, they found that LMS is something that could substitute the teachers' presence when the materials are available and accessible. Nevertheless, there are some perceptions of the students that they will think it is a kind of burden by the students as teachers prefer to use it to assign the tasks most of the time.

In learning English in the university, teachers should be able to design and prepare for a good teaching activity with Moodle-based LMS. This initially starts with a good lesson plan. Thus, learning material as well as the learning media such as videos are then provided. Some teachers are well-prepared with their teaching designs, and some of them prepare their teaching activities without any creativity. Meanwhile, the students are eager and curious to learn and practice English mediated with this LMS where they can discuss with other students and watch the learning videos by their own at any time. This curiosity should be maintained if the teachers facilitate the online learning asynchronously interactively. On the contrary, this will demotivate the students to learn and practice English better and energetically (Aikina & Bolsunovskaya, 2020).

Pursuant to this problem, it is necessary to do a research on the students' perceptions of the Moodle-based LMS in English learning as the basic course in the university.

B. Research Questions

As it is stated in the previous section, the questions of the research could be as follows:

1. What are the students' perceptions of Moodle-based LMS in English learning?
2. What are the benefits of online learning implementation with Moodle-based LMS in English learning?

C. The Objectives of the Research

This research aims to investigate the students' perceptions of Moodle-based LMS in English learning and the benefits of online learning implementation with Moodle-based LMS in English learning.

D. The Significance of the Research

This research is expected to have beneficial outcomes in improving the online learning quality of the university in which Moodle-based LMS is a platform accommodating the students' need, mainly its flexibility.

CHAPTER II LITERATURE REVIEW

A. The importance of English learning

English is considered an international language or a foreign language widely used by many people in the world. They use English for any activities relevant to their needs such as in the job career and study overseas. As (Nishanthi, 2018) points out that there are some reasons why people need to use and learn English among them are education, travel and business, leisure time for watching movies, understanding other languages, etc. This implies that English is a foreign language and need learning by students to increase their skills to communicate with other people for their own reasons.

B. ICT in education

ICT which stands for Information and Communication Technology is a thing related to how the process of regulating information as well as transferring the data is acquired (Prastikawati, 2019). In the context of learning process, Steiner and Mendelovitch (2016) and Huong Thi Bao Dinh (2015) in (Sabiri, 2020) reported that the use of ICT could promote and stimulate students' learning as well as establish the relationships between teacher and students. Meanwhile Korkut (2021) in (Sabiri, 2020) addressed that when ICT is integrated in education or pedagogy, it could make language learning possible without having difficulties in traveling. ICT changes learning environment in which previously was done in the classroom all the time, then students can access any lessons anytime and anywhere.

As (Zabolotniaia et al., 2020) explore, there are some benefits of implementing the ICTs in learning process, they are: 1) Expansion of the information and educational space; 2) Realization of the principle of continuous learning; 3) Increase in the students' population through distance learning; 4) Formation of a high-quality comprehensive educational product; 5) Extension of international relations; 6) Incorporation into world register of

owners of electronic forms of educational process organization; and 7) Cost optimization and rational use of the university infrastructure.

C. Learning management system: Moodle

Learning management system abbreviated LMS is a system that provides teachers and students to share classroom resources, tools, and learning activities (Al-Hunaiyyan et al., 2020). LMS has resources or educational contents to discuss individually and collaboratively. LMS allows teachers to evaluate or assess the students' activities such as assignment and quizzes. LMS also offers a variety of tools and functions such as forums, chats, labels, links, uploading files, student enrollment, etc (Grabar & Rajh, 2014).

There are some types of learning management systems (LMS) used by people such as Moodle, Google Classroom, Schoology, Edmodo, etc. Moodle which stands for Modular Object-Oriented Dynamic Learning Environment abbreviated is one of the most popular LMSs facilitated by many Higher Education Institutions (Al-Hunaiyyan et al., 2020) and broadly used to transfer language teaching and learning process in Indonesia (Prasetya, 2021). (Zabolotniaia et al., 2020) say that Moodle is a learning system that provide educational contents, systems of control, monitoring and assessment used by teacher and group of students at anytime and anywhere.

CHAPTER III

RESEARCH METHODOLOGY

A. Plot of the research

This research has some steps and it is described in the following:

1. The instrument is developed based on the conceptual framework
2. The questionnaire is distributed to the respondents
3. The data are analyzed
4. The result is accomplished and discussed

B. Location of the research

This research was held at University of Muhammadiyah Prof. DR. Hamka located in Jalan Tanah Merdeka, East Jakarta. It belongs to the Faculty of Teacher Training and Education.

