

## The Role of Technology: Moodle as a Learning Tool and Its Impact on the ELT Students

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### Abstract:

This research aims to determine students' perceptions and attitudes towards the use of MOODLE as a learning tool in English teaching-learning. The data sources for this study were 17 postgraduate students in English Education, UNISMA. To collect data, researchers distributed questionnaires via Google form and the data were analyzed using SPSS 2.0. The results show that students have a tendency to have a positive view of the use of MOODLE as a learning tool. This tendency also leads to the results of the investigation of students' attitudes. Students show a sense of liking and comfortable using MOODLE. This positive attitude increased as their familiarity with the Moodle app increased and their ability to organize their own learning.

**Keywords:** Moodle, Teaching Tool, Students' Perception, Students' Attitude.

### 1. INTRODUCTION

Technology has evolved in every field, including education. Nowadays, teaching-learning should be more adaptive in utilizing the technology. It is in line with Benkovic et al, 2012; Hannafin et al., 1997 that flexible learning is becoming a new trend in education which has led to the introduction of more inventive teaching and learning modes.

Online learning has become more popularly selected by many institutions to enhance the teaching-learning process. Teachers should consider an effective tool for an online course. According to Pallov, (1999), there are six characteristics of an effective online course; those are the approach to technology, the guidelines, and procedures, the students' engagement, collaborative learning, transformative learning, assessment, and evaluation.

It is very challenging as we realize that it is an unusual thing in the world of Indonesian education. Andriani, R.,  
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Syaifullah, S., & Kasriyati, D. (2021) stated that online learning is not an easy way to handle the sudden situation. A good scheme is needed so that the implementation meets the requirements. Therefore, there needs to be an appropriate online learning tool such as Moodle.

Moodle is one of the interesting technologies which can be used as a tool in online learning. It was firstly developed by Martin Dougiamas in 2016. Moodle is a platform that is used to support online learning management systems and it uses computer devices. Moodle is also a web-based application. Every learning activity related to material access, discussion, question, and answer, to evaluation, can be done through the website display using the help of a browser. Moodle is freely accessible. Moodle can be installed easily. It is an operating system that can run PHP and supports SQL databases. Overall, this platform is considered more flexible than

other learning environments (Hung et al., 2010)

There are many advantages of Moodle itself. One of them is facilitating students and teacher to engage in teaching learning. As (Acar and Kayaoglu, 2020) stated that MOODLE can facilitate online content creation and collaboration, and entails various social and communication tools that support teacher-student interaction, student-student interaction, and teacher-teacher interaction.

Several researchers all over the world have conducted research about Moodle. Those are (Tomas and Pedro, 2012), (Horvat, Ana et al., 2015), (Zakaria and Daud, 2013), (Damnjanovic et al., 2015), (Pérez-Pérez et al., 2020) and Indriani and Widiastuti, (2021). Overall, we might concur with the results of some research. They were amazing at inspecting the impact of Moodle used in teaching learning. However, there are few studies which reveal the ELT students' perception and attitude towards the use of MOODLE. Thus, the researcher is very interested in conducting this research to ELT Students, especially students in post graduate program.

## 2. METHOD

This research used a quantitative approach followed by survey design. To collect the data, the researchers spread questionnaires to obtain the data through Google form. There is an instrument called the Students' Perception Questionnaire (SPQ). The instrument is adapted from the study conducted by Zakaria E. & Daud, Md., Y (2013). The SPQ instrument comprised 16 items using a 4- point Likert scale. Response to every item is based on scale from 1 to 4, wherein 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree. The instrument consists of 4 subscales; those are a) perceived usefulness b) computer self-efficacy, c) perceived ease of use and d) attitude.

Perceived usefulness means to see how much the user believes that MOODLE can assist and benefits to his or her performance. Self-efficacy indicates how the users' ability to utilize MOODLE. Perceived ease of use denotes how easier the user will perceive in using MOODLE. Attitude is the mental state of users' interest in using MOODLE.

