

CHAPTER I

INTRODUCTION

This chapter of the research focuses on the background of the study, as well as providing an explanation of the scopes, research objectives and research question.

1.1 Background of the Study

Information technology has developed very quickly and has a great impact on the learning process, which leads to the learning process becoming more complex and generalized. Learning can be done with the help of technologies such as e-learning. Interest in e-learning appears to stem from a variety of sources, including business and education. Companies see e-learning as a cost-saving tool in the training of learning centers. In education, e-learning is an additional approach to improving the teaching and learning process, so that communication between students and teachers is improved (Bassi, 2010).

The term e-learning was used by many people in the educational world in the 1990s. Many researchers say that e-learning is used to provide materials practically, for example by simply using a website to access them and videos (Engelbrecht, 2005). The use of e-learning can support web-based communication between students and teachers, impart knowledge, collaborate with one another and evaluate individual students through the learning that takes place (Kelly and Bauer, 2004). This study tries to know and understand how students perceive e-learning as students are the beneficiaries of this IT to carry out the learning process. Learning has different definitions. There are three types of learning (fully online, hybrid and mixed and web-based). Bundled with two forms of e-learning, namely synchronous and asynchronous. Universities in other countries, like the United States, India and Sweden, have long used e-learning as a means to promote the projects they create and deliver to all students in the area. The

advantage is that students from different countries do not have to leave their locations to start.

Universities and institutions around the world offer their e-learning programs on various IT platforms. Examples of platforms provided by universities and other institutions are: www.edx.org and www.coursera.org. Admitted to Australian National College, Cornell College, Nanjing College, National Taiwan College and Tokyo College, Vanderbilt College (Coursera, 2015 and EdX, 2015).

In general, technology has changed the way we live, think, learn and work. The importance of e-learning is not just technology, but e-learning is used as a forum for people from all over the world to exchange knowledge and make contacts. Computer networks connect teachers and students around the world through the use of text, graphics, audio and video. The learning that takes place has to process more information in less time than in the past (Veeramani, 2010).

This research looks at the Undiksha Moodle E-learning platform in terms of content, strategy, and assessment. Content is a material or something that wishes to be communicated via text, images, sound, video, and other means (Gahran, 2005). Content in e-learning is a new digital one with certain challenges with the goal of achieving high learning performance and tailoring to the needs of students. E-learning is accessed through digital media such as computers, mobile phones, and tablets. Students use e-learning to access learning content in order to follow the learning process and improve their achievement scores. Following that is a strategy. A strategy in the learning process is a method or general pattern used by students or teachers in teaching and learning to accomplish specific goals (Sanjaya & Wina, 2007). The strategy for using the Undiksha Moodle E-learning platform is what is meant in this study. How students can access the Undiksha Moodle E-learning platform, how this platform can help them

improve their learning strategies achievement, and how students' strategies for dealing with difficulties encountered while using the Undiksha Moodle E-learning platform. Following that is an assessment. Assessment is a process used to gather information that is then used by a specific agency, institution, or organization to make decisions about students, curriculum, programs, and other educational policies (Anthony J. Nitko & Sakardi 2019). The assessment in this study was used to understand how the Undiksha Moodle E-learning platform system was used, how to get good grades in its use, and how much effort the students put into participating in learning.

ELE (English Language Education) students at Undiksha were used as research subjects because ELE (English Language Education) is one of the majors whose lecturers use the Undiksha Moodle E-learning platform (Juliana, et. al, 2018). In fact, almost all students at Ganesha University of Education use the Undiksha Moodle E-learning platform, not just ELE (English Language Education) students. According to Juliana et al. (2018), Universitas Pendidikan Ganesha (Undiksha) is one of the universities in Bali that uses the Undiksha Moodle E-learning platform as an integrated learning tool. E-learning is productively used since the learning process is carried out online. Some lecturers use Undiksha Moodle E-learning platform to provide materials for ELE (English Language Education) students by accessing them via the web.

Viranicka (2021) conducted a study titled "ELE Students Perception of Undiksha Moodle E-learning in Pedagogical Courses" with the goal of investigating how students perceive the E-learning platform in light of existing findings, students' perceptions while using Undiksha Moodle E-learning platform are positive, indicating that students agree that this platform helps them in the pedagogical learning process. A similar study on the Undiksha Moodle E-learning platform was conducted by several Undiksha students, with 3-4 people discussing the Undiksha Moodle E-

learning platform. Based on the findings of this study, the author decided to conduct another study on how students perceive the Undiksha e-learning platform. The author are interested in learning more about how students perceive the use of Undiskha Moodle E-learning platform in terms of content, strategy, and assessment. Because Govindasamy (2002) proposed a theory about e-learning by conducting research on e-learning from an assessment perspective as a strategy to solve learning and performance problems. According to Govindasamy (2002), the issue of student satisfaction in a digital environment is critical. As a result, the researcher wants to expand the theory to find out more about how students percieve about the e-learning platform at Undiksha in terms of content, strategy, assessment. Students' perceptions are required to evaluate Undiskha Moodle E-learning platform so that researchers can identify didactic materials that are appropriate for students in the learning process. This activity has the potential to increase student interest and achievement with this knowledge.