C. Method of the research

The method used in this research is a survey with qualitative design. This covers the data on the perceptions of the students on the Moodle-based LMS as well as the benefits of LMS implementation.

D. Design of the research

This research is designed to obtain the data on the students' perceptions of Moodle-based LMS by doing a survey. This survey lasted within three days.

E. Population and sampling technique

The students of Faculty of Teacher Training and Education are the populations; meanwhile the samples are the representative of the population to have the possibility of being the respondents. In this research there are 94 samples who were able to fill out the questionnaire within three days. The 94

samples are the students who have studied English from semesters 2, 4, and 6, dominantly from English Education Department with 66%.

F. Data collection

The data of the research were collected via the instrument distributed to the students believed to join online learning asynchronously via Moodle-based LMS which is called Online Learning UHAMKA (OLU).

G. Instrument of the research and data analysis technique

As this research is attempted to obtain the data on the students' perceptions of the use of Moodle as their online English learning, a questionnaire is used. This questionnaire has 15 questions with Likert scale to measure the perceptions and the benefits of using Moodle. A Likert scale ranges from strongly disagree to strongly agree.

After the data were collected, they were analyzed to get the percentages of each question. In the end the data were described and discussed.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data description

This research was done by distributing a questionnaire to the students of Faculty of Teacher Training and Education, dominantly to the students of English Education Department by Google form within three days. The 94 students who filled out the questionnaire did the online learning with Moodle platform, it is Online Learning Uhamka (OLU) <https://onlinelearning.uhamka.ac.id/>. The students had been studying English materials from some courses for one semester (March to July, 2021) facilitated with OLU for asynchronous learning.

OLU is massively and widely used since the Covid 19 outbreak came to Indonesia. It was previously used by some lecturers to teach by online three years ago. As OLU has been run for three years, it has changed a lot for the menu and facilities to access by the lecturers. OLU is now under the Development Unit of Information Technology for the infrastructure development as well as the internet and design development. Dealing with the content development of OLU itself, it is assisted by the Unit of Teaching and Learning Development.



Picture 4.1. Online Learning Uhamka homepage

B. Research finding

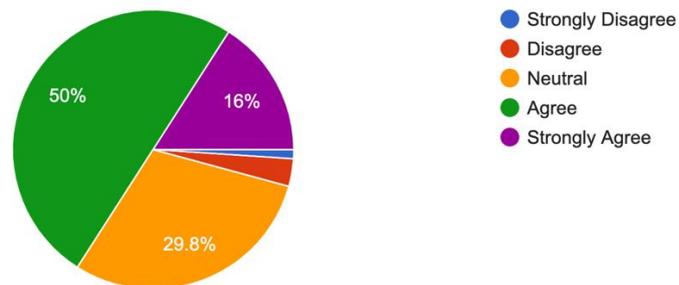
After the data were collected, an analysis of the data was carried out. The followings are the responses of the questions which are divided into two sections; they are the data on the students' perceptions of Moodle-based LMS in English learning. There are 9 data from a questionnaire that need to be analyzed. The other section is the data on the benefits of using Moodle as the implementation of online learning. There are 6 data from a questionnaire to be analyzed.

1. Students' perceptions of OLU in English learning

a. The availability of PPT materials at OLU

Using PPT materials makes me easy to understand English material.

94 responses



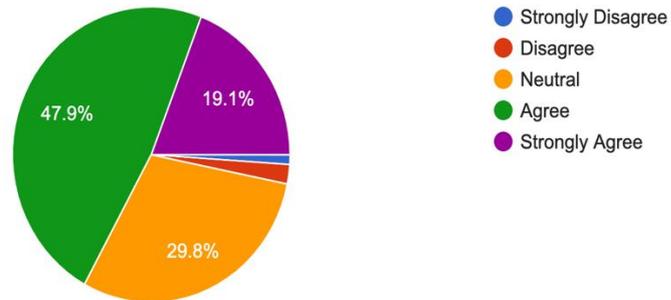
Picture 4.2. Availability of the PPT at OLU

From this picture 4.2., it shows that the students who responded with strongly agree and agree have 71%, and this contributes that what the lecturers or teachers have provided the PPT materials at OLU are still necessary for the students to read and learn at their own time.

b. The pleasant atmosphere of learning English with OLU

I enjoy learning and practicing English using Online Learning Uhamka (OLU).

