

**LAPORAN
PENELITIAN PENGEMBANGAN IPTEK (PPI)**

**STUDI REFLEKSI PENGGUNAAN LEARNING MANAGEMENT
SYSTEM (MOODLE) DALAM SITUASI PENGAJARAN DAN
PEMBELAJARAN GRAMMAR BAHASA INGGRIS
(SUDUT PANDANG PEMBELAJAR & PENILAIAN PAKAR)**

*(A Reflective Study of Learning Management System (Moodle) Utilization in
Grammar Teaching and Learning Situation (Students Experience and Expert
Judgment Based))*



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
TAHUN 2021**

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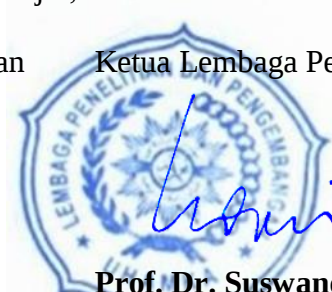
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Nomor : 143 / F.03.07 / 2021
Tanggal : 19 April 2021

Bismillahirrahmanirrahim

Pada hari ini, Senin, tanggal Sembilan Belas, bulan April, Tahun Dua Ribu Dua Puluh Satu, yang bertanda tangan di bawah ini **Prof. Dr. Suswandari, M.Pd.**, Ketua Lembaga Penelitian dan Pengembangan Universitas Muhammadiyah Prof. DR. HAMKA, selanjutnya disebut sebagai **PIHAK PERTAMA**; **CAHYA KOMARA S.Pd., M.Hum.**, selanjutnya disebut sebagai **PIHAK KEDUA**.

PIHAK PERTAMA dan PIHAK KEDUA sepakat untuk mengadakan Perjanjian Kontrak Kerja Penelitian yang didanai oleh RAPB Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2020/2021.

Pasal 1

PIHAK KEDUA akan melaksanakan kegiatan penelitian dengan judul : **STUDI REFLEKSI PENGGUNAAN LEARNING MANAGEMENT SYSTEM (MOODLE) DALAM SITUASI PENGAJARAN DAN PEMBELAJARAN GRAMMAR BAHASA INGGRIS (SUDUT Pandang Pembelajar dan Penilaian Pakar)** dengan luaran wajib dan luaran tambahan sesuai data usulan penelitian Batch 1 Tahun 2020 melalui simakip.uhamka.ac.id.

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Pasal 4

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Pasal 5

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(4) Dana Penelitian dikenakan Pajak Pertambahan Nilai (PPN) dari keseluruhan dana yang diterima oleh PIHAK PERTAMA sebesar 5 % (lima persen)

Jakarta, 19 April 2021

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ABSTRAK

Penelitian ini berbentuk studi refleksi terhadap Learning Management System (Moodle) yang telah digunakan dalam konteks pengajaran dan pembelajaran grammar bahasa Inggris mahasiswa semester sebelumnya (riset sebelumnya). Tujuannya adalah untuk dapat mengungkap lebih dalam dan menyeluruh sisi evaluasi teknis seperti 1) fitur dan tampilan, 2) kualitas sistem, 3) kebergunaan bagi mahasiswa (likeness, motivation, activeness), 4) kepuasan, dan 5) potensi penguatan kompetensi bahasa Inggris (grammar) serta sisi evaluasi konten seperti 1) kekuatan materi dan 2) variasi tugas/tes yang dibuat atau dikembangkan di Learning Management System (Moodle) bahasa Inggris dari sudut pandang pembelajar. Selain itu, penelitian ini juga berupaya mengungkap sejauh mana kualitas Learning Management System (Moodle) yang dibuat atau dikembangkan melalui penilaian independen atau dari sudut pandang pakar yang kompeten dibidangnya. Maka, secara metodologis, penelitian ini menggabungkan unsur atau pendekatan kuantitatif melalui pemberian instrumen kuesioner tertutup kepada 70 pembelajar tentang Learning Management System (Moodle) yang mereka gunakan. Kemudian, Learning Management System (Moodle) yang telah dibuat untuk pengajaran dan pembelajaran grammar bahasa Inggris ini akan dinilai secara objektif sisi teknis dan konten oleh 1 pakar atau ahli melalui bentuk penilaian LMS berdasarkan rubrik yang telah disiapkan. Data penelitian ini turut dipotret melalui teknik dokumentasi penggunaan LMS yang dapat mendukung analisa dan kevalidan hasil penelitian. Diharapkan, penelitian ini dapat mengungkap secara rinci dan detail terkait Learning Management System (Moodle) yang dibuat sehingga kedepan dapat dilakukan pengayaan, pengembangan, atau bahkan pembuatan inovasi LMS sisi teknis maupun konten materi LMS yang bermanfaat bagi keilmuan grammar bahasa Inggris pengajar dan pembelajar di Indonesia.

Kata kunci: *EFL learners, grammar, learning management systems, moodle*

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BAB I

PENDAHULUAN

A. Latar Belakang Masalah

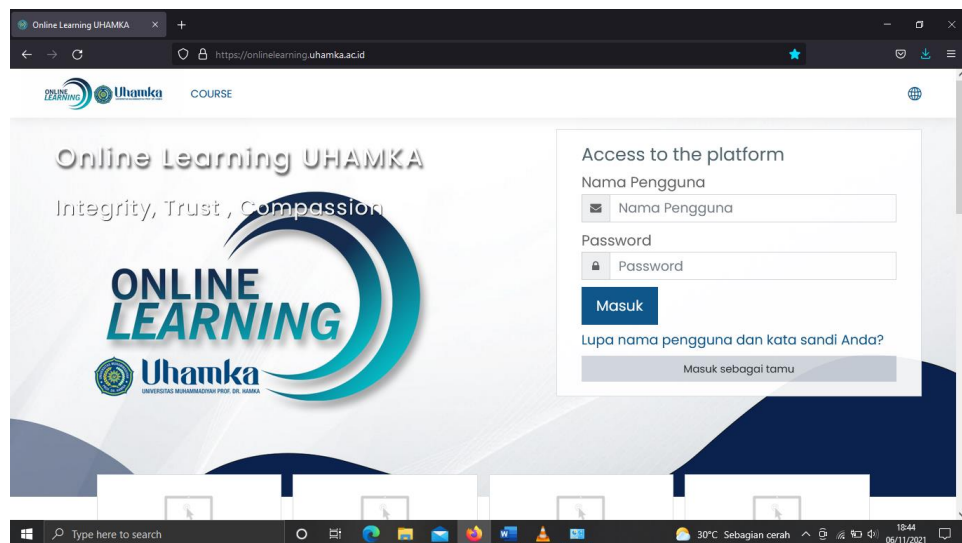
Seperti kita ketahui bersama, masyarakat di seluruh dunia mulai terserang virus Covid-19 pada awal Januari 2020. Virus ini muncul pertama kali sekitar Desember 2019 dari kota yang bernama Wuhan di China (Ren, 2020), lalu tiba-tiba menyebar dengan cepat dan tak terkendali kurang lebih 1 tahun terakhir. Selama hampir 12 bulan sejak Januari 2020 hingga Januari 2021, virus ini telah menyebar ke seluruh dunia, dan menginfeksi lebih dari 28 juta orang di 216 negara (<https://covid19.who.int>) yang menciptakan situasi krisis kesehatan berskala besar. Benach (2020) mendefinisikan Covid-19 sebagai “pandemi ketimpangan sistemik” yang berarti virus ini memiliki semua kriteria yang dapat menginfeksi manusia secara masif tanpa ada batasan status, kelas, jenis kelamin, usia, etnis, atau tempat. Akibatnya, banyak sektor penting yang terkena imbas akibat wabah Covid-19, seperti sektor ekonomi, medis, showbiz, pendidikan, dan lain-lain. Orang-orang harus patuh untuk tinggal di rumah, bekerja dari rumah. Bahkan, di beberapa negara telah diambil kebijakan lock down yang memaksa orang untuk tidak keluar sama sekali, membuat orang melakukan jarak fisik atau sosial untuk mencegah biaya yang besar dari pandemi global ini (<https://www.cnbc.com>). Hal ini disebabkan oleh sebuah virus yang berdampak besar di kehidupan manusia.

Di konteks Indonesia, kasus pertama Covid-19 ditemukan di ibu kota Jakarta dengan penderita utama adalah satu warga negara Jepang dan dua warga negara Indonesia sekitar Februari 2020 (<https://www.theguardian.com>). Pemerintah mulai secara resmi mengumumkan kasus lain yang ditemukan yang berarti penyebaran Covid-19 adalah faktual dan terus berkembang hingga Januari 2020. Saat ini, Indonesia berada di peringkat ke-23 global yang dikategorikan sebagai salah satu negara yang tercekik COVID-19. 19 wabah (<https://tempo.co>), dan mengancam

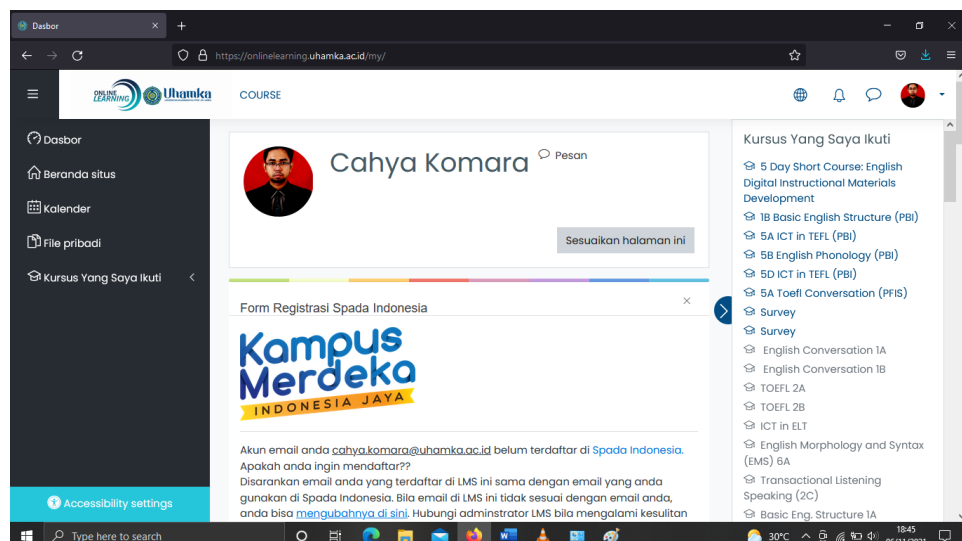
rakyatnya lebih cepat. Oleh karena itu, beberapa kebijakan telah diinformasikan untuk mencegah dan menghentikan rantai wabah yang dimulai dengan meminimalkan kegiatan sosial, menekankan pada pencegahan kesehatan dan protokoler seperti pemakaian masker, hand sanitizer, menutup sekolah dan kampus, dan lain-lain. Sejalan dengan hal tersebut, Kementerian Pendidikan memutuskan untuk mengubah sistem pembelajaran di era pandemi dari pembelajaran tatap muka menjadi pembelajaran online penuh (<https://setkab.go.id/>). Institusi sekolah atau kampus termasuk guru dan dosen diijinkan untuk menggunakan aplikasi atau perangkat lunak potensial yang dapat mendukung pembelajaran elektronik atau digital siswa di rumah. Banyak guru atau dosen yang beralih menggunakan Whatsapp, Email, Youtube, Zoom Meeting, dan utamanya Learning Management System (LMS) untuk melakukan kegiatan belajar mengajar, termasuk dalam konteks English Language Teaching (ELT). Aplikasi atau software tersebut sedikit banyak membantu kelancaran proses pengajaran dan pembelajaran bahasa Inggris di kondisi pandemik saat ini.

Namun dalam konteks penelitian ini, peneliti sebagai salah satu pengajar atau dosen bahasa Inggris di Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhamamdiyah Prof. Dr. HAMKA telah memilih dan menggunakan Learning Management System atau LMS berbasis Moodle sebagai salah satu senjata yang dapat mendukung kesuksesan belajar grammar bahasa Inggris mahasiswa. Alasannya, Learning Management System (Moodle) merupakan teknologi yang mampu menjadi perangkat lunak terintegrasi yang komprehensif dalam berbagai fitur yang ditawarkan dalam menunya seperti untuk penyampaian kursus, administrasi, dan manajemen (Riad, El-Minir, & El-Ghareeb, 2009). LMS Moodle termasuk dalam kategori alat potensial untuk memberikan siswa kelas virtual pembelajaran bahasa Inggris yang efektif dan efisien dengan keunggulan seperti 1) fitur dan tampilan, 2) kualitas sistem yang baik, 3) kebergunaan yang dirasakan siswa (kesukaan atau kesenangan, motivasi, keaktifan), 4) kepuasan, dan tentu saja 5) potensi peningkatan kompetensi bahasa Inggris mahasiswa. Dengan

demikian, baik pengajar atau dosen dan pembelajar atau mahasiswa bisa mendapatkan manfaat penggunaan LMS Moodle dalam konteks belajar mengajar grammar bahasa Inggris di kelas secara signifikan. Berikut ini contoh sedikit tampilan LMS Moodlenya melalui laman <https://onlinelearning.uhamka.ac.id>.



Gambar 1.1 Display OLU



Gambar 1.2 Dasbor OLU

COURSE

Course sections

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Badges

Kompetensi

Nilai

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Basic Eng. Structure 1A

Dasbor

Kursus

Fakultas Keguruan dan Ilmu Pendidikan

Bahasa Inggris

(tersembunyi)

Basic Eng. Structure 1A

GREETING (Must Read!)

Welcome Future Leaders!

This is Basic English Structure (1A) Course. I am so happy to meet you through this virtual or online learning of UHAMKA. Thank you for choosing FKIP UHAMKA, especially English Education Department as your place to study. Please enjoy your time with me in BES class for whole semester.

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To be noticed first, this online learning platform is used as storage platform. There are some usage of this OLU such as:

1. You can access the lesson on each meeting (previous or after) of our English learning
2. You can download the assignments/task as one as uploading or submit it
3. You can download sources (Ms. PPT, books, journals, videos, audio, etc)
4. You can do quiz
5. You can do Mid Term and Final Term test

Please let me know if you have trouble in using this platform by giving me the direct message or whatsapp. Happy studying!!

Grammar Books

There two main books for this Basic English Structure Course. Please kindly download the books below:

1. Sargeant, H. (2007). *Basic english grammar for English language learners*. Irvine, CA: Saddleback Educational Publishing.
2. Azzar, B. S. (2003). *Fundamental of English Grammar*. Third Edition. New Jersey: Pearson Education.

Link to download : <https://drive.google.com/drive/u/0/folders/1IByMsWyQdyARCLNdtZXXNhX5oiSu4pP>

Regards,
Cahya Komara, S.Pd., M.Hum
English Education Dept. FKIP UHAMKA

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COURSE

UHAMKA

Meeting 1 (12 October - 18 October 2020)

- [1st Live Meeting](#)
☒
- [Introduction to Basic English Structure](#)
☒
- [Ms. PowerPoint of Basic English Structure](#)
☒

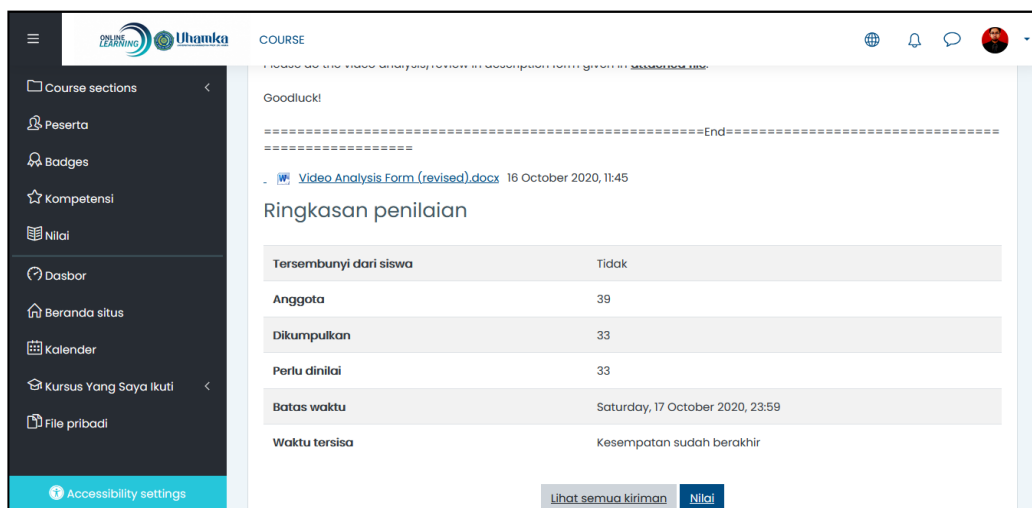
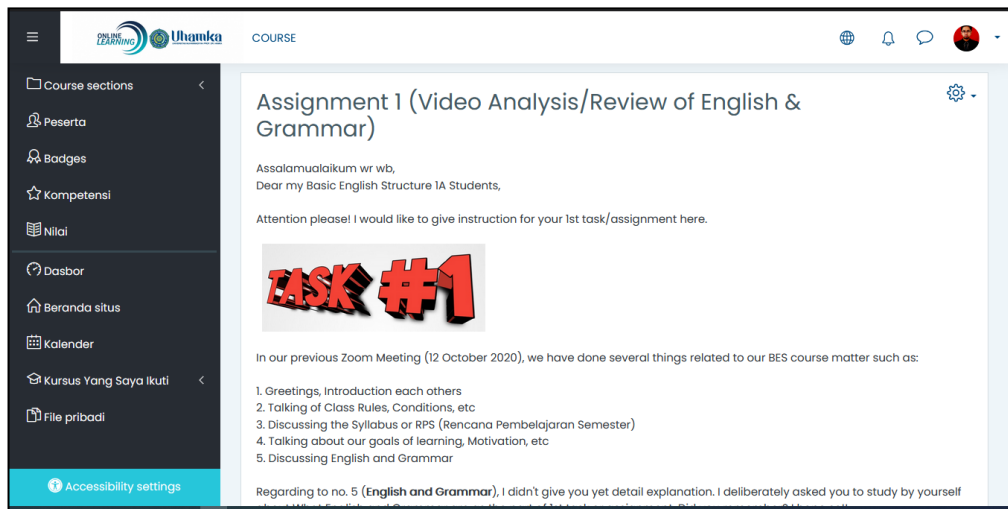
Please download the Ms. PowerPoints about [Introduction to Basic English Structure](#) above!

