

The Analysis of Students' Perception of Virtual English Learning: A case Study of MyBest LMS Implementation

Mike Amelia¹, Silvia N.P. Erito², Surtika Ayumida³

^{1,2,3}Bina Sarana Informatika University

¹mike.mke@bsi.ac.id, ²silvia.snp@bsi.ac.id, ³surtika.skm@bsi.ac.id

Abstract: This study aims to analyze students' perceptions of the implementation of MyBest LMS in virtual English learning. The analysis uses Technology Acceptance Model (TAM). In the context of English learning in the Information Systems study program at Bina Sarana Informatika University, E-Learning has become an increasingly important tool to facilitate the lecture process. Through the LMS platform commonly referred to as MyBest, students can access learning materials, assignments, discussions, and evaluations online, without being limited by time and space. However, success in its implementation is not only determined by the sophistication of the technology used, but also by the user's perception of the platform. In this context, students' perception towards E-Learning has an important role in determining the effectiveness and acceptance of the technology in the learning process, especially in English learning which is one of the courses conducted virtually at UBSI. This research uses descriptive method by using observation, questionnaire and interview collected from 40 Information System students of Bina Sarana Informatika University who were selected from cluster random sampling technique.

Keyword: *Students' Perception, English, Virtual Learning*

Introduction

The development of information and communication technology (ICT) has brought significant changes in the world of education. One of them is the use of learning media with E-learning, E-learning is one form of educational innovation that utilizes to provide flexible access to learning. E-learning is an electronic-based learning process (Agustina, 2013). Higher education institutions adopt e-learning system to improve accessibility and flexibility of learning. One of the media used is computer network. With the development of computer network, it is possible to be developed in web-based form, so it is then developed to a wider computer network, namely the internet, this is why the e-learning system using the internet is also called internet enabled learning. This web-based e-learning presentation can be more interactive. Lecture information can also be real-time.

The implementation of e-learning has been implemented at Bina Sarana Informatika University through the LMS My BSI Elearning system or more familiarly called 'MyBest'. Learning Management System (LMS) is a software application for online activities, electronic learning programs (e-learning programs) (Wibowo, Akhlis, & Nugroho, 2015). Learning Management System (LMS) is an information technology system developed to manage and support the learning process, distribute course materials and enable collaboration between lecturers and students. Through the Learning Management System (LMS) students can access attendance, lecture schedules, lecture materials, conduct discussion boards with lecturers through discussion forums, chat, and access assignments given by lecturers. Lecturers are also encouraged to make learning materials more creative through learning videos that can be uploaded in the Learning Management System (LMS). LMS contributes in terms of its utilization. The flexibility of the Learning Management System allows lecturers and students to access the LMS anytime and anywhere and through various devices, both through PCs, tablets, and smartphones (Yuni Fitriani, 2017).

One of the MyBest implementations was carried out in English lectures for students of the information systems study program. English has an important role in disciplines related to technology and global communication. Information systems students need to have good English skills to access resources, literature and communicate in a wider scope. In the application of using MyBest in English lectures to

organize classes, various materials through slides and learning videos and collect assignments, ask questions and answers in the discussion room, and input the results of assignment grades. The implementation of MyBest as an e-learning platform can provide an integrated learning experience and support information system students in understanding English.

Students' understanding of the advantages and disadvantages of MyBest in the English course of information systems at Bina Sara Informatika University needs to be identified because the English course is one of the e-learning courses at Bina Sarana Informatika University and to see the extent of the effectiveness of MyBest on learning. In this study the authors limit the research problem in the perception of students in the use of MyBest in English lectures which are conducted virtually. Perception is a person's ability to organize an observation, these abilities include: the ability to distinguish, the ability to classify, and the ability to focus. Therefore, a person can have different perceptions, even though the object is the same (Soraya, 2018).

The virtual learning methods used include asynchronous and synchronous. The asynchronous method is used in lectures when not using web meetings, then applications that support the running of the lecture process are through WhatsApp Group, MyBest discussion forum. The synchronous method is learning carried out with Web Meeting (google meet), zoom where the lecture process is carried out face-to-face through sound and video (Nur Fitri Andarukmi, Dianti Lintang Penatas, Elmawati Situmorang, Inaisya Putri Hartono, Niken Wahyuningsih, Rafly Kholid, Zaura Salsalvibilla, 2021).