94 responses



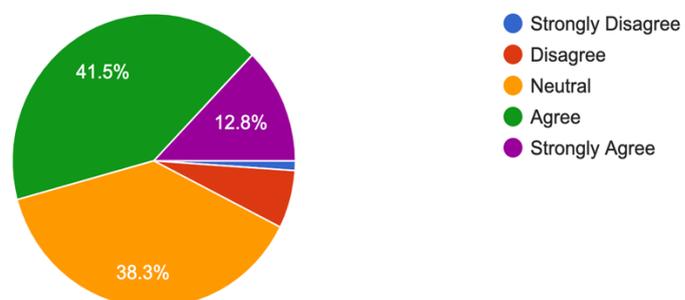
Picture 4.3. The pleasant atmosphere of learning English with OLU

From the picture 4.3., it shows that there are 66% of the respondents who chose strongly agree and agree on their interests of learning and practicing English with OLU. It means that more students feel excited about learning English through Moodle as they could download the materials, read them and watch videos for better understanding.

c. The effectiveness of forums at OLU

Discussion forums in OLU are effective and make me confident to share ideas to discuss English materials with other students.

94 responses



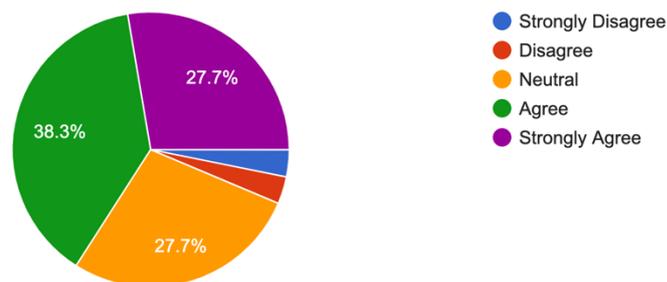
Picture 4.4. The effectiveness of forums at OLU

This picture shows that there are 54.3% respondents who agree with the effectiveness of forums at OLU. However, some of them are neutral, meaning that what they did at OLU, they seemed to do or post the ideas without any more discussions with other students. In fact, the way of how they share the ideas one another in the forum need to be improved so as that they could be more interactive.

d. The efficiency of learning English through OLU

Learning English through OLU is effective and efficient because I can learn and practice anytime and anywhere.

94 responses



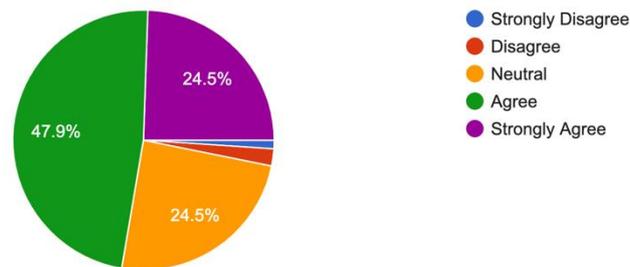
Picture 4.5. The efficiency of learning English through OLU

The picture 4.5. indicates that learning and practicing English via OLU is effective and efficient as they could practice at their own place and time where there are 66% respondents who agree.

e. The enjoyment of submitting any assignments at OLU

I enjoy submitting assignments via OLU.

94 responses



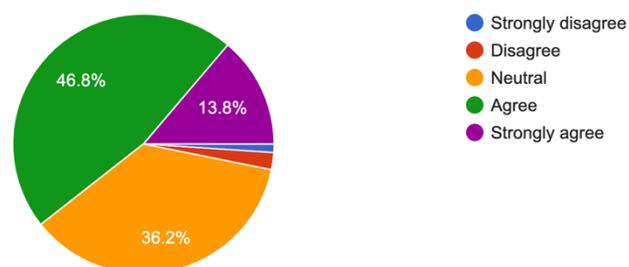
Picture 4.6. The enjoyment of submitting any assignments at OLU

From this picture, it shows that more students feel good to submit their assignments where there are 72.4% who agree. It means that they have no problems to do the assignments and submit them directly. It could be said that they are not worried about if their assignments are delivered.

f. The immediate feedbacks after submitting the assignments

Submitting the answers of the assignments or exams through OLU is very effective for me because the results and feedbacks are immediately known.

