CHAPTER I

INTRODUCTION

1.1. Background of Study

Information Communication Technology (ICT) is extensively integrated into schools worldwide, serving as a cornerstone for modern educational practices. It is widely acknowledged for its capacity to cultivate the knowledge and attitudes essential for lifelong learning (Lynch et al., 2021). Lynch et al further propose that ICT plays a pivotal role in preparing adult learners for the evolving demands of twenty-first-century workplaces. This integration occurs through various means, including the incorporation of computerized technologies into learning activities, thereby enhancing students' educational experiences. One prominent tool in this regard is the Learning Management System (LMS), a fundamental component of ICT implementation in education. LMS platforms empower educators to efficiently administer classrooms, disseminate course materials, and monitor student progress remotely (Pérez-Pérez et al., 2020).

Moreover, research underscores the paramount importance of student satisfaction in shaping learning outcomes. Educators must ensure that the platforms they utilize are student-centric, providing structured and current materials to optimize learning experiences. This underscores the critical role of ICT in fostering student engagement and achievement in the educational landscape. Using a suitable tool is crucial to achieved a positive learning outcomes for the students.

Moodle (Modular Object-Oriented Dynamic Learning Environment) is one of many tools that has been used to conduct the teaching and learning process. It was getting more popular for students during the covid-19 pandemic since they have to be studying remotely. Moodle was found to be effective in developing critical thinking, collaboration, creativity in multidisciplinary skills (Anuratha, 2019). Moodle is an open source in e-learning system that allows teachers to design the desired learning activities with a wide range of source and creative content (Thamrin et al., 2019). Moodle is founded on the socio-constructivist education concept, which encourages exploration and collaboration within the learning activities. Being engaged into the learning system is critical for the students to reach their learning goals. Moodle indicated its methods in improving teaching and learning effectiveness and increasing student self-engagement (Alturise, 2020).

Students have an important role for their success in achieving the learning objective in every lesson. Moodle is used as an online learning platform during the Covid-19 pandemic. Ever since offline learning was implemented, Moodle is not entirely used for the whole teaching and learning process but it mostly used to deliver learning material and discussion. Moodle is an essential tool for students looking to enhance their understanding of the lesson, as it provides a flexible and interactive platform for them to engage with course material at their own pace.

In the Indonesian education system, Moodle serves as a crucial online learning platform. It facilitates the delivery of educational content, enabling teachers to distribute materials, assignments, and assessments electronically to students. Recent research underscores Moodle's role in enhancing accessibility and flexibility in

learning, particularly during the COVID-19 pandemic when remote learning became essential (Smith, 2023). Teachers can organize courses, engage students through discussion forums, and monitor their learning progress using Moodle's features. Thus, Moodle not only supports traditional classroom teaching but also adapts to the demands of modern education in Indonesia.

Understanding user's experience by analyzing students' perceptions, motivations, and challenges in using Moodle is essential for maximizing its effectiveness as an educational tool. Perception refers to the way students interpret and make sense of their experiences with Moodle. It encompasses their attitudes, beliefs, and expectations regarding the platform's usability, functionality, and relevance to their learning needs (Ranieri et al., 2019). Research suggests that students' perceptions of Moodle significantly influence their engagement and satisfaction with online learning experiences. Therefore, educators must consider how students perceive Moodle to design user-friendly interfaces and interactive features that cater to diverse learning preferences.

Motivation plays a crucial role in determining students' willingness to actively participate and persist in using Moodle for their learning activities. Motivation can be intrinsic, stemming from students' internal desires to achieve personal goals or interests, or extrinsic, driven by external rewards or pressures (Kuo et al., 2022). In the context of Moodle usage, intrinsic motivation may arise from students' curiosity to explore new learning materials or their desire to acquire relevant skills for academic or professional advancement. Conversely, extrinsic motivation may be influenced by factors such as grades, peer recognition, or teacher expectations. Educators can foster

students' motivation in using Moodle by providing meaningful learning experiences, offering timely feedback, and creating opportunities for collaboration exploration.

