# EXPLORING STUDENTS' PERCEPTION ON THE USE OF
# *MY BEST* MOODLE IN LEARNING ENGLISH DURING COVID-19 OUTBREAK

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**Abstract:** This article describes a design research project at Bina Sarana Informatika University to construct an e-learning web-based moddle. During the Covid-19 outbreak, the study used *My Best* Moddle of instructional growth in learning process. This article focuses on how students' perceptions of the moodle's implementation were evaluated. The methode of research is descriptive quantitiave. The study included a number of fourth-semester students of Bina Sarana Informatika University as a population and 30 students were selected by using random sampling technique. A questionnaire and an interview were used to gather information. The students thought the *My Best* e-learning moodle was helpful in enhancing their motivation to learn English as well as their relationships with each other and the lecturer during online learning. Students also agreed that the *My Best* e-learning module was simple to utilize. It can be stated that the students' perception on the use of *My Best* in learning English have positive respond. The students' issues were a drop in seriousness and degree of concentration during online studying. It is influenced by the learning environment. The internet connection is unstable, and devices like smartphones and laptops are not equipped to facilitate accessing e-learning. Materials were also challenging for the students to understand, and they had trouble completing their own tasks as well as group projects that required internet collaboration. The final issue was how easily stressed out students became while engaging in online learning. Based on the findings, it can be said that while students benefited from e-learning, there are some issues with its abrupt adoption and lack of planning. So that the objectives and standards of education can be achieved.

*Keywords: Students' perception, Online learning, My Best Moodle, covid-19 outbreak*

## Introduction

Online classes have grown in popularity to the point where they are likely to be expected in any official education curriculum, particularly in light of the global COVID pandemic. It is becoming a more popular educational option for students who cannot attend face-to-face sessions at university or in senior high school due to time and space issues. Online learning, according to Dabbagh and Ritland (2005:15), is an open learning environment with dispersed pedagogic tools, the internet, and network-based technology that facilitates learning and knowledge building through action and interaction. Online learning refers to learning that can take place anywhere and at any time, depending on the needs of the human resources (instructors, lecturers, instructors, and students) who conduct these online learning activities.

According to Tjokro in Indrakusuma and Putri (2016: 8), there are four advantages of using elearning: a) absorption is easier, which implies that interactive media such as images, text, motion, voice, and video can be used in elearning learning.b). It's practical, and it saves you from bothering your teacher. when it comes to e-learning It can also happen everywhere, not just in the

city necessities of the local populace c). It's considerably more condensed, which implies e-learning doesn't require many different habits d). Available 24 hours a day, this means that the material's authority is based on the fervor and ingestions of understudies, which may be monitored.

Several campuses, including Bina Sarana Informatika University, have implemented online learning in  learning processes. Lecturers used online learning media. With the advancement of information and communication technology, which introduces the use of electronic media such as computers in spreading information, lecturers  who previously played a very dominant role in the lecture hall can now do the learning process from a distance using online learning named *My Best* moodle.

*My Best* is a platform which is designed by ICT team work of Bina Sarana Informatika University. This moodle is well designed and easy to use. The students can have their class. The menu cosist of : 1) students' attendance ,in which students can have  presence, 2)  forum discussion, students can have discussion by giving comment in form of question and answer based on material given, 3) material, students can access the topic of material such as power point slide, video explanation, e-book , journal and other references. 4)  assignment, students can submit the assignment given by lecturer.
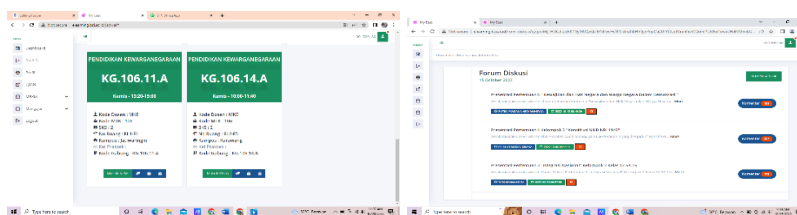


