TEACHERS' PERCEPTION ON THE USE OF MOODLE APPLICATION IN ENGLISH AS FOREIGN LANGUAGE (EFL) ONLINE LEARNING

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Abstract

Keywords*:*
*Teachers'
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The aim of the current study is to explore teachers' perception of the use of Moodle applications in online learning of English as a foreign language (EFL).This is a case study with three English teachers in Vocational High School 1 Indramayu as participants. They have been using Moodle applications in teaching online learning for three semesters. In order to obtain teachers' perception of the use of the Moodle application in teaching online, interviews were used to gain the data, and it was analyzed qualitatively. The results showed that most teachers had a positive perception towards using the Moodle application in teaching online learning. It helps the teachers to be more creative in delivering the materials because many options can be used. It also makes the teachers more active in using technology. The teachers also agreed that online learning, especially Moodle application, was important for students. The students can easily access any resources to support the material from the teachers. The school and teachers can also monitor and control students' activities during the teaching-learning process. Therefore, for further research, it is suggested to investigate other different applications that are used by teachers in the teaching and learning process, whether it is online or offline.

Kata Kunci:

*Persepsi Guru,
Aplikasi Moodle,
Pembelajaran
Online EFL*

Abstrak
Tujuan dari penelitian ini adalah untuk mengeksplorasi persepsi guru tentang penggunaan aplikasi Moodle dalam pembelajaran online bahasa Inggris sebagai bahasa asing (EFL). Ini adalah penelitian studi kasus dengan tiga guru bahasa Inggris di SMK 1 Indramayu sebagai peserta. , mereka menggunakan aplikasi Moodle dalam pembelajaran online learning selama tiga semester. Untuk mendapatkan persepsi guru tentang penggunaan aplikasi Moodle dalam pengajaran online, wawancara digunakan untuk mendapatkan data, dan dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa sebagian besar guru memiliki persepsi positif terhadap penggunaan aplikasi Moodle dalam pembelajaran online learning. Ini membantu para guru untuk lebih kreatif dalam

menyampaikan materi karena banyak pilihan atau menu yang bisa digunakan. Hal ini juga membuat para guru lebih aktif dalam menggunakan teknologi. Para guru juga sepakat bahwa pembelajaran online, khususnya aplikasi Moodle penting bagi siswa. Siswa dapat dengan mudah mengakses berbagai sumber untuk mendukung materi dari guru, pihak sekolah dan guru juga dapat memantau dan mengontrol kegiatan siswa selama proses belajar mengajar. Namun untuk penelitian selanjutnya, disarankan untuk menyelidiki aplikasi lain yang berbeda yang digunakan oleh guru dalam proses belajar mengajar apakah itu online atau offline.

INTRODUCTION

The process of teaching and learning can modify the students' knowledge, skills, strategies, and attitudes. Currently, teachers and students can do teaching and activities online. A teacher can do online learning activities outside the classroom by using a website or application on the internet. It indicates that the technology used in education has become part of technical teaching in the classroom, especially in online learning. One of the applications that can be used for online learning is Moodle application, it is a software platform that can be accessed for free that is developed as a medium in the education world that can encourage interaction and collaboration (Amandu et al., 2013).

Prior studies exploring Moodle application in the EFL context provide an important finding. Gunduz & Ozcan (2017) showed that students generally perceive themselves as sufficient regarding the Moodle system, and teachers thought it was contemporary and beneficial in the long run. However, it was not functioning well at the time of the study. Another study by Sinaga & Pustika (2021) found a positive attitude toward implementing Moodle as a learning platform, and students also demonstrated a positive attitude toward the importance of learning English. Moreover, the study from Ardinengtyas & Himawan (2021) showed that Moodle E-learning benefits the ELT classroom. It builds students' learning interest and enhances ELT's technological and pedagogical aspects.

Although many studies have reported how students and teachers use Moodle applications in online learning activities, few studies explore teachers' perceptions

related the use of Moodle Application in Vocational High Schools. The teachers' perception in this study focused on how the teachers use Moodle Aplication, the requirement needed in using Moodle Application, and the teachers' expectation on the use of Moodle Aplication in online learning. To fill this gap, the current study explores teachers' perception of using Moodle applications in online learning of English as a foreign language (EFL).

METHOD

This study employs a qualitative research method with a case study design. To collect the data, the writers used semi-structured interviews to gain information from the three English teachers about their perception of using Moodle Application for EFL online learning. These teachers were selected from Vocational High School 1 Indramayu who have experience using Moodle application in the teaching learning process for three semesters. Ten questions have been prepared in a semi-structured interview. The interview was considered to fit this study because it tried to find free responses from Teachers of some basic ideas that needed to be covered. The interviews was recorded and transcribed to avoid inaccuracy data. Data reduction was used to selects the data that focused on teachers' perception on the use of Moodle Application. The data selected then display with the brief description. After the data display, verification was needed to find the fact that can answer the research question.

