



Efl Students' Intentions: Rating Indicators Of Moodle As Blended Learning In Higher Education Language Learning

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Abstract

The use of technology in the English teaching and learning process is increasingly diverse due to the availability of various digital learning media in the 21st century. Moodle, one of the multi-function Learning Management Systems (LMS) that can provide free access, has become increasingly popular in providing Virtual Learning Environment (VLE) to support the instructional process. This study aimed to present EFL undergraduates' perception of Moodle in learning language. It focused on aspects of access, interaction, layout, resources, and student self-reflection. This study used a survey as method in the research. The participants were 60 EFL students from the English Education Department of Universitas Muhammadiyah Sampit. The data were collected using a questionnaire and analyzed using SPSS. The finding showed a positive perception with a score of 3.18. All of the indicators showed an excellent score of above 3.00, with resources aspect recorded the highest mean of (= 3.32). It is concluded that Moodle easy to access everywhere, and it was also fast and reliable, was easy to express themselves or interact. Moodle helpful for students to access class resources in online preference, enhanced their learning especially in writing skills.

INTRODUCTION

Nowadays, technology plays an important role in every aspect of our lives including in language teaching and learning (Pandya & Joshi, 2022). The use of modern technology in language teaching has increased dramatically throughout the world over the past decade. With the creation of the World Wide Web, it has become possible and feasible for language teachers to source and use teaching materials from the net as well as conduct teaching and learning via it. The development of the net and its applications also gives rise to the establishment of computer-based online learning platforms or Virtual Learning Environments (VLE); an electronic learning platform that accompanies the standard teaching-learning-assessment method (Popat, MacLean & Heppell, 2007). In line with Molotsi (2020) stated that there is a growing interest in content delivery and improving the quality of teaching in higher education institutions. VLE has evolved into a successful and viable learning management platform for teaching and learning in the 21st century.

Among the many VLEs, Moodle (Modular Object-Oriented Dynamic Learning Environment) is a platform that is widely used to deliver language teaching and learning. Moodle is a license free open-source software platform, which enables students to participate in the educational process in the class or outside the class. It has received great attention in the fields of ESL and EFL (Acar & Kayaoglu, 2020; Mujiono & Fatimah, 2022). In terms of instruction, Moodle can be used to create online courseware which provides opportunities for interaction. Teachers are provided with various tools to support students to learn and communicate. Moreover, it can be used to support traditional classroom instruction (Acar & Kayaoglu, 2020). Moodle consists of a suite of tools that allow the integration of various assignments, activities, multimedia resources, student assignment assessments, electric delivery of instructional materials, and synchronous and asynchronous teacher-student and student communication (Devi & Lakshmi, 2020).

As well-known, the situation after pandemic also carried on the demand of technology in education not except the language learning field (Kreydun et al, 2022). This situation at the same time has forced the teaching institutions in the country to decide on the best possible online platform to adopt in their pursuit of delivering knowledge to the students in the country. This has indirectly forced the education community to adapt to the digital world. The digital transformation of higher education is a hot topic that many educators must be concerned about. As the skills to apply ICT to all areas of life are at a gradual level, universities should prepare potential professionals to face challenges and provide solutions

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(Santiago Jr et al., 2021).

E-learning is defined as an innovative online-based learning with digital or other forms of material. The main goal is to provide a learning experience that supports the learning process for students that is personal, open, fun, and interactive. The use of online learning during the Covid-19 pandemic shows that e-learning can be the future of higher education in Indonesia. Adedoyin & Soykan (2023) stated that online learning is subject to interruptions as the process relies on technical devices and internet connectivity. The reliance on technological devices for online learning and the provision of these devices is a major challenge for educational institutions, departments and students.

Moodle provides several useful learning tools for setting up EFL or teacher training projects, although it was not specifically designed for language teaching (Prasetya, 2021). Moreover, Jingwei (2013) designed a mode of ESL learning on the Moodle platform and suggested some English skill activities of ESL blended learning. This study focuses on four essential parts of blended learning, such as course introduction, organization of teaching activities, learning support, and evaluation of learning. Likewise, Ilin (2013) investigated probable consequences of a blended teaching English to young learner's course comprising Moodle platform and face-to-face instruction in the ELT context.