Challenges encountered by students in using Moodle can stem from various factors, including technical issues, navigation difficulties, and lack of personalized support (Bower et al., 2021). Technical challenges may arise from limited access to reliable internet connectivity or unfamiliarity with digital tools and platforms. Navigational difficulties can impede students' ability to locate and access course materials, assignments, or discussion forums within Moodle's interface. Furthermore, inadequate support and guidance from instructors or technical support staff can exacerbate students' frustration and hinder their learning experiences. Addressing these challenges requires proactive measures, such as providing comprehensive tutorials, troubleshooting guides, and responsive assistance channels to support students' successful navigation and utilization of Moodle.

In summary, students' perceptions, motivations, and challenges play pivotal roles in shaping their experiences and outcomes in using Moodle for learning. By understanding and addressing these factors, educators can create supportive and engaging online learning environments that enhance students' academic achievement and satisfaction.

1.2. Problem Identification

Online learning has been implemented approximately around two years during the Covid-19 pandemic. Based on the teachers' experience at SMA Negeri 3 Denpasar

during the pandemic, online learning was very challenging for the students particularly in enhancing their motivation of learning. During the online learning, students were required to learn the material given by the teachers through Moodle. Therefore, it is important for the students to be able to gain their knowledge of understanding the material to achieved the learning objectives. Despite the fact that online learning is not fully implemented after the pandemic, It is important to analyze the students' perceptions, motivation and challenges in using Moodle.

The problem was identified as the students at SMA N 3 Denpasar showed their frustration in using Moodle towards the teachers during the interview. The teachers suspected that the causes of these problems can be from various elements. Therefore, it is very important for the researcher to investigate what is actually the students' perception of Moodle in a scientific way. then, it is also important for us to know, whether students are motivated to learn by using Moodle platform. Lastly, is the necessity to map what challenges students feel in using Moodle so that if Moodle is used as an alternative platform in offline or hybrid learning, teachers can explore more and look for creative strategies to tackle the challenges that the students face. Therefore, the researcher developed the research as follows;

1.3. Research Questions

1. What is the students' perception in using Moodle?

2. How is the students' motivation in using Moodle?

3. What are the students' challenges in using Moodle?

1.4. Research Objectives

1) To describe the students' perception in using Moodle

2) To describe the students' motivation in using Moodle

3) To describe the students' challenge in using Moodle

1.5. Research Significances

The purpose of this research is to describe how students' perceptions, motivations and challenges in using Moodle in building their effective learning process. This research is hoped to provide an insight for teachers and Moodle developers to consider everything that must be done for the development of students' learning. Moreover, Moodle has a potential to be continuously used by schools around the world even after the Covid-19 pandemic is over Because it can be used as material sources and discussion platform. Therefore, it is important to look at the students' perspective to gather any useful data to encourage students to be more independent for their learning.

1.5.1 Theoretical Significance

The result of this study is expected to be useful in giving theoretical contribution on the development of the learning process particularly in providing additional knowledge on the use of Moodle.

1.5.2. Practical Significance

1.5.2.1. For English Teacher

By reading this study, English teacher will be benefited from the information gathered form this research so the teacher can evaluate and improve the implementation of Moodle to enhance students' learning process. Moreover, there is high potential for Moodle to be continuously used by English teacher in post-pandemic. Therefore, this study is expected to help the teachers to decide on whether Moodle is suitable for their teaching and learning process and what can be improved in the implementation of Moodle.

1.5.2.2. For Moodle Developer

The result of the study is expected to be beneficial for Moodle developer in improving the quality of Moodle so it can be better as one of the effective learning tools. By gathering information from the users, this study can bring significant input for the development of Moodle.

1.5.2.2. For Policy Maker

The results of the study are expected to provide a different perspective for policy makers on the application of Moodle in the classroom. The result can also give

consideration for the policy maker to decide whether using Moodle in the teaching and

learning process perceived as an effective tool from the students.

1.5.2.4. For Further Study

The results of the study are expected to provide a different perspective for

researchers and teachers on the application of Moodle in the classroom. The result on

the students' perceptions, motivation and challenges can be used in the other research

that can potentially expended and corelated with other variables such as self-directed

learning and students' performance.

1.6 Research Limitation

The research limiting on the population which are the students of SMA N 3 Denpasar which cannot represent the whole data of the senior high school in Bali. However, this research can be viewed as supporting data of other researches about Moodle which are very popular among researcher in the 21st century learning. The time consuming is also viewed as the limitation since the data were gathered from a lot of students. The time frame has to be arranged in such a way that the result can be presented at the targeted time.