[Assignment 1 \(Video Analysis/Review of English & Grammar\)](#)
☒

Meeting 2 (19 October - 25 October 2020)

- [2nd Live Meeting](#)
☒
- [1. Overview of English History and Grammar](#)
☒
- [2. Introduction to English Formal Grammar \(Parts of Speech\)](#)
☒
- [3. Noun and Its types](#)
☒
- [Ms. PowerPoints of English History & Grammar, English Formal Grammar \(Parts of Speeches\), & Noun \(Its Types\)](#)
☒

Please download the Ms. PowerPoints above about;



Gambar 1.3-1.7 Kelas Online Basic English Structure di OLU

Learning Management System (Moodle) gambar diatas telah peneliti terapkan pada kelas Basic English Structure dan telah dilakukan riset dimana dari hasil riset ujicoba penggunaan LMS Moodle pada periode sebelumnya, peneliti mendapat hasil kuantitatif positif terhadap peningkatan kemampuan grammar bahasa Inggris mahasiswa (Komara, 2020). Namun, peneliti masih perlu melakukan pendalaman melalui bentuk penelitian lanjutan sisi evaluasi dan refleksi apakah masih ada yang kurang dan perlu dikembangkan dalam penggunaan LMS Moodle tersebut dari sudut pandang pengalaman mahasiswa sebagai subyek yang merasakan. Selain itu, untuk mendorong

pengayan, penguatan, pengembangan terkait sisi teknis dan konten atau isi LMS Moodle ini, peneliti memandang perlu adanya penilaian dan masukan dari pengajar eksternal lain dan pakar yang ahli dalam bentuk analisa dan skoring rubrik LMSnya. Atas dasar inilah, peneliti bermaksud mengadakan penelitian dengan judul; “Studi Refleksi Penggunaan Learning Management System (Moodle) Dalam Situasi Pengajaran Dan Pembelajaran Grammar Bahasa Inggris (Sudut Pandang Pembelajar dan Penilaian Pakar)”.

B. Rumusan Masalah

Peneliti merumuskan 2 pertanyaan penelitian, yaitu 1) Apa pendapat mahasiswa terhadap Learning Management System (Moodle) yang telah mereka gunakan ditinjau dari 5 aspek yaitu fitur dan tampilan, kualitas sistem, kebergunaan bagi mahasiswa (likeness, motivation, activeness), kepuasan, dan potensi penguatan kompetensi bahasa inggris (grammar). 2) Apa hasil penilaian pakar ahli terhadap sisi teknis dan konten (materi dan tugas) Learning Management System (Moodle) yang telah dibuat untuk pengajaran dan pembelajaran grammar bahasa Inggris mahasiswa?

C. Tujuan Penelitian

Tujuan penelitian ini adalah untuk mengetahui sisi evaluasi dari LMS Moodle ini. Dengan begitu, peneliti akan mendapatkan outcome penting dan berharga terkait kemungkinan kelemahan atau kekurangan yang ada dalam LMS Moodle nya dan kedepan tidak menutup kemungkinan untuk bisa mengembangkan dan menciptakan inovasi pengajaran dan pembelajaran grammar mahasiswa dengan platform atau moda pembelajaran digital lainnya.

D. Urgensi dan Manfaat Penelitian

Penelitian ini melanjutkan penelitian sebelumnya yaitu penerapan Learning Management System (Moodle) dalam kerangka penelitian eksperimen konteks keilmuan grammar bahasa Inggris mahasiswa di tahun 2020. Hasil penelitian sebelumnya menunjukkan angka kuantitatif positif

dalam hal peningkatan kemampuan grammar bahasa Inggris mahasiswa. Akan tetapi, hasil tersebut perlu didalami lebih jauh sebagai bagian dalam upaya evaluasi dan merefleksi serta mengembangkan Learning Management System (Moodle) yang telah dibuat. Terdapat 5 aspek yang akan ditelusuri seperti 1) fitur dan tampilan, 2) kualitas sistem, 3) kebergunaan bagi mahasiswa (likeness, motivation, activeness), 4) kepuasan, dan 5) kompetensi bahasa Inggris (grammar) dari Learning Management System (Moodle) yang dibuat. Selain itu, perlu adanya evaluasi menyeluruh terhadap LMS Moodle ini baik dari sisi teknis maupun course material atau konten yang dapat dinilai oleh pengajar lain atau pihak pakar yang kompeten dibidang LMS ini. Harapannya, penelitian ini dapat memberi penguatan dan pengembangan terhadap potensi LMS yang signifikan digunakan dimasa akan datang

BAB II

TINJAUAN PUSTAKA

A. *State of Art (Studi Relevan)*

Penelitian ini berjudul “Studi Refleksi Penggunaan Learning Management System (Moodle) dalam Situasi Pengajaran dan Pembelajaran Grammar Bahasa Inggris”. Peneliti fokus meninjau LMS Moodle yang telah dibuat dan digunakan dalam pengajaran dan pembelajaran grammar bahasa Inggris sebelumnya dalam 5 aspek atau indikator perhatian; 1) fitur dan tampilan, 2) kualitas sistem, 3) kebergunaan bagi mahasiswa (likeness, motivation, activeness), 4) kepuasan, dan 5) potensi penguatan kompetensi bahasa Inggris (grammar). Selain itu, refleksi terhadap LMS Moodle juga dilakukan dengan mendengar masukan dan pemberian penilaian oleh pengajar lain dan pakar ahli dibidang teknologi dan LMS pada tataran teknis dan konten LMS. Diharapkan, penelitian ini dapat memberi informasi berharga terhadap pengayaan, pengembangan, dan bukan tidak mungkin penciptaan LMS yang jauh lebih baik dan bermanfaat.

Dari hasil tinjauan pustaka, peneliti menemukan banyaknya kajian atau studi tentang evaluasi penggunaan Learning Management System dan hubungannya dengan penilaian fitur dan tampilan LMS seperti oleh Jurado, Petterson, Gomez, dan Scheja (2013). Selain itu, untuk pengecekan kualitas system LMS telah dilakukan oleh Kraveva, Sabani, & Kravev (2019) dan Santiago et al (2020). Kemudian, untuk sisi kebermanfaatan LMS yang dirasakan; efektif dan efisien, penelitian oleh Chaw dan Tang (2018) berhasil mengungkap dengan jelas. Selanjutnya, penelitian oleh Ayan (2015) telah mengungkap sisi motivasi dan keaktifan siswa belajar dengan menggunakan LMS. Sementara, Çobanoğlu (2018), Ohliati & Abbas (2019), dan Yuen, Cheng, dan Chan (2019) berhasil mengungkap seberapa puas siswa belajar dengan LMS. Terakhir, terkait potensi penambahan kompetensi bahasa Inggris, penelitian oleh Wihastyanang, Hentasmaka, dan Anjarwati (2014),

dan Feizabadi, Aliabadi, dan Ahmadabadi (2016) berhasil menunjukan adanya peningkatan kompetensi bahasa Inggris pada siswa. Semua studi diatas telah menunjukkan minat yang tinggi di banyak peneliti terhadap studi penggunaan LMS. Kajian tentang persepsi atau pendapat atau pandangan mahasiswa tentang LMS pada merek tertentu atau umum juga banyak. Penelitian tersebut diharapkan dapat memperoleh bukti yang dapat memperkaya pengetahuan keilmuan tentang LMS.

Namun, di konteks Indonesia, penelitian yang meneliti peninjauan pada penggunaan Learning Management System (Moodle) khususnya dalam area grammar bahasa Inggris belum banyak terekspos. Penelitian oleh Wiratomo dan Mulyatna (2020) adalah salah satunya. Penelitiannya berhasil mengungkap usaha yang dilakukan oleh guru dan siswa dalam peningkatan penguasaan bahasa Inggris melalui LMS. Namun, penelitian tersebut hanya mengungkap bagian pendapat atau masukan dari siswa saja. Oleh karena itu, penelitian ini akan menggali secara kuantitatif dan kualitatif evaluasi dan refleksi penggunaan LMS Moodle secara menyeluruh yang melibatkan bukan hanya dari pembelajar namun melibatkan pihak pengajar eksternal atau pakar ahli agar dapat mengungkap apabila ada ditemukan kelemahan, kekurangan, dan kemungkinan penambahan fitur serta pengembangan dan inovasi penerapan LMS Moodle baik dari sisi teknis maupun konten isinya.

B. Definisi Konseptual

1. Grammar (L2)

Grammar merupakan salah satu *sub-skill* atau komponen penting dalam bahasa Inggris yang digunakan sebagai dasar untuk belajar bahasa Inggris. Hal ini dapat dipahami mengingat seorang pemelajar akan secara otomatis mengaplikasikan *grammar* ketika dia, sebagai contoh berbicara dengan mitra tutur atau menulis bahasa Inggris kepada orang lain (Widodo, 2006). *Grammar* atau tata bahasa adalah segala bentuk aturan yang ada pada suatu bahasa yang memiliki pola yang bermakna dan

sistematis (Kroger, 2005; Cowan, 2008). Aturan-aturan ini melekat pada setiap bahasa, termasuk bahasa Inggris dan menjadi aturan baku dan disepakati oleh pengguna bahasa.

Grammar bahasa Inggris secara historis terbagi menjadi tiga fase, yaitu *old English*, *middle English*, dan *modern English* (Gelderen, 2006). Pada masa *old English*, kajian *grammar* berpusat pada Akar Yunani dan Latin hingga kemudian berubah seiring pergeseran kekuasaan pada abad pertengahan Renaisans (*middle English*), dan berjalan hingga masa sekarang (*modern English*) yang menunjukkan bagaimana perspektif dan teori tentang tata bahasa berkembang dan berubah seiring dengan waktu. Adapun pembelajaran *grammar* bahasa Inggris yang dipelajari saat ini mengacu pada tata bahasa *modern English* dimana *grammar* cenderung dipandang sebagai kajian *prescriptive* atau dikenal dengan tata bahasa formal yang sesuai dengan kaidah yang berlaku.

Seperti yang telah dijelaskan sebelumnya, tata bahasa Inggris yang ada sekarang menerapkan jenis tata bahasa formal *modern* di mana *grammar* cenderung dilihat sebagai studi preskriptif untuk diterapkan oleh pemelajar. Tata bahasa formal ini telah diajarkan di sekolah sejak dahulu kala (Celce-Murcia & Hilles, 1990), dan menjadi bidang yang menonjol untuk dipelajari dan dieksplorasi khususnya bagi peneliti. Terdapat sejumlah alasan yang membuat studi *formal grammar* bahasa Inggris menarik untuk dieksplorasi oleh banyak peneliti di seluruh dunia. Tata bahasa Inggris telah terkenal terkait dengan dua status utamanya; jelek dan layak, yang membuat peneliti menaruh banyak minat padanya. Pada awalnya, tata bahasa memiliki stigma yang terkenal karena umumnya dipandang sebagai subjek yang sulit atau menakutkan di mata banyak pemelajar yang mempelajarinya (Al-mekhlafi & Nagaratnam, 2011). Namun, ada juga "kepercayaan" yang kuat dan positif tentang tata bahasa dari peserta didik yang memandang betapa pentingnya untuk belajar dan menguasai sub-skill ini. Ini adalah semacam dilema; di satu sisi, sulit dipelajari, tetapi di sisi lain, penting untuk mendapatkannya. Oleh karena

itu, banyak peneliti fokus pada bidang *grammar* mereka untuk menyelidiki lebih lanjut dan mencari isu yang paling meyoritkan pemelajar.

Borjars dan Burridge (2010) mengatakan bahwa pengetahuan bahasa Inggris khususnya struktur gramatikal berguna ketika seseorang mempelajari struktur gramatikal bahasa lain atau setiap kali seseorang harus mengajar tentang aturan bahasa kepada orang lain. Demikian pula, Greenbaum dan Nelson (2002) menyebutkan beberapa manfaat belajar tata bahasa Inggris. Pertama, pengakuan struktur gramatikal seringkali penting untuk tanda baca. Kedua, studi tentang tata bahasa asli seseorang sangat membantu ketika seseorang mempelajari tata bahasa asing. Ketiga, mempelajari *grammar* membantu dalam penafsiran sastra juga teks-teks nonliterary karena penafsiran suatu ayat kadang-kadang sangat tergantung pada tata bahasa analisis. Dan keempat, berguna dalam komposisi.

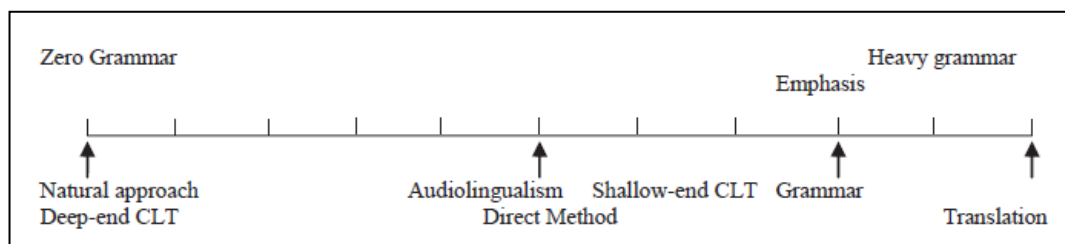
2. Model Pengajaran dan Pembelajaran Grammar (L2)

Pengajaran dan pembelajaran tata bahasa formal bahasa Inggris telah dalam kurikulum bahasa Inggris di Sekolah dan penerapannya seringkali berbeda tergantung pada berbagai teori dan sudut pandang yang digunakan. Misalnya, awal mula penekanan besar pembelajaran pada tata bahasa khususnya Inggris dimulai pada periode Grammar Translation Method (1890-1940). Pada periode ini, tata bahasa digunakan sebagai titik awal untuk instruksi dan pelajaran dimulai dengan pernyataan eksplisit dari peraturan, diikuti dengan latihan yang melibatkan penerjemahan masuk dan keluar dari bahasa ibu siswa. Setelah itu, Direct Method mulai berkembang. Menurut Thornbury (2004), prioritas pengajaran bahasa Inggris dengan metode ini adalah pada keterampilan lisan dan eksplisit *grammar*. Para pembelajar memilih tata bahasa dengan cara yang sama seperti anak-anak berlatih mengambil tata bahasa bahasa ibu mereka yang hanya dengan ditenamkan dalam pengajaran bahasa.

Lebih jauh lagi, pada masa Audiolingualisme, pengajaran tata bahasa Direct benar-benar ditolak. Audiolingualisme condong kepada

memanfaatkan perilaku belajar atau kebiasaan. Silabus Audiolingualisme terdiri dari daftar kalimat bertingkat pola-pola, yang meskipun tidak harus diberi label seperti itu, asalnya bersifat tata bahasa. Ciri khas praktik kelas Audiolingual adalah latihan pola-praktik. Pada waktu bersamaan muncullah Natural Approach yang dibawa oleh Chomsky yang mengklaim bahwa kemampuan bahasa bukanlah perilaku yang terbiasa, tetapi kapasitas manusia bawaan, oleh karena itu, instruksi formal tidak diperlukan (Thornbury, 2004). Chomsky berperan besar pada kehadiran *communicative approach*.

Selama tahun 1960-1970-an, pengajaran tata bahasa yang didorong adalah *Classic Communicative Language Teaching* (Richards & Rodgers, 2001). Saat itu, dikatakan bahwa mengajar tata bahasa eksplisit bukan cara yang efisien untuk mengembangkan keterampilan komunikasi praktis. Ketidaksukaan pembelajaran *grammar* berlanjut selama tahun tersebut kebanyakan metode menentang pengajaran tata bahasa berasal dari kaum pengikut *communicative approach*. Pada tahun-tahun tersebut, pengajaran dalam silabus yang sebagian besar melibatkan hafalan dialog, pemberian instruksi, dan pengajaran *explicit grammar* mulai diabaikan. Beberapa ahli dalam kajian Nassaji dan Fotos (2011) frontal menyebut “*grammar instruction is good for short term learning but not for long term*”. Akan tetapi, perdebatan inklusi atau pengecualian penerapan pendekatan pengajaran dan pembelajaran tata bahasa biasanya tidak melibatkan pengajaran bahasa Inggris sebagai bahasa kedua (untuk native atau L1). Berikut gambaran perjalanan panjang perkembangan pendekatan pengajaran *grammar* bahasa Inggris menurut Thornbury (2004):



Gambar 2.1 Perkembangan Pengajaran Grammar

Hingga kemudian, pada tahun 1990-an, ketika semakin banyak orang tertarik mengajar dan belajar bahasa Inggris melalui studi tata bahasa. Banyak diskusi ilmiah melalui hasil riset, buku, dan lain-lain untuk mengupas penerapan pengajaran *explicit grammar* vs *communicative approach* dalam konteks *Foreign Language* atau *Second Language* (FL/L2). Suka atau tidak suka, pemelajar *grammar* bahasa Inggris di konteks *Foreign Language* atau *Second Language* (FL/L2) diwajibkan atau memerlukan pendekatan *explicit* dalam upaya menguasai *grammar*. Sejarah mencatat, telah banyak metode yang telah dicoba dengan pendekatan ini untuk kegiatan mengajar *grammar* di kelas dan mendukung pengajaran eksplisit tata bahasa. Namun perlu diingat, belajar *grammar* tetap harus mengedepankan unsur praktis dan dimasukkan dalam kegiatan dan tugas sehingga model komparatif (antara L1 dan L2) dipandang cocok.