*Figure 1. Attandance*



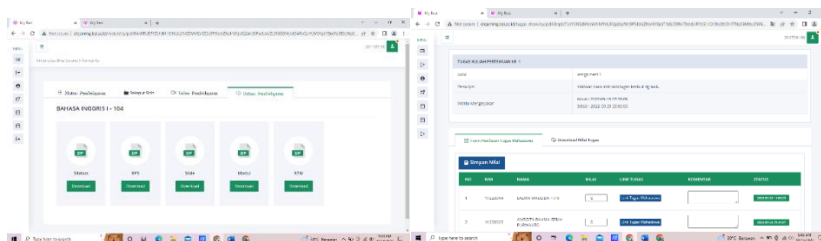*Figure 2. Forum discussion*



*Figure 3. Material*



*Figure 4. Assignment*

 Lecturer are required to implement and adjust to *My best* Moodle in order to impart English language curriculum beginning with reading, writing, listening, and speaking so that the learning process can continue. The development of an e-learning environment, which is seen as having transformative potential for English teaching and learning methods, is a significant component of technological advancement. Learners can use an online resource to develop the four fundamental English abilities in particular (reading, writing, listening and speaking). According to Jethro et al. (2012), the transition from traditional classroom instruction to online instruction undoubtedly creates a variety of barriers. This may be the case since online learning is uncommon among both lecturer and students in Indonesia. The need for focused attention is the biggest drawback of online learning.

Despite the fact that *My Best* moodle is well-designed for students and serves the purpose of assisting lecturers in learning process as well as students in receiving lectures and giving

assignments, this moodle also has issues and problems that students experience. As a result, when a lecturer uses online learning in learning process, the lecturer is unaware of the students' perceptions, issues, and obstacles. According to Kumar (2010), knowing the students' perception is vital since perception is the process of how information is obtained through sense receptors (e.g., eyes, ears, nose, and skin) and changed into a mental image. What we think, see, hear, smell, taste, or touch affects our perception. The importance of perception in increasing lecturers' motivation to teach in the learning process, particularly when it comes to online learning.

This learning framework is considerably different from the perspective of the student. The learning system, which typically uses the face-to-face technique, transforms into entirely online learning, leading to the perception. Perception is the knowledge of an item, an event, or a connection that is gained through information recall and message interpretation. It provides context for the stimulus-response process, which involves memory, attention, hope, and motivation when restarting information (Agung & Surtikanti, 2020).

According to Michotte (2017), perception is astage of the whole action process that enables us to tailor our actions to the environment in which we live. In this case, the students' perspective might be characterized as their formed opinion following a specific event that requires modification. As a result, this study's focus on the students' perceptions of their participation, accessibility, materials, assignment delivery, and an online learning environment that meets their requirements and circumstances                          in                      learning                          English.

This study therefore aims to look into how students' opinions about *My Best* are used in their education. Researchers want to discover whether or not students are still learning effectively using the *MY Best* E-Learning framework despite the Covid-19 epidemic in Bina Sarana Informatika University.

**Research Methodology**

The researcher employed a descriptive quantitative approach in this study. This approach was utilized by the researcher to describe how the students saw and struggled with using *My Best* moodle while studying English during the COVID-19 epidemic where the data was objectively described or derived from questionnaires. 30 conveniently chosen students who were enrolled in the same English class participated in the study. At the time of the survey, the participants were fourth-year students. The majority of them were at the intermediate level in terms of their pre-intermediate level in English, and some students found it very challenging. expressing their thoughts in English.

The questionnaire was thoughtfully created to examine three topics related to the research question: the participants' self-reflection on the linguistic challenges that frequently prevent them from improving their English proficiency, their assessment of the value of the *My Best* moodle task to do so, and their perception of the qualities of desirable oral feedback. There were several inquiries regarding the format of the questionnaires. Participants were asked to rate the utility of the Moodle-based activity on a Likert scale that ranged from "very beneficial" to "not useful at all." Additionally, two five-point measures from strongly agree to strongly disagree allowed participants to express their perspectives on the effectiveness of Moodle-based activities in enhancing their English language abilities. The researcher employed open-ended questions to explain the students' issues with e-learning during the Covid-19 pandemic and closed-ended questionnaires to learn how students perceive e-learning when studying English. The researcher employed Sugiyono's formula (2012). Participants received questionnaires using Google Form, and were advised that any feedback they offered would be kept anonymous. The information was systematically gathered, documented, and later examined by the researcher.

**Table 1. Likert Scale, Sugiono (2012)**

| No. | Alternative answer | Score | |
|-----|-------------------|-------|-----|
| | | Positive | Negative |
| 1. | Strongly agree | 4 | 1 |
| 2. | Agree | 3 | 2 |
| 3. | Disagree | 2 | 3 |
| 4. | Strongly disagree | 1 | 4 |

The researcher divided the category of students' perception of how to use scoring after determining the mean score.

