

PRECEPTION OF STUDENTS OF PGSD STUDY ON MOODLE AS LMS DURING THE COVID-19 PANDEMIC

Rinci Simbolon¹, Winda A Tampubolon

PGSD, FKIP, UNIVERSITAS QUALITY¹,

PGSD, FKIP, UNIVERSITAS QUALITY²

simbolonrinci@gmail.com

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Abstract

The learning process in Indonesia runs online due to the impact of the covid 19 pandemic. The online learning process is carried out through an LMS, namely Moodle. The data collection tool used to determine the perceptions of elementary school teacher education study program students is through the provision of a questionnaire totaling 10 items. From the results of the analysis and interpretation, the following data were obtained, 40.9% of students were enthusiastic in participating in the learning process using Moodle during the covid 19 pandemic, 40.9% were happy in the learning process integrated with Moodle, 50% felt happy to get good grades through Moodle application, 45.45% of students feel unburdened in doing the tasks given through the Moodle application, 50% of students feel happy in doing assignments independently in the COVID-19 pandemic situation, 40.9% of students feel interested in using Moodle applications, 40, 9% of students feel enthusiastic if the lecture asks questions through Moodle, 50% of students feel normal or neutral to Moodle because it provides interesting and diverse features, 40.9% of students find it easy to use Moodle applications, 40.9% of students understand the use of Moodle after being explained by the lecture.

Keywords: Preception of students, moodle as LMS, Covid-19 Pandemic

1. INTRODUCTION

Indonesia is still hit by the COVID-19 pandemic. The Covid-19 pandemic is an event that spreads the 2019 coronavirus disease throughout the world for all countries. The COVID-19 outbreak was first detected in Wuhan City, Hubei, China on December 1, 2019, and on March 11, 2020, the World Health Organization (WHO) declared this outbreak a pandemic. This is why some countries in the world have imposed a lockdown system to narrow the space for direct interaction. Not to forget, the Indonesian state also implements the Large-Scale Social Restriction (PSBB) system in various provinces and cities, regencies. The impact of this epidemic has affected various fields such as the economic field, social sector, health sector and especially in the field of education, starting from the elementary, middle, upper and higher education levels. The influence felt by various parties at the education level must be quickly overcome by providing a way out, one of the most important is the change in the face-to-face learning system (in person) to online learning [1], then also the central government issued an appeal to all educational institutions to carry out learning activities from home [2]. This appeal was made by the government to break the chain of virus spread and maintain the security and safety of students and educators. With this appeal, the learning process is carried out from home by utilizing technology and internet media. Online learning can be done from anywhere and at any time depending on the availability of the supporting tools used. Online learning provides benefits for both parties, both lecturers and students [3].

At the higher education level, some other problems are changes in learning times that are more flexible due to online learning. The Semester Credit System (SKS) for each course that has been used in face-to-face learning where each has its own time allocation has become more flexible and requires



lecturers to be available at any time if there are questions from students. The next problem is about the readiness of both students and lecturers in conducting online learning. Online learning encourages students and lecturers to be able to apply technology as the only link in the current teaching and learning process. In addition, the digital literacy abilities of both lecturers and students are very diverse, the availability of facilities and various other factors such as networks and costs [4]. Basically, both face-to-face and online learning requires the presence of lecturers and students in the classroom. However, what makes the difference is the online learning interaction between lecturers and students through technology and internet media. In connection with the COVID-19 pandemic that is still engulfing Indonesia, Quality University has issued a circular regarding the implementation of moodle.org-based e-learning lectures in the odd semester of the 2020/2021 academic year. Moodle.org is part of the Learning Management system (LMS). As explained by [5] that Moodle is a sophisticated tool for creating and managing courses, checking student attendance and performance, managing quizzes and assignments and surveys. There are several strong reasons, making Moodle as one of the popular LMS used by many educational institutions [6] there are four strong reasons, including the first reason is that it is free and open source, Moodle is an open source LMS, -so that everyone can modify it according to the needs of the institution that uses it. Moodle is distributed free of charge, so there is no need for funds to buy this application, except for the funds needed to purchase the bandwidth used to download the 17 MB Moodle master. The second reason, based on educational philosophy, Moodle is built based on direct experience in the field with a background in educational science, so that Moodle is able to accommodate almost all conventional educational needs that are transferred in the form of online learning. The third reason is having a large and sharing community. The Moodle user community is part of an organization www.moodle.org. There every Moodle user can share the benefits and obstacles in using Moodle. The fourth reason is, small size, maximum capability. With a small size (only about 17 MB for the Moodle 3.1) version, but capable of managing academic and learning activities up to the size of a university. Moodle-based e-learning has been running for 1 semester, of course this must be considered whether the learning objectives in each course have been achieved or not. In order to achieve the goals of online learning, various important aspects must be considered. Therefore, researchers are interested in conducting this research with the aim of knowing the perceptions of students of the PGSD study program towards online learning using the Moodle application.