3. Pengajaran dan Pembelajaran Grammar (L2) di Indonesia

Di Indonesia sendiri, pembelajaran *grammar* adalah “suatu keharusan” atau tidak dapat ditolak bagi para siswa karena dimasukkan ke dalam kurikulum sekolah pada tingkat studi yang bertingkat (Lihat dalam Spolsky & Sung, 2015; Komariah, 2017). Situasi ini menciptakan kompleksitas, terutama dalam memahami konsep tata bahasa dan bagaimana menerapkannya secara komprehensif. Pembelajar EFL di Indonesia sebagian besar tidak memiliki latar belakang pengetahuan bahasa Inggris (Stardy, 2011), dan berpotensi, mereka mendapatkan masalah dalam belajar bahasa Inggris. Guru, metode, dan bahan ajar menjadi kunci atau tulang punggung kesuksesan pemelajar menguasai *grammar*.

Berdasarkan pengalaman peneliti, pendekatan pengajaran *grammar* di Indonesia cukup beragam. Banyak ditemukan lembaga-lembaga maupun sekolah pengajaran bahasa Inggris yang berhasil menerapkan model belajar *grammar* berbasis komunikatif seperti LIA atau Sekolah

Internasional lainnya. Pemelajar yang menjalankan proses belajar *grammar* dengan komunikatif memiliki sistem belajar yang “use language, productive, unsituational context” dan konsisten (Brown; 2007, Johnson; 2015). Ditambah lagi, kemampuan bahasa Inggris pemelajar pada level *intermediate* hingga *advanced* menambah variabel kesuksesan dalam menerapkan model belajar seperti ini.

Akan tetapi, tidak semua pemelajar *grammar* bahasa Inggris di Indonesia memiliki kesempatan untuk konsisten menggunakan pendekatan komunikatif dan banyak berada pada posisi *beginner* atau *novice*. Bahasa Inggris di Indonesia adalah *Foreign Language* (Lauder, 2008). Jika kita mengajarkan bahasa Inggris tanpa memperkenalkan aturan, hal ini seperti “hanya menyelam mencari ikan” kepada siswa, tetapi jika kita mengajarkan aturan, guru dapat mengajari mereka “cara menangkap ikan”. Menggunakan aturan tata bahasa dalam mengajar bahasa Inggris sama seperti mengajarkan mengemudi oleh instruktur, atau mengajar cara bermain musik instrumen atau menari. Tanpa memperkenalkan aturan, maka guru berpotensi meninggalkan siswa untuk tersesat dalam memahami dan menemukan aturan di balik mengemudi, bermain musik, atau menari tersebut. Tentunya, akan membutuhkan banyak waktu dan usaha untuk pemelajar dalam konteks menguasai *grammar*.

Oleh karena itu, sangat mungkin untuk menggabungkan model pembelajaran keduanya sekaligus. Nunan (2005) dan Brooks (2015) menjelaskan, seperti di Negara China, mengajar *grammar* menggunakan 2 pendekatan *Deductive* dan *Inductive*. Pertama, siswa belajar *grammar* dengan dikenalkan aturan terlebih dahulu, dikomparasi, dan bahkan dijelaskan eksplisit dengan bahasa pengantar bilingual (L2). Kemudian, siswa berlatih bahasa Inggris dengan contoh dan penerapan *grammar* dalam konteks membaca, berbicara, mendengarkan. Siswa menjadi turut menambah vocabulary dan terbiasa dengan bahasa Inggris.

4. Learning Management Systems (LMS)

Menurut Pina yang dikutip dalam Kats (2010) menjelaskan bahwa Learning Management System merupakan perangkat lunak berbasis server yang dapat memberikan informasi database tentang pengguna, mata kuliah, dan pengelolaan konten untuk keperluan tertentu seperti perusahaan atau materi pendidikan. LMS pertama kali dikembangkan pada tahun 1924 oleh Sidney Pressey yaitu “mesin pengajar”. Pada awalnya mesin ini hanya memiliki satu fitur yang mampu memberikan dan mengelola soal. Satu jendela digunakan untuk menampilkan pertanyaan dan jendela lainnya untuk mengisi jawaban (<https://www.easy-lms.com>).

Kemudian, inovasi LMS berkembang pesat, dan menjadi lebih menarik di tahun-tahun berikutnya. Beberapa LMS, seperti SAKI, Moodle, Edmodo, Schoology, Ispring, Adobe Captivate, Learndash, Tovuti, TalentLMS, bahkan Google Classroom, dan masih banyak lagi telah berhasil ditemukan (<https://elearningindustry.com>). Perangkat lunak LMS tersebut, baik open source atau vendor komersial, menyediakan pengguna dengan empat standar utama dalam sistemnya yaitu: 1) pembuatan konten, 2) komunikasi, 3) penilaian, dan 4) administrasi (Dabbagh & Bannan-Ritland, 2005). Oleh karena itu, guru atau administrator dapat mengelola LMS dengan baik berdasarkan kebutuhan khusus mereka.

Secara khusus dalam konteks pendidikan, Dias, Diniz, dan Hadjileontiadis (2014) menambahkan bahwa Sistem Manajemen Pembelajaran atau LMS yang dibuat bergantung pada kebutuhan guru untuk mengelola jalur pembelajaran siswa di kelas online, memantau kinerja mereka, membuat dan mendistribusikan konten, mengatur kegiatan e-learning, mengevaluasi, dan menyediakan alat untuk komunikasi, kolaborasi, dan interaksi antara siswa lain. Artinya LMS adalah teknologi canggih yang dapat digunakan oleh guru untuk menyesuaikan sendiri kursus online, keperluan administrasi, dokumentasi, laporan kegiatan, kegiatan belajar mengajar (online terkoneksi dengan internet), e-learning dan penyediaan materi pelatihan yang disediakan untuk murid mereka.

Selain itu, Abdelraheem (2012) dan Gedera (2014) setuju dengan fungsi Learning Management System (LMS) ini atau disebut dengan platform e-learning yang merupakan teknologi yang sangat fleksibel karena dapat memfasilitasi pengiriman konten mata kuliah dan mengelola online dalam jumlah besar. informasi mata kuliah yang dibutuhkan oleh guru atau dosen dalam satu platform terintegrasi. LMS benar-benar menyediakan tempat atau lingkungan untuk belajar dan beraktivitas secara virtual yang mandiri tanpa ada batasan ruang dan waktu (Tziallas, Kontogeorgos, & Papanastasiou, 2016).

Maka dapat disimpulkan, bahwa *Learning Management System* adalah suatu perangkat lunak atau *software* berbasis *web* dan server yang berguna untuk keperluan administrasi, dokumentasi, laporan sebuah kegiatan, kegiatan belajar mengajar dan kegiatan secara daring atau *online* (terhubung ke internet), *E-learning*, dan pemberian materi-materi pelatihan (Singh, 2014). LMS terus berkembang dan semakin menarik dalam beberapa tahun berikutnya. Penggunaanya juga semakin meningkat dan urgensinya semakin dibutuhkan.

5. Moodle

Hingga pada tahun 2020, jaringan internal LMS *open-source* pertama diperkenalkan bernama Moodle. Moodle adalah salah satu LMS yang digunakan secara global terbesar disbanding platform sejenisnya (Briganti, 2013). Sistem ini dikembangkan oleh Martin Dougiamas untuk memberikan kesempatan kepada pendidik dan siswa untuk interaksi dan kolaborasi online (Dougiamas & Taylor: 2003). Ada tiga peran pengguna dalam platform ini; 1) Administrator membuat kursus untuk guru dan mengelola pengaturan umum, 2) Guru mengelola satu mata pelajaran atau lebih. Ia dapat mengisi ini dengan informasi untuk siswa, dan 3) Siswa dapat mengambil bagian dalam mata pelajaran yang berbeda di mana mereka memiliki akses secara luas.

Singh (2014) menjelaskan manfaat penggunaan moodle salah satunya adalah *community support*. *Community support* artinya Moodle didukung oleh tim pengembang yang bekerja dengan guru dan desainer program untuk terus memajukan fitur-fitur yang diperlukan dalam konteks pengajaran dan pembelajaran. Jaringan ini mengedepankan kualitas pelayanan LMS yang mumpuni dan suportif. Hal ini yang menyebabkan Moodle menjadi semakin populer digunakan oleh banyak pihak baik institusi pendidikan (sekolah dan universitas) maupun pengguna lainnya.

6. Pembelajaran Grammar dengan Menggunakan LMS Moodle

Penggunaan Learning Management System juga digunakan oleh banyak guru bahasa Inggris, termasuk di bidang sub-keterampilan tata bahasa. Pengajaran dan pembelajaran tata bahasa Inggris dapat dilakukan dengan mudah melalui penggunaan dan pemanfaatan Sistem Manajemen Pembelajaran ini. Salah satu LMS yang terkenal adalah Moodle (Modular Object-Oriented Dynamic Learning Environment). Moodle adalah jenis LMS yang menyediakan berbagai fitur pembelajaran terintegrasi dari berbagai tugas, presentasi multimedia (baik internal maupun eksternal), penyampaian bahan ajar secara elektronik (seperti dokumen, presentasi, file audio dan video), guru sinkron dan asinkron- komunikasi siswa dan siswa -siswa. (misalnya, obrolan dan forum), dan pengujian dan penilaian pekerjaan siswa (Suvorov, 2010). Penggunaan Moodle dalam konteks pembelajaran grammar telah dikemukakan, salah satunya oleh Plomteux (2013) yang menilai bahwa Moodle membantu siswa menguasai subketerampilan grammar di kelas remedialnya. Selain itu, dalam konteks Indonesia, Tamrin, Suriaman, dan Maghfirah (2019) mengungkapkan temuan bahwa pembelajaran tata bahasa Inggris dengan menggunakan Moodle dirasa baik dalam meningkatkan motivasi belajar siswa. Kedua studi ini menunjukkan bahwa Moodle Learning Management System adalah perangkat lunak berbasis web lengkap atau perangkat lunak yang berdampak positif pada kebutuhan belajar mengajar tata bahasa Inggris

siswa. persepsi pemelajar dalam konteks baik *foreign language* atau *second language* adalah sulit (Crystal, 2003; Mekhlafi dan Nagaratnam, 2011).

Ditambah lagi, penelitian evaluasi penggunaan Sistem Manajemen Pembelajaran Moodle di Indonesia masih belum jelas. LMS dengan merek lain seperti Edmodo, Schoology, atau Google classroom lebih banyak dievaluasi dan diteliti daripada Moodle. Faktanya, Moodle memiliki desain pengembangan platform berdasarkan konsep teori konstruktivisme sosial dimana pengetahuan diperoleh melalui kolaborasi sosial antar pengguna (Singh, 2014) dan merupakan LMS open source terbesar dengan total 200 juta pengguna di 214 negara (<https://stats.moodle.org>). Hal ini menunjukkan dominasi Moodle atas platform serupa. Oleh karena itu, perlu dilakukan penelitian tambahan untuk memperkaya sisi evaluasi Moodle dalam pembelajaran tata bahasa Inggris bagi mahasiswa atau mahasiswa.

7. Studi Refleksi Penggunaan LMS Moodle

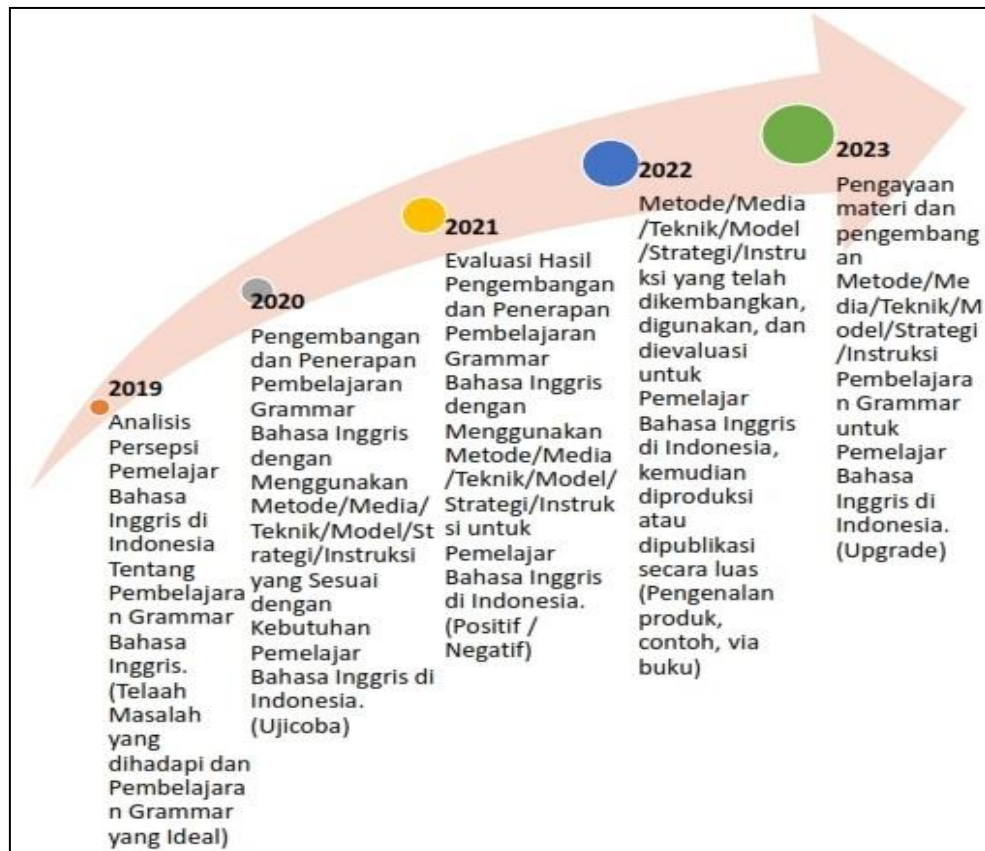
Studi refleksi merupakan salah satu bentuk penelitian yang berguna untuk mengungkap dan menggali informasi yang penting dimasa lalu dan dilakukan perbaikan atau pengembangan kedepan. Studi refleksi memiliki karakteristik sentral dari pembelajaran transformatif, yang dapat didefinisikan sebagai kegiatan intelektual dan afektif yang mengarah pada pengalaman mengeksplorasi untuk mengembangkan pemahaman dan apresiasi (Boud, Keogh, & Walter, 1985; Tomkins, 2009 dalam Colomer et al, 2013). Jenis penelitian ini telah lama dipublikasi oleh Schön pada tahun 1983 (Schön, 1983), dan telah diikuti banyak peneliti dalam menelaah atau mengeksplorasi praktik reflektif secara lebih mendalam. Hal ini mendorong mereka untuk merefleksikan pelatihan awal dan berkelanjutan bagi para profesional, khususnya di bidang pengajaran, kesehatan, dan pendidikan pekerjaan sosial. Atas dasar itu, keterampilan reflektif sekarang dapat dianggap penting bagi para guru atau pengajar, agar dapat bermanfaat dalam pengembangan ilmu dan kompetensi siswa.

Ini bukan hanya soal memperoleh keterampilan tertentu, tetapi juga merumuskan kembali hubungan antara pengetahuan, praktik, dan pengalaman manusia.

Para ahli lain menjelaskan bahwa pembelajaran yang efektif umumnya melalui proses yang mengarah pada refleksi pada semua sumber pengetahuan yang dapat berkontribusi untuk memahami suatu situasi, termasuk sumber dan pengalaman pribadi. Maka, kegiatan yang berfokus pada pendidikan reflektif erat kaitannya atau berkontribusi secara signifikan untuk mengoptimalkan dampak pengajaran bidang tertentu (Mckenna, Yalvac, & Light, 2009). Oleh sebab itu, penelitian reflektif pasti menggunakan kuesioner dan rubrik yang banyak ditemukan untuk mengoptimalkan kuantifikasi maupun kualitas strategi pembelajaran, terutama dalam hal penelitian multi-metode (Schellings, 2011), aspek metakognitif (Thomas, Anderson, & Nashon, 2008), dan keterampilan metodologis (Mokhtari & Reichard, 2002; Feldon et al., 2011). Menurut Richardson (2004), penggunaan kuesioner untuk melengkapi tugas dapat dianggap memberikan refleksi yang akurat dari proses kognitif. Namun, validasi rubrik dapat pula digunakan untuk mengukur strategi pembelajaran peserta didik di lingkungan kelas yang berpusat pada peserta didik masih jauh.

Studi Refleksi terhadap LMS Moodle ini menjadi sangat penting untuk digunakan dalam konteks pengajaran dan pembelajaran grammar bahasa Inggris mahasiswa. Adapun sisi evaluasi yang dicek bukan hanya pada kekuatan konten namun jg sisi teknis platform. Penelitian ini akan dengan spesifik mengungkap temuan dan masukan dari pembelajar dan pakar. Maka, diharapkan akan ada pengembangan dan feedback yang baik untuk LMS Moodle ini.

C. Roadmap Penelitian



Gambar 2.2 Roadmap Penelitian

Sesuai dengan Roadmap penelitian diatas (2019-2023), penelitian ini merupakan kelanjutan hasil penelitian yang telah dilakukan di tahun 2020 tentang Penggunaan Learning Management System (Moodle) untuk pengajaran *grammar* bahasa Inggris dimana hasil riset tersebut mengungkap dampak positif terhadap peningkatan kompetensi atau skor *grammar* mahasiswa. Maka, penelitian tahun 2021 ini fokus pada sisi refleksi atau evaluasi penggunaan LMS Moodle yang telah digunakan dalam penelitian eksperimen sebelumnya.

BAB III

METODOLOGI PENELITIAN

A. Alur Penelitian

Penelitian ini dilaksanakan selama 6 bulan dengan melalui 7 tahapan kegiatan. Berikut ini adalah tahapannya:

- 1) melakukan kajian awal dalam rangka persiapan menganalisis atau evaluasi atau refleksi LMS Moodle.
- 2) Melakukan kajian teoritis terkait instrumen penelitian berupa kuesioner.
- 3) Melakukan kajian teoritis terkait instrumen penelitian berupa rubrik penilaian.
- 4) Mendistribusi instrumen kuesioner kepada 70 mahasiswa.
- 5) Mendistribusi instrumen rubrik penilaian tentang LMS sekaligus mengecek sisi teknis dan konten LMS Moodle oleh 1 pihak pakar.
- 6) Mengumpulkan data, tabulasi, dan penghitungan data.
- 7) Melakukan validasi analisis dan interpretasi data penelitian, dan pelaporan.