**Table.2 Scoring Category of Perception**

| NO | Score Range | Category |
|----|-------------|----------|
| 1. | 41-80 | Positive |
| 2. | 0-40 | Negative |

In this research, the researcher doing the personal interview by voice massage chat using an online application (WhatsApp). Researcher as the interviewer giving them severals open-ended questions during the interview. The researcher. Classifies five types of questions that are interrelated, namely: 1. the experience used My Best during Covid-19 pandemic. 2. opinions used My Best during Covid19 pandemic. 3. deal with feelings used My Best during Covid19 pandemic. 4. the benefit used My Best during Covid-19 pandemic. 5. how My Best going during English subject based on 4 skills ( speaking, reading, listening and

writing) . The interview covers the students' perception on MY Best in learning English during Covid-19 pandemic.

**Findings and Discussion**

In the educational system, student opinions are those that are most important. The future of education may include some online courses, but this cannot happen unless students are open to it. Students were therefore questioned about comfort, lecturer assistance, and the effect of taking classes online on their academic performance. The researcher summarized the study' findings in this section using the problem statement as a guide. For this investigation, questionnaires were employed to collect precise and reliable data. In order to understand how students view online learning while studying English and how they are dealing with the Covid-19 epidemic, the researcher used closed-ended questionnaires.

1) Questionnaire

Based on the percentage, the majority of students thought that *My best* model was easy to use. it was found that among 30 students, there are 13 (43.33%) students chose strongly agree, 17 (56.67%) students chose agree and none students chose disagree and strongly disagree. Based on the percentage, most of students were agreed that *My Best* saves effort, time and money. There are 7 (23.33%) students chose strongly agree, 17 (56.67%) students chose agree, 5 (16.67%) students chose disagree and 1 (3.33%) student chose strongly disagree. Based on the percentage, most of students were agreed that they can learn through *My Best* anytime and anywhere. There are 12 (40%) students chose strongly agree, 12 (40%) students chose agree, 4 (13.34%) students chose disagree and 2 (6.66%) students chose strongly disagree.

Most of students were agreed that they were able to manage their study time effectively during *My Best*. There are 8 (26.67%) students chose strongly agree, 15 (50%) students chose agree, 5 (16.67%) student chose disagree and 2 (6.66%) students chose strongly disagree. Based on the percentage, most of students were agreed that they were able to manage their study time effectively during *My Best*. There are 17 (56.67%) students chose strongly agree, 10 (33.33%) students chose agree, 3 (10%) student chose disagree and none student chose strongly disagree. Based on Based on the percentage, most of students were agreed that *My Best* help them to collect assignments more quickly and easily. Most of students were agreed that the material such as video, PPT, e-book that posted by the lecturer in *My Best* help to understand the topic of the lesson. There are 10 (33.33%) students chose strongly agree, 16 (53.34%) students chose agree, 4 (13.33%)) student chose disagree and none students chose strongly disagree. Most of students were agreed that their reading skills have improved because they can access lots of materials online. Tere are 9 (30%) students chose strongly agree, 16 (53.33%) students chose agree, 5 (16.67%) . student chose disagree and none student chose strongly disagree. Based on the percentage. Through *My Best*, students' writing skills have improved because they are free to look for references . it was found that ,there are 9 (30%) students chose strongly agree, 14 (46.67%) students chose agree, 5 (16.67%) students chose disagree and 2 (6.66%) students chose strongly disagree.

The data Shows that among 30 students, there are 5 (16.67%).students chose strongly agree, 18 (60%) students chose agree, 4 (13.33%) student chose disagree and 3 (10%) students chose strongly disagree. Based on the percentage, most of students were agreed that the application that they use support the improvement of their English language skills. Based on the percentage, most of students were disagreed that they were prefer studying with *My Best* than studying in campus. Shows that among 30 students, there are 8 (26.67%) students chose strongly agree, 5 (16.66%) students chose agree, 11 (36.67%) student chose disagree and 6 (20%) students chose strongly disagree. None of students chose strongly agree and agree, 15 (50%) student chose disagree and 15 (50%) students chose strongly disagree. It can be said that most of students were disagreed that MY Best apps are hard to use. There are 2 (6.66%) students chose strongly agree, 4 (13.34%) students chose agree, 15 (50%) student chose disagree and 9 (30%) students chose strongly

disagree. Based on the percentage, most of students were disagreed that using *My Best* takes a lot of time and money. There are 2 (6.66%) students chose strongly agree, 4 (13.34%) students chose agree, 12 (40%)) student chose disagree and 12 (40%) students chose stronglydisagree. Based on the percentage, most of students were disagreed that they can not do learning through *My Best* any time and anywhere.