The present study focused on the use of Moodle by English Education Department of Universitas Muhammadiyah Sampit, higher learning institution in Indonesia. It aimed

to investigate students' perceptions using Moodle as blended learning platform.

Since 2020, in pandemics, Universitas Muhammadiyah Sampit (UMSA) has adopted this Learning Management System (LMS) to be used to deliver online content to students. Along with that, UMSA has also adopted Moodle as its university-wide course management system. According to Nilakusmawati et al., (2021) blended learning are a combination of face-to-face and online learning processes that are organized in order to provide high-quality online learning and educational services that are open and integrated.

These learning model are held for internal students of the college that organizes them. According to university regulation, Moodle is to be used to create online courses for its students of various faculties in the English Education Department. It is used mainly as an enhancement to the delivery system for courses that are performed entirely online. Specifically it was used as a learning resource, facilitating the teaching-learning process, making

assessments, posting syllabi and assignments, online discussion, giving quizzes, collecting assignments, and maintaining classes.

However, the use of Moodle in this higher education did not undergo continuously due to the condition of 'feel safe' especially after pandemics. The institution did not anticipate all the notorious possibility. Until, the current situation that has been re- emerging Moodle due to the condition. Also, the fog pothoring in Sampit and the surrounding forced the instructional process adapting into Blended Learning. The fog starts to distort the class effectivity, quantity and also quality of instructional process. So that, this dictum to utilize Moodle is highly recommended for supporting the situation that acquired flexibility to adapt with the current condition.

This study aimed to investigate the use of Moodle at UMSA involving students from the English Education Department. This study was underlain by the lack of data in the context of foreign language learning in Indonesia in generally. In spesifically, this research attempt to emerge the current data for Moodle usage. From this data, the evaluation of re-emerging Moodle usage can be undergone for the development of instructional process in Universitas Muhammadiyah Sampit. This research measures responses that are not easily measured, such as feelings, perceptions, interests and preferences using a scale or rating indicators. This rating is a simple and effective way to assess the severity or magnitude of something, which allows respondents to answer quickly and can be applied to various indicators. It main objective was to obtain information about the EFL undergraduates' perception of Moodle in learning, with specific focus to several indicator such us Moodle accessibility, interaction, layout, and students' self-reflection in using Moodle.

METHOD

In this study design, researchers use surveys to gain a greater understanding about EFL undergraduates' perception of Moodle in learning language. This study used quantitative research strategies such as questionnaires with numerically rated items as instrument. The population of this research are EFL undergraduates from the English Education Department in Universitas Muhammadiyah Sampit (UMSA). The questionnaire was distributed to 60 students with a total sampling technique and analyzed using SPSS.

In order to achieve the objectives of the research, the researcher adapted a questionnaire by Truong (2021). There are 20 items in the close-ended questionnaire which were built based on research questions in this study. The

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study adopted a four- point Likert scale and the scales of the agreement. The items were developed to address five aspects; access, interaction, layout, resources, and students' self-reflection. The questionnaire was distributed online in Google form. The use of questionnaire was to get the mean scores and percentages of students' perception on Moodle in learning. The data were computed and analyzed using SPSS.

FINDINGS

The main data were obtained from the students' questionnaire. There were 20 questions, which were separated into five indicators as summarized in Table 1 below:

Table 1. Indicators of Questionnaire

No.	Indicator	Item
1.	I (Moodle Access)	1,2,3
2.	II (Moodle Interaction)	4,5,6
3.	III (Layout of Moodle)	7,8
4.	IV (Moodle Resources)	9,10,11,12,13,14
5.	V (Student Self-reflection)	15,16,17,18,19,20

Table 2 below summarizes the findings from the questionnaire. The findings presented consist of central tendency (mean, median mode), and standard deviation.