FINDING AND DISCUSSION

Teachers' Perception of the Use of Moodle Application in EFL Online Learning

1. Teachers' general perception related to online learning and face-to-face learning

Teachers 1 and 3 agreed that face-to-face learning is more comfortable than online learning for teaching and learning.

Excerpt 1:

Face-to-face is more comfortable for the teacher and the students in the teaching and learning process. (T1)

Excerpt 2:

Face-to-face learning in teaching because it can interact with students directly, and the material is easier to convey. (T2)

According to Prosser et al., (2005) & Balluerka et al., (2008), in a face-to-face classroom, the teacher transmits knowledge to students and facilitates or manages the students' learning. It's related to teachers' answers in the interview that a face-to-face learning is a better option than online learning because it is easier to facilitate, manage and deliver the material for students during teaching learning activities.

Teacher 2, however, has different perceptions of online and face-to-face learning. Teacher 2 prefers online learning than face to face learning.

Excerpt 3:

I prefer using online learning because it must be adopted now.

(T2)

As supported by Jacobs (2013), online learning is as effective as traditional classroom learning.

2. **Various Online Learning Application that the teachers are familiar with.**

To find out the kinds of online learning Application that the teachers know in teaching learning. At this point, teachers shared their knowledge about the kinds of online learning in the interview with the following answer:

Excerpt 4:

*The kinds of online learning that I use are Google Classroom, Google Meet, Moodle, and also WhatsApp for online learning. (*T1)

Excerpt 5:

I know some software we can use for online learning is Moodle, but before using Moodle, we used Google Classroom because almost all the teachers in SMKN 1 Indramayu use Google Classroom and WhatsApp Groups.(T2)
Excerpt 6:

For the kinds of online learning, I think there is Moodle, Google Meet, Google Classroom, etc. (T3)

The interview's answers show that all the teachers used Moodle applications, Google Classroom, Google Meet, and WhatsApp Groups in their online teaching and learning process. According to O'Connor & Ross (2010), online learning, such as Web CT Blackboard, Google Classroom, and Moodle, supports online and blended learning.

3. **The use of Moodle application in teaching.**

The data from the interview show that T2 uses Moodle to meet the need to use technology in the teaching and learning process. T2 used Moodle because it is a complete and easy-to-use application. Moodle also can help teachers to be more creative.

Excerpt 7:

The first one is because of the role of our school; the school wants to know teachers' and students' activities. The second reason is that Moodle is one of the best complete applications in the teaching learning process, and then students and teachers should apply and be able to use IT or technology. Moodle can make teachers more creative in the teaching and learning process. (T2)

According to Kameron (2006), Moodle is a software package designed to help educators to create quality online courses. Such e-learning systems are sometimes also called Learning Management Systems (LMS). It means that Moodle application facilitates teachers to make their teaching effective because Moodle is designed to help an educator or teachers teach online learning activities.

Similar to T2, T1, and T3 also mentioned their reason for using Moodle application in teaching online learning as they mentioned below:

Excerpt 8:

For the first time, before our SMK 1 designed the media (application) for the learning activity, I used Google Classroom for online learning, and after that, the headmaster designed to use Moodle for the teaching and learning process. (T1)

Excerpt 9:

Using Moodle for teaching because of the app from school. (T3)

Teachers 1 and 3 chose and used Moodle application in teaching and learning activity because Moodle is considered the complete application, and the school committee supported it. Cole (2007) described Moodle as the best learning management system for learning frameworks in higher education. It has strong documentation, administration, and security support with IMS/SCORM (Information Management System/Shareable Content Object Reference Model) standards. In this case, the school or the headmaster wants all teachers to use Moodle to be easier, more active, and more creative with technology while teaching online learning activities because there are so many options or menus in Moodle applications that can be used.

4. **The requirement needed to use Moodle in the teaching and learning process.**

Teachers 2 and 3 described the requirement needed by the teacher to use Moodle in teaching English online learning. The teacher must prepare the material to improve students' English skills in the form of files, folders, videos or links to YouTube that the students can access.

Excerpt 10:

In Moodle's teaching and learning process, teachers should prepare the material by written or video that should be shared with Moodle using files, folders, or a YouTube video. (T2)

Excerpt 11:

Of course, the material and Moodle must be ready before uploading the file for students, so not just the preparation of our self or syllabus, learning materials that have been prepared. (T3)

Teachers must prepare the good material first because it can increase students' motivation and make it easier to understand the material. According to Chung & Ackerman (2015) and Nedeva (2005), moodle is an effective way to improve education. Moodle can improve students' motivation and achievement Al-Ani (2013). In this case, Moodle application can help teachers prepare good and easy materials for teaching effectively to improve students

during teaching learning activities as long as the teachers prepare the material properly.