Most of students were disagreed that they can not manage their study time effectively during using *My Best*. There are 3 (10%) students chose strongly agree, 4 (13.33%) students chose agree, 15 (50%)) student chose disagree and 8 (26.67%) students chose strongly disagree. In other case, none students chose strongly agree, 3 (10%) students chose agree, 12 (40%) students chose disagree and 15 (50%) students chose strongly disagree. Based on the percentage, most of students were disagreed that *My Best* makethem harder to submit assignments.

 Most of students were disagreed that the 'video, PPT, e-book' material shared by the lecturer did not help them in understanding the discussion material. There are 1 (3.33%), student chose strongly agree, 3 (10%) students chose agree, 14 (46.67) students chose disagree and 12 (40%) students chose strongly disagree. There are 5 (16.67%) students chose strongly agree, 2 (6.66%) students chose agree, 14 (46.67%) students chose disagree and 9 (30%) students chose strongly disagree. It was found that most of students were disagreed that through online learning, their writing skills do not improve because they were lacking in finding references and inspiration. There are 2 (6.66%) students chose strongly agree, 5 (16.67%) students chose agree, 17 (56.67) students chose disagree and 6 (20%) students chose stronglydisagree. It can be said that, most of students were disagreed *that My Best* used does not improved their English skills. The last one, there are 7 (23.34%) students chose strongly agree, 10 (33.33%) students chose agree, 4 (13.33%) students chose disagree and 9 (30%) students chose strongly disagree. Based on the percentage, most of students were agree that they were prefer to study at school than learning through e-learning.

 After determining the mean score, the researcher used the level of perception scoring to categorize the categories of students' perceptions of e-learning in studying English. According to the data analysis of the surveys, the students' view of utilizing *My Best* in English study has a mean score of 61.2, which shows that they had favorable perceptions of e-learning in English study during the Covid-19 outbreak.

2) Interview

The research's conclusions show that during the COVID-19 pandemic, students had both positive and negative opinions about using *My Best* in online learning. The answer claimed that because of the pandemic, it is an alternate approach to undertake educational activities from home thanks to the sophistication of modern technology. The majority of students, according to interviews, have a favourable perception.

One of the responden said that she is satisfied with the progress of her online learning using *My Best*. Avoid moving around too much because online learning can also conserve a lot of time and they can help their parents after class ending.

Student 10 :


*"Menurut saya dengan pembelajaran daring melalui MY Best lebih santai dan bisa dilakuakan jarak jauh tanpa berkumpul secara langsung ditempat yang sama, selain itu lewat pembelajaran daring orang tua dapat langsung mengawasi anaknya dalam belajar dan juga membuat mahasiswa jadi lebih memanfaatkan waktu  secara efisien seperti mereka bisa membantu orag tuanya langsung setelah perkuliahan berakhir. Disamping itu fitur – fitur My Best sangat simple dan mudah digunakan.*

This statement is inline with  student 15 :

*" Sebagai mahasiswa yang juga punya part time job, kuliah online sangat efektif karena kuliah secara online dapat saya lakukan sambal bekerja dan dapat membuat waktu saya lebih efisien antara kerja dan kuliah."*

Many students also said that they enjoy learning English  by using My Best moodle. It can be seen by the following statement:

Student 23 :.

*Saya merasa senang belajar Bahasa inggris di My Best terutama dalam skill speaking, karena saya menjadi lebih percaya diri dengan tugas yang diberikan dosen menggunakan rekaman video karena saya tidak harus berada didepan kelas karena takut salah dan malu untuk ngomong Bahasa inggris, kalua menggunakan video otomatis jika salah saya bisa mengulangnya dan merekamnya kkembali.*

This statement also found in writing skill, student 29:

*'' kuliah online via My Best itu memungkinkan kita misalnya dalam writing, kitab bisa bertanya dan belajar / kayak bis acari tahu jawaban yang betulnya dari teman atau minta tlg k orang yang Bahasa inggrisnya bagus untuk mencek tulisan saya. Nah kalua dikelas offline  kan terkadang kita mengalami kesulitan buat bertanya sama teman yg pinter Bahasa inggrisnya.*

Student 7:

*Dosen memberikan cukup banayak waktu bagi ktia untuk mengerjakan writing seperti membuat essay dan kita bias punya banyak waktu memikirkan apa yang akan kita tulis.*

In reading skill, the lecturer give many interesting video that can improve students' motivation in reading. The lecturer sometimes use zoom in teaching reading and use interesting method to check students' comprehension toward reading text.