The researcher used online questionnaire which was distributed using Goggle Form to respondents. This method is considered effective because it can reach a large number of respondent, it is not limited by distance, and it produces results quickly. After collecting the data, it was analyzed by using a statistical package for social science (SPSS).

The participants of this research are 17 students who take courses in post-graduate English in Islamic University of Malang. As a consideration, the graduate English students have experienced using Moodle in their teaching learning process.

## 3. FINDINGS AND DISCUSSION

In this part, the researcher starts with the findings of the ELT Students' perspective in the form of table which shows the descriptive analysis of the perceiving usefulness item, self-efficacy item, and perceiving ease of use item. Then, the following finding is about the students' attitude towards the use of MOODLE in teaching English learning. The findings are presented as follows:

## The role of MOODLE as a teaching tool

**Table 1.** Descriptive analysis of the item  
Descriptive Statistics

No	Questions	Mean	Std. Deviation
1	Moodle can assist me to learn more effectively	3.118	.6002
2	Moodle improves my academic performance	2.941	.6587
3	Moodle gives me control over my learning	2.176	.63593
4	Overall, Moodle is a beneficial platform for my learning	3.529	.51450
5	I cannot access the contents of Moodle	2.235	.97014
6	I can freely run, manage and control Moodle content	2.647	.78591
7	I can use Moodle without being told how it works	2.764	.83137
8	I can solve problems arising on Moodle	3.411	.79521
9	Overall, I can use Moodle	3.176	.63593
10	Learning to use Moodle is easy for me	3.352	.49259
11	I can get materials from Moodle easily	3.117	.48507
12	The process of using Moodle is clear and understandable	2.941	.65865
13	Overall, I believe that Moodle is easy to use	3.235	.56230

Table 1 shows that the highest mean is item 4 “Overall, Moodle is a beneficial platform for my learning”, while the lowest mean is item 3 “Moodle gives me control over my learning”. The second highest mean is shown by item 8 “I can solve problems arising on Moodle”. The data findings indicate that students have a positive viewpoint to the use of MOODLE

in their classroom. Despite the students feeling that MOODLE doesn't give them much control over their learning, they still can solve the problems that arise on the MOODLE. It is observed from the table those items scored above or equal to 3.0 which mean that the students' perceptions are positive. This result is in line with the result finding of Indriani and Widiastuti, (2021) which said that students find Moodle LMS easy to use (user-friendly).

## The students' attitude towards the use of MOODLE in teaching English learning

**Table 2.** descriptive analysis of the item of students' attitude  
Descriptive Statistics

No	Questions	Mean	Std. Deviation
14	Learning using Moodle is fun	3.6471	.60634
15	I do not get much knowledge using Moodle	1.7647	.83137
16	Overall, I like using Moodle	3.3529	.60634

Table 2 represents the response given by the students dealing with their attitude to the use of MOODLE. The data shows that overall; the students prefer using MOODLE because it is one of the fun learning tools.

## DISCUSSION

In this part, the researchers provide the discussion dealing with the data obtained. It is shown that most of the students have a positive viewpoint to the use of MOODLE. This is in line with the study conducted by Zakaria and Daud, (2013) which stated that students have a positive view towards MOODLE. I believe this positive viewpoint is also affected by many factors. According to Marta P., *et al.* (2019), the

teacher role is very important here. They underline that teachers should note that they need to pay more attention to information in designing course content. This can be done by distributing the latest and up-to-date learning materials and organizing them through Moodle courses intuitively to increase student satisfaction. By developing a friendly Moodle course, it allows students to navigate the course more easily, making it very possible for students to understand Moodle courses well and easily.

Furthermore, the data finding of students' self-efficacy (items no 6 up to 9) indicates that the students are actually able to use MOODLE even if they are not given control over their learning. On the other hand, they can solve every problem raised on MOODLE. Thus, it can be a great way to contribute to the successful students' autonomous learning.

