Students' View of Learning Management System (LMS) Used in Online English Learning Class During Covid-19 Pandemic Period

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This proceeding book was built and dedicated to keynote speakers, invited speakers, and scientific work from researchers and the discussions that accompany it on Language Teacher Training and Education (LTTE) International Conference in 2020 with the theme of Post-Pandemic Language Pedagogy: Perspective and Directions can be carried out properly and this Proceedings can be published.

The theme was chosen with the reason to pay attention to the academic world about the importance of developing and strengthening the education sector during the COVID-19 pandemic. National academics have produced a lot of research on strengthening and development related to the education sector that has been previously mentioned. However, there are still many that have not been disseminated and widely publicized, so they are not accessible to the people who need them. On this basis, this International Conference has become an event for national academics to present their research, as well as exchange information and deepen their research problems, and develop sustainable cooperation.

There are 25 research papers submitted in parallel sessions. Scientific writing comes from various institutions from Higher Education, Research Institutions and other institutions. By publishing this proceeding this is expected to be useful and can be used as a reference in developing related research in education sector. The editorial board would like to thank you maximally to all parties involved in the settlement of this proceeding.

Best Regard,

LTTE Committee

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Abstract:

This study investigates students' view of Learning Management System (LMS) used in their online English learning class around March to June 2020 as the consequence of Covid-19 pandemic outbreak occurred in Indonesia. As we know, the pandemic of covid-19 has forced students to learn from home by using LMS provided for them by their teachers or schools, such as Google Classroom, Schoology, Edmodo, Moodle, or any other platforms. Hence, this study is aimed to figure out whether or not the students viewed LMS as positive or negative to support and facilitate their online English learning during Covid-19 pandemic. There are 5 main aspects to ask in this research which are; 1) features and display, 2) system quality, 3) students' perceived usefulness (likeness, motivation, activeness), 4) satisfaction, and 5) English competence. To achieve such goal, the online close-ended questionnaire was used and given to 428 students from three different levels of education (junior high school, senior high school, and university students) in Jakarta, Bogor, Depok, Tangerang, and Bekasi area who experienced in learning English with those LMS mentioned before. After the data was successfully gathered from the instrument, the researcher analyzed it quantitatively and interpreted it as one. The finding revealed that majority students selected strongly agree (SA) and agree (A) options on questionnaire which meant they viewed positively on LMS they used. In terms of Features and Display, most students viewed that their LMS had provided them with good or attractive (57.94 or $\overline{X} = 5.40$) and easy to use (59.80 or $\overline{X} = 8.54$) menu provided. Next, in terms of System Quality, most students viewed that their LMS works really well; good and stable (55.00 or $\overline{X} = 5.28$). Then, in context of Perceived Usefulness, students viewed their English learning were effective and efficient, such as easy to access and understand materials or quickly to do task submission and quiz completion (57.10 or $\overline{X} = 8.03$). Also, they liked learning English using LMS; it was fun, and they became active and motivated (57.20 or $\overline{X} = 11.14$). Last, in terms of satisfaction, most students viewed that they got new experience. They

wanted to study more with LMS, and they strongly recommended the use of LMS in English learning process (56.37 or $\overline{X}$= 11.30). However, in the aspect of English competence, the majority of students selected on Neutral (N) option (49.00 or $\overline{X}$ = 5.00) that can be caused from several reasons or factors needed to be analyzed more in future.

Introduction

People in all over the world begin to suffer by Covid-19 virus in early January 2020. This virus emerged at first time around December 2019 from city named by Wuhan in China (Ren, 2020), and then suddenly it spread quickly mainly cause of people travel on international flight. For almost 8 months since January to August, this virus has transferred across the globe, and it infected more than 28 million people over 216 countries (https://covid19.who.int) in which creating high number scale of health crisis situation. Benach (2020) defined Covid-19 is as "systemic pandemic of inequality" which means this virus has all of the criteria to contaminate people massively without any barrier of status, class, gender, age, ethnicity, or place. As consequences, a lot of essential sectors got impact due to Covid-19 outbreak, for example the economy sector, medical, showbiz, education, and many more. People must obey to stay at home, work from home. In fact, at some countries, the lock down policy was taken, forcing people not to go outside at all, making people did physical or social distancing to prevent large cost of this global pandemic (https://www.cnbc.com). This is because of single virus that has gone viral in negative way.