However, in its implementation in the Information Systems English class, there are still various phenomena and problems with the use of MyBest. Regarding the above problems, the author feels the need to find out how students perceive virtual English learning using MyBest LMS. In addition, the results of this study will be the basis for other researchers to be able to develop teaching methods or materials that can be applied to make it easier to use e-learning.

METHOD

This research method is a descriptive case study. The data provided explains the perceptions of students, that case studies are conducted in natural settings (Sutrisman, 2019). Data obtained from participants are mainly in the form of words, which are collected and analyzed from interviews, documents, and artifacts using qualitative case studies, problems found in the classroom can be explored with a deep understanding because the qualitative approach provides detailed information that can be used as data analysis material to make reports. The qualitative research approach was born as a reaction to quantitative research methods that were much earlier in existence and were considered mechanistic, unable to uncover problems in depth, lacking in placing humans as conscious and intentional beings in action, viewing all life problems in causality and interrelated relationships, relying only on visible reality (empirical) and not seeing something behind what is seen (Zhafira, Ertika, & Chairiyaton, 2020). The population of this study were second semester students of information systems at Bina Sarana Informatika University consisting of class 19.2A.14 totaling 40 people, class 19.2B.14 totaling 22 people, class 19.2C.14 totaling 34 people. This research sample uses cluster random sampling technique. Sample selection using a lottery where class 19.2A.14 was selected as the sample in this study.

The author makes observations by directly observing and then analyzing all the processes that occur in lecture activities carried out virtually by applying the MYBest LMS. Cases are limited by time and activity, and researchers collect detailed information using various data collection procedures over a continuous period (Sutrisman, 2019). Furthermore, to find out student perceptions are done through questionnaires. A questionnaire is a number of written questions used to obtain information from respondents in the sense of their personal reports, or things known by the respondent (Cahyawati & Gunarto, 2020). The questionnaire was given to students to measure how students perceive the use of MyBest LMS in learning English in the form of a google form. In collecting data, this closed questionnaire questionnaire uses a Likert scale. Data is all information both oral and written, it can even be in the form of pictures or photos, which contribute to

answering research problems as stated in the formulation of problems or research focus (Bilondatu, 2013). Further data collection used semi-structured interviews. Semi-structured interviews can be defined as interviews that take place on a series of open-ended questions (Cahyawati & Gunarto, 2020). Semi-structured interviews allow students to provide insights, opinions, and answers freely on a structured list of questions using an interview guide. This was used to collect student responses on student perceptions of E-Learning (My Best). Data in this study was also taken through classroom observation, observation is a process composed of various biological and psychological processes such as observation and memory (Kumayas & Cendana, 2021).

This research adapts the Technology Acceptance Model (TAM), a model that can be used to analyze factors that influence the acceptance of a system / information system proposed by Venkatesh and Davis, which is divided into Perceived usefulness, perceived Ease of Use and Intention to Use (Said, 2014) The 3 factors above can be used as research variables to determine user acceptance of information systems that want to be built or are already running. Perceived usefulness and perceived ease of use both affect behavioral intention.

RESULTS AND DISCUSSION

1. Observation

Based on the results of observations made on virtual English learning using MyBest, the following data were obtained: When opening a lecture, the lecturer first logs into the My Best LMS account to open the attendance listed on My Best LMS.



figure 3. Lecturer Log in My Best LMS System

After login, lecturers open class attendance, students can be absent through their My Best page. Lecturers can check student attendance through the lecturer account.

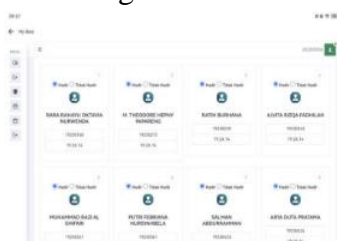


figure 4. Student Presence

Then, the lecturer opens the class and explains the material using the zoom meeting.



figure 5. Lecturer explain the material

Lecturers explain the material using slides that are already available on My Best LMS. Lecturers and students can access the material room feature on My Best LMS to download the material to be discussed. In the material room feature Figure 4 there are several file options including: modules, material slides,

RPS, RTM and syllabus. Where these four items can be studied in advance by students and lecturers in order to prepare for lectures. At the time of observation. Figure 3 Lecturer shows slides downloaded from My Best to present material to students. Lecturers explain using Indonesian and English to be easily understood by students. Some slides are also read by students as an effort to find out students' reading and speaking skills.