2. METHOD

This type of research is descriptive research. The research has been conducted on the Elementary School Teacher education study program at Quality University in semester 3 of the 2020/2021 academic year. The subjects in this study were students and students of class 2B23, totaling 22 people in the low-grade science education course. The data collection technique is by distributing a questionnaire that has been compiled online using the WhatsApp application. The questionnaire was distributed in the class wa group who took the course.

3. RESULTS AND DISCUSSION

The research was conducted after the odd semester ended. The instrument used is in the form of a questionnaire totaling 10 items [7]. The data on the response results of students from the Primary School Teacher Education Study Program for the first statement are in Figure 1.

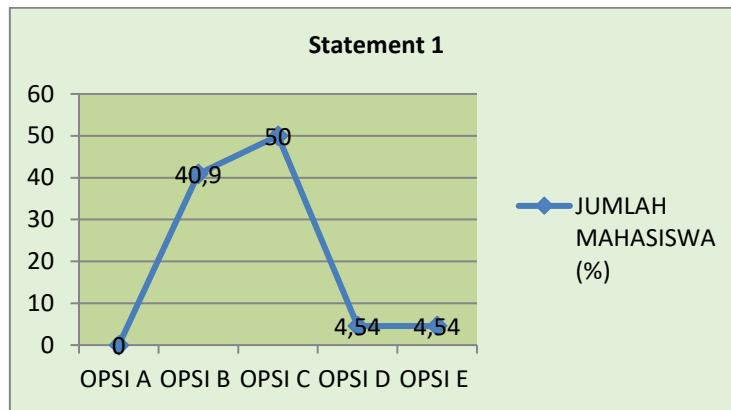


Figure 1. Students' enthusiasm for the Moodle learning process

Based on the picture above, it can be seen that 50% of students choose the neutral option which indicates that this Moodle learning does not make them excited and also does not make them unmotivated. The graphic data also illustrates that none of the students who chose the response were very enthusiastic in implementing Moodle as a means of online learning. In addition, student responses to the implementation process of Moodle can be seen in the following figure.

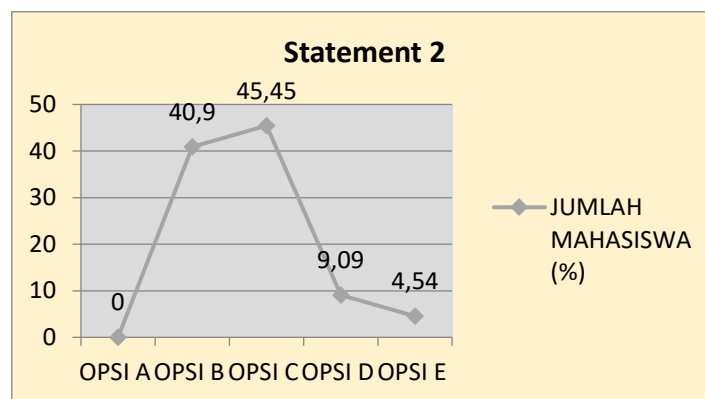


Figure 2. Feelings of pleasure for students following the learning process

Based on Figure 2, it is found that 40.9% of students feel happy in learning through Moodle, and 45.45% who feel neutral. Students who feel dissatisfied are 9.09% and 4.54% choose to feel very dissatisfied. In addition to showing feelings of pleasure, students also respond to the acquisition of the value received as shown in the following picture:

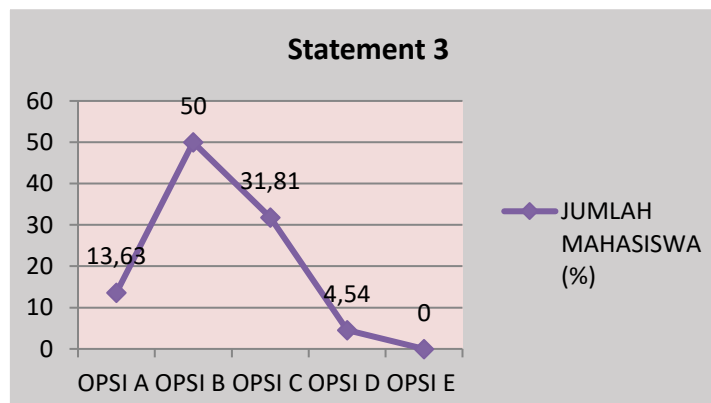


Figure 3. Students' feelings of pleasure towards the acquisition of grades

Based on Figure 3, students who feel happy to get good grades are 50%, very happy as much as 13.63%, who feel neutral are 31.81, not happy as much as 4.54% and there are no students who feel very dissatisfied with getting good grades. good during the learning process through Moodle. In addition to responses to grades, students also gave responses to assignments which are depicted in the following figure.

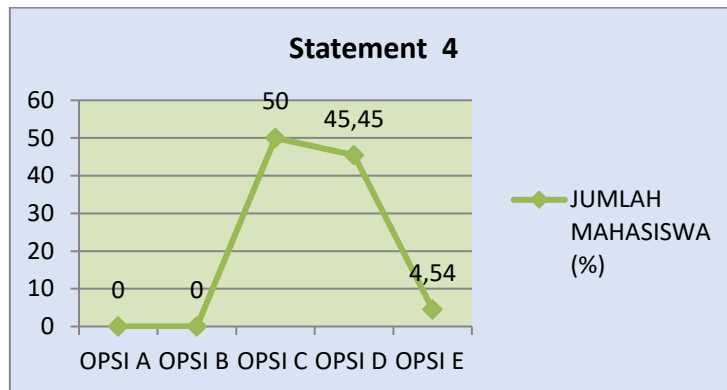


Figure 4. Feeling burdened towards

Based on the picture above, it is found that there are no students who feel very burdened and burdened in doing assignments. As many as 50% of students feel neutral and 45.45% feel unburdened and 4.54% feel very unburdened, meaning that students feel happy in doing assignments through Moodle. In addition, student responses in working on independent assignments can be seen in the following figure.

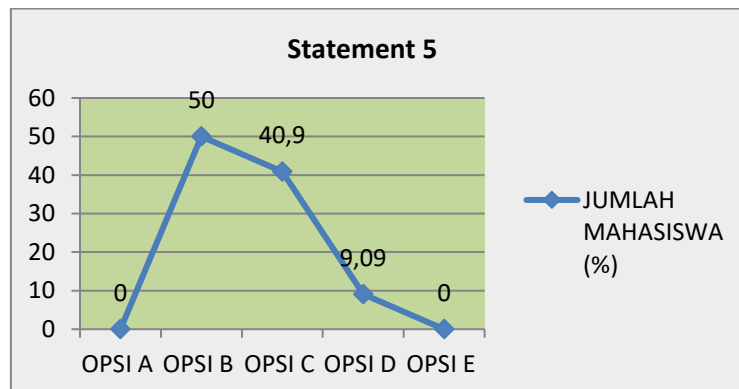


Figure 5. Feelings of pleasure doing independent tasks

Based on Figure 5, it can be seen that there are no students who feel very happy in doing independent assignments, 50% of students feel happy in doing independent assignments through LMS, namely Moodle. As many as 40.9% of students also chose a neutral choice in doing independent assignments and those who chose not moderate were 9.09%. No student was very displeased. In addition to responding to independent assignments, students also gave an interest response to Moodle, which can be seen as shown in the following picture:

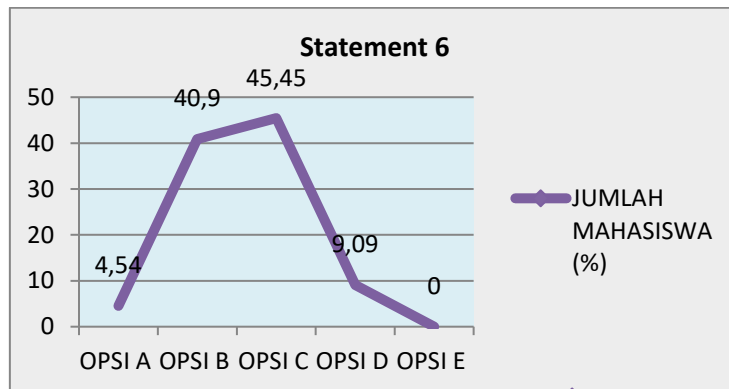


Figure 6. Feelings of attraction to Moodle

Based on the picture above, it was obtained data that as many as 4.54% of students felt very interested in implementing Moodle as an LMS in the learning process. Students who feel interested are 40.9% and those who feel normal or neutral are 45.45%. In addition to feelings of interest, the enthusiastic response of students is also shown in the following picture:

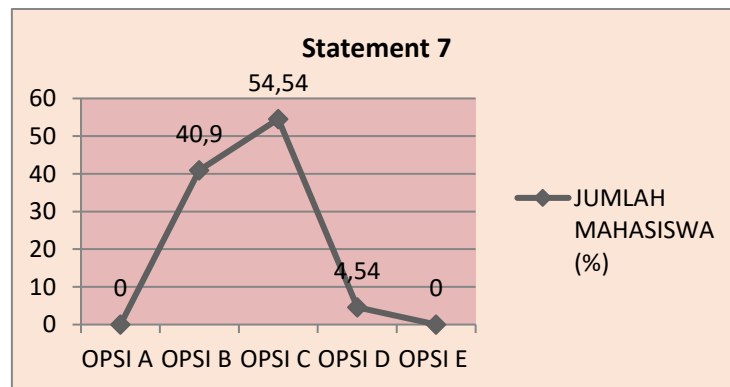


Figure 7. Student enthusiasm for the learning process

Based on the picture above, 40.9% of students feel enthusiastic in the learning process through Moodle and feel normal or neutral as much as 54.54%. There are also students who feel unenthusiastic in learning through Moodle, which is 4.54%. In addition to feeling enthusiastic, the data of students who gave responses of interest to the features in Moodle can be seen in the following picture

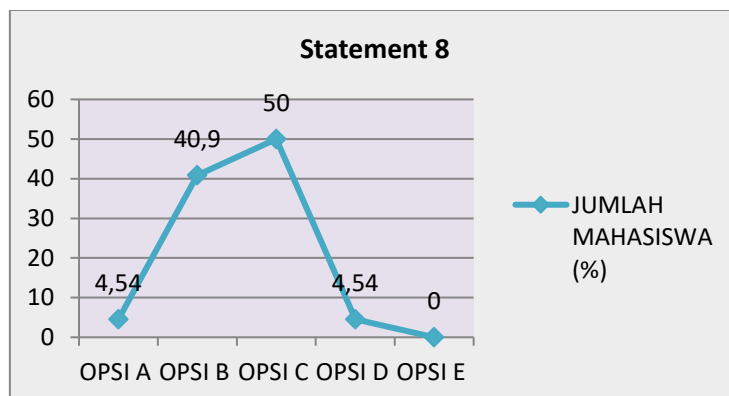


Figure 8. Feelings of interest in features in Moodle

Based on Figure 8, 4.54% of students feel very interested, 40.9% feel interested and 50% feel normal or neutral towards the features in Moodle. The implementation of the features in Moodle adds enthusiasm and makes it easier for students to follow the learning process. In addition to interest in features, student responses to the ease of using Moodle can be seen in the following picture