In Indonesia context, the first case of Covid-19 was found in capital city of Jakarta with the main suspects were one Japanese and two Indonesian citizens around February 2020 (https://www.theguardian.com). They were in same place at one of Café in Kemang area, Jakarta. The news about first suspect of Corona became number one National headline at that time. During February to March 2020, government started to officially announce another case found which meant that the spreading of Covid-19 was factual and kept expanding until August 2020. Currently, Indonesia is in 23rd global rank categorized as one of country that suffocates by covid-19 outbreak (https://tempo.co), and threaten its people faster. Therefore, some policy had been informed to prevent and stop the chain of outbreak started by minimizing social activities, stressing health prevention and protocol like wearing mask, hand sanitizer, shutting school and campus, and etc.

These rules are meant for temporary, however, there is still no yet such positive mark that shows the decrease of Covid-19 positive rate in Indonesia. It indicates the decision from government will be continued until the situation back to normal or until the vaccine or medicine of Covid-19 found. In line with the school and campus break decision, Ministry of Education decided to move the learning system in pandemic era from face-to-face learning to full online learning (https://setkab.go.id/). School or campus institution including teachers are allowed to use any potential application or software that could support students electronic or digital learning at home. A lot of teachers or lecturers turned to use Whatsapp, Email, Youtube, Zoom Meeting, and the Learning Management System (LMS) for conducting teaching and learning activities, including in English Language Teaching (ELT) context. The applications or software English teachers or lecturers used were truly helpful in pandemic situation more or less. Among those application or software existed, Learning Management System or LMS became one of favorites selected by some English teachers or lecturers, such as Google Classroom, Schoology, Edmodo, Moodle, or any other platforms. There are some reasons for that, but the ultimate one is Learning Management System (LMS) is a technology that is capable to become a comprehensive integrated software within various features offered in its menu such as for course delivery, administration, and management (Riad, El-Minir, & El-Ghareeb, 2009). LMS has such potential tools to provide students with effective and efficient English learning virtual class with the advantages of features and display, system quality that lead to students' perceived usefulness (likeness or enjoyment, motivation, activeness), satisfaction, and of course English competence. Thus, both teachers or lecturers and students can get the benefits of the LMS usage in context of English teaching and learning. They started to used it with LMS for four months since March to June 2020 on second semester 2019/2020 academic year. They adapted with it and get the best of its technology.

However, it is unclear whether or not in reality the application of Learning Management Systems such as Google Classroom, Schoology, Edmodo, Moodle, or any other platforms run well to support and facilitate students' online English learning during Covid-19 pandemic. It needs further investigation to find data about the experience of using LMS from students' perspective, particularly on the sides of 5 aspects; features and display, system quality, perceived usefulness, satisfaction, and English competence. In brief, this research tries to ask; 1) What are students' view

of Learning Management System (LMS) they used in online English learning class during Covid-19 pandemic around March to June 2020? Hopefully, it can be found the authentic information about LMS either provides positive or negative feedback in terms of 5 aspects highlighted before.

Literature Review

According to Pina cited in Kats (2010) explained that Learning Management System is a server-based software that can provide the database information about users, course, and content managements for particular purpose such as company or education matter. LMS was first developed in 1924 by Sidney Pressey namely "teaching machine". At the beginning, this machine has only one feature that is able to provide and manage questions. One window is used to show the questions and the other to fill in the answers (https://www.easy-lms.com). Then, LMS innovation is incredibly developed, and it becomes more attractive in the following years. Some LMS, such as SAKI, Moodle, Edmodo, Schoology, Ispring, Adobe Captivate, Learndash, Tovuti, TalentLMS, even Google Classroom, and many more have been successfully invented (https://elearningindustry.com). Those LMS software, either open source or commercial vendors, afford users with four main standard in its system which are: 1) content creation, 2) communication, 3) assessment, and 4) administration (Dabbagh & Bannan-Ritland, 2005). Therefore, teachers or administrators can manage well the LMS based on their particular needs.

Specifically, in education context, Dias, Diniz, and Hadjileontiadis (2014) added that Learning Management Systems or LMS are created depends on the needs of teachers for managing the students' path of learning in online classroom, to monitor their performance, to create and distribute content, to organize e-learning activities, to evaluate, and to provide tools for communication, collaboration and interaction between other students. It means LMS are powerful technology that can be used by teachers to customize their own online course, administrative purposes, documentation, reports on activities, teaching and learning activities (online connected to the internet), e-learning and provision of training materials provided for their students. In addition, Abdelraheem (2012) and Gedera (2014) agreed with this function of Learning Management System (LMS) or they called by e-learning platform which is very flexible technology because it can facilitate submitting course content and managing a large amount of online

course information needed by teachers or lecturers in single integrated platform. LMS truly provides a place or environment for having teaching learning and activities virtually, which is independent without any time and space boundaries (Tziallas, Kontogeorgos, & Papanastasiou, 2016).