Gambar 3.1 Alur Penelitian

B. Lokasi dan Waktu Penelitian

Penelitian ini dilaksanakan di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. Dr. HAMKA yang beralamat di Kampus B Jalan Tanah Merdeka, Kp. Rambutan, Ps. Rebo, Jakarta Timur. Waktu pelaksanaan penyelesaian penelitian ini dimulai sejak tanggal 3 Mei sampai dengan 28 September 2021.

C. Metode dan Desain Penelitian

Metode yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan desain utama *survey*. Desain atau jenis *survey* ini berguna untuk mengungkap pandangan mahasiswa terhadap pembelajaran grammar bahasa Inggris melalui penggunaan Learning Management System (Moodle) yang mereka telah gunakan di semester sebelumnya. Penelitian *survey* ini termasuk dalam jenis kuantitatif sebagai bentuk penghitungan hasil kuesioner tertutup yang digunakan. Cohen, Manion, dan Morrison (2007) menyatakan bahwa pendekatan kuantitatif dapat diterapkan pada jenis penelitian dengan menggunakan kuesioner tertutup. Sementara, untuk mengungkap temuan kekurangan dan kelemahan dari sisi teknis dan konten, peneliti menggunakan skoring rubrik penilaian terhadap LMS.

D. Partisipan dan Objek Penelitian

Partisipan penelitian ini adalah berjumlah 70 mahasiswa semester 2 Program Studi Pendidikan Bahasa Inggris yang berada pada kelas mata kuliah Intermediate English Structure atau Grammar 2 Bahasa Inggris 1A dan 1B Semester Genap Tahun Akademik 2020/2021. Alasan pemilihan partisipan di kelas 1A dan kelas 1B adalah karena kesamaan subyek penelitian sebelumnya dengan yang akan dilakukan saat ini dimana mahasiswa kelas 1A dan 1B telah menggunakan Learning Management System (Moodle) selama kurang lebih 14 pertemuan pembelajaran grammar bahasa Inggris. Kemudian, penelitian ini melibatkan 1 pakar bidang pengajaran bahasa Inggris dan

konten LMS yang akan memberikan penilaian terhadap LMS Moodle dengan mengikuti skoring rubrik yang telah disiapkan.

E. Instrumen Penelitian

Instrumen yang digunakan dalam penelitian ini adalah 20 item kuesioner tertutup (close-ended) yang diadopsi dari Sánchez and Hueros (2010), Damjanovic, Jednak, & Mijatovic (2015), dan Pérez-Perez, Serrano-bedia, & García-piqueres (2019) dengan 5 yang akan ditinjau yaitu Features and Display, System Quality, Perceived Usefulness, Satisfaction, and English Competence. Untuk kuesioner tertutup, peneliti menggunakan skala likert Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), dan Strongly Disagree (1), sedangkan kuesioner terbuka berbentuk semi interview. Dibawah ini instrumennya:

Tabel 3.1 Kuesioner Tertutup

No	Statements	X	SA	A	N	D	SD
1.	LMS Moodle I use is good and interesting.						
2.	I have got a new experience learning English Grammar using LMS Moodle.						
3.	I find quite easy to learn English Grammar with the LMS platform I use.						
4.	I like learning English Grammar with the LMS Moodle I use.						
5.	Using LMS Moodle is more fun for me.						
6.	I feel motivated to learn English using LMS Moodle.						
7.	I feel actively learning English Grammar using LMS Moodle.						

8. I find quite easy to understand English Grammar material presented in the LMS Moodle.

9. I feel my English Grammar competence improved after learning using LMS Moodle.

10. My English Grammar scores after learning with LMS Moodle are still good and they are even improving.

11. Features in the LMS Moodle I use are quite easy in facilitating my English learning.

12. LMS Moodle I use provides adequate communication space and interactive discussions between friends and teachers.

13. Features in the LMS Moodle (materials, assignments, quizzes, forums / chat, audio, video, live chat) are complete and adequate.

14. LMS Moodle display is nice.

15. Grammar Assignment submission and quiz completion through LMS Moodle become faster, more effective and efficient.

16. LMS Moodle I use is quite stable and easily accessible.

17. Quality of teaching and learning Grammar through the LMS Moodle I use is as good as face-to-face.

18. In general, I am satisfied learning English Grammar using

LMS Moodle.

-
19. I want to keep learning English Grammar with LMS Moodle in the future.
-
20. I recommend other students or teachers to use LMS Moodle for Learning Grammar.
-

Instrumen berikutnya yang digunakan adalah rubrik penilaian yang dapat digunakan sebagai indikator keberhasilan LMS Moodle yang digunakan untuk pengajaran dan pembelajaran grammar bahasa Inggris mahasiswa. Instrumen diambil dari <https://ncat.edu>. Instrumen ini dapat menjadi tolak ukur kelemahan atau kesuksesan LMS yang digunakan pengajar dalam mendukung kompetensi grammar bahasa Inggris mahasiswa. Dibawah ini tampilan sekilas rubrik penilaian LMS nya:

Tabel 3.2 Rubrik Penilaian

LMS Evaluation Tool				
VENDOR: _____				
EVALUATOR: _____				
INSTRUCTIONS: Use the following evaluation to review each learning management system. Evaluate the set of criteria by scoring each item: 0 (Feature Not Present), 5 (Fair), 8 (Good), or 10 (Excellent) based on the information and demonstration provided by the vendor.				
EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Design and layout	Functional interface with decent layout but somewhat complex and counterintuitive. Aesthetics are bland or distracting.	Good functional interface that can be navigated with minimal training. Good look and feel.	Simple, intuitive interface with minimal clicks to access materials, little or no training needed to get started, and the look and feel is inviting.	
Migration of existing courses	Some migration tools exist but the tools and documentation are either inadequate or difficult to use.	Good tools are provided and well documented, but the migrated material will need additional formatting.	Excellent migration tools with great documentation. All migrated course materials are ready to use.	
Content authoring	Provides a basic means for uploading and storing content in a hierarchical manner to support teaching and	Allows basic content to be uploaded or created within an authoring system that is part of the LMS.	Provides a suite of tools for authoring media-rich content, importing content, drag-and-drop interfaces, as well as	

F. Teknik Pengumpulan dan Analisis Data

Instrumen yang digunakan dalam penelitian ini dikumpulkan melalui teknik pengumpulan data kuesioner tertutup dalam format Google Questionnaire (online). Kemudian, peneliti melakukan analisis data sebagai berikut; 1) mentransfer data yang didapatkan dari *google form online questionnaire* ke dalam Microsoft Excel, 2) menghitung secara kuantitatif dari opsi item dalam kuesioner yang ditanyakan kepada pemelajar, 3) mentabulasi hasil respon pemelajar terhadap pertanyaan-pertanyaan penelitian tersebut, 4) menginterpretasi dan mendiskusikan hasil temuan. Berikut ini formula yang digunakan dan tekomputerisasi otomatis di Ms. Excel;

$$P = F/N \times 100 \%$$

Keterangan:

P = percentage
F = frequency
N = number of sample

Sementara, untuk instrumen rubrik penilaian LMS dikumpulkan dari hasil penilaian 1 pakar ahli di bidang pengajaran Bahasa Inggris dan platform digital atau LMS Moodle. Dibawah ini Teknik penghitungannya:

$$FS = S/TS \times 100 \%$$

Keterangan:

FS = final score
S = score
TS = total score

Terakhir, data kuantitatif yang didapat diatas dianalisis dan interpretasi secara deskriptif. Semua data terdokumentasi secara baik.

G. Indikator Capaian Hasil Penelitian

Indikator keberhasilan penelitian ini mengacu pada tercapainya tujuan penelitian dalam konteks mengungkap sisi refleksi atau evaluasi dari penggunaan *Learning Management System* (Moodle) dalam pembelajaran *grammar* bahasa Inggris mahasiswa semester ataur riset sebelumnya. Peneliti fokus pada hasil penghitungan statistik dari survei yang diberikan kepada 70 mahasiswa. Kemudian, penilaian dari 1 pakar menjadi tolak ukur apakah konten dan teknis LMS berjalan dengan baik atau tidak. Maka, penelitian ini benar mengungkap sisi refleksi dan evaluasi kebermanfaatan bagi mahasiswa di penguasaan *grammar* bahasa Inggrisnya.

BAB IV

HASIL PENELITIAN

Pada bagian ini, peneliti menyajikan hasil penelitian secara urut. Seperti sudah diketahui sebelumnya, penelitian ini berupaya mengungkap lebih dalam dan menyeluruh sisi evaluasi teknis seperti 1) fitur dan tampilan, 2) kualitas sistem, 3) kebergunaan bagi mahasiswa (likeness, motivation, activeness), 4) kepuasan, dan 5) potensi penguatan kompetensi bahasa inggris (grammar) serta sisi evaluasi konten seperti 1) kekuatan materi dan 2) variasi tugas/tes yang dibuat atau dikembangkan di Learning Management System (Moodle) bahasa Inggris dari sudut pandang pembelajar. Kemudian, penelitian ini juga berupaya mengungkap sejauh mana kualitas Learning Management System (Moodle) yang dibuat atau dikembangkan melalui penilaian independen atau dari sudut pandang pakar yang kompeten dibidangnya. Maka peneliti menyajikan terlebih dahulu hasil survei yang dilakukan

A. Kuesioner Tertutup

Untuk mendapatkan pandangan mahasiswa tentang Learning Management System Moodle, peneliti menyajikan 20 pertanyaan kuesioner tertutup yang meliputi: 1) fitur dan tampilan, 2) kualitas sistem, 3) kebergunaan bagi mahasiswa (likeness, motivation, activeness), 4) kepuasan, dan 5) potensi penguatan kompetensi bahasa inggris (grammar). Instrumen yang digunakan dalam kuesioner tertutup ini diadaptasi dan diadopsi dari Pérez-pérez et al (2019), Damnjanovic et al (2015). Sebelum melaksanakan survey, peneliti telah melakukan uji reliabilitas terhadap item angket tertutup dengan menggunakan Cronbach' Alpha Statistic sebagai persyaratan instrumen. Di bawah ini adalah hasilnya:

Tabel 4.1 Statistik Reliabilitas

Cronbach's Alpha	N of Items
.950	20

Berdasarkan tabel di atas, peneliti mendapatkan hitung reliabilitas skor Cronbach's Alpha yaitu sebesar 0,950. Menurut Vaske dan Beaman (2008), skor 0,950 dikategorikan sebagai skor tinggi. Oleh karena itu, dapat dikatakan bahwa 20 item pertanyaan di instrument tersebut reliabel dan tanggapan item berkorelasi positif satu sama lain. Selanjutnya, peneliti sajikan data tabulasi angket tertutup kepada 70 mahasiswa tentang LMS Moodle yang mereka gunakan di kelas pembelajaran daring Basic English Structure 1A dan 1B. Peneliti menggunakan ukuran skala likert dengan lima poin jawaban yang dapat dipilih mahasiswa seperti: Sangat Setuju (SA), Setuju (A), Netral (N), Tidak Setuju (D), dan Sangat Tidak Setuju (SD). Berikut tabulasinya:

Tabel 4.2 Hasil Kuesioner Tertutup

No	Statements	X	SA	A	N	D	SD
1.	LMS Moodle I use is good and interesting.	4.17	30 (42.86)	28 (40)	8 (11.43)	2 (2.86)	2 (2.86)
2.	I have got a new experience learning English Grammar using LMS Moodle.	4.04	25 (35.71)	33 (47.14)	5 (7.14)	4 (5.71)	3 (4.29)
3.	I find quite easy to learn English Grammar with the LMS platform I use.	4.07	27 (38.57)	30 (42.86)	7 (10)	3 (4.29)	3 (4.29)
4.	I like learning English Grammar with the LMS Moodle I use.	4.06	25 (35.71)	33 (47.14)	6 (8.57)	3 (4.29)	3 (4.29)
5.	Using LMS Moodle is more fun for me.	3.93	20 (28.57)	37 (52.86)	5 (7.14)	4 (5.71)	4 (5.71)
6.	I feel motivated to learn English using LMS Moodle.	4.13	24 (34.29)	37 (52.86)	5 (7.14)	2 (2.86)	2 (2.86)
7.	I feel actively learning English Grammar using LMS Moodle.	4.14	34 (48.57)	22 (31.43)	7 (10)	4 (5.71)	3 (4.29)

8.	I find quite easy to understand English Grammar material presented in the LMS Moodle.	4.07	22 (31.43)	39 (55.71)	3 (4.29)	4 (5.71)	2 (2.86)
9.	I feel my English Grammar competence improved after learning using LMS Moodle.	4.13	25 (35.71)	34 (48.57)	7 (10)	3 (4.29)	1 (1.43)
10.	My English Grammar scores after learning with LMS Moodle are still good and they are even improving.	4.17	30 (42.86)	29 (41.43)	6 (8.57)	3 (4.29)	2 (2.86)
11.	Features in the LMS Moodle I use are quite easy in facilitating my English learning.	3.94	27 (38.75)	26 (37.14)	8 (11.43)	4 (5.71)	5 (7.14)
12.	LMS Moodle I use provides adequate communication space and interactive discussions between friends and teachers.	4.20	32 (45.71)	28 (40)	4 (5.71)	4 (5.71)	2 (2.86)
13.	Features in the LMS Moodle (materials, assignments, quizzes, forums / chat, audio, video, live chat) are complete and adequate.	4.13	29 (41.43)	30 (42.86)	5 (7.14)	3 (4.29)	3 (4.29)
14.	LMS Moodle display is nice.	3.91	23 (32.86)	31 (44.29)	7 (10)	5 (7.14)	4 (5.71)
15.	Grammar Assignment submission and quiz completion through LMS Moodle become faster, more effective and	4.14	26 (37.14)	35 (50)	4 (5.71)	3 (4.29)	2 (2.86)

	efficient.						
16.	LMS Moodle I use is quite stable and easily accessible.	4.49	33 (47.14)	24 (34.29)	6 (8.57)	4 (5.71)	3 (4.29)
17.	Quality of teaching and learning Grammar through the LMS Moodle I use is as good as face-to-face.	4.07	23 (32.86)	37 (52.86)	5 (7.14)	2 (2.86%)	3 (4.29)
18.	In general, I am satisfied learning English Grammar using LMS Moodle.	4.23	32 (45.71)	29 (41.43)	4 (5.71)	3 (4.29)	2 (2.86)
19.	I want to keep learning English Grammar with LMS Moodle in the future.	3.26	13 (18.57)	12 (17.14)	32 (45.71)	6 (8.57)	7 (10)
20.	I recommend other students or teachers to use LMS Moodle for Learning Grammar.	4.16	31 (44.29)	30 (42.86)	2 (2.86)	3 (4.29)	4 (5.71)

Dari 20 pernyataan yang telah ditanggapi oleh 70 mahasiswa, peneliti dapat mengidentifikasi dan mengkategorikan kedalam lima aspek utama yang telah ditentukan sebelumnya. Berikut adalah klasifikasi dan rekapitulasi hasil datanya:

Table 4.3 Klasifikasi dan Rekapitulasi Hasil Kuesioner Tertutup

Classification	Number	Percentage (%)		
		SA + A	N	D + SD
Features and Display for Grammar Context	1, 11, 12, 13, 14	81.14	9.14	9.71
System Quality for Supporting Grammar Learning	16, 17	83.57	7.86	8.57
Perceived Usefulness in Learning Grammar	3, 4, 5, 6, 7, 8, 15	84.86	7.71	7.43
Satisfaction in Learning Grammar	2, 18, 19, 20	73.21	15.36	11.43

English Grammar Competence	9, 10	84.29	9.29	6.43
Total	20 Items			

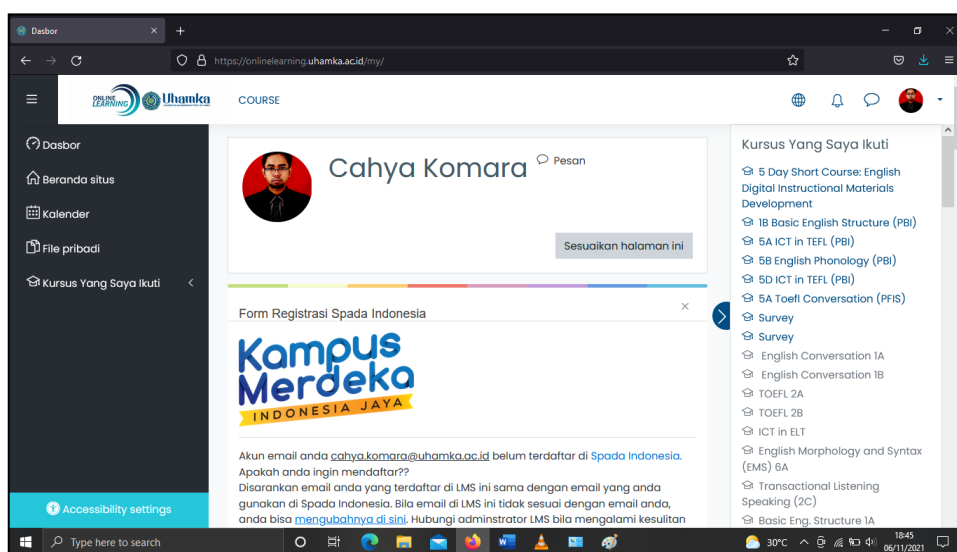
Dari tabel 3 di atas, terlihat bahwa pandangan siswa terhadap Learning Management System (LMS) Moodle, yang mereka gunakan dalam pembelajaran Grammar bahasa Inggris selama pandemi covid-19 jauh lebih positif. Kelima aspek direspon secara dominan dengan opsi Sangat Setuju (SA) dan Setuju (A). Dari segi Fitur dan Tampilan, sebagian besar mahasiswa memandang bahwa LMS Moodle telah menyediakan menu pembelajaran grammar yang baik atau menarik dan mudah digunakan dengan persentase 81,94 dibandingkan dengan mahasiswa yang menjawab Netral (N) yaitu 9,14 dan Tidak Setuju (D) dan Sangat Tidak Setuju (SD) yaitu 9.71. Selanjutnya, dari segi System Quality, sebagian besar mahasiswa juga menilai bahwa LMS Moodle bekerja atau berjalan dengan sangat baik dan stabil untuk mendukung pembelajaran grammar dengan persentase Sangat Setuju (SA) dan Setuju (A) sebesar 83,57 dibandingkan mahasiswa yang menjawab Netral (N) yaitu 7,86 dan Tidak Setuju (D) dan Sangat Tidak Setuju (SD) yaitu 8,57.

