

CHAPTER I

INTRODUCTION

This chapter provides the background of the current study, problems founded, study limitation, study's problems, and the present study's aim. The explanation as follow:

1.1 Background of the Study

Technology has become increasingly relevant in the world we now live in. According to Budhwar (2017), technology is a critical factor that affects every aspect of our lives. He also mentions that one of the areas that makes use of technology is education. The importance of technology in the classroom as a curriculum component, an instructional device, and a tool to improve the entire learning process (Prabavathi & Nagasubramani, 2018). As a result, using technology is critical, especially in the educational sector.

This educational sector makes use of technology to aid in the learning process. According to Raja and Nagasubramani (2018), technology has revolutionized education, making it better and more efficient at assisting students in their learning. It has also transformed education from a passive and reactive to an engaging and aggressive method. According to Raja and Nagasubramani's point, technology plays an important role in the educational sector by facilitating the learning process.

E-learning is one aspect of technology that distinguishes the educational market. E-learning is a technology-based learning system used in the classroom,

online, or a blended learning environment. E-learning is described by the OECD (2005), as cited by Arkorful and Abaidoo (2015), as using information and communication technology to promote learning in higher education. It includes using information and communication technology to supplement traditional classrooms, online learning, or both (blended learning). According to this point, E-learning is a technology framework that can be used for online or blended learning through information and communication technology.

E-learning also makes the teaching and learning process easier by communicating with the teacher and other students. According to Ebner (2007), as cited in Tasir et al., (2011), E-learning allows the instructor to deliver the content while the students learn it. There is, without a doubt, a degree of engagement, interaction, and cooperation between students and teachers (Awodele et al., 2009 as cited in Tasir et al., 2011). Based on these claims, it can be concluded that e-learning encourages contact between teachers and students and that this technology allows students to see their involvement.

E-learning as a technology framework for learning increases the number of student expectations as users of that technology. Every student has his their viewpoint on the use of e-learning. The assumption arises from the students' prior familiarity with technology, e-learning, and their different learning styles (Keller & Cernerud, 2002). It is suggested that a positive or negative perception of statement, suggestion, or critique be used depending on the situation. As a result, it aids in advancing e-learning technology, making it stronger and more creative. It can be said that there will be the students' perception in using e-learning because students are the users of that technology.

Several studies based on the previous research have already been completed. They mostly spoke about the students' perspectives on using e-learning tools in the classroom. Mamattah (2016), Cakrawati (2017), and Isik (2017) (2009). Cakrawati (2017) investigates how students perceive Edmodo or Quipper as an e-learning platform in EFL classes. Mamattah (2016) concludes the research into students' perceptions of e-learning as a substitute for conventional classroom teaching and learning. Isik (2009) surveys METU Development Foundation School students' expectations and teachers' use of e-learning or sharing platform technology in their educational activities.

In terms of e-learning systems used in the learning process, Universitas Pendidikan Ganesha (Undiksha) has its e-learning platform, the Undiksha Moodle E-learning platform. This platform has only been in place for a few years, but it already helps teachers and students with distance learning. Undiksha Moodle E-learning platform has features similar to Edmodo, Schoology, and other popular educational platforms. Some lecturers at Universitas Pendidikan Ganesha, especially those in English Language Education, already use the Undiksha Moodle E-learning platform (ELE). According to the current situation, some English Language Education (ELE) lecturers who use the Undiksha Moodle e-learning platform in the learning process use it for blended learning or entirely online learning. Using the Undiksha Moodle e-learning platform will elicit various user responses (lecturers or students), especially students. Students in English Language Education (ELE) who use the Undiksha Moodle e-learning platforms in the learning process have a different perspective. It has both advantages and disadvantages. As

a result, the researcher is particularly interested in the students' perceptions of using the Undiksha Moodle e-learning platform in English Language Education (ELE).

Furthermore, English Language Education (ELE) is one of many Undiksha education departments that uses the Moodle E-learning platform to facilitate learning. English Language Education aims to prepare educators with strong educational and science English skills and learn creatively and innovatively and master English linguistic concepts. Skills, literature, linguistics, and pedagogy are the four English Language Education (ELE) courses. Listening, reading, writing, and speaking are the four skills students must master to learn English. Introduction to literature, poetry, drama and prose fiction are all part of the literature course. Linguistics includes linguistics, English morphology, English phonology, English syntax, pragmatics, semantics, sociolinguistics, psycholinguistics, and an introduction to pragmatics. *Perkembangan Peserta Didik*, *Wawasan Kependidikan*, *Belajar dan Pembelajaran* (Learning and Instruction), *Telaah Kurikulum* (Curriculum Development), *Classroom Management*, *Strategi dan Desain Pembelajaran* (Teaching Strategy and Design), *ICT-Based Media for ELT*, *Asesmen dan Evaluasi Pembelajaran* (Assessment), *TEFL*.