Table 2: Result of Questionnaire

No	Students' perception towards using	Total	X	Median	Mode	S.D.
1.	It is easy to access from the classroom.	204	3.40	3	3	0.62
2.	It is easy to access from home.	190	3.16	3	3	0.74
3.	It is fast and reliable.	188	3.13	3	3	0.62
Total X result of Moodle access indicator				3.23		
4.	It is easy to express myself online with other students.	196	3.26	3	4	0.78
5.	It is easy to communicate with tutor online.	179	2.98	3	3	0.73
6.	It is easy to communicate with classmates online.	184	3.06	3	3	0.78
Total X result of Moodle interaction indicator				3.10		
7.	Information is easy to understand.	172	2.86	3	2	0.96

8.	Layout is structured and easily navigated	184	3.06	3	3	0.86
Total X result of Moodle layout indicator				3.00		

9.	It is helpful to access information updates.	196	3.26	3	3	0.58
10.	It is helpful to download or read online written class resources.	208	3.46	4	4	0.62
11.	It is helpful to undertake online exercise and quizzes	200	3.33	3	4	0.71
12.	It is helpful to participate in discussion forums.	200	3.33	3	3	0.60
		204	3.40	3	3	0.62
13.	It is helpful to watch or listen to audio and video files.	188	3.13	3	3	0.72
14.	It is helpful to participate in online chats.	3.32				
	Total $\bar{X}$ result of Moodle resources indicator	188	3.13	3	3	0.81
15.	I am more confident online when using Moodle.	192	3.20	3	3	0.84
16.	My learning is enhanced when using Moodle.	208	3.46	4	4	0.62
		196	3.26	3	3	0.55
17.	I need to be very disciplined when using Moodle.	187	3.12	3	3	0.74
18.	I need to improve my typing skills when using Moodle.	204	3.40	4	4	0.81
19.	I only use Moodle as a course requirement.					
20.	I want to use Moodle in other courses in the future.					
	Total $\bar{X}$ result of Student Self-reflection indicator	3.26				

Based on Table 2 above, the score obtained through the questionnaire which consists of 5 indicators from 20 statements. Indicator I obtained an overall mean score of 3.23, followed by Indicator II with an overall mean score of 3.10, Indicator III obtained an overall mean score of 3.00, Indicator IV with an overall mean score of 3.32 and finally Indicator V obtained an overall mean score was 3.26.

As seen in Table 2, Moodle resources indicator recorded the highest overall mean of 3.32, and the highest mean recorded for Indicator I was 3.46 for Item 1 (easy access). Students found it is helpful to download or read online class materials uploaded on the Moodle platform. The second highest overall mean

was recorded for self-reflection (Indicator 5) (3.26). The highest mean score of 3.46 was recorded for item 17, as students found themselves becoming more disciplined when using Moodle. The third highest overall mean was recorded for Moodle access indicator = 3.23. The highest mean for this indicator is 3.40 as it is easy to access Moodle from the classroom. The fourth highest mean was recorded for Moodle interaction indicator (= 3.10). The highest mean of (= 3.26) Moodle interaction sub-indicator is easy use Moodle to express myself online with

other students. The lowest mean was recorded for Moodle layout indicator (= 3.00). The highest mean of (= 3.06) Moodle layout sub-indicator is Moodle layout is structured and easily navigated.

In order to further ascertain the level of students' perception, another analysis was conducted. The first step involved analyzing the rating perception, which was administered to rate the students' perception. Scoring Scheme Perception Level Determination adopted from Olson (1989) was used to determine the level of perception. Table 3 below summarized the Scoring Scheme Perception Level Determination.

Table 3: Scoring Scheme Perception Level Determination

Mean Score	Percentage	Students' Perception
1.00 – 1.50	10 – 20	VeryLow/VeryNegati
1.51 – 2.50	21 – 54	Low / Negative
2.51 – 3.50	55 – 88	High / Positive
3.51 – 4.00	89 – 99	VeryHigh/VeryPositi

(Olson, 1989)

The table shows if the mean score is between 1.00 to 1.50 it is considered as very negative perception, if the average score is between 1.51 to 2.50 it is considered as negative perception. If the average score is between 2.51 to 3.50 it is considered as positive perception and if the average score is between 3.51 to 4.00 it is considered as very positive perception.