94 responses



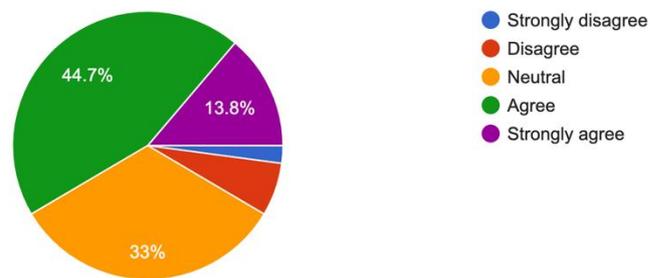
Picture 4.7. The immediate feedbacks after submitting the assignments

This picture 4.7. shows that there are 60.6% who agree with: submitting the answers of the assignments or exams via OLU is very effective as the results and the feedbacks are immediately known. In this case, the students directly know the grades as well as some comments to revise better.

g. The videos available on OLU

I can improve my English skills through videos available on OLU.

94 responses



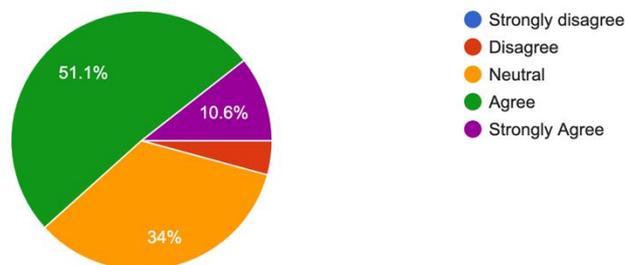
Picture 4.8. The videos available on OLU

From the picture 4.8. it is believed that there are 58.5% who agree to feel that the students can improve their English after they watch videos on certain materials. However, there are 8.5% of respondents who feel unsure that they could enhance their English skill with the videos they watch.

h. Feeling excited about OLU

In general I enjoy learning English through OLU

94 responses

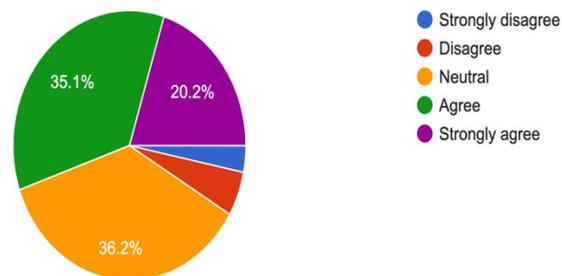


Picture 4.9. The excitement of using OLU

Something interesting found in this picture which tells that there are just 61.7% of respondents who feel enjoyable to use and learn English with OLU. Meanwhile 34% of respondents are found to be neutral. It seems that sometimes they enjoy and sometimes they do not.

i. The preference of online learning to offline learning

In this digital era, I prefer using the online learning process to offline activities.
94 responses



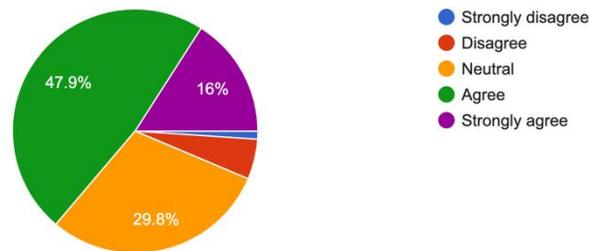
Picture 4.10. The preference of online learning to offline learning

This picture shows that there are 55.3% of respondents who agree to do an online learning in the digital era. In line with the present situation where the Covid-19 pandemic forces the students to study at home by online learning, some students feel bored and some others enjoy learning by online as they are already accustomed to until they could be creative and productive.

2. The benefits of using OLU in English learning

a. OLU improves individual learning

Online Learning Uhamka (OLU) improves my individual learning.
94 responses

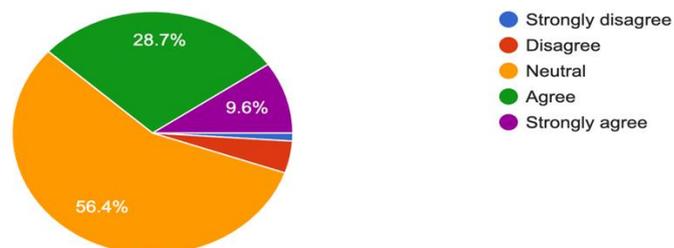


Picture 4.11. OLU improves individual learning

Of the 94 respondents, there are 63.9% who view that OLU could improve their individual learning. As the students are learning English asynchronously, they feel free to practice, to watch the videos, and to discuss something in the forum and this encourages them to be more independent or autonomous. Meanwhile, there are 20.8% of the respondents who are neutral if their personal learning are improved when they do an online learning with OLU.