Student 9 :

*Kalua dalam teks teks reading biasanya dosen menggunakan zoom dan menggunakan My Best untuk submit tugas. Dosen memberikan games seperti tebak gambar dari teks, Menyusun cerita dengan menggunakan gambar..pokoknya seru ..*

The fiture of forum discussion in *My Best* make students motivated to become active in class . It can be seen from the many chats occurs during class.  The students have a positive perception regarding the module ease of use. The most favorable item was item no.4 (mean = 3.7368), and the least favorable item was item no.10 (mean = 2.1053). This is not surprising given that the students were already familiar with Internet. First of all, the students had ready access to the module (item no.1, mean = 3.5263). They owned a personal computer or a smartphone. Being familiar with the internet, the students claimed that they knew how to access the source materials online (item no.2, mean = 3.3684), and how to navigate the e-learning web-based module (item no.4, mean = 3.7368). The students considered the language used in the module was easy to understand (item no.5, mean = 3.3684). So were the teacher's instructions (item no.6, mean = 3.4737). This is as explained by the interviewees as follow.

Student 15:

*Saya merasa cukup mudah dalam kuliah melakui akses website elearning dan forum diskusi My Best . Sangat mudah untuk dipahami . Untuk forum diskusi memang bagi say aitu hal yang baru they tapi tidak sulit untuk memahaminya.*

Student 3:

*Instruksi dosen cukup jelas dan mudah untuk dipahami dan tidak sulit untuk mengikuti step- step yang dijelaskan dan saya bisa leih bersemangat Ketika mengikuti forum diskusi.*

The highest frequency of a percentage agreeing with the questionnaire was revealed by the data gathered from the questionnaire. According to the research, students who learn English online generally participate actively in question-and-answer sessions on the course material and generally agree that their English abilities improve as a result. Conclusion: Students have a favourable assessment of the student interaction factor in relation to the interview results.

Any foreign language program shouldn't aim to integrate technology for the sake of integrating technology's sake. The use of technology, however, can enable foreign language teachers to improve language instruction and offer a framework for meeting criteria. Overall, students had positive respon while completing the assignment and using the device in *My Best*. The findings demonstrated that attitudes about the virtual learning environment are statistically significantly predicted by student perceptions. These findings are reinforced by comments made by students who found the Moodle platform to be beneficial, practical, time-saving, and most importantly, that it improved their language acquisition. The findings also indicated that a student's perception of the value of the virtual learning environment was unaffected by whether they were a full-time or part-time learner. The researcher found that all study participants actively used Moodle, focused on downloading class notes and homework assignments, therefore tasks that called for less interaction were not as effective.

According to the research, most students who participated in e-learning activities said they enjoyed learning in *My Best* because it was convenient and easy to use, allowed them to learn wherever they wanted, and saved them time, money, and effort. According to Axeslson (2017) eLearning expenses are usually a one-time occurrence since the same material can be used for multiple learning sessions. This statement is also in line with Indrakusuma (2016) elearning has three benefit : a) cost efficiency, there are possibilities to learn such cost productivity of consumption, especially transportation cost and requirement, and e-learning can supply the organized of its implementation capability in facility arrangement and genuine facility cost efficiency, b) Flexible , E-learning is simple to use, flexible in terms of scheduling, and even offers the opportunity to go on a picnic, C) Learn to be independent, E-learning gives the learner the chance to hold the full learning cycle's matrix in their hands.

The students believed that *My Best* effectively facilitated interaction and communication between the lecturer and the class, and they believed that as a result, they were more confident speaking English during the e-learning course by uploading their video recording of speaking English on youtube. E-learning can help with conversational skill development by enabling more equitable participation than face-to-face interactions. Moreover , based on interview of some students said that the students believed that the materials (videos, PPTs, and e-books) supplied by the instructor on the e-learning program helped the students understand the lesson's subject.