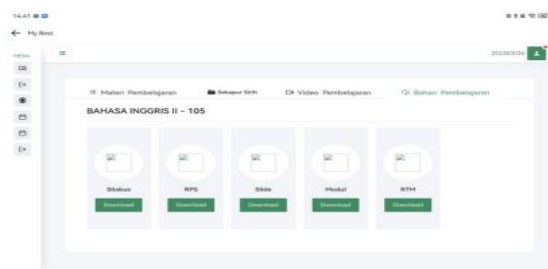


figure 6. materi room

Lecturers open discussion sessions using the My Best LMS discussion room. The My Best LMS discussion room is one of the features in My Best LMS that can be used to exchange ideas and discuss with each other by answering questions from lecturers to discuss a topic. In Observation Figure 5 shows, the lecturer discusses the topic “Malicious Software” accompanied by questions for student discussion. This discussion room is also used to determine students' English language skills in “writing” skills. Students are asked to elaborate answers about the topic discussed.

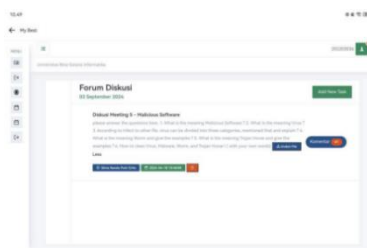


Figure 7. Discussion room

Students participate in answering questions in the discussion room. This discussion room can also check student involvement in lectures. Lecturers check student answers one by one and can also be given feedback. In the observation in Figure 6, the lecturer also checks the students' answers, so that the lecturer knows the students who actively participate in online lectures using My Best LMS. The picture also shows that students' answers use English.

The lecture is continued by doing quizzes, the observation in Figure 7 shows that the lecturer has made quizzes using LMS My Best. Quizzes made by lecturers are based on the material that has been presented and in accordance with what students learn. Figure 6 shows some multiple choice questions that have been made to be done by students.



Figure 9. Task room display on My Best LMS

The observation shows that lecturers use My Best LMS as a medium to teach English virtually. Starting from attendance, discussion with the discussion room feature, quiz work with the quiz

feature and giving assignments with the assignment room feature. This shows that My Best LMS provides convenience in the lecture process.

2. Questionnaire

In this study, using the information technology acceptance model (TAM). TAM is a model used by users for Information Technology systems. In the TAM (Technology Acceptance Model) approach, several factors are assessed. These factors include respondents' understanding of usability and ease of use based on the results of the questionnaire.

a. Perceived usefulness

The condition in which a person believes that using a particular system can improve their work performance and achievement is called perceived usefulness. In this study, the authors measured the extent to which virtual learning through MyBest can improve students' English learning outcomes and its usefulness.

Kode	Pernyataan	STS	TS	S	SS
1	Virtual learning using My BEST makes it easy for me to find the English materials and references I need.	3,1%	18,6%	54,6%	23,7%
2.	The features in MyBest make it easy for me in the English lecture process.	8,2%	22,7%	46,4%	22,7%
3	Virtual learning using My Best makes my English learning style more interactive with lecturers	8,2%	52,6%	36,1%	3,1%
4	Virtual learning using MyBest helped me to improve my communication and technology skills.	7,2%	23,7%	52,6%	16,5%
5	I feel that the feedback given by lecturers through MyBest LMS can improve my English skills.	10,3%	44,3%	41,2%	4,1%
6.	Virtual learning can increase my self-confidence in speaking skills, especially in terms of expressing ideas and opinions.	18,6%	34%	38,1%	9,3%
7	I find it very easy and have no problems in terms of accessing MyBest LMS from various devices such as computers, tablets or cellphones.	3,1%	18,6%	54,6%	23,7%
8.	Overall, I am satisfied with my English learning experience using MyBest LMS.	6,2%	40,2%	38,1%	15,5%