5. **The school facilities are adequate for the Moodle application during the teaching and online learning process.**

Teachers 1, 2, and 3 shared that the school has good and complete facilities for teaching online learning because if the school did not have a good system and server, the Moodle application could not work optimally.

Excerpt 12:

I think enough if only for giving material because the school not just to know students' activity but also for teachers' activity. The school can monitor teachers' activity. If the teacher can see when students access Moodle, the school can also know the last time teacher's accessed it. That is the aim of using Moodle application. The headmaster and operator school can monitor which teacher frequently uploads the materials for students in Moodle and can monitor students' and teachers' activity. (T1)

Excerpt 13:

I think the school facilitates adequate for the Moodle system to function because the school has prepared a good system and server. (T2)

Excerpt 14:

Already for school with 'A'accreditation, so the facilities are complete. (T3)

According to Setyaningrum (2018), Moodle is effective to be used by teachers as a support for learning. In this case, school facilities are already complete to support teachers' teaching and learning activities by using Moodle application.

6. **The Teachers' expectation of online learning process using Moodle.**

The teachers described teachers' expectations of online learning using Moodle as being more active and creative in using technology for teaching and learning activities, such as for materials presented in online learning, so that the students can access the materials easily. It will then affect the students' creativity and activities involving the teaching and learning process.

Excerpt 15:

It is expected that the teachers can be creative, especially in creating the materials in material, and students have to be more active in accessing materials in Moodle. (T1)

Excerpt 16:

The teachers were expected to be more active and creative in teaching and learning process using technology/web, especially by using Moodle. (T2)

Excerpt 17:

The students should be active and creative in the online learning process; they have insight and knowledge using Moodle on online learning. (T3)

According to (Domenico (2016), by using Moodle, a teacher can make teaching active and creative such as learning material, quizzes, electronic journals, etc. Students can also access it easily and be more effective and efficient.

Based on the six data of the teachers' perception, most teachers shared that they used Moodle application during the online learning process because of the role of the school. Moodle is also considered one of the complete applications for the online learning process. According to Cole (2007), Moodle is the best learning management system for learning frameworks in higher education. It has strong documentation, administration and security support with IMS/SCORM (Information Management System/Shareable Content Object Reference Model) standards. Furthermore, the Teachers also positively perceived using Moodle application in the learning process. The teachers stated that Moodle could improve students' skills because Moodle application is the best and has a complete system that can help and make it easier for students to understand the materials in the teaching learning process.

However, two teachers stated that teachers should be creative in delivering the material to make students understand the material easily during the online learning process. According to Terherst (2005) in Chourishi et al., (2011), the basic features of Moodle include tools for creating resources and activities. Using

Moodle in the learning process has been proven to make the teaching and learning effective. It also improves students' contribution to the learning activities. Moodle is a way toward unlimited education, a pioneer that will build creativity and ideas (Ismanto (2012). Moodle also help teachers to manage the course with various useful options. According to Chung & Ackerman (2015) and Nedeva (2005), Moodle effectively improves education. Moodle can improve students' motivation and achievement (Al-Ani, (2013)

Reflecting Moodle application, which provides active discussions, and sharing ideas and information, this application also provides cooperation for students. The role of the instructor in such an environment is to facilitate the student generation of information and the sharing of that information, not to control the delivery and pace of it ((Bonk, 2004). Besides the teachers' perception, most Teachers believed that the school facilities are important during online learning because, in the Moodle application, they need a school operator or instructor and a good server from the school to manage teachers and students in teaching the online learning process.

Apart from the teachers' perception of the use of Moodle applications, teachers also expected that by implementing Moodle in the learning process, the teachers wanted to explore the use of technology in the teaching and learning process. So, it is beneficial not only for the teachers but also for the students. It aligns with many experts who stated that Moodle has several main features, such as surveys, questionnaires, assignments, chat, forums, posts, and workshops, and it can create collaborative text ((Domenico, 2016).

Eventually, using Moodle, teachers expected the students and teachers to be more active and creative. Hopefully, The students do not rely on the material the teacher gave in the Moodle application. However, the students can also improve their knowledge and ability from other resources to get more of the material by using Google, YouTube and other resources to exploit the technology in the learning process.

CONCLUSION

The result showed that most teachers had a positive perception towards using Moodle application in teaching online learning. It helped the teachers to be more creative in delivering the materials because many options or menus can be used. It also makes the teachers more active in using technology. The teachers also agreed that online learning, especially Moodle application was important for students. The students can easily access any resource to support the material from the teachers, the school and teachers can also monitor and control students' activities during the teaching-learning process.

Nevertheless, some problems were faced by teachers and students in using Moodle application in the online teaching and learning process. Moodle is not a perfect application because Moodle application cannot provide face-to-face (meeting) accessibility or video interaction between teachers and students, such as a dialogue section. It's hard for teachers to improve students' speaking skills in online learning. The teachers need another application such as Zoom Meeting, Google Meet, etc.

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