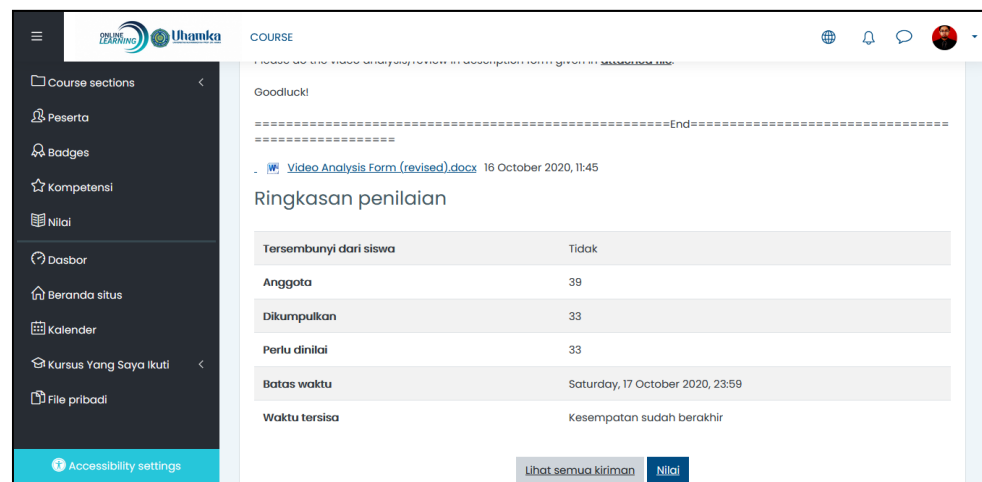
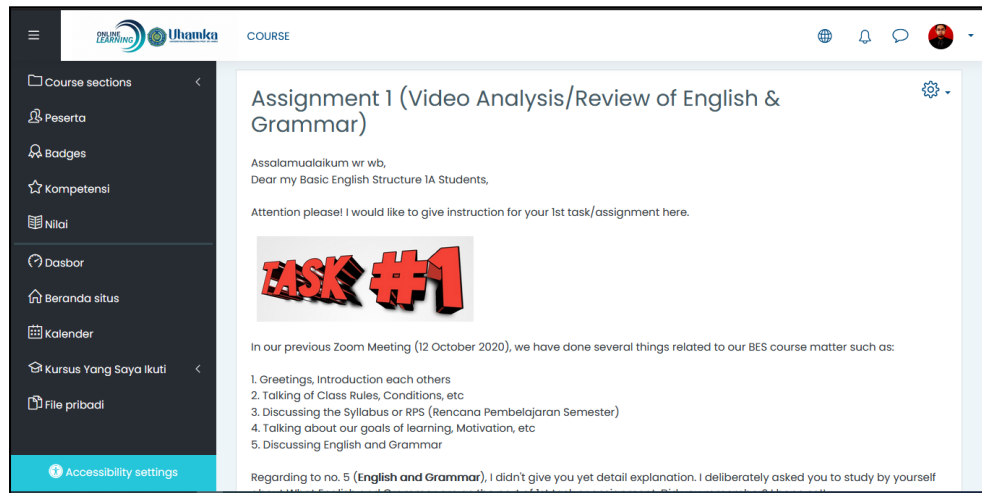
Kemudian, dari segi Perceived Usefulness, sebagian besar siswa memandang bahwa pembelajaran grammar bahasa Inggris menggunakan LMS Moodle dirasa efektif dan efisien, seperti dalam mengakses dan memahami materi atau mengerjakan tugas dan penyelesaian kuis yang dibuktikan dengan persentase dominan Sangat Setuju (SA) dan Setuju (A) sebesar 84,86 dibandingkan dengan mahasiswa yang memilih Netral (N) yaitu 7,71 atau Tidak Setuju (D) dan Sangat Tidak Setuju (SD) yaitu 7.43. Mereka juga merasa senang dan termotivasi belajar grammar bahasa Inggris di LMS Moodle yang diketahui dari dominannya respon Sangat Setuju (SA) dan Setuju (A) dikonteks Perceived Usefulness tersebut. Berikutnya, dalam hal kepuasan atau Satisfaction, sebagian besar mahasiswa memandang bahwa mereka mendapat pengalaman baru. Mereka ingin belajar lebih banyak dengan LMS Moodle, dan mereka sangat merekomendasikan penggunaan

LMS dalam proses pembelajaran bahasa Inggris yang diketahui dari respon Sangat Setuju (SA) dan Setuju (A) sebesar 73.21 dibandingkan dengan mahasiswa yang memilih Netral (N) yaitu 15,36 atau Tidak Setuju (D) dan Sangat Tidak Setuju (SD) yaitu 11.43. Terakhir, aspek Peningkatan Kompetensi grammar pun dipandang meningkat setelah belajar grammar di LMS Moodle yang diketahui dari respon Sangat Setuju (SA) dan Setuju (A) sebesar 84.29 dibandingkan dengan mahasiswa yang memilih Netral (N) yaitu 9,29 atau Tidak Setuju (D) dan Sangat Tidak Setuju (SD) yaitu 6.43.

B. Penilaian Pakar

Selanjutnya, peneliti melakukan sesi konsultasi dan penilaian oleh 1 orang Pakar yaitu Dr. Tri Wintolo Apoko, M.Pd guna mengungkap sejauh mana kualitas konten Learning Management System Moodle yang dibuat atau dikembangkan dalam kelas pembelajaran daring Basic English Structure 1A dan 1B ini. Adapun sisi evaluasi konten yang menjadi penilaian antara lain; 1) kekuatan materi dan 2) variasi tugas/tes yang dibuat atau dikembangkan di Learning Management System (Moodle) Rubrik penilaian yang digunakan dalam penelitian ini diadopsi dari <https://ncat.edu>. Dibawah ini peneliti sajikan terlebih dahulu tampilan LMS Moodle untuk kelas Basic English Structurennya:





EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Design and layout	Functional interface with decent layout but somewhat complex and counterintuitive. Aesthetics are bland or distracting.	Good functional interface that can be navigated with minimal training. Good look and feel.	Simple, intuitive interface with minimal clicks to access materials, little or no training needed to get started, and the look and feel is inviting.	8
Migration of existing courses	Some migration tools exist but the tools and documentation are either inadequate or difficult to use.	Good tools are provided and well documented, but the migrated material will need additional formatting.	Excellent migration tools with great documentation. All migrated course materials are ready to use.	10
Content authoring	Provides a basic means for uploading and storing content in a hierarchical manner to support teaching and learning.	Allows basic content to be uploaded or created within an authoring system that is part of the LMS.	Provides a suite of tools for authoring media-rich content, importing content, drag-and-drop interfaces, as well as uploading rich content types such as podcasts, video clips, etc. Allows metadata creation for easier/better management.	8
Content organization	LMS provides a basic repository for course content.	LMS provides a repository for content and basic tools for content organization.	LMS provides a framework for diverse storage and use strategies, from public, private and shared workspaces, to subscription-based content (e.g., podcasts and feeds) to archival content.	5

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Course export	Permits course content to be exported and reimported into the LMS itself but may have limited ability to export to another LMS.	Allows course structure and content to be exported but in formats that constrain how the exported content may be imported elsewhere.	Exports course structure and content, as well as selected sub-elements of a course, using an industry-standard such as IMS Content Packaging so that courses can be imported into another LMS.	8
Archives	Some archival tools but much of the process is manual. Archived courses are not available to be viewed by the instructor.	Good archival tools that support backup of completed courses with student submissions and discussions intact. The LMS administrator must set up instructor access to the completed course.	Powerful archive tools that support automatic backup of completed courses with student submissions and discussions intact. Instructors have full access and control of completed courses.	10
Communication	LMS provides secure access to the email addresses that comprise the class roster, but individuals may not be selectable for private email.	Both asynchronous (email) and synchronous communication tools are present.	LMS provides a high level of flexibility for the use of email (asynchronous by roster, individual or group) as well as instant messaging, chat and threaded discussions.	8
File exchange	LMS provides secure drop-box functionality so that students can exchange materials with instructors.	LMS provides drop-box and ability for students and faculty to upload resources to a central course repository.	LMS provides secure drop-boxes and shared folders for file exchange among students as well as instructors and allows for bulk downloads of attached files.	8
E-portfolio	Basic tools allow students and instructors to gather student work products for assessment and presentation.	Tools allow students and instructors to create ad-hoc or structured presentations of resources.	A full-featured e-portfolio tool is integrated into the LMS and makes possible the gathering, review and presentation of work products to support any portfolio strategy (resumé, learning, tenure, etc). Reporting tools allow for individual, departmental or institutional assessments.	5

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Collaboration	Allows shared access to files among users and some tools for asynchronous collaboration.	Provides access to shared files and some tools for asynchronous and synchronous collaboration and communication. Limited group functionality.	Provides a campus-wide framework that supports collaborative work such as wiki with version tracking, threaded discussion, instant messaging and chat, whiteboard, web conferencing (audio and video). Enables subgroups to be defined within courses for collaboration. Provides non-course sites to support special project work among small groups.	5
Learning analytics	Grades and basic statistics are gathered for each learner, and basic usage reports generated.	Grades, basic and fine-grained statistics are gathered for each learner, by course, by department and across the institution. Forensic reports are available for resolving controversies.	Provides in-depth data gathering and reporting on learning outcomes based on configurable rubrics, and allows for longitudinal analysis of cohorts as well as individuals, including eportfolios.	8
Integration with Student Information System	Integration is possible but will require a high level of product customization.	Tools for integration are available but some tasks will need to be completed manually or in a batch process.	Seamless integration with automatic updating of student and faculty lists and all rosters. Students can be automatically emailed course access information. Student and faculty profiles with pictures and syllabi can be shared between the LMS and the SIS.	8
Integration with Campus Authentication	Ability to batch load users from a campus central identity system.	Ability to batch load users but also to integrate a campus single sign-on system such as CAS.	A real-time connection with a campus central identity system (LDAP, AD, Shibboleth) that avoids the need for batch processes. Integration with campus single sign-on.	5
Integration with campus portal	LMS is accessible through the campus portal but only by linking that requires a separate authentication by the user.	LMS is linked with the portal via single sign-on, but the only level of integration possible is the iFrame.	LMS and portal share single sign-on and select tools can be integrated with the portal via industry-standard integrations (JSR-168 or WSRP).	5

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Discussion tools	Adequate speed and functionality with the ability to attach files	Quick and functional with user profiles or pictures, file attachments and html interface.	Extremely fast and highly functional with user profiles and pictures, files attachments and easy html interface.	8
Testing and assessment tools	A simple test generator with the ability to add multiple choice, true/false, short answer and essay questions.	More than a simple test generator, this system provides tools for creating assessments with images or other attached files.	More than a simple test generator, this system provides tools for creating assessments with multimedia, learning games, and other interactive tools such as polls. Tests can provide immediate feedback with tips for remediation.	8
Course evaluations	Basic survey tools for capturing student reflections on course, instructor	Anonymous evaluations that can be gathered by the faculty including question pools and templates.	Hierarchical and flexible system for anonymous evaluations at course, department and institutional level for either summative or formative purposes. Includes item pools, templating, announcements, reminders, and tools to easily target different audiences.	5
Gradebook and student tracking	Moderately functional grade book that is relatively easy to use. Minimal tools for student tracking.	Functional grade book that is easy to use. Grades can be exported to a spreadsheet. Student tracking tools give the instructor some information about student progress.	Highly functional grade book that is easy to use. Grades can be exported to a spreadsheet or student information system. Student tracking tools give the instructor information about what pages the student has viewed and what tasks have been completed. The student can be automatically emailed when their participation is substandard.	10
Calendar and selective release	Basic calendar. Selective release is possible but may be cumbersome to set up.	Basic calendar with pop-up announcements. Release of course content and assessments can be scheduled for student access with moderate effort.	Collaborative calendar with pop-up announcements. Release of course content and assessments can be easily scheduled for student access.	8

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Support	Email support only.	Email support and limited phone support.	24/7 phone and email support with tracking system to follow the progress of issue resolution.	5
Textbook publisher support	Some textbook materials but difficult to find, request or install.	Several supported texts with good materials that can be installed with moderate efforts.	Many supported texts, excellent well-organized materials, easily installed and based on industry or community standards (e.g., Common Cartridge)	8
Training materials	Fair printed materials, minimal online training or classroom training sessions available.	Good printed materials, some online training or classroom training sessions available.	Excellent printed materials and many opportunities for online and classroom training sessions.	8
Online help resources	A users' manual is accessible online.	Help files are accessible at each step of a process, and system documentation is accessible online.	Contextually-appropriate help files are accessible from all pages and provide assistance for students, faculty and system administrators as appropriate. Pop-ups or rollovers provide "just-in-time" information for specific actions.	8
Speed of system	Course material access times are adequate on high speed connections but frustrating for dial-up users.	Access times are very good for students on high speed connections and adequate for dial-up users.	The fastest system available with support for streaming media and/or offline companion materials to better serve dial-up users.	5
Server requirements	LMS only operates on one operating system and requires special configurations of hardware or supporting software.	LMS is available on multiple platforms but does not offer compatibility with an implementer's choice of application server or database.	Server software operates on a wide variety of operating systems (Windows, Linux/Unix, Mac) using commodity hardware and industry-standard web servers.	10
Scalability	LMS has no problem meeting demands of a small institution on a single server.	LMS supports clustering and the ability for multiple servers to act in unison, but there are few installations supporting over a thousand concurrent users.	LMS clusters well and has been known to support installations well over ten thousand concurrent users.	8

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Browser setup and support	Supports the most popular browsers with end user set up and installation of necessary components. May have a "preferred" browser for proper operation.	Supports most browsers with minimal effort from the user.	Supports all browsers and platforms with no special setup requirements for the user. Is able to render the LMS experience in most browsers with consistency.	8
TOTAL POINTS				200

This grid was adapted from several sources on e-learning systems evaluations including [McGill University's work on LMS selection](#).

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Dari total 27 indikator penilaian dalam Rubrik diatas, total skor untuk tiap indikator adalah maksimum 10. Maka, total skor adalah 270. Hasil penilaian Pakar Bapak Dr. Tri Wintolo Apoko, M.Pd terhadap konten LMS Moodle Basic English Structure 1A dan 1B yaitu 200. Maka skor akhir yaitu $200/270 \times 100 = 74$. Skor 74 ini berada pada kategori cukup baik.

BAB V

KESIMPULAN DAN SARAN

A. Kesimpulan

Berdasarkan data atau hasil survei pengalaman belajar grammar Bahasa Inggris mahasiswa menggunakan LMS Moodle, peneliti mendapatkan kesimpulan bahwa mahasiswa memandang teknis dan konten LMS Moodle sangat mumpuni dan baik. Hal ini dibuktikan dari kelima aspek penilaian yang direspon secara dominan dengan opsi Sangat Setuju (SA) dan Setuju (A). Dibawah ini poin kesimpulannya:

- 1) Peneliti menemukan bahwa dari segi Fitur dan Tampilan, sebagian besar mahasiswa meyakini LMS Moodle telah menyediakan menu pembelajaran grammar yang baik atau menarik dan mudah digunakan dengan persentase 81,94 dibandingkan dengan mahasiswa yang menjawab Netral (N) yaitu 9,14 dan Tidak Setuju (D) dan Sangat Tidak Setuju (SD) yaitu 9,71.
- 2) Hal ini juga tampak pada aspek System Quality dimana sebagian besar mahasiswa juga menilai bahwa LMS Moodle bekerja atau berjalan dengan sangat baik dan stabil untuk mendukung pembelajaran grammar dengan persentase Sangat Setuju (SA) dan Setuju (A) sebesar 83,57 dibandingkan mahasiswa yang menjawab Netral (N) yaitu 7,86 dan Tidak Setuju (D) dan Sangat Tidak Setuju (SD) yaitu 8,57.
- 3) Berikutnya, dari segi Perceived Usefulness, sebagian besar siswa memandang bahwa pembelajaran grammar bahasa Inggris menggunakan LMS Moodle dirasa efektif dan efisien, seperti dalam mengakses dan memahami materi atau mengerjakan tugas dan penyelesaian kuis yang dibuktikan dengan persentase dominan Sangat Setuju (SA) dan Setuju (A) sebesar 84,86 dibandingkan dengan mahasiswa yang memilih Netral (N) yaitu 7,71 atau Tidak Setuju (D) dan Sangat Tidak Setuju (SD) yaitu 7,43. Mereka juga merasa senang dan termotivasi belajar grammar bahasa Inggris di LMS Moodle yang diketahui dari dominannya respon Sangat Setuju (SA) dan Setuju (A) dikonteks Perceived Usefulness tersebut.