In order to determine the overall level of students' perception in this study, the mean score for each indicator was added and averaged as shown in Table 4 below:

Table 4: The Result of Students' Perception

Indicators	Mean Score
I (Item 1,2,3)	3.23
II (Item 4,5,6)	3.10
III (Item 7,8)	3.00
IV (Item 9,10,11,12,13,14)	3.32
V (Item 15,16,17,18,19,20)	3.26
Total Mean Score	3.18 (Positive)

After calculating the result of the students' perception of each indicator, the total mean score obtained was = 3.18, which indicates that students had high or positive perception on Moodle. This result is similar to Suppasetsere and

Dennis's (2010) finding that also recorded positive opinions towards learning English via Moodle among its participants.

The next step in the analysis was to calculate the hypothetical and empiric results of the study. Hypothetic results are the scores expected to be achieved by a study, while empiric results are the actual scores obtained. Table 5 below summarizes the differences between hypothetical and empiric results of the study.

Table 5: Hypothetic results and Empiric results

Statistic	EFL Students' perception	
	Hypotheti	Empiric
Score	40	
Minimum	20	79
Mean	50	64.46
Standard	10	9.81

As can be seen from Table 5, for the hypothetic results the minimum score should be 20 since there are all together 20 items in the questionnaire and the maximum score should be 80 because 4 is the maximum score for each item. The mean score should be 50 because it is half of the total hypothetic score and standard deviation. The standard deviation should be 10 or one sixth of the minimum hypothetic score minus the minimum score. As shown in Table 5 the minimum score for the empiric results is higher than the hypothetic results which is 40, the maximum score which is 79, which is slightly less than the hypothetic results. The mean score is higher than the hypothetic results which is 64.46 and the standard deviation score is slightly less than the hypothetic results, which is at 9.81.

The next step was to analyze the level of students' perception based on the bell curve standard deviation and the mean on score empiric calculation using the following formula:

$$\begin{aligned}
 X \geq \text{Mean} + 1.5\text{SD} &= \text{Very} \\
 \text{Positive} \quad \text{Mean} \leq X < \text{Mean} + 1.5\text{SD} &= \\
 \text{Positive} \quad \text{Mean} - 1.5\text{SD} \leq X < \text{Mean} &= \\
 \text{Negative} \\
 X < \text{Mean} - 1.5\text{SD} &= \text{Very Negative}
 \end{aligned}$$

The formula was adapted from Azwar (2003) on a 4-likert scale interval. Table 6 below summarizes the findings:

Table 6: Criterion of EFL Students' Perception interpretation

Value Range	Interval	Frequency(f)	Percentage (%)	Category
$X \geq 79.18$	≥ 79	3	5	Very
Positive $64.46 \leq X < 79.18$	64 – 78	33	55	
Positive $50.20 \leq X < 64.46$	50 – 63	20	33.33	

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Negative				
$X < 50.20$	≤ 49	4	6.67	Verv
Negative				

Table 6 shows that 5% of students had very positive perception, 55% of students had positive perception, 33.33% students had negative perception, while 6.67% students

had very negative perception. From the empirical result it can be concluded that generally the students' perception on Moodle was positive.

Based the calculations, the researcher can confidently conclude that students had positive perception on the use of Moodle platform with the total mean score = 3.18 and the highest percentage which is 55% for the positive category.

DISCUSSION

Indicator 1: Access

The first indicator aimed to gauge students' perception of Moodle access. Most students agreed that it was easy to access from home or classroom, and it was also fast and reliable. The overall mean score for Indicator I was 3.23. The finding is corroborated by Ahmad & Al-khanjari (2011) who found that the availability and easiness of access to the available teaching materials, exercise, and updated information in learning is the most promising thing students underlined. The LMS is intended so that students and lecturers can participate in the teaching and learning process as effectively as possible both on campus and at home. The use of Moodle has enabled the students to freely and easily access the teaching materials from the comfort of their homes.

