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Lecturers' Perspectives Through E-learning by Using Moodle for Post-Graduate Students at STKIP PGRI Sidoarjo

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ABSTRACT

Modular Object-Oriented Dynamic Learning Environment (Moodle) is an open-source Learning Management System (LMS) gaining more popularity in colleges and universities such as STKIP PGRI Sidoarjo. However, successfully implementing Moodle at STKIP PGRI Sidoarjo for post-graduate students among their courses requires lecturers and students to accept the system. The research was carried out to find out lecturers' perspectives towards Moodle for teaching post-graduate students at STKIP PGRI Sidoarjo. By implementing a descriptive quantitative research design, the results showed that Moodle helped lecturers collaborate with students effectively, enhanced teaching with online supplementary activities, and provided a place where lecturers can easily create information about their courses. Furthermore, the researchers found that lecturers showed a positive attitude towards using Moodle for teaching. The study suggests that lecturers are more likely to interact positively with the learning through Moodle. Based on these findings, the study recommends that other departments at STKIP PGRI Sidoarjo should consider course maintenance as a priority by using Moodle for teaching.

Keywords: Lecturers' Perspectives, E-Learning, Moodle, Post-Graduate Students.

1. INTRODUCTION

E-learning, also called online learning, along with various integrations from traditional classes is developing rapidly. It is well-known as a process of education in electronic form through Internet network or the Intranet with the use of management system for education [1]. This trend has been designed to meet student opportunities and also to back up developing pedagogical approaches. Blended learning, which is an approach that can combine face-to-face teaching with e-learning programs like Moodle, has emerged to facilitate student-centred learning [2]. This has in turn led to face-to-face classroom teaching to be supplemented by technologically driven educational environments, which are more learner-centred, more collaborative, and more innovative.

Virtual Learning Environments (VLEs) can be viewed as web-based integrated learning platforms which allow virtual access to learning contents, classes and other resources. One of the e-learning platforms is Moodle which has given a chance to educators to use many interesting tools to improve the quality of the teaching-learning process. Moodle, an acronym for Modular Object-Oriented Dynamic Learning Environment, is basically an Open Source e-learning platform that is provided freely and can be run on many operating systems [1]. The systems which involved with E-Learning also call it as Learning Management System (LMS) or Virtual Learning Environment (VLE) which is designed to help educators and content experts to create online courseware with opportunities for rich interaction. Moreover, the open source teaching management, LMS Moodle has been adopted by many people and organizations around the world because it offers a tightly integrated set of tools said to be designed from a social constructive perspective [3].

Moodle assimilates pedagogical features in many learning management system tools, allowing instructors to construct customizable, online courses or a wide range of course modules on a flexible platform [4]. This makes Moodle's interface in-built and allows for easy navigation where the whole page is presented in a 'flat view' format. The utilization of Moodle as a getting to know tool serves as a method to enforce online gaining knowledge of systems, specifically at some point of this

pandemic COVID-19 outbreak [5]. Due to in Moodle, educators can share knowledge through various types of activities that can be monitored, such as forums and chat. Therefore, it could be concluded that Moodle can improve learning outcomes and assist students understand the lesson. Based at the relevant research on the effectiveness of using blended studying with Moodle during a virus COVID-19. This study was expected to provide advice in case of lecturers' perspectives toward the use of e-learning with Moodle for post-graduate students at STKIP PGRI Sidoarjo. This study might help the educators to take the necessary steps in integrating the new learning style for the benefit of the learners as well as incorporating higher e-learning strategies, tools and technology at university level.

2. METHOD

This study belongs to descriptive quantitative research by the aims to describe the implementation of Moodle through lecturers' perspectives for the post-graduate students at STKIP PGRI Sidoarjo. Descriptive research involves collecting data to answer question concerning the current status of the subject of study [6]. In addition, quantitative research is the process of discovering knowledge by using numeral data as the instrument to find information about what is needed to know. It means quantitative research used the data in the form of the numbers and statistic in analysing. Then, descriptive quantitative is numeral related to statistic descriptive such as measuring scale, portrays graphic and variability in regard all of the data would be in numeral statistic and be explained in descriptively.

The population of this research was the lecturers of Master of English Education at STKIP PGRI Sidoarjo consisting of 10 lecturers. The primary reason of taking them was they are teaching within the research conducted at the time available of e-learning applied in case of the issue of Covid-19 where e-learning activities done through Moodle. Furthermore, total sampling was chosen to get the sample of this research. Based on Sugiyono [7] described that total sampling is a sampling technique where the number of samples equals to the population. The researchers decided the sample of this research was all of the lecturers of Master of English Education at STKIP PGRI Sidoarjo.