- 4) Kemudian, dalam hal kepuasan atau Satisfaction, sebagian besar mahasiswa memandang bahwa mereka mendapat pengalaman baru. Mereka ingin belajar lebih banyak dengan LMS Moodle, dan mereka sangat merekomendasikan penggunaan LMS dalam proses pembelajaran bahasa Inggris yang diketahui dari respon Sangat Setuju (SA) dan Setuju (A) sebesar 73.21 dibandingkan dengan mahasiswa yang memilih Netral (N) yaitu 15,36 atau Tidak Setuju (D) dan Sangat Tidak Setuju (SD) yaitu 11.43.
- 5) Terakhir, aspek Peningkatan Kompetensi grammar pun dipandang meningkat setelah belajar grammar di LMS Moodle yang diketahui dari respon Sangat Setuju (SA) dan Setuju (A) sebesar 84.29 dibandingkan dengan mahasiswa yang memilih Netral (N) yaitu 9,29 atau Tidak Setuju (D) dan Sangat Tidak Setuju (SD) yaitu 6.43.
- 6) Hasil penilaian pakar juga mencerminkan nilai yang baik atau moderat. Dari total 27 indikator penilaian dalam Rubrik dengan nilai maksimal per indikator = 10, konten LMS Moodle OLU peneliti mendapat total skor 200 dari total 270. Maka, Jika $200/270 \times 100$, peneliti mendapat skor 74. Skor 74 ini dipandang cukup baik dan menunjukkan kualitas OLU.

B. Saran

Berkaitan dengan kesimpulan yang telah dijelaskan pada bagian sebelumnya, beberapa saran dapat penulis berikan sebagai berikut;

- 1) Secara umum, peneliti tidak mengalami kendala yang besar dalam hal pelaksanaan dan penyelesaian penelitian studi refleksi ini. Peneliti telah menjali komunikasi dan kolaborasi dengan tim dan pakar untuk menuntaskan hasil riset ini. Ditambah lagi, dalam melaksanakan riset ini, peneliti menemukan adanya potensi pengembangan hasil riset berupa pembuatan media sejenis atau berbasis aplikasi android yang dapat mendukung pembelajaran grammar Bahasa Inggris mahasiswa. Hal ini terungkap dari hasil kuesioner mahasiswa yang menunjukkan bahwa LMS Moodle sangat bagus untuk pembelajaran konteks grammar namun

sepertinya terbatas pada kebutuhan internal perkuliahan kampus. Mahasiswa cukup dominan menjawab netral ketika ditanya apakah kedepan berminat untuk belajar grammar dengan LMS Moodle ini. Peneliti menyakini mahasiswa berharap bisa belajar grammar tanpa harus terbatas pada konteks perkuliahan atau semester dengan LMS Moodle. Data ini sangat berharga untuk bisa dilakukan pengembangan atau rencana riset kedepan.

- 2) Peneliti mendorong juga penguatan LMS Moodle OLU ini khususnya terkait kapasitas storage agar performa LMS menjadi semakin kuat. Hal ini menjadi sangat penting mengingat update dan pengembangan kapasitas platform atau infrastruktur jaringan, system informasi, dan fitur menjadi kunci kesuksesan pembelajaran melalui moda daring ini.
- 3) Peneliti mendorong para peminta keilmuan grammar untuk tidak khawatir menggunakan sentuhan teknologi baik daring maupun luring untuk kedepannya. Saat ini generasi pembelajar berada pada kategori milenial, sehingga sangat mungkin untuk mengedepankan pembelajaran grammar yang innovative dan something new.

BAB VI

LUARAN YANG DICAPAI

Publish di Jurnal Sinta 2

IDENTITAS JURNAL

1	Nama Jurnal	<i>Register Journal</i>
2	Website Jurnal	https://ijtihad.iainsalatiga.ac.id/index.php/register/index
3	Status Makalah	Submitted (Awaiting Assignment)
4	Jenis Jurnal	Jurnal Nasional Terakreditasi Sinta 2
4	Tanggal Submit	8 November 2021
5	Bukti Screenshot submit	

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1. START 2. UPLOAD SUBMISSION 3. ENTER METADATA 4. UPLOAD SUPPLEMENTARY FILES 5. CONFIRMATION

Authors

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Middle Name

Last Name *

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ORCID ID ORCID IDs can only be assigned by the [ORCID Registry](http://orcid.org). You must conform to their standards for expressing ORCID IDs, and include the full URI (eg. <http://orcid.org/0000-0002-1825-0097>).

URL

Affiliation

(Your institution, e.g. "Simon Fraser University")

Country

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ID	TITLE	ORIGINAL FILE NAME	DATE UPLOADED	ACTION
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File Summary

ID	ORIGINAL FILE NAME	TYPE	FILE SIZE	DATE UPLOADED
16292	A REFLECTIVE STUDY OF LEARNING MANAGEMENT SYSTEM CAHYA K.DOCX	Submission File	1MB	11-08

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IDENTITAS HAK KEKAYAAN INTELEKTUAL

1	Nama Karya	A Reflective Study of Learning Management System (Moodle) Utilization in Grammar Teaching and Learning Situation
2	Jenis HKI	Hak Cipta/Artikel Ilmiah
3	Status HKI	Draft (Awaiting Publish Journal)
4	Link Pendaftaran	https://dgip.go.id/e-penelusuran-hki

I

Lampiran I
Peraturan Menteri Kehakiman R.I.
Nomor : M.01-HC.03.01 Tahun 1987

Kepada Yth. :
Direktur Jenderal HKI
melalui Direktur Hak Cipta,
Desain Industri, Desain Tata Letak,
Sirkuit Terpadu dan Rahasia Dagang
di
Jakarta

PERMOHONAN PENDAFTARAN CIPTAAN

- I. Pencipta :
1. Nama : Cahya Komara
2. Kewarganegaraan : Indonesia
3. Alamat : Jl. SPG 7 Gang Kober RT.004/09 No. 37, Lubang Buaya, Jakarta Timur 13810
4. Telepon : 021-8407489
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- II. Pemegang Hak Cipta :
1. Nama : Cahya Komara
2. Kewarganegaraan : Indonesia
3. Alamat : Jl. SPG 7 Gang Kober RT.004/09 No. 37, Lubang Buaya, Jakarta Timur 13810
4. Telepon : 021-8407489
5. No. HP & E-mail : 081808895221 / cahya.komara@uhamka.ac.id
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1. Nama : Cahya Komara
2. Kewarganegaraan : Indonesia
3. Alamat : Jl. SPG 7 Gang Kober RT.004/09 No. 37, Lubang Buaya, Jakarta Timur 13810
4. Telepon : 021-8407489
5. No. HP & E-mail : 081808895221 / cahya.komara@uhamka.ac.id
- IV. Jenis dari judul ciptaan yang dimohonkan : **A Reflective Study of Learning Management System (Moodle) Utilization in Grammar Teaching and Learning Situation**
- V. Tanggal dan tempat diumumkan untuk pertama kali di wilayah Indonesia atau di luar wilayah Indonesia :
- VI. Uraian ciptaan :

Jakarta-, to be confirmed 2021



Cahya Komara

BAB VII

RENCANA TINDAK LANJUT DAN PROYEKSI HILIRISASI

Hasil Penelitian	Hasil penelitian ini mengungkap temuan penting terkait sisi refleksi dan evaluasi <i>Learning Management System</i> (LMS) Moodle yang telah memberikan warna dan dampak positif terhadap peningkatan kemampuan <i>grammar</i> bahasa Inggris mahasiswa. Pembelajaran <i>grammar</i> yang didominasi oleh pemahaman basic tenses dapat disajikan dalam bentuk kelas virtual daring dimana memiliki hasil yang sama baiknya dengan pembelajaran dengan model tatap muka. Hal ini terlihat dari momen evaluasi pendapat mereka terhadap bukan hanya sisi teknis namun nya konten LMS Moodle OLU yang diberikan. Peneliti juga mendapat masukan berharga melalui hasil penilaian pakar. Hasil penilaian mencerminkan hasil moderat yang menjadi catatan penelitian kedepan untuk dikembangkan.
Rencana Tindak Lanjut	Seperti yang sudah disampaikan dibagian saran, hasil kuesioner mahasiswa menunjukan bahwa LMS Moodle sangat bagus untuk pembelajaran konteks grammar namun sepertinya terbatas pada kebutuhan internal perkuliahan kampus. Mahasiswa cukup dominan menjawab netral ketika ditanya apakah kedepan berminat untuk belajar grammar dengan LMS Moodle ini. Peneliti menyakini mahasiswa berharap bisa belajar grammar tanpa harus terbatas pada konteks perkuliahan atau semester dengan LMS Moodle. Data ini sangat berharga untuk bisa dilakukan pengembangan atau rencana riset kedepan

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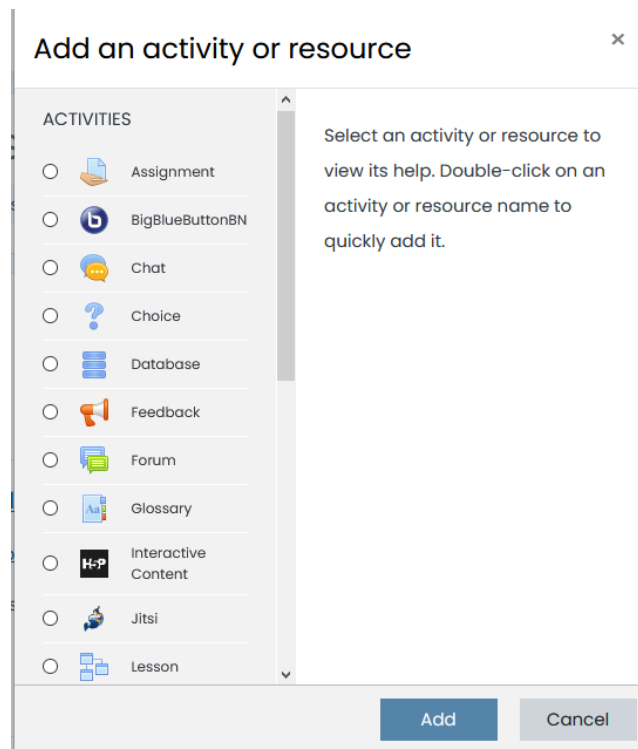
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LAMPIRAN 1. LEARNING MANAGEMENT SYSTEM MOODLE



[illegible]

COURSE

- Course sections <
- Peserta
- Badges
- Kompetensi
- Nilai
- Dasbor
- Beranda situs
- Kalender
- Kursus Yang Saya Ikuti <
- File pribadi
- Accessibility settings

Simple Present Tense VS Present Continuous?

Next!

Here, we will focus on the two tenses first which are:

1. Simple Present Tense
2. Present Continuous Tenses

For better understanding, please review english verb tense again from video below!

Link -->

COURSE

Course sections

Peserta

Badges

Kompetensi

Nilai

Dasbor

Beranda situs

Kalender

Kursus Yang Saya Ikuti

File pribadi

Accessibility settings

A. Simple Present Tense

In simple way, simple present tense is tense that tells about activities/fact in present time (today). **Simple present applies two concepts at least;**

- (S + auxiliary verb/to be; is, am, are + Object-Noun/Adjective)
- (S + main verb 1 + Object-Noun)

Example in Bahasa Indonesia:

- ADALAH --> AM, IS, ARE (+ / -) = KALIMAT STATUS
- KATA KERJA UTAMA --> EAT (verb 1) = KALIMAT AKSI

See this;

- I am teacher. She is smart. You are beautiful. They are students.
- I eat rice. She eats rice. They eat rice.

MEANWHILE...

B. Present Continuous Tense

Meanwhile, present continuous tense is tense that tells about activities that is happening at moment (right now). **Present Continuous applies 1 concept;**

LAMPIRAN 2. INSTRUMEN PENELITIAN

No	Statements	X	SA	A	N	D	SD
1.	LMS Moodle I use is good and interesting.						
2.	I have got a new experience learning English Grammar using LMS Moodle.						
3.	I find quite easy to learn English Grammar with the LMS platform I use.						
4.	I like learning English Grammar with the LMS Moodle I use.						
5.	Using LMS Moodle is more fun for me.						
6.	I feel motivated to learn English using LMS Moodle.						
7.	I feel actively learning English Grammar using LMS Moodle.						
8.	I find quite easy to understand English Grammar material presented in the LMS Moodle.						
9.	I feel my English Grammar competence improved after learning using LMS Moodle.						
10.	My English Grammar scores after learning with LMS Moodle are still good and they are even improving.						
11.	Features in the LMS Moodle I use are quite easy in facilitating my English learning.						
12.	LMS Moodle I use provides adequate communication space and interactive discussions between friends and teachers.						
13.	Features in the LMS Moodle (materials, assignments, quizzes, forums /						

	chat, audio, video, live chat) are complete and adequate.						
14.	LMS Moodle display is nice.						
15.	Grammar Assignment submission and quiz completion through LMS Moodle become faster, more effective and efficient.						
16.	LMS Moodle I use is quite stable and easily accessible.						
17.	Quality of teaching and learning Grammar through the LMS Moodle I use is as good as face-to-face.						
18.	In general, I am satisfied learning English Grammar using LMS Moodle.						
19.	I want to keep learning English Grammar with LMS Moodle in the future.						
20.	I recommend other students or teachers to use LMS Moodle for Learning Grammar.						

LMS Evaluation Tool

VENDOR: _____
EVALUATOR: _____

INSTRUCTIONS: Use the following evaluation to review each learning management system. Evaluate the set of criteria by scoring each item: 0 (Feature Not Present), 5 (Fair), 8 (Good), or 10 (Excellent) based on the information and demonstration provided by the vendor.

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Design and layout	Functional interface with decent layout but somewhat complex and counterintuitive. Aesthetics are bland or distracting.	Good functional interface that can be navigated with minimal training. Good look and feel.	Simple, intuitive interface with minimal clicks to access materials, little or no training needed to get started, and the look and feel is inviting.	
Migration of existing courses	Some migration tools exist but the tools and documentation are either inadequate or difficult to use.	Good tools are provided and well documented, but the migrated material will need additional formatting.	Excellent migration tools with great documentation. All migrated course materials are ready to use.	
Content authoring	Provides a basic means for uploading and storing content in a hierarchical manner to support teaching and learning.	Allows basic content to be uploaded or created within an authoring system that is part of the LMS.	Provides a suite of tools for authoring media-rich content, importing content, drag-and-drop interfaces, as well as uploading rich content types such as podcasts, video clips, etc. Allows metadata creation for easier/better management.	
Content organization	LMS provides a basic repository for course content.	LMS provides a repository for content and basic tools for content organization.	LMS provides a framework for diverse storage and use strategies, from public, private and shared workspaces, to subscription-based content (e.g., podcasts and feeds) to archival content.	

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Course export	Permits course content to be exported and reimported into the LMS itself but may have limited ability to export to another LMS.	Allows course structure and content to be exported but in formats that constrain how the exported content may be imported elsewhere.	Exports course structure and content, as well as selected sub-elements of a course, using an industry-standard such as IMS Content Packaging so that courses can be imported into another LMS.	
Archives	Some archival tools but much of the process is manual. Archived courses are not available to be viewed by the instructor.	Good archival tools that support backup of completed courses with student submissions and discussions intact. The LMS administrator must set up instructor access to the completed course.	Powerful archive tools that support automatic backup of completed courses with student submissions and discussions intact. Instructors have full access and control of completed courses.	
Communication	LMS provides secure access to the email addresses that comprise the class roster, but individuals may not be selectable for private email.	Both asynchronous (email) and synchronous communication tools are present.	LMS provides a high level of flexibility for the use of email (asynchronous by roster, individual or group) as well as instant messaging, chat and threaded discussions.	
File exchange	LMS provides secure drop-box functionality so that students can exchange materials with instructors.	LMS provides drop-box and ability for students and faculty to upload resources to a central course repository.	LMS provides secure drop-boxes and shared folders for file exchange among students as well as instructors and allows for bulk downloads of attached files.	
E-portfolio	Basic tools allow students and instructors to gather student work products for assessment and presentation.	Tools allow students and instructors to create ad-hoc or structured presentations of resources.	A full-featured e-portfolio tool is integrated into the LMS and makes possible the gathering, review and presentation of work products to support any portfolio strategy (resumé, learning, tenure, etc). Reporting tools allow for individual, departmental or institutional assessments.	

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Discussion tools	Adequate speed and functionality with the ability to attach files	Quick and functional with user profiles or pictures, file attachments and html interface.	Extremely fast and highly functional with user profiles and pictures, files attachments and easy html interface.	
Testing and assessment tools	A simple test generator with the ability to add multiple choice, true/false, short answer and essay questions.	More than a simple test generator, this system provides tools for creating assessments with images or other attached files.	More than a simple test generator, this system provides tools for creating assessments with multimedia, learning games, and other interactive tools such as polls. Tests can provide immediate feedback with tips for remediation.	
Course evaluations	Basic survey tools for capturing student reflections on course, instructor	Anonymous evaluations that can be gathered by the faculty including question pools and templates.	Hierarchical and flexible system for anonymous evaluations at course, department and institutional level for either summative or formative purposes. Includes item pools, templating, announcements, reminders, and tools to easily target different audiences.	
Gradebook and student tracking	Moderately functional grade book that is relatively easy to use. Minimal tools for student tracking.	Functional grade book that is easy to use. Grades can be exported to a spreadsheet. Student tracking tools give the instructor some information about student progress.	Highly functional grade book that is easy to use. Grades can be exported to a spreadsheet or student information system. Student tracking tools give the instructor information about what pages the student has viewed and what tasks have been completed. The student can be automatically emailed when their participation is substandard.	
Calendar and selective release	Basic calendar. Selective release is possible but may be cumbersome to set up.	Basic calendar with pop-up announcements. Release of course content and assessments can be scheduled for student access with moderate effort.	Collaborative calendar with pop-up announcements. Release of course content and assessments can be easily scheduled for student access.	

