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Students' Perception of the Use of Learning Management System in Learning English for Specific Purpose During the Pandemic: Evidence From Rural Area in Indonesia

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Abstract—The use of LMS in learning activities can be done anywhere. A similar application was applied to learning English specifically for midwifery students on Flores Island during the covid-19 pandemic. This study aims to describe the perception of midwifery students about the use of LMS in English learning activities. This study is qualitative research with a case study approach. The study was conducted on midwifery students at the Universitas Katolik Indonesia Santu Paulus Ruteng. Data were collected using interviews, observation, and documentation. Determination of the informant is done purposively with a total of 10 students. The results showed that students had a positive perception of LMS use. LMS is considered to have several advantages that students can use to interact with lecturers and fellow students. In addition, the use of various learning methods such as discussions on chat forums and Question & Answer by utilizing LMS encourages the achievement of student learning goals. However, students urged that they found several barriers to using the LMS, especially related to the instability of the internet network, running out of internet credit, and lack of knowledge and skills in operating the LMS. Against these obstacles, students apply various practical and applicable strategies that can be carried out spontaneously to minimize the impact of any obstacles found, including collaborative strategies that involve the participation of lecturers and other staff.

Index Terms—students' perception; learning management system, English for a specific purpose, pandemic

I. INTRODUCTION

The emergence of the Covid-19 pandemic significantly impacted all areas of life, including higher education. The widespread Covid-19 at the end of 2019 has forced governments as policymakers to take quick and appropriate decisions to unravel the spread of the virus. Considering the trend of increasing positive cases of Covid-19, the Minister of Education and Culture of Indonesia issued a decree No 4 of 2020 to stop face-to-face learning activities and replace them with online learning activities. This policy fulfills the community's right to get a proper education, even in an emergency.

The significant policy of the Indonesian minister of education and culture certainly has a broad impact on Indonesian education. At the tertiary level, the establishment of face-to-face learning patterns quickly and simultaneously shifts to online learning patterns by utilizing various online learning tools. This transformation presents new problems and challenges for both lecturers and students in using existing online learning instruments (Lie et al., 2021; Aryanti, 2020; Kapasia et al., 2020; Daar, 2021; Dube, 2021). The challenges are faced by universities that are new to online learning platforms due to the pressure of the pandemic (Olaitan, 2020). These universities tend to be technologically stuttering in

the early days of adapting to online platforms and needing a long time to carry out learning activities in a conducive and effective manner.

In Indonesia, learning English specifically for midwifery students is applied to universities undertaking midwifery programs. The application of ESP aims to introduce the students to midwifery terminology in English. It also prepares students with additional skills of English communication ability that can be utilized in the workplace. Before the Covid-19 pandemic, learning activities, including learning English for Midwifery students, were face-to-face. However, several universities in Indonesia have used online technology instruments in their learning activities. The change in the learning system is not a problem for them. They even found the positive impact and value-added for digital skills development. Several studies have shown the positive effect of using LMS in learning activities.

In contrast, using the Learning Management System (LMS) in the teaching and learning activity is a new experience for lecturers and students at the Universitas Katolik Indonesia Santu Paulus Ruteng. It is the university's response to the policy made by the minister of education and culture to apply online learning from home as an effort to reduce the spread of the Covid-19 virus. LMS in learning is applied to all study programs and courses, including English Courses for Midwifery students. The LMS used is Modular Object-Oriented Dynamic Learning Environment (Moodle).

Some scholars have conducted research regarding the challenges and opportunities in the LMS applications. Nasser et al. (2011) conducted a study on the effects of using LMS in Qatari Schools. The study revealed a strong relationship between ICT knowledge and LMS usage. It's affirmed by the study conducted by Asiri et al. (2012) on the factors influencing the use of LMS in Saudi Arabian higher education. They concluded that three crucial factors affect LMS application: innovator, innovation, and context. Innovators are those who use the LMS. Innovation refers to the nature of technology to support the LMS application, and context refers to the availability of infrastructure with social support for the learning environment. Moreover, Rahim (2013), through his study on the teachers' attitude toward LMS, found a positive relationship between their attitude and their confidence level for LMS application. Daar (2021), through his in-depth literature review on the opportunities obtained by both lecturers and students during the pandemic, concluded that engaging in learning technology, promoting Independent Learning, and Changed Practices and Perspectives are some of the opportunities gained.

Concerning the above studies, the view on challenges, opportunities, and experiences of applying LMS should be based on various perspectives and evidence. It can be noticed that how LMS is applied and students' voices from rural areas are hardly ever studied, particularly in the learning English for specific purpose context. Regarding the above phenomenon, this research is essential to explore midwifery students' perspectives on using LMS as the primary tool for learning English during the pandemic. Reid (2019) stated it is important to know student perceptions about learning management systems. It is practical learning and communication with their instructor and classmates within an online learning environment. In addition, it is necessary to examine the challenges or obstacles experienced by students while using the LMS to minimize problems in subsequent use. In addition, it is also essential to explore the strategies used by students to overcome challenges and recommendations or suggestions for improvement in subsequent learning activities. It is related to the effectiveness and achievement of English learning objectives and increasing digital competence as one of the requirements to survive in the current era of digital technology.