Researchers collected information through surveys, questionnaires, and interviews. Data was collected over the course of one month, with a survey lasting one week, questionnaires lasting two weeks, and interviews lasting one week. The survey is carried out by determining the major and the semester in which this research will be conducted. The English Language Education study program was chosen by the researcher to facilitate communication and contact. Choose semester 7 because students in this semester are more fluent and have more experience with the Undiksha Moodle E-learning platform. Then, within a week, a survey was conducted to ensure that students were able and willing to assist with this research. Then, in semester 7, a questionnaire was distributed to all classes, and 50 students responded. Interviews are the final source of data for this study. Researchers conducted interviews with ten people to ensure that data processing was quick and simple. Despite the fact that only 10 students

participated, all of the responses from the interviews were very helpful and supported the questionnaire that was created.

1.2 Problem Identification

From the research background, using e-learning in the learning process benefits both educators and students. Theoretically, students and teachers alike require the internet and information technology to aid in the teaching and learning process. Using various teaching aids such as the telephone, video, audio, satellite transmission, and web-based or online courses will facilitate learning (Soekartawi, Haryono, and Librero, 2002). Then, as it evolves, Undiksha Moodle E-learning platform is combined with an LMS, or Learning Management System, which aims to assist students in obtaining information, discussing it with other friends, uploading work results, and commenting on the answers gathered. The use of Undiksha Moodle E-learning platform is one method of facilitating the learning process, but the problems that students frequently encounter when using it become one of the learning process's obstacles. Empirically, students use e-learning as a learning tool during the online learning process. E-learning enables students to learn independently, and students' understanding of material obtained through e-learning does not rely on the teacher but is obtained from electronic media. Specific to the application or its use, research has been conducted on Undiksha students' use of the Undiksha Moodle E-learning platform. Viranicka (2021) studied how Undiksha students' perceptions of the use of learning platforms, specifically e-learning in Pedagogical Courses. Linda (2021) also conducted research on how students perceive the E-learning platform at Undiksha in Reading and Writing skills. However, the author expands on his previous study by investigating how English Education students perceive the Undiksha Moodle E-learning platform on content, strategy, and assessment. As a result, this study was carried out to supplement previous research. As a result, the purpose of this study was to (1) Learn the ELE students'

perceptions of Undiksha Moodle E-learning platform implementation in terms of content, strategy, and assessment. The researcher focuses on researching in terms of content, strategy, and assessment because no one has researched in this discussion, so the researcher want to try to research the Undiksha Moodle E-learning platform in terms of content, strategy, and assessment. (2) To learn the problems that students encountered while using Undiksha Moodle E-learning platform in terms of content, strategy, and assessment.

1.3 Statements of Research Questions

The research question can be formed by considering the problem identification:

1. How do the students perceive about the use of Undiksha Moodle E-learning platform in terms of content, strategy, assessment in English Language Education of Undiksha?
2. What problems are encountered by students in learning using Undiksha Moodle E-Learning Platform in LMS (Learning Management System) ?

1.4 Purposes of the Study

Based on the research questions, the purposes of the study can be seen below :

1. To describe how students understand and experiment with or apply Undiksha Moodle E-Learning Platform in the learning process in Undiksha English Language Education from the perspectives of content, strategy, and assessment, and to believe they can assess the Undiksha Moodle E-learning platform during the learning process.
2. To identify content, strategy, and assessment problems that students encountered when using the Undiksha Moodle E-Learning Platform.

1.5 Significants of the Study

There are two types of signs that a thesis has been developed, theoretical and practical significance. The study's findings were supposed to be potentially helpful, and the following behaviors can be explained :

1.5.1 Theoretical Significance

Theoretically, this research should provide information about ELE students' perceptions of Undiksha Moodle E-learning platform implementation at Undiksha. It is hoped that by providing this information, campuses will benefit from better understanding the progress of its implementation and, as a result, will be able to implement it more effectively in the future.

1.5.2 Practical Significance

In practice, this research is expected to have a positive impact on lecturers, campus stakeholders, and other researchers, particularly those planning similar studies.

1. Lecturers

Lecturers can use the analysis of the implementation of Undiksha Moodle E-learning platform as feedback on the use of specific platforms in facilitating online learning and implementing learning models. As a result, the learning process could be improved in the future.

2. Programmer

The findings of this study are expected to benefit programmers by allowing them to plan a more friendly and effective teaching and learning approach that best suits their students and meets learning objectives. This is because the findings of this study can be used as input for an Undiksha Moodle E-learning platform that has been in operation for a long time and is expected to be better implemented in the future.

3. Other Researchers

The findings of this study are expected to be beneficial to other researchers who are interested in conducting similar research or further research on this research topic. As a result, this study is expected to be useful to other researchers.

1.6 Limitation of the Study

Despite the fact that the implementation of Undiksha Moodle E-learning platform has been thoroughly researched and studied for several years, the use of e-learning is still thought to have a negative impact. The negative impact is that students frequently postpone completing teacher-assigned assignments because they believe that accessing e-learning can be done at any time. As a result, the purpose of this study was to use quantitative and qualitative methods to determine students' perceptions of the Undiksha Moodle E-learning platform implementation, as well as the problems encountered in implementing the Undiksha Moodle E-learning platform. This study was conducted at Undiksha on 7th semester English Language Education students. In addition to observing and questioning students, surveys and interviews were used. To avoid biased discussion, the discussion of this research is limited to two main focuses: (1) an analysis of ELE students' perceptions of undiksha Moodle E-learning platform implementation in terms of content, strategy, and assessment (2) the problems that ELE students encountered while using the Undiksha Moodle E-learning platform