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PERCEPTIONS OF STUDENTS OF ENGLISH EDUCATION STUD PROGRAM TO WARDS LMS IMPLEMENTATION DURING THE C0VID-19 PANDEMIC ERA

Muhammad Hassan[1], Donny Adiatmana Ginting[2], Fernando de Napoli[3], Rosmen[4]

[1] English Study Program, STKIP AL MAKSUM LANGKAT , Stabat , Indonesia
Email: muhammadhasan@stkipalmaksum.ac.id
[2] English Study Program, STKIP AL MAKSUM LANGKAT , Stabat , Indonesia
Email: donnyadiatama@stkipalmaksum.ac.id

[3] English Study Program, STKIP AL MAKSUM LANGKAT , Stabat , Indonesia
Email :denapoli764@gmail.com
[4]English Study Program, STKIP AL MAKSUM LANGKAT , Stabat , Indonesia
Email :rosmen.al.maksum@gmail.com

ABSTRACT

This study aims to determine the perception of English Language Education students at STKIP AL MAKSUM Langkat towards online learning via Moodle during th Covid-19 pandemic. The qualitative descriptive method was carried out by distributing questionnaires using Google Form to 45 students of English Education STKIP AL MAKSUM Langkat. The questionnaire was distributed after completing the learning process for 3 months. The results of this study state that the use of the Moodle application provides a new experience in online learning activities, students can easily operate several features of the Moodle application, the learning process expects students to use the Moodle application, the Moodle application is one of e-learnin that can support learning activities online, the use of the Moodle application because classmates agree to use the Moodle application, and students can use the Moodle application easily in carrying out online learning activities.

Keywords: online learning, moodle, covid-19

PRELIMINARY

The COVID-19 pandemic has pushed the Government and elements of society to develop technology. The development of internet technology is one of the most vital sectors today to keep some activities productive. The high use of the internet in various sectors has now been widely used by elements of society in many aspects, including the education aspect. The development of internet technology in the teaching and learning process that has been utilized, one of which is *e-Learning* or *module*. With the existence of *e-Learning,* it is hoped that it will be able to overcome the constraints of expansion and equal distribution of opportunities to obtain education by utilizing network technology and internet applications. With the support of learning technology devices, the teaching and learning process continues to run well. Applications used by teachers such as email, Moodle, Google meet, WA, and others that make it easier for teachers and students to *browse*, *chat*, *voice calling,* and *video calling and others.* The use of this te chnology when combined with discussion will become a high level skill. Materials can be accessed, become content for interaction, instructors and knowledge transfer [1]. The development of science and technology is one of the products of educated humans, and in turn, these humans need to be deeper and able to take benefits and not become victims of the development of science and technology themselves [2]. Utilization *of e-Learning* in learning, for example learning using the *LMS (Learning Management System) application with online* learning features and the management of each class including accounts for administrators, educators, and students . Its utilization is expected to reduce the constraints of place and time in the teaching and learning process. The current Covid-19 pandemic urges lecturers and students to do online learning, this forces them to immediately adapt and innovate related to the use of technology in learning [3]. Some of the benefits of implementing online learning are the quality of graduates and universities increases, the community shares

knowledge, lecturers and students communicate intensely, rich in learning resources, the quality of lecturer increases [4]. However, unavoidable problems arise such as several complaints from students regarding the implementation of online lectures. Limited quota and internet network. Monotonous learning, the accumulation of assignments and lecture materials is not easy to understand. The use of internet technology, especially LMS in learning, needs to be understood and studied. *Learning Management System* (LMS) in general is software designed to create, distribute, and manage the delivery of learning materials. Currently, many LMS applications have been used and developed in lectures in Indonesia [5].Moodle is a website-based LMS e Learning application that can convert an offline learning medium into an online (web-based) form. This e-learning Moodle application allows students to enter digitalclassrooms to access learning materials [6] .