*My Best* encourages communication between students and topics/materials. Through the forum discussion menu, students can share knowledge or viewpoints on numerous subjects pertaining to the classroom or their own personal development needs. The students' use of an e-learning program helped them advance their command of the English language. Students' reading and writing abilities have increased as a result of e-learning since they have access to a variety of resources and are free to explore for ideas and references online. Students can use online resources to hone their four fundamental English skills (speaking, writing, listening, reading) Hellebrandt (1999). Students have an unrivaled opportunity to gain unfettered access to course materials through online learning, which also helps them develop their reading and writing skills. Students still prefer to learn in a traditional classroom setting despite the many benefits of online learning because they still need ongoing, real-world social interaction. E-learning, according to Cisco in Indrakusuma and Putri (2016:5), is not intended to replace the traditional classroom learning model, but to strengthen it by improving instructional materials and advancing educational technology.

Numerous studies have been conducted to determine how students feel about the use of online learning. Most students welcome the introduction of e-learning, while some prefer traditional on-

campus instruction because they think e-learning can result in uncertainty. These studies reveal a wide range of student attitudes about elearning. The students perceived the e-learning web-based module to be useful in improving their understanding, independence, self-discipline, motivation to learn, and interactions with each other and with the teacher, Victoria (2018). The students also concurred that the *My Best* was simple to use. According to this study, it is advantageous to incorporate technology into university instruction. (Kulal & Nayak) 2020 Add that despite the survey's findings that students are at ease in online classrooms and receive enough support from lecturers, they do not think that online education will eventually supplant traditional classroom instruction. It also learns that lecturers are having trouble running online classes due to a lack of training and resources.

However The other study conducted by (Syam, 2021) found some weaknesess of elearning. The findings of this study reveal that students have a favourable attitude toward e-learning. While the amount of focus and seriousness of their learning declined throughout online learning, the students' problems were the level of concentration and seriousness of their learning. The internet connection is unreliable, and devices such as smartphones and laptops are unable to access e-learning. The students also struggled to understand the content presented by the lecturer and had difficulties completing individual and group assignments that required online collaboration. The last issue was that students were easily stressed during e-learning. Based on the findings, it can be stated that students benefited from e-learning; nevertheless, the abrupt adoption of online learning in using *My best* moodle, as well as a lack of preparedness, presents a number of issues.

In addition, many research have been carried out to find out how students feel about the incorporation of online learning. Students generally respond positively to the introduction of e-learning, while some students prefer traditional on-campus learning because they believe e-learning can lead to ambiguity. These studies reveal a wide range of student attitudes about elearning.(Vitoria et al., 2018) finds that the students perceived the e-learning web-based module to be useful in improving their understanding, independence, self-discipline, motivation to learn, and interactions with each other and with the teacher. The students also agreed that the e-learning web-based module was easy to use. This study implies that the inclusion of technology in education at the university is beneficial. (Kulal & Nayak, 2020) add that Students feel comfortable with online classrooms and receive adequate assistance from lecturerers, according to the survey, but they do not believe that online programs will replace traditional classroom instruction. It also discovers that due to a lack of sufficient training and resources, lectures are having difficulty conducting online classes. However The other study conducted by (Syam, 2021) found some weaknesess of elearning. The findings of this study reveal that students have a favourable attitude toward e-learning. While the amount of focus and seriousness of their learning declined throughout online learning, the students' problems were the level of concentration and seriousness of their learning. The internet connection is unreliable, and devices such as smartphones and laptops are unable to access e-learning. The students also struggled to understand the content presented by the lecturer and had difficulties completing individual and group assignments that required online collaboration. The last issue was that students were easily stressed during e-learning. Based on the findings, it can be stated that students benefited from e-learning; nevertheless, the abrupt adoption of online learning in using *My Best* moodle, as well as a lack of preparedness, presents a number of issues

## Conclusion

The students who took part in the study said *My Best* was practical and simple to use. They concurred that the module helped them to better comprehend the course materials, manage their time, engage with one another and the lecturer and that e-learning was fun. Additionally, according to the students, accessing the module was simple. It is likely that the students' use of ICT in daily life played a significant effect in their familiarization with e-learning. This

conclusion stresses the need to keep e-development learning's current with emerging trends. To discover more, it is advised to conduct research on students' preferred online learning platforms. Finally, and most crucially, it is the course lecturer's duty to develop interactive content that is acceptable for the open learning environment and at the right level to fully utilize all of its functions. Better class management, idea generation, and learning outcomes may result from understanding Moodle as a learning tool. Engaging exercises that encourage more advanced communication and negotiation skills and give students the chance to improve their learning outcomes.

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