From the literature review, it was found plenty studies about Learning Management System usage and its relation with well-suited features and display (Jurado, Petterson, Gomez, & Scheja, 2013), system quality (Kraleva, Sabani, & Kralev, 2019; Santiago et al., 2020), perceived usefulness; effective and efficient (Chaw & Tang, 2018), likeness, activeness, motivation (Samir et al., 2014; Ayan, 2015), satisfaction (Çobanoğlu, 2018; Ohliati & Abbas, 2019; Yuen, Cheng, & Chan, 2019), and English Competence (Wihastyanang, Hentasmaka, & Anjarwati, 2014; Feizabadi, Aliabadi, & Ahmadabadi, 2016). Those studies have shown the high interest among researchers toward LMS. The studies of students' perception or opinion or view about LMS in specific brand or general are also plenty. Those researches are expected to gain evidence that may enrich the scientific knowledge about LMS.

Research Method

The method used in this research principally followed the corridor of quantitative measurement rate through the application of survey design. Survey design suit for needs of this research which was to get students' view of Learning Management System used in online learning class during pandemic. As Metler (2015) and Ponto (2015) explained that survey is one of non-experimental design in quantitative research that commonly be used to get valuable information collected from samples after answering some questions proposed. Thus, in the context of this research, the questions were served in close-ended format (20 items) under Likert's scale criteria of 5 measurement; 5= Strongly agree, 4= Agree, 3= Neutral, 2= Disagree, and 1= Strongly disagree, and it was distributed online by using Google Form service.

 Instrument Construction

The 20 items of online close-ended questionnaire (google form) was adapted and modified from Sánchez and Hueros (2010), Damnjanovic, Jednak, and Mijatovic (2015), and Pérez-Perez,

Serrano-bedia, and García-piqueres (2019) within 5 main aspects to be asked for students which were Features and Display, System Quality, Perceived Usefulness, Satisfaction, and English Competence. The 20 items were constructed and compiled on table 3.1 below.

Table 3.1 Questions Used in Instrument

Aspects	Items	Sources
Features and Display (*attractive and easy to use*)	1. LMS platform I use is good and interesting. 14. LMS platform display was nice. 11. Features in the LMS platform I use are quite easy in facilitating my English learning. 12. LMS platform I use provides adequate communication space and interactive discussions between friends and teachers. 13. Features in the LMS Platform (materials, assignments, quizzes, forums / chat, audio, video, live chat) are complete and adequate.	Sánchez & Hueros (2010), Damnjanovic, Jednak, & Mijatovic (2015), & Pérez-Perez, Serrano-bedia, & García-piqueres (2019)
System Quality (*works well*)	16. LMS platform I use is quite stable and easily accessible. 17. Quality of teaching and learning through the LMS I use is as good as face-to-face.	Sánchez & Hueros (2010), Damnjanovic, Jednak, & Mijatovic (2015), & Pérez-Perez, Serrano-bedia, & García-piqueres (2019)
Perceived Usefulness (*effective efficient and fun, active, motivated*)	3. I find quite easy to learn English with the LMS platform I use. 8. I find quite easy to understand English material presented in the LMS. 15. Assignment submission and quiz completion through LMS Platform become faster, more effective and efficient. 4. I like learning English with the LMS Platform I use. 5. Using LMS Platform is more fun for me. 6. I feel motivated to learn English using LMS Platform. 7. I feel actively learning English using LMS Platform.	Sánchez & Hueros (2010), Damnjanovic, Jednak, & Mijatovic (2015), & Pérez-Perez, Serrano-bedia, & García-piqueres (2019)
Satisfaction (*recommended*)	2. I have got a new experience learning English using LMS Platform. 18. In general, I am satisfied learning English using LMS platform. 19. I want to keep learning English with LMS Platform in the future. 20. I recommend other students or teachers to use LMS Platform.	Sánchez & Hueros (2010), Damnjanovic, Jednak, & Mijatovic (2015), & Pérez-Perez, Serrano-bedia, & García-piqueres (2019)
English Competence (*positive performance and outcome*)	9. I feel my English skills improved after learning using LMS platform. 10. My English scores after learning with LMS Platform are still good and they are even improving.	Sánchez & Hueros (2010), c, & Pérez-Perez, Serrano-bedia, & García-piqueres (2019)

Data Collection and Participants

To achieve such goal, the close-ended questionnaire was distributed freely from July 12th until August 12th 2020 to the students who ages ranged from 13 to 22 years old and schooled in the specific area of Jabodatebek. There were 428 students which consisted of 143 males and 285 females from three different levels of education (Junior, Senior High Schools, and university) who had involved as participants of this survey. To be highlighted again, the 428 students who responded the questionnaire were experienced studying and using LMS provided for them around March to June 2020 by their teachers or schools, such as Google Classroom, Schoology, Edmodo, Moodle, or any other platforms. Below are table 3.2 classified the participants' demography.