b. OLU helps the students' English skill improvement

OLU helps me improve my English skills.
94 responses



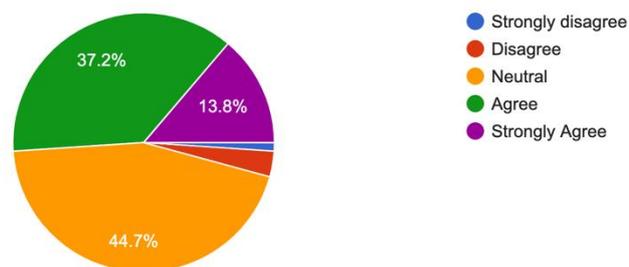
Picture 4.12. OLU helps the students' English skill improvement

From the picture 4.11, it shows that OLU fully does not improve the students' English skills. It could be seen from the respondents who agree that OLU helps them improve their English skills with 38.3%. Most students are neutral with 56.4% and this indicates that learning English with OLU does not influence their English skill as they could not perform directly their English communications which include spoken and written ways.

c. OLU increases critical thinking

OLU encourages me to increase my critical thinking.

94 responses



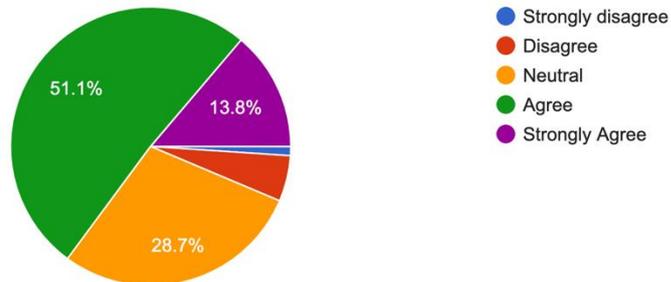
Picture 4.13. OLU increases critical thinking

This picture indicates that the students' critical thinking will be increased with OLU after one semester learning process where it contains some materials, assignments, quizzes, and some other information which could be learnt and practiced by the students independently. Even though there are only 51% of respondents who agree with this, few students with 4.3% who disagree.

d. OLU enhances ICT skills

OLU enhances my ICT skills.

94 responses



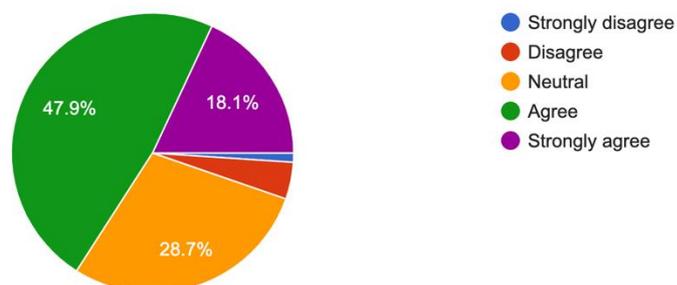
Picture 4.14. OLU enhances ICT skills

From the picture above, it is found that there 64.9% of respondents who say that OLU could enhance their ICT skills. This finding is tolerant as online learning is one way of learning that integrates technology to deliver from teacher to students. In this case, the students are gradually adapted to use the learning platform of OLU and increase their skills of ICT.

e. OLU helps to revise better for assessment

OLU helps me to revise better for assessment.

94 responses



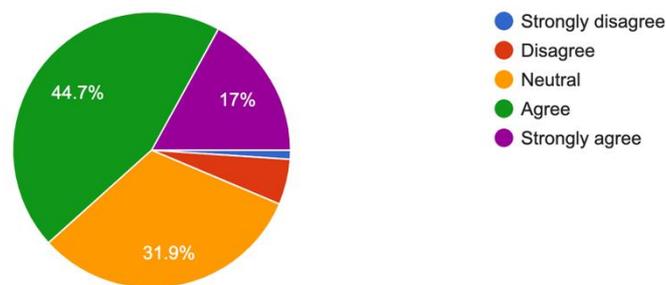
Picture 4.15. OLU helps to revise better for assessment

From this picture, it is known that there are 66% of the respondents who agree that OLU helps them to revise better for assessment. It is understandable as the students receive some feedbacks from the lecturer, and this could help them to revise the assignments better until it reaches the instructional objectives of the course.

f. OLU increases productivity in learning English

OLU increases my productivity in learning English.