The perception of PBI students in the use of LMS against some of the obstacles encountered can be used as an improvement or evaluation for the learning process. Perception is the process of giving meaning from each individual in daily life who will receive a stimulus or stimulus in the form of information, events, objects and others from the surrounding environment, the stimulus or stimulus will be given meaning or meaning by the individual [7]. Perception is the process of using something that is received through the five senses so that each individual can choose, organize and translate information to create a meaningful picture of the world [8]. Perception is also the background of students' willingness to use technology.It is important to know the perceptions of students, especially in the Department of English Education STKIP AL Maksum Langkat related to the online lecture policy using LMS which was carried out during the Covid 19 pandemic. Perceptions will make students skilled, and motivated to learn [9].

In an effort to prevent the transmission of Covid-19 virus infection, STKIP AL-MAKSUM LANGKAT as one of the

universities also participates in implementing prevention of corona virus infection by conducting online lectures. Where it requires face-to-face learning activities directly in the classroom to be replaced with online learning processes. Several studies on online learning have been conducted by Firman & Rahayu (2020) examining online learning in the midst of the Covid 19 pandemic. The results show that online learning has flexibility in its implementation and is able to stimulate student motivation to be more active and independent in learning. Meanwhile, research conducted by Maulana & Hamidi (2020) on student perceptions of online learning in practical courses in vocational education with research result that student perceptions are positive with details of teaching and learning aspects of 66.4%, capability aspects (lecturers' abilities) by 74.6%, and aspects of facilities and infrastructure by 72.7% [10]. Based on previous research, the findings generally indicate the application of online learning in general. However, the specific discussion about the use of LMS applications or modules has not been specific. This research was conducted to determine the perception of students in the English Education Study Program towards the Implementation of LMS during the C0VID19 Pandemic. The results of this study are expected to help the online learning process to determine student responses in using LMS during the Covid-19 period. So that it becomes the basis for improvement for the future.

REASEARCH METHOD

In this study, the research method use is a qualitative method to determine student perceptions of using a Moodle based learning management system and Google Classroom in the English Education Study Program, STKIP Al Maksum. Moleong (2011) "qualitative research is research that intends to understand the phenomena of what is experienced by research subjects holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods".

This research was carried out in the even semester of the 2021/2022 academic year for second semester students of the English Education study program, STKIP Al Maksum. The research sample was 25 students of the English Education Study Program who used a Moodle-based learning management system. In determining the research sample, the sampling technique used is non- *probability sampling* using a *purposiv samplin approach* , namely taking samples with special criteria, namely students who use the learning management system moodle in reading for academic purpose courses.

The data collection method in this study used a non test method with data collection instruments using an online questionnaire in the form of a google form. Questionnaires were distributed in the form of links to students via whatsapp messages with a total of 25 questions and distributed after the online learning was completed in the reading for academic purpose course. The questionnaire uses a Likert scale with five scale options, consisting of Disagree (TS),

Disagree (KS), Neutral (N), Agree (S) and Strongly Agree (SS). Endang (2015) said that the Likert Scale is often used for questionnaires that reveal a person's attitudes and opinions towards a phenomenon. After students fill out the questionnaire, the data displayed is in the form of a table with contents about the perceptions of students of the English Education Study Program in using the Moodle learning management system during the covid 19 pandemic.

The data analysis method in this study uses a qualitative interactive model proposed by Sugiyono (2005). The data analysis stage consists of four stages, consisting of: data collection, data reduction, data display and conclusion drawing/verification. At the data collection stage, data was collected after distributing questionnaires to students. After that, at the data reduction stage, the researcher collected all the information needed from the results of the questionnaire and then grouped the data and focused on the important things. At the data display stage, the data presentation is carried out in a narrative form in the form of

text and at the last stage conclusion drawing. Conclusion drawing to conclude the results of the study and obtain an overview of the research achievements.

Table 1 . Research Respondents by Gender

Use high quality for the images used. Formulas using the Formula Editor found in Microsoft Word . The numbering of the formulas is made sequentially based on the order of the formulas contained in the article, and the writing is like (1).

$$Z = \frac{r}{\frac{1}{\sqrt{n-1}}} \qquad (1)$$

$$n = \frac{N}{1+Ne^2} \qquad (2)$$

$$t = \frac{xa-xb}{Sp\sqrt{\left(\frac{1}{n_a}\right)+\left(\frac{1}{n_b}\right)}} \qquad (3)$$

RESULT

After going through the analysis process, the results of this study are presented in a table by looking at the highest percentage to determine student perceptions regarding the use of Moodle and Google Classroom applications during learning from the COVID-19 pandemic.