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Collaboration	Allows shared access to files among users and some tools for asynchronous collaboration.	Provides access to shared files and some tools for asynchronous and synchronous collaboration and communication. Limited group functionality.	Provides a campus-wide framework that supports collaborative work such as wiki with version tracking, threaded discussion, instant messaging and chat, whiteboard, web conferencing (audio and video). Enables subgroups to be defined within courses for collaboration. Provides non-course sites to support special project work among small groups.	
Learning analytics	Grades and basic statistics are gathered for each learner, and basic usage reports generated.	Grades, basic and fine-grained statistics are gathered for each learner, by course, by department and across the institution. Forensic reports are available for resolving controversies.	Provides in-depth data gathering and reporting on learning outcomes based on configurable rubrics, and allows for longitudinal analysis of cohorts as well as individuals, including eportfolios.	
Integration with Student Information System	Integration is possible but will require a high level of product customization.	Tools for integration are available but some tasks will need to be completed manually or in a batch process.	Seamless integration with automatic updating of student and faculty lists and all rosters. Students can be automatically emailed course access information. Student and faculty profiles with pictures and syllabi can be shared between the LMS and the SIS.	
Integration with Campus Authentication	Ability to batch load users from a campus central identity system.	Ability to batch load users but also to integrate a campus single sign-on system such as CAS.	A real-time connection with a campus central identity system (LDAP, AD, Shibboleth) that avoids the need for batch processes. Integration with campus single sign-on.	
Integration with campus portal	LMS is accessible through the campus portal but only by linking that requires a separate authentication by the user.	LMS is linked with the portal via single sign-on, but the only level of integration possible is the iFrame.	LMS and portal share single sign-on and select tools can be integrated with the portal via industry-standard integrations (JSR-168 or WSRP).	

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Support	Email support only.	Email support and limited phone support.	24/7 phone and email support with tracking system to follow the progress of issue resolution.	
Textbook publisher support	Some textbook materials but difficult to find, request or install.	Several supported texts with good materials that can be installed with moderate efforts.	Many supported texts, excellent well-organized materials, easily installed and based on industry or community standards (<i>e.g.</i> , Common Cartridge)	
Training materials	Fair printed materials, minimal online training or classroom training sessions available.	Good printed materials, some online training or classroom training sessions available.	Excellent printed materials and many opportunities for online and classroom training sessions.	
Online help resources	A users' manual is accessible online.	Help files are accessible at each step of a process, and system documentation is accessible online.	Contextually-appropriate help files are accessible from all pages and provide assistance for students, faculty and system administrators as appropriate. Pop-ups or rollovers provide "just-in-time" information for specific actions.	
Speed of system	Course material access times are adequate on high speed connections but frustrating for dial-up users.	Access times are very good for students on high speed connections and adequate for dial-up users.	The fastest system available with support for streaming media and/or offline companion materials to better serve dial-up users.	
Server requirements	LMS only operates on one operating system and requires special configurations of hardware or supporting software.	LMS is available on multiple platforms but does not offer compatibility with an implementer's choice of application server or database.	Server software operates on a wide variety of operating systems (Windows, Linux/Unix, Mac) using commodity hardware and industry-standard web servers.	
Scalability	LMS has no problem meeting demands of a small institution on a single server.	LMS supports clustering and the ability for multiple servers to act in unison, but there are few installations supporting over a thousand concurrent users.	LMS clusters well and has been known to support installations well over ten thousand concurrent users.	

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Browser setup and support	Supports the most popular browsers with end user set up and installation of necessary components. May have a "preferred" browser for proper operation.	Supports most browsers with minimal effort from the user.	Supports all browsers and platforms with no special setup requirements for the user. Is able to render the LMS experience in most browsers with consistency.	
TOTAL POINTS				

This grid was adapted from several sources on e-learning systems evaluations including [McGill University's work on LMS selection](#).

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LAMPIRAN 3. TABULASI HASIL KUESIONER TERTUTUP

R	P.1	P.2	P.3	P.4	P.5	P.6	P.7	P.8	P.9	P.10	P.11	P.12	P.13	P.14	P.15	P.16	P.17	P.18	P.19	P.20
1	5	5	5	4	4	2	3	4	5	4	4	2	5	4	4	5	5	5	3	1
2	5	4	4	5	4	2	5	4	5	5	5	5	1	5	3	5	4	4	3	5
3	5	1	4	4	1	4	4	4	5	5	3	5	4	4	4	5	3	5	3	4
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7	5	5	4	3	2	4	3	4	2	5	5	4	5	4	2	3	4	5	3	4
8	5	5	5	4	5	5	3	3	4	4	4	5	4	4	4	5	3	4	4	4
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LAMPIRAN 4. REKAPITULASI PERHITUNGAN KUESIONER TERTUTUP

[illegible]

LAMPIRAN 5. ARTIKEL JURNAL

A REFLECTIVE STUDY OF LEARNING MANAGEMENT SYSTEM (MOODLE) UTILIZATION IN GRAMMAR TEACHING AND LEARNING SITUATION

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Abstract

This research presents the evaluation or reflection of Learning Management System (Moodle) used in the context of teaching and learning English grammar EFL students at one private university in Jakarta. The aim is to be able to reveal more deeply and thoroughly from the learner's point of view about the technical evaluation aspects such as 1) features and appearance, 2) system quality, 3) usability for students (similarity, motivation, activity), 4) satisfaction, and 5) potential for increasing English grammar competence. Besides, this research tries to reflect the LMS Moodle content such as 1) the strength of the material and 2) the variety of assignments/tests created or developed in the English Learning Management System (Moodle) from the expert judgement. In other words, this study may reveal the the quality of the Learning Management System (Moodle) developed through independent assessments or point of view of both students and competent expert. So, methodologically, this research applied quantitative approaches by giving closed instruments to 70 students about the Learning Management System (Moodle) they used during online class. Then, the Learning Management System (Moodle) that has been created for teaching and learning English grammar was objectively assessed in terms of contents by 1 expert LMS evaluation rubric provided. This research data was also photographed through the use of LMS documentation techniques that can support the analysis and validity of the research results. It is hoped that this research can be revealed in detail and in detail related to the Learning Management System (Moodle) which is made for further enrichment, development, or even the creation of technical LMS innovations as well as LMS material content that is beneficial for the science of English grammar for teachers and students in Indonesia.

Keywords: Efl students, grammar, learning management system, moodle

Introduction

Since the obligation of learn from home (LFH) or school from home (SFH) finally released and implemented at march 2020 by Indonesian Ministry of Education (<https://setkab.go.id>), the use of online Learning Management System

(LMS) have grown massively and significantly in education sectors. We all see and feel today, that plenty teachers and lecturers from secondary school to university level are struggle to utilize and adapt with the asynchronous LMS platforms provided by vendors besides synchronous Zoom or GoogleMeet. Google Classroom, Schoology, Edmodo, and Moodle are few platforms or examples of LMS that are used by teachers and lecturers in Indonesia these days (Komara, 2020). Truthfully, some experts have already exposed or predicted in early 2000 that the upraise trends of LMS application is undeniable in the modern era (Kats, 2010). Then, the Covid-19 pandemic variable generates extra acceleration of the use of LMS in education matters. This is a new posture of education system that we face today, and it should be embraced in the positive way. The growth of LMS users and activities are definitely for the good of online teaching and learning practices as a respond of the emerge of pandemic situation happend in Indonesia.

Learning Management System (LMS) itself is widely known by a software or platform that can integrate technological and pedagogical features into a sophisticated online learning atmosphere (Cavus, 2011). According to Kats (2010) the concrete features that accessible in Learning Management System are content creation, communication, assessment, and administration. In this platform, the students and teachers or lecturers are also provided by communication menu like chatting or creating a discussion forum on the LMS. Both the students and teachers are handy to interact and entree courses, materials, documents, and etc (Cavus, 2011). Furthermore, they are easy to do plenty other activities such as taking quiz, survey, or assessment formats in order to know their scores and grades (Kats, 2010). Learning Management System is truly a home of virtual learning specifically in this current situation.

In accordance with this potential outcome shown by the use of Learning Management System (LMS) in education sector, it becomes more interesting to test the platform in the context of English language teaching and learning particularly grammar. Crystal (2017) simply explained that grammar is the study of words combination in aims to make sense between speakers. We know this as “the rules of language” which is strict to its pattern. Normally, students in Indonesia are exposed with all English skills and sub-skills taught by their teachers or lecturers. However, students are more likely concern with learning grammar, since they know it is important although difficult (Crystal, 2003; Al-mekhlafi and Nagaratnam, 2011; Komara & Tiarsiwi, 2021). It creates issue whether or not students who are generally success to learn English Grammar through online virtual learning of LMS than conventional learning or face-to-face they usually do. Therefore, the study has been done (Komara, 2021). It is now exciting to do the evaluation of learning Grammar through LMS from learners’ point of view and expert judgement.

Shortly, this research focuses on evaluating the technical and contents aspect existed in Learning Management System (Moodle) for teaching students’ English Grammar. The selection of Moodle is based on statistical fact that Moodle is the largest open source LMS with a total of 289 million users in 243 countries (<https://stats.moodle.org/>). Besides, it claims as number 1 or top LMS software

used for teaching and learning online in Indonesia (<https://trends.builtwith.com>). The usage percentage is almost 65% compared to other LMS brands used by many lecturers, teachers, and students in Indonesia. So, additional research is needed to enrich the evidence about the benefits of Moodle LMS in teaching English grammar for students. The researchers put ultimate question: 1) What are the students' view of LMS Moodle used for teaching them English Grammar? 2) What is the score given by the expert judgment about LMS Moodle created and used for teaching students' English Grammar. The findings will show how pleasant this LMS Moodle for the sake of students towards English Grammar in small scale context.

Literature Review

Learning Management System of Moodle is based on acronym of “Modular Object-Oriented Dynamic Learning Environment”. It is a type of Learning Management System that provides various learning features, integration of various tasks, multimedia presentation (both internal and external), electronic delivery of teaching materials (such as documents, presentations, audio and video files), synchronous and asynchronous teacher-student and student-student communication (for instance chats, forums, and the testing and assessment of students' work) (Suvorov, 2010). Moreover, Moodle is a platform which is developed and designed based on the concept of social constructivism theory whereas knowledge is achieved through social collaboration between users (Singh, 2014). This demonstrates the supremacy of Moodle compared to similar platforms existed.

As it is already mentioned previously, Moodle is one of the largest LMS used globally compared to similar platforms (Plomteux, 2013). At first, this system was developed by Martin Dougiamas to provide opportunities for educators and students for online interaction and collaboration (Dougiamas & Taylor, 2003). Then, the system got development such as there are three user roles in this platform; 1) Administrators create courses for teachers and manage general settings, 2) Teachers manage one or more subjects. It can fill this with information for students, and 3) Students can take part in different subjects to which they have wide access. The use of the Learning Management System Moodle is also popular among many English teachers, lecturers, and students including in the sub-area of grammar. learning Teaching and learning English can be done easily through the use and utilization of this Learning Management System Moodle.

The researches of the Learning Management System (Moodle) in the context of teaching or learning English skills has been widely carried out such as by Suppasetserree and Dennis (2010), Nikmah (2015), and Gunduz and Ozcan (2017). The three studies discussed the role of the Learning Management System (Moodle) which can support and help improve students' English skills. Suppasetserree and Dennis (2010) focused on students in Thailand while Gunduz and Ozcan (2017) focused on students in Turkey who used Moodle to learn English for all skills and components. Meanwhile, Nikmah (2015) focuses on school students in Indonesia and the context of reading learning.

Meanwhile, the use of LMS Moodle in the context of learning grammar has been suggested, one of them by Plomteux (2013) who assessed that Moodle helped students to master grammar sub-skills in their remedial classes. Next, other researches by Eskandari and Soleimani (2016), Bataineh and Mayyas (2017), and Pumjarean et al (2017) have successfully explored Moodle with the type of experimental research. Eskandari and Soleimani (2016) conducted a trial using Moodle on 35 students in Iran with a focus on Conditional Sentence material. The results of their research presented students who learned grammar in a virtual Moodle environment, they had a better growth in grades than the control class. Next, Bataineh and Mayyas (2017) who conducted a Moodle trial on 32 samples of students in Jordan. The results of the study showed that 32 samples in the experimental class who studied grammar with Moodle can improve their grammar test results so that it had an impact on the success of English-speaking students. Lastly, the results of the same research context were also conveyed by Pumjarean et al (2017) in their journal that 54 students in Thailand had experienced an improvement in grammar scores after studying with LMS Moodle. The three studies above proved positive results regarding the Moodle application for teaching and learning English grammar.

From the other results of the literature review, researchers found many studies or studies that jump on evaluating the use of the Learning Management System and its relationship to the assessment of LMS features and appearance as by Jurado, Petterson, Gomez, and Scheja (2013). In addition, to check the quality of the LMS system, Krileva, Sabani, & Krilev (2019) and Santiago et al (2020). Then, for the perceived usefulness of LMS; effective and efficient, research by Chaw and Tang (2018) managed to reveal clearly. Furthermore, research by Ayan (2015) has revealed the motivation and activeness of students learning by using LMS. Meanwhile, obanoğlu (2018), Ohliati & Abbas (2019), and Yuen, Cheng, and Chan (2019) succeeded in revealing how satisfied students were in learning with LMS. Finally, regarding the potential for increasing English competence, research by Wihastyanang, Hentasmaka, and Anjarwati (2014), and Feizabadi, Aliabadi, and Ahmadabadi (2016) succeeded in showing an increase in students' English competence. All of the above studies have shown high interest in many researchers in the study of using LMS. There are also many studies on students' perceptions or opinions about LMS on certain or general brands. The research is expected to obtain evidence that can enrich scientific knowledge about LMS.

However, in the Indonesian context, research examining the use of the Learning Management System (Moodle), especially in the area of English grammar, has not been widely exposed. Research by Wiratomo and Mulyatna (2020) is one of them. His research succeeded in revealing the efforts made by teachers and students in improving English mastery through LMS. However, the study only revealed the opinion or input from students. Therefore, this study will explore quantitatively and qualitatively the evaluation and reflection of the use of the Moodle LMS as a whole that involves not only students but also involves external teachers or experts so that they can reveal if there are weaknesses, shortcomings, and the possibility of adding features and developments. and

innovation in the application of the Moodle LMS, both in terms of technical and content.

Method

This research was conducted in the English Education Study Program, Faculty of Teacher Training and Education, Prof. Muhammadiyah University. Dr. HAMKA having its address at Campus B Jalan Tanah Merdeka, Kp. Rambutan, Ps. Rebo, East Jakarta. The completion time of this research starts from May 3 to September 28, 2021. The method used in this study is a quantitative approach with the main design of the survey. This design or type of survey is useful for revealing students' views on learning English grammar through the use of the Learning Management System (Moodle) that they have used in the previous semester. This survey research is included in the quantitative type as a form of calculating the results of the closed questionnaire used. Cohen, Manion, and Morrison (2007) state that a quantitative approach can be applied to this type of research by using a closed questionnaire. Meanwhile, to reveal the findings of deficiencies and weaknesses in terms of technical and content, the researcher uses a scoring rubric for the assessment of the LMS. The results of the LMS quantitative assessment will be elaborated and described in detail through descriptive quantitative analysis methods.

The participants of this research were 70 second semester students of the English Education Study Program who were in the Intermediate English Structure or Grammar 2 English 1A and 1B English Grammar 2 Semester Even Semester Academic Year 2020/2021 class. The reason for the selection of participants in class 1A and class 1B is due to the similarity of the subject of the previous research to the current one where students of class 1A and 1B have used the Learning Management System (Moodle) for approximately 14 English grammar learning meetings. Then, this research involves 1 expert in the field of English language teaching and LMS content who will provide an assessment of the Moodle LMS by following the scoring rubric that has been prepared.

The instrument used in this study was a 20-item closed-ended questionnaire adopted from Sánchez and Hueros (2010), Damjanovic, Jednak, & Mijatovic (2015), and Pérez-Perez, Serrano-bedia, & García-piqueres (2019) with 5 that will be reviewed, namely Features and Display, System Quality, Perceived Usefulness, Satisfaction, and English Competence. For the closed questionnaire, the researcher used a Likert scale of Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1), while the open questionnaire was in the form of semi-interviews. The next instrument used is an assessment rubric that can be used as an indicator of the success of the Moodle LMS which is used for teaching and learning English grammar for students. Instruments taken from <https://ncat.edu>. This instrument can be used as a benchmark for the weakness or success of the LMS used by teachers in supporting students' English grammar competence.

Last, the instrument used in this study was collected through a closed questionnaire data collection technique in the Google Questionnaire format (online). Then, the researchers conducted data analysis as follows; 1) transfer the data obtained from the google form online questionnaire into Microsoft Excel, 2) calculate quantitatively from the item options in the questionnaire that is asked to students, 3) tabulate the results of student responses to the research questions, 4) interpret and discuss the results findings. The following formula is used and computerized automatically in Ms. Excel.