94 responses



Picture 4.16. OLU increases productivity in learning English

From the picture 4.15, it shows that there are only 6.4% of the students who think that they are not creative and productive in English learning. Meanwhile there are 61.7% who could be productive. This could be said as the students did the assignments better and seriously until they generated some projects such as videos to submit and they are satisfied with what they made or created.

C. Discussion

In this section, it is to discuss about how the Moodle-based LMS used by UHAMKA students in their online learning. From the results, Online Learning UHAMKA (OLU) which is the online learning platform used shows that OLU is adequately effective to use by the students where it has some contents to

download, read, and practice such as PPT, videos, and some other learning sources uploaded by the lectures as well as the activities provided such as the discussion forums, assignments, quizzes, some other learning activities.

Dealing with learning materials or contents, PPT and videos availability at OLU contributes to improve the students' understanding for the material as it is supported by (Simanullang & Rajagukguk, 2020) and (Sari Famularsih, 2020).

The top screenshot displays a course page titled "Meeting 6". It features a navigation sidebar on the left with icons for home, calendar, and other functions. The main content area includes a link to "Material on Types of Test and its criteria" with a "Terbaca" (Read) status and a timestamp of "Tersedia dari 6 April 2021, 13:00". Below this is a "Discussion Forum Q1" link. The bottom screenshot shows a course page for "UIN Ar-Raniry" and "Uthmaniyah". It lists two activities: "Aktivitas Video on Measurement, Assessment, Testing, and Evaluation Part 1" and "Aktivitas Video on Measurement, Assessment, Testing, and Evaluation Part 2", both marked as "ditandai selesai" (marked complete). Below each activity is a video link and a prompt: "Please watch this video, like, and subscribe. Make sure that you understand it better."

In discussion forum initiated by the lecturer to discuss and share the students' ideas, it tells that it is also effective to increase the critical thinking of the students (Al-Husban, 2020). Any ideas are delivered by the students without any mistakes and feeling doubtful. More students also felt happy when they submitted the assignments at OLU. It was found that they were not worried any more to submit with two reasons: they know how to submit the assignments to OLU meaning easy to access it (Salam, 2020) and they believe that their assignments are received by the lecturers and no worry of losing the assignments.

When it comes to how effective the use of OLU as the Moodle-based main online learning platform, it is found that the students have positive perceptions towards using it in their English learning (Grabar & Rajh, 2014). As this platform creates the students' presence for their involvement of online learning, they log in and join the learning asynchronously. In the pandemic

situation, the students prefer to using online learning to offline learning (Sari Famularsih, 2020).

The other discussion focuses on how the OLU is beneficial for the students to learn and practice English. Most of respondents give positive ideas where OLU contributes to improving individual or personal learning of the students (Kapsargina & Olentsova, 2020), helping the students' English skill improvement (Truong, 2021) and (Sari Famularsih, 2020), increasing their critical thinking (Al-Husban, 2020), enhancing ICT skills of the students, helping the students to revise better for assessment they already submitted (Al Aufi & Rao Naidu, 2021), and increasing their productivity in learning English through the videos they uploaded in their own YouTube channel.

To inferred, The students have good perceptions of OLU as the Moodle-based LMS in English learning or classroom as it contributes some positive impacts of increasing their independent work, English skills, the productivity as well as their ICT skills.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

As it is already discussed in the previous chapter, this research concludes that online learning asynchronously with Online Learning UHAMKA (OLU) is effective and good to use by the students in English learning and this implies that OLU as the Moodle-based LMS has some benefits for the students such as their individual learning, English skills to improve, encouraging the students' critical thinking, ICT skills, revising better for their assessment, and the increase of students' productivity.

B. Suggestions

The suggestions delivered to improve the quality of online learning through Moodle-based LMS in English learning are: (1) Lecturers of English course should develop better and more interesting contents to upload such as PPT, learning videos, other learning sources of English materials; (2) Lecturers also need to design better for learning activities to discuss with the students such forums, assignments, virtual conference, and quizzes; and (3) Students should be more convinced to use OLU by creating interactive discussions as well as the feedbacks shared by the lecturers.

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APPENDICES

1. Questionnaire

https://docs.google.com/forms/d/e/1FAIpQLSd_6Qd8CyH7msb4y0nLZVHvu3-UQwYnBIOCszqtjtcyVh55JA/viewform

2. The Result of Questionnaire

<https://docs.google.com/forms/d/1z3OI-5RMmAsP4biOI91jRyb6uAvQ6RHjmRI6MmFg6P8/edit#responses>

3. Online Learning Uhamka

<https://onlinelearning.uhamka.ac.id/>