Indicator 2: Interaction

The second indicator concerning students' perception on the interaction in Moodle recorded an overall mean score of 3.09. Students agreed that it was easy to express themselves or interact with their tutors, classmates and other students online. Similarly, The results of the Xhomara & Dasho (2023) study showed a strong positive link between student learning interaction and e-learning outcomes. It also discovered that the prediction of student learning outcomes is greatly improved by online interaction. Then, Flores- piñas et al., (2023) stated that Moodle offered distinctive features like more student- teacher or student-student interaction that allowed to incorporate more flexible learning choice. This is similar to the findings from a study by Wainwright (2022) who found that Moodle helped learners, especially adult learners to interact with learning materials, create materials and share them with others. On the contrary, the study by Nasution et al., (2021) reported that although students were interested in using Moodle, they preferred face-to-face interaction than online interaction via Moodle.

Indicator 3: Layout

The third indicator focuses on the students' perception on Moodle layout. As indicated by the overall mean score of 3.00. Students generally agreed that information in Moodle was easy to understand and the layout was structured and easily navigated. Some of the tools available in Moodle include discussion forums, quizzes, assignments, attachments, post material, and website links. Moodle allows for users to add various tools or applications according to their needs. Moodle has more tools for a learning environment, and it's easy to incorporate multimedia elements and have the desired features. According to Ghina et al., (2022) Moodle is a template-based system to which content must be added which the entire page is presented in a "flat view" format. Each section has its own tools such as lessons, quizzes, assignments and forums. It makes

the Moodle layout very intuitive and allows easy navigation. Likewise, The well-structured layout of Moodle features makes navigation easy (Arshad et al., 2016).

Indicator 4: Resources

The fourth indicator indicates students' perception on the resources in Moodle. The overall mean score of 3.32 for resources indicates that students found Moodle helpful to access information updates, download or read online written class resources, undertake online exercise and quizzes, participate in forums, to watch or to listen to audio and video files, and to participate in an online class. The same perspectives were shared by Suppasetserree & Dennis (2010) who stressed that Moodle enabled students' activity in quizzes, forums, or chat be kept in logs so that teachers can check what students have done on Moodle later and teachers can fully control the deadline and timeframes for assignment. Kotzer & Elran (2012) mentioned that among the tools available in Moodle, discussion forums are a favorite to use. The lecturers used Moodle for uploading and sharing documents, web links or videos as learning material or information resources that can be accessed and downloaded by the students.

Indicator 5: Self-Reflection

With regard to the students' self-reflection of Moodle use, students agreed that the use of Moodle make them more confident online, enhanced their learning, made them more disciplined and encouraged them to improve their typing skills. Even though students only used Moodle as a course requirement, they were interested to use it in other courses in the future. The Moodle platform also helped the students to exercise autonomy in learning. Kurniawan & Septiana (2021) found that Moodle was beneficial for collaborative writing activities with participation in forums that have a positive impact on their learning. Vonti et al., (2023) discovered that the students' perception was positive when they used Moodle as a learning tool, and they feel confident with modern teaching and learning.

The finding shown a positive perspective in using Moodle as a blended learning platform by the score is 3.18. It was similar to Suppasetserree & Dennis (2010) that students have positive opinions towards learning English via Moodle. They mentioned that it was easy, fast, and reliable to access Moodle from both home and classroom with their lecturer and classmates. All of the indicators obtained above 3.00 mean score which is answering the research question which is about students' perceptions towards Moodle as a blended learning platform. Also, it answered that the use of Moodle is effective for the teaching-learning process in blended learning settings against the opposite perspective.

CONCLUSION

The concludes that Moodle was positively perceived by the students involved in the study. This investigation focused on 5 indicators, namely access, interaction, layout, resources, and student self-reflection, all of which recorded positive points above 3.00 and with an overall mean score of 3.18 for all the indicators. The findings suggest that Moodle as a Learning Management System (LMS) is a useful platform for online learning within the

context of the English Education Department, UMSA and could possibly garner similar results if implemented in other EFL contexts.

The use of a LMS in education must be an inseparable part of the teaching and learning process, not only in EFL but also in all disciplines and for all education stages. In the wake of Covid 19 pandemic, the need and importance of LMS is further heightened. Moodle is just one example of the power of online learning and how that LMS can enhance learning skills and autonomy. More studies are needed to investigate the various features and tools on offer on other free LMS platforms (e.g. Schoology, Edmodo, Sevima EdLink) to provide users with valuable insights and information that could assist in the decision before adopting a LMS in the instructional process.

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