Further data explains the perceived ease of the use of MOODLE for students. The data gained shows the average number is about 3.0. It means that they feel good in using MOODLE or we can say that there are no significant problems dealing with the use of MOODLE. As a theoretical concept of MOODLE itself that it adapts a flexible modular design. Thus, this LMS is popularly known as user friendly and easy to manage and technically easy.

The last is the discussion about students' attitude towards MOODLE. According to Yuniarto et., al (2018), the acceptance of a product by users must meet the value of readiness to use which can be measured from the value of 'easy to use' and 'user friendly'. Besides the data showed a positive attitude towards the use of MOODLE in their teaching learning, other data also show a positive value in the previously described aspects. It can be concluded that this data already includes the value of readiness to use. MOODLE is considered useful and also easy to use.

Therefore, the product tends to be liked by its users.

Nevertheless, there are still a lot of notes on the effective and efficient use of MOODLE for learning. The first is about the content of a MOODLE. According to Aikina et al.(2015)), some that need to be considered are clear descriptions of learning objectives, complete learning materials, appropriate assignments and clear instructions in a course. Here, the teacher plays a big role. All of this will affect students' achievement. Students' achievements will be greater if they know the learning objectives that are supported by sufficient and easy-to understand materials which are in accordance with the topic taught.

The second is about the students' engagement to the learning process. This is deemed necessary to be considered. Referring to the results of the research conducted by Asmah, F., and Idayani, A. (2022) the interaction between students in an online learning activities gets a low percentage, students' state that long-distance interaction via online causes less communication between them. In other words, students need to interact directly like in offline class.

Students' engagement to the course will affect their learning achievement. Parsons, (Parsons 2014) said that the higher the frequency of engagement to the course, the higher the achievement of student learning outcomes. Thus, the teacher must always monitor their students' engagement by knowing the students' needs.

There are a lot of adaptations that need to be done both from students and from teachers as the culture of teaching learning has changed from face to face to screen-to-screen. This is because the adaptation is not only limited to the benefits offered, but also to existing weaknesses.

According to the research result which was conducted by Egorov et al., (2021), the main disadvantages of this system for

students were "lack of direct contact between participants in the educational process" (31.9%), "difficulties in learning material without direct contact with the teacher" (22.2%), "high time input" (20.8%). As for teachers, the major drawback was the difficulty of students' learning without direct contact with the teacher (78.4%), as well as the lack of direct contact between participants in the educational process (59.5%). During the full distance work, such disadvantages as high time input (it was noted by 100% of teachers) and difficulties in mastering the material without direct contact with the teacher (94.6%) came to the forefront (Egorov et al., 2021)

Quansah, et al (2021) highlighted that a successful e-Learning requires self-motivation and time management to be apt to task placed on the Moodle. This becomes very challenging as we know that traditional lecture method could be more effective and can be high motivation in terms of clarifying, explaining and interpreting concepts as students and lectures interact face-to-face.

In my opinion, the students' engagement can be pushed through the teacher's role in selecting a teaching tool. Moodle is one of the alternative teaching tools that can be used in the classroom. There are many useful features that MOODLE provides. Thus, it needs the teacher's creativity to arrange and organize it into a good lesson.

#### 4. CONCLUSION

Learning success is affected by various factors, one of which is the teacher's choice of using teaching tools. In this paper, the researchers identified the role of MOODLE as a teaching tool and how students' attitude towards it. The result showed that most of the students have a positive point of view of using MOODLE. We can consider that MOODLE is an appropriate tool to use in teaching English

learning. It is seen from students' responses. They feel that MOODLE can assist them to learn effectively. They can use MOODLE easily. We also cannot forget the great role of a teacher here. In other words, the teacher should work hard to design the course, make it attractive and complete both in terms of appearance and content.

This result is limited by the participant. Therefore, it is possible to develop inventions related to the use of MOODLE. Moreover, there have been many higher education programs that use MOODLE as a teaching tool as well.

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