The study was employed a questionnaire as the main research instrument to collect quantitative data about the lecturers' perspectives toward the implementation of Moodle. The questionnaire, adapted from Adesope and Ahiakwo [4], was carefully designed to explore three issues related to the research concern: benefits of using Moodle for teaching, lecturer's usage of Moodle for teaching, and attitude of lecturer's using Moodle for teaching. There were four degrees of measuring of perception by using Likert scale be in the categories such as Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

After the data were collected, the researchers did several procedures to analyze them. First, the researchers analyzed the questionnaire responds. Second, the researchers calculated the frequencies into a table and put the results into percentages, calculated means of the score acquire. The researchers classified the percentage of questionnaires after getting the total percentage of lecturers' perspectives scores. The result of questionnaire was classified based on into the following interval:

Table 1. Interval the Frequency and Classification Level of the Lecturers' Perspectives

Interval the Frequency of Responds	Classification Level
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Average
21% - 40%	Poor
0% - 20%	Very Poor

Source: Sepyanda [8]

3. FINDINGS AND DISCUSSION

The researchers, in this section, mainly presented the findings of the research related to the results of the questionnaire distributed to the 10 lecturers of Magister of English Education at STKIP PGRI Sidoarjo towards the implementation of Moodle as an open-source of e-learning. The study sought to assess the lecturers' perspectives of the implementation of e-learning by using Moodle for the post-graduate students at STKIP PGRI Sidoarjo in the academic year 2020/2021. Based on the lecturer's experience on the implementation the Moodle platform, the results of the questionnaire can be viewed as follow:

Table 2. Results of Questionnaire

No.	Statements	SA	A	D	SD
Benefits of using Moodle for teaching					
1	Moodle can help you to create learning spaces called Courses.	70% (7)	30% (3)	0% (0)	0% (0)
2	Moodle helps you set up a list of things for students to do before coming to a lesson.	70% (7)	30% (3)	0% (0)	0% (0)
3	Moodle provides a place where you can easily create web pages with information about your course and provide links to word documents, slides, and other resources that your students will want to access.	70% (7)	30% (3)	0% (0)	0% (0)
4	Moodle can help lecturers collaborate with students effectively.	50% (5)	50% (5)	0% (0)	0% (0)
5	Moodle can help lecturers enhance their teaching with online supplementary activities, both remedial and extension.	50% (5)	50% (5)	0% (0)	0% (0)
6	Moodle can be used to provide lecturers with links to websites relevant to a course.	50% (5)	50% (5)	0% (0)	0% (0)
7	It helps students and lecturers to know each other at the start of the course, also hold information about course team and students in one place.	50% (5)	50% (5)	0% (0)	0% (0)
8	Moodle can help lecturers record lectures as podcasts or even arrange for videos of lectures or special events-posting them online and making it available to students.	60% (6)	40% (4)	0% (0)	0% (0)
Lecturer's usage of Moodle for teaching					
9	You use Moodle to upload video, audio and/or link to a lesson.	50% (5)	50% (5)	0% (0)	0% (0)
10	Engages you in a discussion forum.	40% (4)	60% (6)	0% (0)	0% (0)
11	Guides a real-time discussion or chat.	50% (5)	50% (5)	0% (0)	0% (0)
12	Create, conduct and guide quizzes	60% (6)	40% (4)	0% (0)	0% (0)
13	Assign, collect, review and upgrade assignments.	50% (5)	50% (5)	0% (0)	0% (0)
Attitude of lecturer's using Moodle for teaching					
14	Information communication technology has steadily increased and in turn influenced the change in attitude towards ICTs.	70% (7)	20% (2)	10% (1)	0% (0)
15	There is rapid development in science and technology through ICT and has influenced educational system and other fields.	70% (7)	30% (3)	0% (0)	0% (0)
16	ICT has necessitated the implementation of new technologies into educational system to improve the quality of education.	60% (6)	30% (3)	10% (1)	0% (0)
17	I can use Moodle for teaching.	50% (5)	50% (5)	0% (0)	0% (0)
18	Moodle is interesting.	70% (7)	20% (2)	10% (1)	0% (0)
19	Computer skills is beneficial in using Moodle.	70% (7)	30% (3)	0% (0)	0% (0)
20	I am highly motivated by the use of Moodle to design courses online.	30% (3)	60% (6)	10% (1)	0% (0)
21	Communication is made easy with Moodle.	30% (3)	70% (7)	0% (0)	0% (0)
22	Moodle offers new educational experience for both lecturers and students.	40% (4)	60% (6)	0% (0)	0% (0)
23	Orientation on the use of Moodle in classroom is required.	40% (4)	40% (4)	20% (2)	0% (0)
24	In the future Moodle will be a necessity for all lecturers.	40% (4)	50% (5)	10% (1)	0% (0)
25	The quality of teaching and learning is enhanced via the use of Moodle.	30% (3)	60% (6)	10% (1)	0% (0)

Table.2 noticeably shows lecturers' perspectives on the implementation of Moodle as an open-source of e-learning done for post-graduation students of Master of English Education at STKIP PGRI Sidoarjo. The questionnaire items were divided into three parts containing: Benefits of using Moodle for teaching, Lecturer's usage of Moodle for teaching, and Attitude of lecturer's using Moodle for teaching. Related to the benefits of using Moodle, the Interval of the frequency of responds was in a positive tendency from agree to strongly agree.