II. LITERATURE REVIEW

A learning management system (LMS) is an online digital environment that provides a comprehensive toolset for teacher-student interaction. Some faculty members felt that evolving Web 2.0 applications could provide students with an alternative to LMS that makes learning content easier to access and manage. In addition, it helps teachers provide learning materials to students and manage student enrollment. It is a toolbox for web resources, including social bookmarking tools, document sharing applications, and social networks (Obadara, 2014; Educause, 2010; Okron & Koko, 2009).

A learning management system increases the quality of methodical, didactic information support for the educational process and all the participants (Lyashenko & Malinina, 2015). Moreover, the aim of using LMS is to enable learning practices in the active environment of all the participants, online and offline. It also encourages students to be active in the educational process, creates conditions for active interaction between students and teachers, and improves the digital skills of both teachers and students (Lyashenko & Malinina, 2015).

LMS uses a variety of tools and functions. They are course management tools, online group chat and discussion, homework collections and grading, documentation, course evaluation tracking, and reporting of course or classroom events between various people that participate. Moodle is an example of such LMS (Ajjola et al., 2021).

LMS adoption by higher institutions worldwide is truly dramatic (Embi et al., 2012). Warger (2003) stated that these systems have become essential to the institution of higher learning drive for implementing instructional technology. In its implementation, teachers and students found difficulties in using LMS. Aljaloud (2012) identified some barriers encountered by teachers and students in Saudi Arabian institutions. It includes content-specific barriers and school/administration/region-specific barriers. The barriers are also related to resistance to change and lack of technical staff for skills training in the technology. In addition, it is found to lack availability and accessibility to hardware.

However, another study revealed the positive impact of using LMS. An experimental study conducted by Agudo-Peregrina et al. (2014) identified three different interaction classifications independently of the system. Based on the

investigation of the effects of these classifications in different virtual learning environment formats on academic achievement, they found a significant influence on academic achievement in online courses by conducting the student-student, student-content, student-system, and student-teacher interactions. It is affirmed by the study conducted by Nair and Patil (2012). They found that students learning skills has improved in courses where LMS are available. This learning improvement may be due to the learning environment, as LMS provides access to course materials and immediate results, allowing students to track their knowledge more efficiently (Ebarido & Valderama, 2009).

III. METHOD

This research was conducted at the Midwifery Department, the Univeritas Katolik Indonesia Saint Paulus Ruteng, Eastern Indonesia. The subject was chosen because using a learning management system is a new shift from face-to-face or offline learning to online learning due to the emergence of the Covid-19 pandemic. The study was conducted for two months, from October to November 2021. A qualitative method with a case study approach was carried out to explore the perspectives of academic students at higher education institutions regarding the implementation of learning management systems, in particular how English for a specific purpose (English for Midwifery students) is delivered. The purpose of applying a qualitative method with a case study approach was to capture the real-life perspectives of students. Data were obtained through in-depth interviews, observation and documentation.

For individual interviews, it was taken the participant by using purposive sampling. Each participant is at agreed-upon locations that were conducive to doing the interview. Each participant was asked fourteen qualitative research questions designed to answer the three qualitative research questions regarding the perspectives of each participant dealing with the use of a learning management system. It was assured that the participants' identities would be kept confidential and anonymous.

Data analysis was carried out by following the analysis model proposed by Miles and Haberman (1994). The data of participants' perspectives on the use of LMS in learning English for Specific Purposes were collected. These data collection instruments are tools used to capture the qualitative responses from participants who volunteer to participate in the study. The collected data were then classified based on the need for analysis. It is conducted to lead the analysis to specifically answer the research questions, including participants' perspectives on the implementation of LMS, participants' perspectives on the challenges they may encounter during the use of LMS, and strategy they undertake to cope with the challenges. The data was then displayed to be analyzed and interpreted. The final step is concluding the finding of the study.

IV. RESULTS AND DISCUSSION

A. Results

In this section, the results of the study and discussion are presented. It accounts for students' perceptions about LMS use, student perceptions about the challenges of using LMS, and strategies to overcome challenges. Data on the three topics were obtained through in-depth interviews by asking several questions that were relevant to the topic being studied.

(a). *Students' Perceptions of the Use of Learning Management System*

Data related to student perceptions of LMS use were obtained through in-depth interviews by asking questions to find out midwifery students' opinions about the effectiveness, advantages, and disadvantages of using LMS (moodle) in English learning activities. The submission of these questions is to explore opinions based on student experiences using LMS for one semester (odd semester 2021/2022). To comprehensively describe the perception of using LMS, questions were also referred to the activities undertaken during the learning process, including the methods provided by the lecturers so that English learning activities run effectively and the competencies expected to be achieved. Based on the results of in-depth interviews, it was found that students considered LMS (Moodle) effective to be used in English learning activities. It is considered to have an advantage. It is recommended to keep using it during learning from home. Other advantages are related to immediate time consumption, which is supported by the ease of access.