Table 1. Perceived usefulness

Next, the frequency of respondents' answers was calculated to generate scores and find out how students perceive online learning. The results are as follows

	Value
--	-------

Mean	47,28
Standard Deviasi	8,69
< 47	42 (43,7)
➤ 47	55 (56,3)

Table2.Overall perceived usefulness of online learning

Respondents' perception of the usefulness of online learning was 47.28 on average, with a standard deviation (SD) of 8.69. Values above or equal to 47 are considered positive, and values below 47 are considered negative. Therefore, the table shows that most of the research participants had positive perceptions of Students' Perceptions of Virtual English Learning using MyBest.

b. Perceived ease of use

Perceived ease of use is the use of a particular system can reduce the amount of effort expended to complete a task. In this study the authors measured the ease of use of the virtual English lecture system using the MyBest LMS and the extent of student effort to understand it.

NO.	Pernyataan	STS	TS	S	SS
1	Do I find it easy to follow the instructions of MyBest LMS for English learning?	6,2%	46,4%	46,4%	1%
2.	I find the synchronous activities of MyBest LMS interface user-friendly for English learning.	7,2%	39,2%	48,5%	5,2%
3	I find it easy to find the necessary English learning materials (such as videos, articles, and assignments) on MyBest LMS.	11,3%	29,9%	43,3%	15,5%
4.	MyBest LMS allows me to complete English learning tasks or activities more quickly	1%	10,3%	44,3%	44,3%
5.	I am experiencing technical difficulties when using MyBest LMS for English language learning	40,2%	49,5%	10,3%	-
6	I feel MyBest LMS makes it easier to communicate with lecturers or fellow students during English learning.	2,1%	4,1%	28,96%	64,9%
7.	I find it easy to manage and organize my time using MyBest LMS to attend English lessons?	8,29%	22,7%	46,4%	22,7%

8.	I have internet access that is good enough and makes it easy for me to use mybest lms.	7,29%	23,7%	52,6%	16,5%
----	----------------------------------------------------------------------------------------	-------	-------	-------	-------

Table 3. Perceived ease of use of mybest LMS Virtual English Learning

Furthermore, values are calculated from the results of respondents' answers to find out how easy virtual learning of English using MyBest LMS is for students. The results are as follows.

No		Value
1.	Mean	17,72
2.	Standard Deviasi	2,76
3	< 18	38 (39,12%)
	➤ 18	59 (60,83%)

Table 4. Overall perceived ease of use

Respondents' perception of the ease of use of online learning is 17.72 on average, with a standard deviation (SD) of 2.76. Therefore, a value greater than or equal to 18 is considered a positive perception, while a value below 18 is considered a non-positive perception. Therefore, it can be concluded from the table that the majority of the research respondents liked the ease of use of MyBest LMS in virtual English Language Learning.

3. Interview

To find out students' perceptions of virtual English learning with the use of My Best LMS, the researchers also used interviews in processing data to find students' answers using the following questions:

No	List of questions
1	How do you access My Best E-Learning in English courses?
2	In your opinion, how do you perceive the use of My Best in Information Systems English Learning?
3	In your opinion, does using the tools in MyBest make it easier for you to improve your skills in English courses (listening, speaking, writing, reading)?
4	Do you experience difficulties in using My Best E-learning in understanding English lecture materials? If so, please describe the factors that cause it..
5	How do you overcome difficulties in using My Best E-Learning for English lectures?
6	What do you think about the interaction between lecturers and students in English lectures through MY Best?
7	In your opinion, what are the factors that impact the convenience in English lecture through MyBest?
8	In your opinion, what is your hope to use MyBest in English Lecturer?