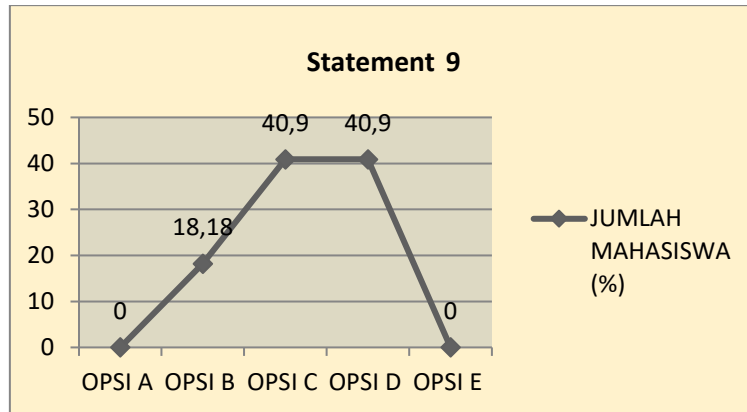


Figure 9. Moodle utilization facility

Based on the picture above, it can be seen that the number of students who find it difficult to use the Moodle application is 18.6% and those who feel normal are 40.9%. Students who find it easy to use Moodle are 40.9%. In addition to the convenience response, students also provide responses to understanding the features in Moodle which are depicted in the following picture

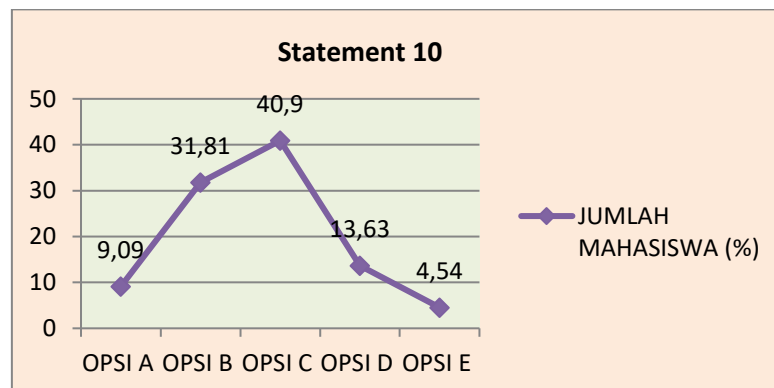


Figure 10. Understanding of the implementation of Moodle features

Based on the picture above, 9.09% of students fully understand how to implement Moodle features, 31.81% understand partly. The number of students who understand how to implement the moodle feature after being explained by the lecturer is 40.9% and 13.63% understand after studying on their own. If it is noticed that the highest level of presentation is through the role of the lecturer, thus the role of the lecturer in the learning process, especially in the application of the LMS application, namely the moodle is very necessary. Lecturers are required to better master science and technology.

4. CONCLUSION

Moodle is part of the LMS which is a program that allows learning classes to be held in the form of a web and facilitates students to get many resources in the classroom. By using Moodle, information delivery activities, assignment assignments, electronic journal submissions, and other learning resources can be carried out. This online learning activity is then known as e-learning. Based on the analysis and interpretation of research data, it was found that 40.9% of students were enthusiastic in participating in the learning process using Moodle during the covid 19 pandemic,



40.9% were happy in the learning process that was integrated with Moodle, 50% felt happy to get good grades through the Moodle application, 45.45% of students feel unburdened in doing the tasks given through the Moodle application, 50% of students feel happy in doing assignments independently in the COVID-19 pandemic situation, 40.9% of students feel interested in using Moodle applications, 40.9% of students feel enthusiastic if the lecturer asks questions through Moodle, 50% of students feel normal or neutral towards Moodle because it provides interesting and diverse features, 40.9% of students find it easy to use Moodle applications, 40.9% of students understand the use of Moodle after being explained by Moodle. lecturer. In general, students' perceptions of the implementation of the Moodle LMS during the COVID-19 pandemic are good. However, it is also necessary to strive for a face-to-face learning process in order to achieve learning objectives. Further research is needed to determine the level of development of student perceptions of the LMS application, namely moodle in the implementation of the learning process in low grade science education courses in the primary school teacher education study program and it is possible to conduct further research for other study program majors.

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