Table 3.2 Survey Participants' Demography

Gender	Level	Age	Location	LMS
Male (143/33.45)	Junior High School (248/57.9%)	13-15 years old (261/61%)	Jakarta (278/65%)	Moodle (76/17.8%)
Female (285/66.6)	Senior High School (29/6.8%)	15-18 years old (35/8.2%)	Bogor (134/31.3%)	Google Classroom (288/67.3%)
	University (151/35.3%)	19-22 years old (132/30.8%)	Depok (2/0.46%)	Edmodo (1/0.2%)
			Tangerang (7/1.63%)	Schoology (36/8.4%)
			Bekasi (7/1.63%)	Other LMS Platforms 27 (6.3%)

Data Analysis

After the close-ended questionnaire had been fully responded, the data then gathered, calculated, and analyzed by using SPSS software version 24. At the end, the writer discussed and concluded the findings got from the data calculation.

Findings and Discussion

Questionnaire Results

Table 4.1 below showed the calculation results of 20 items of close-ended questionnaire responded by 428 participants.

Table 4.1 The Results of Close-Ended Questionnaire.

Aspects	N	$\bar{X}$	SD	% (SA + A)	(N)	(D + SD)
1. Features and Display						
- attractive	428	5.40	1.23	57.94	37.50	4.56
- easy to use		8.54	1.93	59.80	34.20	6.00
2. System Quality						
- works well	428	5.28	1.34	55.00	31.80	4.56
3. Perceived Usefulness						
- effective and efficient	428	8.03	2.03	57.10	32.90	10.00
- fun, active, and motivated		11.14	2.81	57.20	32.70	10.10
4. Satisfaction						
- recommended	428	11.30	2.97	56.37	31.89	11.74
5. English Competence						
- positive performance and outcome	428	5.00	1.29	40.00	49.00	11.00

From table 4.1 above, it showed that students' view of Learning Management System (LMS), either Google Classroom, Schoology, Edmodo, Moodle, or any other platforms they used in online English learning during covid-19 pandemic was much more positive. 4 of 5 aspects had been responded dominantly with Strongly Agree (SA) and Agree (A) options. In terms of Features and Display, most students viewed that their LMS had provided them with good or attractive (57.94 or

$\overline{X} = 5.40$) and easy to use (59.80 or $\overline{X} = 8.54$) the menu provided. Next, in terms of System Quality, most students also viewed that their LMS works really well; good and stable (55.00 or $\overline{X} = 5.28$).

Again, in terms of Perceived Usefulness, most students viewed that learning English online using LMS were effective and efficient, such as in accessing and understanding materials or doing task submission and quiz completion (57.10 or $\overline{X} = 8.03$). They felt also like it and fun to learning English in LMS, they became active and motivated to learn English through LMS (57.20 or $\overline{X} = 11.14$). Last, in terms of satisfaction, most students viewed that they got new experience. They wanted to study more with LMS, and they strongly recommended the use of LMS in English learning process (56.37 or $\overline{X} = 11.30$). However, only 1 aspect found in survey that students viewed Neutral; their English competence or performance and outcome were not clearly increased (49.00 or $\overline{X} = 5.00$).

Discussion

The discussion in the following sections are explained based on the results of close-ended questionnaire previously. From the survey, 4 of 5 aspects had been responded dominantly on Strongly Agree (SA) and Agree (A) options which were Features and Display, System Quality, Perceived Usefulness, and Satisfaction. It was only found 1 aspect which were English Competence that students responded dominantly on Neutral (N) option.

Features and Display

Majority students from total 428 participants who took this survey viewed their Learning Management System (LMS) features and Display were fit with their criteria or standard which were good and can attract their English learning enthusiasm. They also more likely viewed the features and display were sufficient in facilitating communication space and interactive discussions between other students and teacher. It indicates that all features and display in Google Classroom, Schoology, Edmodo, Moodle, or any other platforms are designed to provide finest virtual learning for students, in this case, attractive and easy to utilize. Chinyio and Morton (2006) supported this by stating the main principle of e-learning mode must always be user friendly. Yildirim, Temur, Kocaman, & Göktaş (2004) also added that an LMS should be design dynamically, and it should be flexible, customizable and adaptable of course, for the users.