Table 5. List of interview questions

From the table above, it can be observed that the questions presented to students focus more on students' perceptions of English learning using My Best LMS. From the interview, the researchers were able to find several points regarding students' perceptions, they are :

1. Students are greatly helped by the use of My Best LMS to learn English information systems. Accessibility in using My Best is easy to access using various devices. Interactive My Best features such as discussion forums and online quizzes help them to be more in-depth in following the lecture process. My Best also has complete materials that can be downloaded to be studied in advance before the lecture takes place. This conclusion can be drawn from the following representative student answers:

“The use of mybest is very helpful in learning English, especially when you want to submit assignments and download materials” (Student 12, interview, 02092024)

“My Best makes it easy for students to access English materials, do quizzes and submit assignments”. (Student 18, interview, 02092024)

“It is easy to access and helps students to learn English online because the features help students too”. (Student 22, interview, 020920240)

“My Best can be used easily to help English lectures besides being able to read material from downloading slides in the material room, it can also be used to take quizzes and submit assignments”. (Student 31, interview 02092024)

“My Best has easy access to support student learning activities, especially English, especially there is a discussion room that can be used to discuss a topic”. (Student 38, interview 02092024)

2. Students have the responsibility to be able to learn independently and increase motivation to always attend lectures. The interaction built by lecturers to students is quite good, this is a factor that students can take part in virtual English lectures using My Best LMS, but there are still some things that cannot be maximized properly during English lectures such as 1) less able to maximize practicing “speaking” skills (speaking) while in virtual classes. 2) less able to maximize collaboration between students because discussions are only via writing in the My Best discussion room. 3) Connection and technical problems in accessing the internet are sometimes unstable, which is an obstacle in the lecture process. This conclusion can be drawn from the representatives of student answers as follows:

“The internet connection must be stable, so that My Best access is smooth.” (Student 3, interview 02092024)

“The interaction between lecturers and students is very good, lecturers are humble in delivering material and assisting students to learn.” (Student 14, interview, 02092024)

“Speaking skills cannot be maximized in practice because the lectures are online” (Student 21, interview, 02092024)

“Sometimes the connection is lost during the exam, so you have to wait for loading”. (Student 31, interview, 02092024)

“The interaction between lecturers and students is very exciting and not boring, so the lectures are fun.” (Student 26, interview, 02092024)

From the results of the interview script above, researchers can draw conclusions that students' perceptions of the use of My Best LMS (Learning Management System) to learn English virtually can include several main points. Here are some general conclusions found in the analysis of the interview script, including:

1. Ease of Access and Use

Students feel that My Best LMS provides easy and intuitive access to English learning materials. Ease of access anywhere that can make students comfortable in accessing this platform.

2. Ease of Interactivity and Features

My Best LMS has interactive features such as discussion forums, quizzes, or assignments that support English learning. Students' perception of the effectiveness of these features in improving English understanding and skills is very good, especially in writing and reading skills, so this feature can make them be able to improve their writing and reading skills in English.

3. Improving the effectiveness of students' learning independence

Overall, students have a perception that learning English using My Best LMS can make learning more effective because students tend to be able to maximize their potential by using the features in My Best LMS so that it can make them independent to be responsible for learning English.

CONCLUSION

Students' perceptions of My Best LMS for virtual English learning were positive towards how the platform met their needs in terms of access, quality of materials, interactive features and support provided. Students gave positive feedback on how enthusiastic they were in using features such as the material room, discussion room, assignment room and quizzes. However, there are some obstacles found by students such as 1). Difficulty in understanding English materials that are taught virtually without direct interaction with the lecturer, 2). English learning requires many aspects of non-verbal communication such as gestures, facial expressions that may be missing in virtual learning and the lack of non-verbal feedback can affect student understanding and engagement, 3) The ability of the MyBest LMS platform to meet the specific needs of English learning is limited such as platforms for listening skills, speaking so that lecturers must use additional features such as zoom or google meet. 4) Virtual Learning has not been able to accommodate all student learning styles (visual, auditory, kinesthetic), 5) Students' enthusiasm for learning in using MyBest is not like conducting lectures directly / face-to-face, because it can be accessed online, students' enthusiasm decreases compared to conducting lectures directly, 6) the use of MyBest also makes students less practical, especially in speaking skills and also technical constraints such as internet instability problems are not an obstacle for them to be able to use My Best LMS as a medium for learning English virtually. The results of this analysis can be used to develop new features in My Best LMS that are more interactive and adaptive, according to the needs of students. They hope to be able to improve their English skills such as English speaking skills with the real-time feedback feature on My Best LMS so that it can be considered for future evaluation. It is important to continue to evaluate and test My Best LMS features for student needs.