Table 1.

Performance Expectations	SS	S	N	TS	STS
I feel that the Moodle application can help make online learning activities easier.	15.6%	51.1%	20%	13.3%	-
I feel that the Moodle application is relevant to use for online learning activities.	15.6%	37.8%	33.3%	13.3%	-
I feel that the Moodle application provides benefits in online learning activities during the covid-19 pandemic	31.1%	62.2%	6.7%	-	-

Gender	Number of people)	Percentage			
Man	18	60%			
Girl	12	40%			
Total	30	100%			
I feel that the Moodle application provides A new experience in online learning activities during the covid 19 pandemic	13.3%	55.6%	20%	8.9%	2.2%
By using the Moodle application, it can be more efficient to establish communication between lecturers and students.	4.4%	28.9%	53.3%	11.1%	2.2%
By using the Moodle application, it can increase the chances of successful learning that has been planned.	11.1%	57.8%	28.9%	2.2%	-
I feel that the ability of information technology is an important provision to be able to use the Moodle application	8.9%	44.4%	40%	4.4%	2.2%
I feel that the Moodle app can increase productivity during the covid-19 pandemic	6.7%	40%	40%	11.1%	2.2%

Table 1 shows the results of the questionnaire with the performance expectancy criteria. As many as 51.1% of students agreet that the Moodle application can help them make online learning activities easier.

Then 37.8% agreed that the relevant moodle application was used for learning activities. online. As many as 57.8% agreed that the Moodle application provided benefits in online learning activities during the Covid-19 pandemic. Then, 62.2% of students agreed that the Moodle application provided a new experience in online learning activities during the Covid-19 pandemic. As many as 55.6% of students agree that using the Moodle application can be more efficient in establishing communication between lecturers and students.

while 53.3% of students chose neutral if using the Moodle application could increase the chances of successful learning that had beenp planned. Then as many as 57.8% of students agreed that information technology skills were an important provision to be able to use the Moodle application. Then, as many as 44.4% of students agreed that the Moodle application could increase productivity during the Covid-19 pandemic.

Table 2.

Business Expectations on using the Moodle app

Business Expectations	SS	S	N	TS	STS
I can easily operate the Moodle app	28.9 %	60 %	8.9 %	2.2 %	-
I can easily operate some features of th e Moodle app	17.8 %	55.6 %	22.2 %	4.4 %	-
Using the Moodle a pplication can make learning activities more complicated	8.9%	8.9 %	57.8 %	24 .4 %	-
Using the Moodle a pp allows me to co mplete some course s more effectively	6.7%	22.2 %	55.6 %	15 .6 %	-

Table 2.

Business Expectations on using the Moodle app

Business Expectations	SS	S	N	TS	STS
I can easily operat e the Moodle app	28.9 %	60 %	8. 9 %	2.2 %	-
I can easily operat e some features of the Moodle app	17.8 %	55.6 %	22 .2 %	4.4 %	-
Using the Moodle application can make learning act ivities more comp licated	8.9%	8.9 %	57 .8 %	24.4 %	-

Using the Moodle app allows me to complete some c ourses more effec tively	6.7%	22.2 %	55 .6 %	15.6 %	-

Table 2 shows the results of the questionnaire with the criteria for business expectations on the use of the Moodle application. It can be seen that 60% of students agree that they can easily operate the Moodle application. Then as many as 55.6% of students agreed that they could easily operate several features of the Moodle application. Meanwhile, 57.8% of students chose neutral to state that using the Moodle application could make learning activities more complicated. A total of 55.6% of students stated neutral that using the Moodle application allowed them to complete several courses more effectively. These results indicate that the business expectancy criteria for using the Moodle application shows a positive response because English Education students in addition to agreeing but also choosing neutral with a high percentage of using the Moodle application as online learning during the Covid-19 pandemic.

Table 3.