As a result, it's evidently seen in the first statement, 7 lecturers (70%) chose SA (strongly agree), 3 lecturers (30%) chose A (agree), and none chose D (disagree) and SD (strongly disagree). It is implied all of lecturers agreed with the first statement that Moodle can help them to create learning spaces called Courses. It is classified as a very good perception. Then, the same results showed to the second and third statements that they 100% agreed Moodle helped them set up a list of things for students to do before coming to a lesson and provided a place where they can easily create web pages with information about their course and provided links to word documents, slides, and other resources that their students will want to access.

Statements number 4 to 7 had same results which showed that Moodle had a good perception in case of the benefits. The results showed 5 lecturers (50%) chose SA (strongly agree), 5 lecturers (50%) chose A (agree), and none chose D (disagree) and SD (strongly disagree). The interval of 100% is categorized as a very good respond regarding the lecturers' responds toward Moodle during e-learning activities. Furthermore, statement number eight was about "Moodle can help lecturers record lectures as podcasts or even arrange for videos of lectures or special events- posting them online and making it available to students". The result showed there were 6 lecturers (60%) chose SA (strongly agree), 4 lecturers (40%) chose A (agree), and none chose D (disagree) and SD (strongly disagree). It can be concluded the interval 100% of respond showing very good classification.

The second part of the questionnaire was about Lecturer's usage of Moodle for teaching containing 5 items. The 10 lecturers agreed that Moodle can be used to upload video, audio and/or link to a lesson; Engages lecturers in a discussion forum with the post-graduate students; Guides a real-time discussion or chat; Create, conduct and guide quizzes; and Assign, collect, review and upgrade assignments. Concerning to the results of the statement number 9 to 13, it is concluded as a very good classification that in its implementation of e-learning was indeed that learning can run efficiently and beneficial. An overall result showed positive attitude of lecturers towards using Moodle for teaching.

Last part of the questionnaire was focused on the additional perceptions towards the implementation

Moodle regarding to the attitude of lecturer's using Moodle for teaching containing 12 items. Entries in table 2 showed that lecturers agreed that Information communication technology has steadily increased and in turn influenced the change in attitude towards ICTs (70% = SA, 20% = A and 10% = D), they agreed that there is rapid development in science and technology through ICT and has influenced educational system and other fields (70% = SA, 30% = A), they also agreed that ICT has necessitated the implementation of new technologies into educational system to improve the quality of education (60% = SA, 30% = A and 10% = D), respondents also agreed that they can use Moodle for teaching (50% = SA, 50% = A), they also agreed that Moodle is interesting (70% = SA, 30% = A), respondents agreed that computer skills in beneficial in using Moodle (70% = SA, 30% = A), they agreed that lecturers are highly motivated by the use of Moodle to design courses online (30% = SA, 60% = A and 10% = D), they agreed that communication is made easy with Moodle (30% = SA, 70% = A), they agreed that Moodle offers new educational experience for both lecturers and students (40% = SA, 60% = A), they also agreed that Orientation on the use of Moodle in classroom is required (40% = SA, 40% = A and 20% = D), they also agreed that the quality of teaching and learning is enhanced via the use of Moodle. Surprisingly, the result showed positive responds given by the lecturers toward the attitude of lecturers in using Moodle for teaching for post-graduate students at STKIP PGRI Sidoarjo.

4. CONCLUSIONS

To sum up, it is possible to recommend the Moodle as an open-source of e-learning provided opportunities for lecturers throughout the world to collaborate on projects that integrate technology meaningfully into their learning activities for the post-graduate students of Master of English education at STKIP PGRI Sidoarjo. Although the Moodle framework clearly requires a lot of work on the part of the lecturers, it represented a way for the lecturers to engage in authentic materials in e-learning during pandemic Covid-19 era. The results showed using Moodle to teach benefits lecturers and helped them collaborate with students effectively; Moodle can help teachers enhance their teaching with online supplementary activities and provides a place where lecturers can easily create information about their courses. Additionally, the researchers found that lecturers showed positive attitude towards using Moodle for teaching. Based on these findings, the study recommends that other departments at STKIP PGRI Sidoarjo should consider course maintenance as a priority by using Moodle for teaching. Moodle assists us in improving the effectiveness of the instruction. Thus, implementing information and communication technology in education with e-learning via Moodle provides for increased

educational efficacy. E-learning allows students and lecturers to work together more effectively. E-learning can improve accessibility, usability, and student collaborative learning, as well as increase motivation among students and lecturers.

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