REFERENCES

- Agustina, M. (2013). Pemanfaatan E-Learning sebagai Media Pembelajaran. *Seminar Nasional Aplikasi Teknologi Informasi (SNATI) [Internet]*, 8(75), 147–154. Retrieved from <https://doi.org/10.1016/j.jnc.2020.125798%0Ahttps://doi.org/10.1016/j.smr.2020.02.002%0Ahttp://www.ncbi.nlm.nih.gov/pubmed/810049%0Ahttp://doi.wiley.com/10.1002/anie.197505391%0Ahttp://www.sciencedirect.com/science/article/pii/B9780857090409500205%0Ahttp://>
- Bilondatu, M. R. (2013). Motivasi, Persepsi, Dan Kepercayaan Pengaruhnya Terhadap Keputusan Pembelian Konsumen Pada Sepeda Motor Yamaha Di Minahasa. *Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 1(3), 710–720.
- Cahyawati, D., & Gunarto, M. (2020). Persepsi mahasiswa terhadap pembelajaran daring pada masa pandemi Covid-19. *Jurnal Inovasi Teknologi Pendidikan*, 7(2), 150–161. <https://doi.org/10.21831/jitp.v7i2.33296>
- Kumayas, N. S., & Cendana, W. (2021). Penerapan Peraturan dan Prosedur Kelas Guna Mendisiplinkan Siswa Sekolah Dasar dalam Pembelajaran Virtual. *Jurnal Elementaria Edukasia*, 4(1), 25–30. <https://doi.org/http://dx.doi.org/10.31949/jee.v4i1.3037>
- Nur Fitri Andarukmi, Dianti Lintang Penatas, Elmawati Situmorang, Inaisya Putri Hartono, Niken Wahyuningsih, Rafly Kholid, Zaura Salsalvibilla, S. W. (2021). Efektivitas Pembelajaran Virtual bagi Mahasiswa Pendidikan Geografi Universitas Negeri Malang. *Jurnal Pendidikan Geografi Undiksha*, 9(1), 1–8. Retrieved from <https://ejournal.undiksha.ac.id/index.php/JJPG/article/view/30142>
- Said, H. (2014). Pengembangan Model Pembelajaran Virtual Untuk Meningkatkan Efektivitas Pembelajaran Pada Madrasah Negeri Di Kota Parepare. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 17(1), 18–33. <https://doi.org/10.24252/lp.2014v17n1a2>
- Soraya, N. (2018). Analisis Persepsi Mahasiswa Terhadap Kompetensi Dosen Dalam Mengajar Pada Program Studi Pai Fakultas Ilmu Tarbiyah Dan Keguruan Uin Raden Fatah Palembang. *Tadrib: Jurnal Pendidikan Agama Islam*, 4(1), 183–204. <https://doi.org/10.19109/tadrib.v4i1.1957>
- Sutrisman, D. (2019). *Pendidikan Politik, Persepsi, Kepemimpinan, Dan Mahasiswa Persepsi*. Bogor: Guepedia Publisher.
- Wibowo, A. T., Akhlis, I., & Nugroho, S. E. (2015). Pengembangan LMS (Learning Management System) Berbasis Web untuk Mengukur Pemahaman Konsep dan Karakter Siswa. *Scientific Journal of Informatics*, 1(2), 127–137. <https://doi.org/10.15294/sji.v1i2.4019>
- Yuni Fitriani. (2017). Analisis Pemanfaatan Berbagai Media Sosial sebagai Sarana Penyebaran Informasi bagi Masyarakat. *Paradigma-Jurnal Komputer Dan Informatika*, 19(2), 152. Retrieved from <http://ejournal.bsi.ac.id/ejurnal/index.php/paradigma/article/view/2120>
- Zhafira, N. H., Ertika, Y., & Chairiyaton, C. (2020). Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran. *Jurnal Bisnis Dan Kajian Strategi Manajemen*, 4(1), 37–45. Retrieved from <http://jurnal.utu.ac.id/jbkan/article/view/1981/1454#>