Social Factors on the use of the Moodle Application

Social Factor	SS	S	N	TS	STS
I use the Moodle ap p because of the inf luence of other peo ple	13.3 %	35.6 %	24.4 %	22.2 %	4.4 %
I am comfortable using the Moodle application. Because there are several people who help me in using the Moodle application.	4.4 %	15.6 %	51.1 %	24.4 %	4.4 %
I use the Moodle ap plication because th e learning process e xpects me to use M oodle applications.	44.4 %	40 %	15.6 %	-	-

Table3is the results of a questionnaire with the criteria of social factorson the use of the Moodle application. The highest percentage shows th atas many as 35.6% of students agree that they use the Moodle application because of the influence of others.

Meanwhile, 51.1% of students chose neutral w hen using the Moodle application, because there were several people who helped them in using the Moodle application. Then 44.4% of students strongly agree that because the learning process expects them to use the Moodle application. These results state that students use Moodle because of social factors, namely the influence on certain courses that make students use Moodle.

Table 4.

Conditions that facilitate the use of the Moodle appli cation

Facilitating Co nditions	SS	S	N	TS	S T S
I am comfortable using the Moodle application because it can be used easi ly	13.3 %	35.6 %	42.2%	8.9 %	-
I am comfortable using Moodle apps because I have the ability to use th em.	13.3 %	40%	42.2%	4.4 %	-
I use the Moodl e application be cause the functi ons provided by the Moodle app lication are in ac cordance with th e needs of online learning activities.	11.1 %	42.2 %	44.4%	2.2 %	-
I feel that the Moodle application is one of the e-learning tools that can support online learning activities.	13.3 %	64.4 %	22.2%	-	-
I feel that using the Moodle application recommended by my lecturer is important to support my IT skills.	15.6 %	48.9 %	24.4%	8.9 %	-

Table 4 shows the results of the questionnaire with the criteria for facilitating conditions. The highest percentage shows that 42.2% of students choose neutral and 35.6% agree to use the Moodle application because it can be sed easily. Then, as many as42.2% of students chose neutral and 40% agreed to use the Moodle application they had the ability to use it. The same thing shows that 44.4% choose neutral and 42.2% agree to use the Moodle application because t he functions provided by the Moodle application are in accordance with the needs of online learning activities. In addition, 64.4% of students agree that the Moodle application is an e-learning tool that can support online learning activities. Then 48.9% agreed that the use of the Moodle application suggested by the lecturer was important to supporttheir IT skills. These results indicate that the criteria for conditions that facilitate the use of the Moodle application show a positive response becaus e English education students state that the Moodle a pplication is one of the media that can be used to su pport activities in online learning during the Covid-19 pandemic.

Table 5.

Utilization Interest in the use of the Moodle application

Utilization Interest	SS	S	N	TS	STS
I want to continue to use the Moodle app for online learning activities.	6.7%	4.4%	35.6%	35.6%	17.8%
I use the Moodle application because my classmates agree to use Moodle Application.	13.3%	37.8%	45.7%	2.2%	-

Table 5 states the results of the questionnaire with the criteria for utilization interest in the use of the Moodle application. The highest percentage stated that as many as 35.6% of students chose neutral and did not agree if they continued to use the Moodle application for online learning activities. In addition, as many as 45% of students also chose neutral with the statement that using the Moodle application because their classmates agreed to use the Moodle application. These results indicate that the criteria for utilization interest in the use of the Moodle application show a less positive response because English Education students prefer to be neutral with a fairly high percentage of using the Moodle application as online learning during the Covid 19 pandemic. Thisindicatesthat they are less interested in using Moodle.

CONCLUSION

The results of this study indicate that the use of the Moodle application provides a new experience in online learning activities (62.2%). Students agreed to be able to easily operate some features of the Moodle application (55.6%). Students strongly agree that the learning process expects them to use the Moodle application (44.4%). The Moodle application is one of the e learning applications that can support online learning activities (64.4%). The use of the Moodle application is because classmates agree to use the Moodle application (37.8%) and students can use the Moodle application easily in conducting online learning activities (51.1%). During the Covid 19 pandemic, teachers and lecturers can use the Moodle application as a learning medium. Because apart from being a substitute for direct face-to-face learning, students also showed a positive response to the use of the Moodle application. From knowing student perceptions, it can be seen that Moodle media can be used as a learning medium. So that online learning can run smoothly. For further research, it can be done about the perception of the use of Moodle learning media for teachers or educators. So it will be known the perception of both parties, namely educators and students.

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