In addition, the current study will concentrate on the use of the Undiksha Moodle e-learning platform in pedagogical courses. Education, literacy, teaching, and learning are closely related to pedagogy (Education Scotland, 2005). Furthermore, according to Hall (1905), pedagogy is concerned with the teaching or imparting knowledge and the general directions used in the teaching method. Universitas Pendidikan Ganesha offers a variety of pedagogy courses, including English Language Education (ELE). *Perkembangan Peserta Didik*, *Wawasan*

Kependidikan, Belajar dan Pembelajaran, Telaah Kurikulum, Classroom Management, Strategi dan Desain Pembelajaran, ICT-Based Media for ELT, Asesmen dan Evaluasi Pembelajaran, TEFL, E-learning for ELT are among the 15 pedagogy courses offered by ELE. As a result, the study focused solely on seven pedagogical approaches that had previously used the Undiksha Moodle E-learning platform in their learning process, including Strategi dan Desain Pembelajaran, Assessment dan Evaluasi Pembelajaran, TEFL, Pembelajaran Mikro, Research Methods on Language and Teaching, TEYL, and Seminar on ELT.

Many scholars have already investigated students' expectations of using e-learning platforms, as shown by previous studies. However, none of the studies looked into pedagogical courses delivered through e-learning. Furthermore, the research fills an empirical void in the review of the Undiksha Moodle e-learning platform, which is uncommon. As a result, the study would like to explore students' perceptions in a pedagogical learning course using the Undiksha Moodle e-learning platform to complete the opening. This study is part of a larger study that examines lecturers' and students' perceptions of using the Undiksha Moodle e-learning platform. As a result, this study centered on the students' perceptions of e-learning at Universitas Pendidikan Ganesha, specifically the Undiksha Moodle E-learning platform, as part of a significant research project. The Undiksha Moodle E-learning platform's challenges were also examined from five angles: viability, utility, control, weakness, and institutional support. Cakrawati (2017), Mamattah (2016), Isik (2009), and Zulfahmi et al. derived these five dimensions from previous studies (2018). This research is the English Language Education students of pedagogical courses that use the Undiksha Moodle E-learning platform in the learning process.

1.2 Problem Identification

Technology becomes an essential thing because it plays a significant role in every field of our life (Budhwar, 2017). He also stated that technology plays an important role in the educational area. The position is part of the learning process curriculum and instructional system (Raja & Nagasubramani, 2018). There is a part of technology that characterizes the educational field, namely E-learning. E-learning is a system of technology that can be used for the learning process in the classrooms, online learning, or blended learning. In addition, E-learning facilitates the teaching and learning process, which provides the tools for communicate with the teacher and other learners. Using E-learning as a technology system of learning process raises many perceptions of the students as the users of that technology. The perception occurs based on the students' undergo in using the technology in the learning process. Besides, it also comes from students' learning styles. The perception shapes the criticism, suggestion, and comment to make the technology improve to be better.

Since e-learning in education, many kinds of research have focused on using e-learning platforms. Many institutions like universities already apply the use of e-learning platforms in the learning process. One university with a website is Universitas Pendidikan Ganesha, which uses the Undiksha Moodle e-learning platform. In most cases, the e-learning platform is used for mixed learning or online learning. As a result, different perceptions emerge due to using the medium, especially among students who are users.

Regarding that case, the researcher researched similar to the previous research but using a different object. The study is based on two fundamental

problems: no research emphasizes pedagogical courses, and no research examines the Undiksha Moodle E-learning platform. As a result, the researcher was given support to investigate students' opinions about e-learning in Universitas Pendidikan Ganesha using Undiksha, namely the Undiksha Moodle E-learning platform, using five dimensions to measure effectiveness, usefulness, power, weakness, and institutional support. In addition, the researcher looked at the problem's students had utilizing the platform in pedagogical classes.

1.3 Limitation of the Study

In terms of the study's problem identification, the emphasis was on students' perceptions of using the Undiksha Moodle e-learning platform as measured across five dimensions. Effectiveness, utility, power, vulnerability, and institutional support are all factors to consider. It also looks at the difficulties that students encountered when using the platform in their learning process. As a result, the researcher was inspired to examine ELE students' experiences of using the Undiksha Moodle E-learning platform in the online learning phase of seven pedagogical courses that used the platform, including Strategi dan Desain Pembelajaran, Asesmen dan Evaluasi Pembelajaran, TEFL, Pembelajaran Mikro, Research Methods on Language and Teaching, TEYL.

1.4 Statements of Research Questions

By looking at the problem identification and limitation, the research question can be formed as follow:

- 1) How are the students' perceptions about using the Undiksha Moodle E-learning platform in the online learning process of pedagogical courses seen from the five predetermined dimensions?
- 2) What are the challenges encountered by the students when using the Undiksha Moodle E-learning platform?

1.5 Purposes of the Study

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

- 1) Investigate the students' perception in using the Undiksha Moodle E-learning platform.
- 2) Analyzing the challenges found by the students when using the Undiksha Moodle E-learning platform.

1.6 Significant 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:

1.6.1 Theoretical Significance

The current study is expected to be an empirical reference regarding student's perceptions in utilizing online learning. In a more specific context, this study was expected to refer to a study involving students' perceptions of pedagogical courses. Thus, it is expected to make a contribution to platform development in Undiksha.

1.6.2 Practical Significance

There is three practical significance expected in the current study as follow:

a. For E-learning Provider

It is expected to provide information to the Undiksha Moodle E-Learning Platform provider to developing a quality platform.

b. For Lecturer

It is expected to be beneficial for lecturers to improve their performance in the teaching and learning process by utilizing the platform.

c. For other researchers

It is expected to help the other conduct similar research related to the same issues in the future.