System Quality

In the context of system quality of Learning Management System (LMS), majority students viewed Google Classroom, Schoology, Edmodo, Moodle, or any other platforms they used had no significant trouble in its system or worked well to support their English learning. It indicates the system built by the LMS software vendor was advanced, compatible, and adaptable to be used in students' computer as long as it fulfils standard requirement of the LMS, such as storage or bandwidth. Liaw (2008) and Chaw and Tang (2018) stressed out that system quality of an e-learning or LMS determine the successful support and effectiveness of learning. In the case of this research, students are much fine to the LMS system; good and stable.

Perceived Usefulness

For the aspect of perceived usefulness, Learning Management System (LMS) that students used such as Google Classroom, Schoology, Edmodo, Moodle, or any other platforms were viewed effective and efficient in supporting and facilitating students' English learning. Effective and efficient here mean the students viewed that there were no such big gaps of understanding because of the switch from traditional face-to-face learning to online learning using LMS. They dominantly agreed that the process of task submission or quiz completion through LMS Platform became faster. This result is supported by Turnbull, Chugh, and Luck (2020) who argued that LMS has main function to provide a great experience for the user which includes the capability to deliver knowledge or assessment. In addition, the use of LMS has created fun learning on the eyes of students. They became more active and motivated since all learning materials or lesson, forum discussion, task submission, or quiz completion were conducted in one unit of platform. Learning Management System if it is combined with the appropriate learning pedagogies can bring meaningful learning and stimulating engagement (fun, activeness, and motivation) for students (Tay et al., 2011; Conde et al., 2014).

Satisfaction

Majority students in the survey had viewed that Google Classroom, Schoology, Edmodo, Moodle, or any other LMS platforms they used in online English learning gave positive mark for them. The students got valuable experience of virtual learning through LMS. They wanted to continue using

LMS in future English learning, and they were no doubt to recommend other students to study English by LMS due its benefits. It indicates high level of satisfaction according to many students. This result is supported by Mtbe (2015) who explained that the increased LMS usage will increase students' level of satisfaction with courses presented, and it lead to the possibilities of taking more courses with LMS.

English Competence

Different from other 4 aspects that showed positive view towards LMS, in context of whether or not learning English through LMS might enhance students' competence, majority students dominantly chose Neutral on this. The students seemed not sure if the learning using any LMS platforms such as Google Classroom, Schoology, Edmodo, Moodle, or others were valid to rise their English skills and scores. However, this result is different with other studies for instance Liaw, Huang, and Chen (2007), Lee, Yoon, and Lee (2009) cited in Damnjanovic, Jednak, & Mijatovic (2015) who exposed the positive impact and relation between e-learning and students' achievements. The writer assumes it is because the use of LMS in full online English learning are something new for students. They may have experience in learning English within blended or flipped learning format or model, but in case of full online learning especially with LMS, they are still fragile and needs further investigation to check and focus on.

Conclusion and Suggestion

Conclusion

This survey research has successfully exposed the students' view of Learning Management System (LMS) such as Google Classroom, Schoology, Edmodo, Moodle, or other platforms they used in online English learning during covid-19 pandemic with dominant result that those LMS were positive to support and facilitate students' learning. The students viewed Learning Management System (LMS) had a good features and display with the easy menu to be used such as for communication features. LMS was also built with the high technology system to maintain best quality of English learning for students. LMS had also proven that the platforms can be very effective and efficient to the needs of students in line with materials add, task submission, or quiz completion. In fact, students seemed enjoy and fun while learning English with LMS by also felt

more active and motivated. Last, LMS marked positive experience whereas students were not doubt to apply LMS in their daily English learning as one as they wanted to recommend other students to study using LMS. Meanwhile, it was found only different in students' survey whereas they viewed unsure or more Neutral than strongly agree or agree if LMS might give effect to the students' English competence or outcome. This is surely need further investigations.

Suggestion

Since the students felt unsure whether the learning English using any LMS platforms such as Google Classroom, Schoology, Edmodo, Moodle, or others might be helpful to boost their learning performance and outcome, it is highly suggested that other readers or researchers to explore more or do experiment on the use of one of those Learning Management System (LMS) mentioned above toward specific English skills or sub-skills existed. Besides, from this findings, other readers or researchers who might interest in LMS context, may also try to start creating or developing their own LMS or application that can contribute to the English language teaching and technology advancement area. Thus, the genuine innovation will never stop for the sake of students and teachers in teaching and learning English Language context.

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