Findings and Discussion

Findings

Before calculating the close-ended questionnaire, the researchers put some reliability test through cronbach alpha statistics. Below was the result:

Table 1. Reliability Test

Cronbach's Alpha	N of Items
.950	20

Based on the table above, the researchers obtained the reliability of Cronbach's Alpha score of 0.950. According to Vaske and Beaman (2008), a score of 0.950 is categorized as a high score. Therefore, it can be said that the 20 question items in the instrument are reliable and the item responses are positively correlated with each other. Next, the researcher presented closed questionnaire tabulation data to 70 students about the Moodle LMS they used in the online learning class Basic English Structure 1A and 1B. The researcher used a Likert scale with five answer points that students could choose from, such as: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Table 2. Close-Ended Questionnaire

No	Statements	X	SA	A	N	D	SD
1.	LMS Moodle I use is good and interesting.	4.17	30 (42.86)	28 (40)	8 (11.43)	2 (2.86)	2 (2.86)
2.	I have got a new experience learning English Grammar using LMS Moodle.	4.04	25 (35.71)	33 (47.14)	5 (7.14)	4 (5.71)	3 (4.29)
3.	I find quite easy to learn English Grammar with the	4.07	27 (38.57)	30 (42.86)	7 (10)	3 (4.29)	3 (4.29)

	LMS platform I use.						
4.	I like learning English Grammar with the LMS Moodle I use.	4.06	25 (35.71)	33 (47.14)	6 (8.57)	3 (4.29)	3 (4.29)
5.	Using LMS Moodle is more fun for me.	3.93	20 (28.57)	37 (52.86)	5 (7.14)	4 (5.71)	4 (5.71)
6.	I feel motivated to learn English using LMS Moodle.	4.13	24 (34.29)	37 (52.86)	5 (7.14)	2 (2.86)	2 (2.86)
7.	I feel actively learning English Grammar using LMS Moodle.	4.14	34 (48.57)	22 (31.43)	7 (10)	4 (5.71)	3 (4.29)
8.	I find quite easy to understand English Grammar material presented in the LMS Moodle.	4.07	22 (31.43)	39 (55.71)	3 (4.29)	4 (5.71)	2 (2.86)
9.	I feel my English Grammar competence improved after learning using LMS Moodle.	4.13	25 (35.71)	34 (48.57)	7 (10)	3 (4.29)	1 (1.43)
10.	My English Grammar scores after learning with LMS Moodle are still good and they are even improving.	4.17	30 (42.86)	29 (41.43)	6 (8.57)	3 (4.29)	2 (2.86)
11.	Features in the LMS Moodle I use are quite easy in facilitating my English learning.	3.94	27 (38.75)	26 (37.14)	8 (11.43)	4 (5.71)	5 (7.14)
12.	LMS Moodle I use provides adequate communication space and interactive discussions between friends and teachers.	4.20	32 (45.71)	28 (40)	4 (5.71)	4 (5.71)	2 (2.86)
13.	Features in the LMS Moodle (materials,	4.13	29 (41.43)	30 (42.86)	5 (7.14)	3 (4.29)	3 (4.29)

	assignments, quizzes, forums / chat, audio, video, live chat) are complete and adequate.						
14.	LMS Moodle display is nice.	3.91	23 (32.86)	31 (44.29)	7 (10)	5 (7.14)	4 (5.71)
15.	Grammar Assignment submission and quiz completion through LMS Moodle become faster, more effective and efficient.	4.14	26 (37.14)	35 (50)	4 (5.71)	3 (4.29)	2 (2.86)
16.	LMS Moodle I use is quite stable and easily accessible.	4.49	33 (47.14)	24 (34.29)	6 (8.57)	4 (5.71)	3 (4.29)
17.	Quality of teaching and learning Grammar through the LMS Moodle I use is as good as face-to-face.	4.07	23 (32.86)	37 (52.86)	5 (7.14)	2 (2.86%)	3 (4.29)
18.	In general, I am satisfied learning English Grammar using LMS Moodle.	4.23	32 (45.71)	29 (41.43)	4 (5.71)	3 (4.29)	2 (2.86)
19.	I want to keep learning English Grammar with LMS Moodle in the future.	3.26	13 (18.57)	12 (17.14)	32 (45.71)	6 (8.57)	7 (10)
20.	I recommend other students or teachers to use LMS Moodle for Learning Grammar.	4.16	31 (44.29)	30 (42.86)	2 (2.86)	3 (4.29)	4 (5.71)

From 20 statements that have been responded to by 70 students, researchers can identify and categorize into five main aspects that have been determined previously. The following is the classification and recapitulation of the data results:

Table 3. Recapitulation of Close-Ended Questionnaire

Classification	Number	Percentage (%)		
		SA + A	N	D + SD
Features and Display for Grammar Context	1, 11, 12, 13, 14	81.14	9.14	9.71
System Quality for Supporting Grammar Learning	16, 17	83.57	7.86	8.57
Perceived Usefulness in Learning Grammar	3, 4, 5, 6, 7, 8, 15	84.86	7.71	7.43
Satisfaction in Learning Grammar	2, 18, 19, 20	73.21	15.36	11.43
English Grammar Competence	9, 10	84.29	9.29	6.43
Total	20 Items			

Next, the researchers asked expert to evaluate and give score of the LMS Moodle content. Below was the score:

Table 4. LMS Evaluation Tools

LMS Evaluation Tool				
VENDOR: <u>OLU</u> EVALUATOR: <u>Tri Wintolo Apoko</u>				
INSTRUCTIONS: Use the following evaluation to review each learning management system. Evaluate the set of criteria by scoring each item: 0 (Feature Not Present), 5 (Fair), 8 (Good), or 10 (Excellent) based on the information and demonstration provided by the vendor.				
EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Design and layout	Functional interface with decent layout but somewhat complex and counterintuitive. Aesthetics are bland or distracting.	Good functional interface that can be navigated with minimal training. Good look and feel.	Simple, intuitive interface with minimal clicks to access materials, little or no training needed to get started, and the look and feel is inviting.	8
Migration of existing courses	Some migration tools exist but the tools and documentation are either inadequate or difficult to use.	Good tools are provided and well documented, but the migrated material will need additional formatting.	Excellent migration tools with great documentation. All migrated course materials are ready to use.	10
Content authoring	Provides a basic means for uploading and storing content in a hierarchical manner to support teaching and learning.	Allows basic content to be uploaded or created within an authoring system that is part of the LMS.	Provides a suite of tools for authoring media-rich content, importing content, drag-and-drop interfaces, as well as uploading rich content types such as podcasts, video clips, etc. Allows metadata creation for easier /better management.	8
Content organization	LMS provides a basic repository for course content.	LMS provides a repository for content and basic tools for content organization.	LMS provides a framework for diverse storage and use strategies, from public, private and shared workspaces, to subscription-based content (e.g., podcasts and feeds) to archival content.	5

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Course export	Permits course content to be exported and reimported into the LMS itself but may have limited ability to export to another LMS.	Allows course structure and content to be exported but in formats that constrain how the exported content may be imported elsewhere.	Exports course structure and content, as well as selected sub-elements of a course, using an industry-standard such as IMS Content Packaging so that courses can be imported into another LMS.	8
Archives	Some archival tools but much of the process is manual. Archived courses are not available to be viewed by the instructor.	Good archival tools that support backup of completed courses with student submissions and discussions intact. The LMS administrator must set up instructor access to the completed course.	Powerful archive tools that support automatic backup of completed courses with student submissions and discussions intact. Instructors have full access and control of completed courses.	10
Communication	LMS provides secure access to the email addresses that comprise the class roster, but individuals may not be selectable for private email.	Both asynchronous (email) and synchronous communication tools are present.	LMS provides a high level of flexibility for the use of email (asynchronous by roster, individual or group) as well as instant messaging, chat and threaded discussions.	8
File exchange	LMS provides secure drop-box functionality so that students can exchange materials with instructors.	LMS provides drop-box and ability for students and faculty to upload resources to a central course repository.	LMS provides secure drop-boxes and shared folders for file exchange among students as well as instructors and allows for bulk downloads of attached files.	8
E-portfolio	Basic tools allow students and instructors to gather student work products for assessment and presentation.	Tools allow students and instructors to create ad-hoc or structured presentations of resources.	A full-featured e-portfolio tool is integrated into the LMS and makes possible the gathering, review and presentation of work products to support any portfolio strategy (resumé, learning, tenure, etc). Reporting tools allow for individual, departmental or institutional assessments.	5

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Collaboration	Allows shared access to files among users and some tools for asynchronous collaboration.	Provides access to shared files and some tools for asynchronous and synchronous collaboration and communication. Limited group functionality.	Provides a campus-wide framework that supports collaborative work such as wiki with version tracking, threaded discussion, instant messaging and chat, whiteboard, web conferencing (audio and video). Enables subgroups to be defined within courses for collaboration. Provides non-course sites to support special project work among small groups.	5
Learning analytics	Grades and basic statistics are gathered for each learner, and basic usage reports generated.	Grades, basic and fine-grained statistics are gathered for each learner, by course, by department and across the institution. Forensic reports are available for resolving controversies.	Provides in-depth data gathering and reporting on learning outcomes based on configurable rubrics, and allows for longitudinal analysis of cohorts as well as individuals, including eportfolios.	8
Integration with Student Information System	Integration is possible but will require a high level of product customization.	Tools for integration are available but some tasks will need to be completed manually or in a batch process.	Seamless integration with automatic updating of student and faculty lists and all rosters. Students can be automatically emailed course access information. Student and faculty profiles with pictures and syllabi can be shared between the LMS and the SIS.	8
Integration with Campus Authentication	Ability to batch load users from a campus central identity system.	Ability to batch load users but also to integrate a campus single sign-on system such as CAS.	A real-time connection with a campus central identity system (LDAP, AD, Shibboleth) that avoids the need for batch processes. Integration with campus single sign-on.	5
Integration with campus portal	LMS is accessible through the campus portal but only by linking that requires a separate authentication by the user.	LMS is linked with the portal via single sign-on, but the only level of integration possible is the iFrame.	LMS and portal share single sign-on and select tools can be integrated with the portal via industry-standard integrations (JSR-168 or WSRP).	5

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Discussion tools	Adequate speed and functionality with the ability to attach files	Quick and functional with user profiles or pictures, file attachments and html interface.	Extremely fast and highly functional with user profiles and pictures, files attachments and easy html interface.	8
Testing and assessment tools	A simple test generator with the ability to add multiple choice, true/false, short answer and essay questions.	More than a simple test generator, this system provides tools for creating assessments with images or other attached files.	More than a simple test generator, this system provides tools for creating assessments with multimedia, learning games, and other interactive tools such as polls. Tests can provide immediate feedback with tips for remediation.	8
Course evaluations	Basic survey tools for capturing student reflections on course, instructor	Anonymous evaluations that can be gathered by the faculty including question pools and templates.	Hierarchical and flexible system for anonymous evaluations at course, department and institutional level for either summative or formative purposes. Includes item pools, templating, announcements, reminders, and tools to easily target different audiences.	5
Gradebook and student tracking	Moderately functional grade book that is relatively easy to use. Minimal tools for student tracking.	Functional grade book that is easy to use. Grades can be exported to a spreadsheet. Student tracking tools give the instructor some information about student progress.	Highly functional grade book that is easy to use. Grades can be exported to a spreadsheet or student information system. Student tracking tools give the instructor information about what pages the student has viewed and what tasks have been completed. The student can be automatically emailed when their participation is substandard.	10
Calendar and selective release	Basic calendar. Selective release is possible but may be cumbersome to set up.	Basic calendar with pop-up announcements. Release of course content and assessments can be scheduled for student access with moderate effort.	Collaborative calendar with pop-up announcements. Release of course content and assessments can be easily scheduled for student access.	8

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Support	Email support only.	Email support and limited phone support.	24/7 phone and email support with tracking system to follow the progress of issue resolution.	5
Textbook publisher support	Some textbook materials but difficult to find, request or install.	Several supported texts with good materials that can be installed with moderate efforts.	Many supported texts, excellent well-organized materials, easily installed and based on industry or community standards (e.g., Common Cartridge)	8
Training materials	Fair printed materials, minimal online training or classroom training sessions available.	Good printed materials, some online training or classroom training sessions available.	Excellent printed materials and many opportunities for online and classroom training sessions.	8
Online help resources	A users' manual is accessible online.	Help files are accessible at each step of a process, and system documentation is accessible online.	Contextually-appropriate help files are accessible from all pages and provide assistance for students, faculty and system administrators as appropriate. Pop-ups or rollovers provide "just-in-time" information for specific actions.	8
Speed of system	Course material access times are adequate on high speed connections but frustrating for dial-up users.	Access times are very good for students on high speed connections and adequate for dial-up users.	The fastest system available with support for streaming media and/or offline companion materials to better serve dial-up users.	5
Server requirements	LMS only operates on one operating system and requires special configurations of hardware or supporting software.	LMS is available on multiple platforms but does not offer compatibility with an implementer's choice of application server or database.	Server software operates on a wide variety of operating systems (Windows, Linux/Unix, Mac) using commodity hardware and industry-standard web servers.	10
Scalability	LMS has no problem meeting demands of a small institution on a single server.	LMS supports clustering and the ability for multiple servers to act in unison, but there are few installations supporting over a thousand concurrent users.	LMS clusters well and has been known to support installations well over ten thousand concurrent users.	8

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
Browser setup and support	Supports the most popular browsers with end user set up and installation of necessary components. May have a "preferred" browser for proper operation.	Supports most browsers with minimal effort from the user.	Supports all browsers and platforms with no special setup requirements for the user. Is able to render the LMS experience in most browsers with consistency.	8
TOTAL POINTS				200

Discussion

From table 3 above, it can be seen that students' views on the Moodle Learning Management System (LMS), which they used in learning English Grammar during the covid-19 pandemic, were much more positive. The five aspects were responded dominantly with the options Strongly Agree (SA) and Agree (A). In terms of features and appearance, most students view that LMS Moodle has provided a good or interesting and easy-to-use grammar learning menu with a percentage of 81.94 compared to students who answered Neutral (N) namely 9.14 and Disagree (D) and Strongly Disagree (SD) which is 9.71. Furthermore, in terms of System Quality, most of the students also considered that the Moodle LMS works or runs very well and is stable to support grammar learning with a percentage of Strongly Agree (SA) and Agree (A) of 83.57 compared to students who answered Neutral (N).) which is 7.86 and Disagree (D) and Strongly Disagree (SD) which is 8.57.

Then, in terms of Perceived Usefulness, most students view that learning English grammar using LMS Moodle is considered effective and efficient, such as in accessing and understanding material or doing assignments and completing

quizzes as evidenced by the dominant percentages Strongly Agree (SA) and Agree (A) of 84.86 compared to students who chose Neutral (N) which was 7.71 or Disagree (D) and Strongly Disagree (SD) which was 7.43. They also feel happy and motivated to learn English grammar in LMS Moodle which is known from the dominant response of Strongly Agree (SA) and Agree (A) in the context of Perceived Usefulness. Next, in terms of satisfaction, most students perceive that they have had a new experience. They want to learn more with LMS Moodle, and they highly recommend the use of LMS in the English learning process which is known from Strongly Agree (SA) and Agree (A) responses of 73.21 compared to students who choose Neutral (N) which is 15.36 or Disagree (D) and Strongly Disagree (SD), namely 11.43. Finally, the aspect of improving grammar competence is also seen as increasing after learning grammar at LMS Moodle which is known from the response Strongly Agree (SA) and Agree (A) of 84.29 compared to students who choose Neutral (N) which is 9.29 or Disagree (D) and Strongly Disagree (SD) which is 6.43.

Meanwhile, from the total 27 assessment indicators in the Rubric above, the total score for each indicator was 10 maximums. So, the total score is 270. The score content given by expert to LMS Moodle Basic English Structure 1A and 1B was 200. So, the final score was $200/270 \times 100 = 74$. This score of 74 was in the satisfactory category.

Conclusion and Suggestion

Based on the data or survey results of students' learning experience of English grammar using the Moodle LMS, the researchers concluded that the students viewed the technical and content of the Moodle LMS as very capable and good. This is evidenced from the five aspects of the assessment which were responded dominantly with the options Strongly Agree (SA) and Agree (A). The researcher found that 1) in terms of features and appearance, most of the students believed that the Moodle LMS had provided a good or interesting and easy-to-use grammar learning menu with a percentage of 81.94 compared to students who answered Neutral (N) which was 9.14 and Disagree (D) and Strongly Disagree (SD) which is 9.71. 2) This can also be seen in the System Quality aspect where most students also assess that the Moodle LMS works or runs very well and is stable to support grammar learning with a percentage of Strongly Agree (SA) and Agree (A) of 83.57 compared to students who answered Neutral (N) which is 7.86 and Disagree (D) and Strongly Disagree (SD) which is 8.57. 3) Next, in terms of Perceived Usefulness, most students view that learning English grammar using LMS Moodle is considered effective and efficient, such as in accessing and understanding material or doing assignments and completing quizzes as evidenced by the dominant percentage Strongly Agree (SA) and Agree (A) of 84.86 compared to students who chose Neutral (N) which was 7.71 or Disagree (D) and Strongly Disagree (SD) which was 7.43. They also feel happy and motivated to learn English grammar in LMS Moodle which is known from the dominant response of Strongly Agree (SA) and Agree (A) in the context of Perceived Usefulness. 4) Then, in terms of satisfaction or satisfaction, most of the students

perceive that they have had a new experience. They want to learn more with LMS Moodle, and they highly recommend the use of LMS in the English learning process which is known from Strongly Agree (SA) and Agree (A) responses of 73.21 compared to students who choose Neutral (N) which is 15.36 or Disagree (D) and Strongly Disagree (SD), namely 11.43. 5) Finally, the aspect of improving grammar competence is also seen as increasing after learning grammar at LMS Moodle which is known from the response Strongly Agree (SA) and Agree (A) of 84.29 compared to students who choose Neutral (N) which is 9.29 or Disagree (D) and Strongly Disagree (SD) which is 6.43. 6) The results of the expert assessment also reflect a good or moderate score. Of the total 27 assessment indicators in the Rubric with a maximum value per indicator = 10, the researcher's LMS Moodle OLU content got a total score of 200 out of a total of 270. So, if $200/270 \times 100$, the researcher got a score of 74. This score of 74 is considered quite good and shows the quality of OLU.

In general, the researcher did not experience any major obstacles in the implementation and completion of this reflection study research. Researchers have established communication and collaboration with teams and experts to complete the results of this research. In addition, in carrying out this research, researchers found the potential for developing research results in the form of making similar media or based on android applications that can support students' English grammar learning. This is revealed from the results of student questionnaires which show that the Moodle LMS is very good for learning grammar contexts but seems to be limited to the internal needs of campus lectures. Students were dominant enough to answer neutrally when asked if they were interested in learning grammar with this Moodle LMS. Researchers believe that students hope to learn grammar without being limited to the context of lectures or semesters with Moodle LMS. This data is very valuable to be able to do development or future research plans. Researchers also encourage the strengthening of the Moodle OLU LMS, especially related to storage capacity so that LMS performance becomes stronger. This becomes very important considering that updating and developing the capacity of platforms or network infrastructure, information systems, and features are the keys to successful learning through this online mode. Lastly, researchers encourage grammar scholars not to worry about using a touch of technology both online and offline in the future. Currently, the learning generation is in the millennial category, so it is very possible to prioritize innovative grammar learning and something new.

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- A Reflective Study of Learning Management System (Moodle) Utilization in Grammar Teaching and Learning Situation**
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- VI. Uraian ciptaan :

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