"I think Moodle is very effective in learning English. The advantage of Moodle in English learning activities is that it can facilitate the learning process. It is swift and does not take much time". (MFK)

Another advantage that is considered positive of using LMS in learning English is its effectiveness in building communication between students and lecturers. With its effectiveness, lecturers can provide additional reading material to students to enrich information sources that can be accessed easily. In addition, by utilizing available technology, students can carry out learning activities anywhere as long as an internet network is available.

"The advantage is that it is an effective means of building communication between lecturers and students. Teachers can provide additional reading material to students through the system. Students can study anytime and anywhere." (MAS)

Based on the experiences and opinions of students as research subjects, LMS has weaknesses that can hinder student learning processes and outcomes during the pandemic. According to the students, the lack of offline access is one of the

weaknesses of using LMS. It becomes a problem for students who live in locations that do not have an internet network and do not have data credit. Therefore, the use of LMS (Moodle) is considered financially inefficient.

"I think the weakness of using LMS is that you cannot access it when you are offline. To enter or log in, we must use internet data. Moreover, it takes a stable and good internet connection to access the LMS. If not, the learning process through LMS will be hampered. (MOUs). LMS Costs more to assess (MAS). In addition, network disturbances cause hampered access (MD).

Another thing that is considered a weakness of using LMS is the loss of opportunities for lecturers and students to interact in a real-time setting. It raises another problem. Students often have difficulty downloading learning materials sent by lecturers with file sizes that exceed the system's capacity. It is a severe problem for students who cannot operate information technology optimally.

"LMS is less able to implement real-time interaction between lecturers and students. Students can access any material files given by the lecturer when sending assignments in the form of files; always experiencing problems, files with exceeded size would not be able to download. Moreover, it is difficult to find additional applications to operate the file" (MD).

To improve students' performance in learning English, they are facilitated to be involved in intense interactions with fellow students and with lecturers. In addition, the lecturer uses a question and answer method that aims to improve students' English speaking skills.

"Techniques used by lecturers in learning English are questions and answers, lectures, and giving assignments. This method is very effective because students can open their horizons and train themselves to pronounce words and sentences in English. I build interaction with classmates through joining a zoom meeting or google meet and chat on Moodle" (MFK).

Lecturers also apply methods that actively stimulate and motivate students to participate in group discussions. Interaction and discussion are usually done using the zoom application integrated with LMS (Moodle) provided. In addition, there is also a discussion forum through the chat column that students can use to ask and answer questions.

"The methods commonly used are group discussions, quizzes, and assignments. Students can be more active in the lecture process, understanding the extent of their abilities. The availability of discussion forums and chat as a good means to build interaction with classmates in learning". (MAS)

(b). Strategies to Overcome Challenges of Using Learning Management System

Data on student strategies in overcoming challenges using LMS were obtained by asking questions about the strategies used for improving English learning activities using LMS in the future. The strategy in this study refers to an effort made by the students to cope with the problems encountered during learning activities using LMS. Based on the results of in-depth interviews, the strategies used by students are practical, valuable strategies, namely strategies that are easy to do when obstacles are found. In connection with internet network barriers or running out of internet credit, students try to find other locations that have been identified to have a stable internet network or to refill the internet data that have run out. In addition, students join forces with their friends around, so they do not miss the material being studied.

"If there is a problem or challenge, I will immediately move to a place with good network quality, or I can join using Moodle with colleagues." (MAS)

For students who have not been able to operate LMS optimally, the strategy used is to learn to adapt to all the menus available in the application. In addition, they discuss or ask other friends who can operate Moodle. Discussions are usually carried out through the WhatsApp application.

"Installing the Moodle application and adapting to the models available in it. Therefore, internet data must remain available and be in a place where there is a stable internet network. In addition, I discussed with friends of mine via WhatsApp to solve problems in the learning process (MFSN).

B. Discussion

(a). Students' Perceptions of the Use of Learning Management Systems

The use of learning management systems in learning activities in higher education supports the effectiveness of the teaching and learning process during the pandemic. Based on the results of data analysis, it was found that the use of learning management systems in English learning activities for midwifery students was effective. This effectiveness can be seen in the advantages of the learning management system, such as the availability of various features that support student-student interaction and students-lecturer interaction. It raises students' motivation and enthusiasm for learning. The study results align with research conducted by Reid (2019), which showed that the use of the learning management system in universities shows a positive and optimistic response from students and faculty members concerning preference, utilization, appreciation, and satisfaction for online teaching-learning. According to Adzharuddin (2013), LMS is an indispensable tool for college students. They get immediate notifications about their daily tasks because they cannot keep up with the coursework.

Similarly, instructors can easily reach out to students outside of class hours and be immediately notified of coursework-related issues via the LMS. In addition, Afendi and Amin (2009) stated that LMS is very suitable for

facilitating online interactions between learners and instructors. LMS as a platform used for online communication is considered more organized and contextualized.

With the implementation of various learning methods used by teaching staff while utilizing a learning management system integrated with the Zoom meeting application, students think that LMS is very efficient in terms of time needed. It was applicable due to its easiness to access. It supports the convenience of student learning and encourages the achievement of student competencies and learning goals. In their study, Akay and Gumusoglu (2020) showed the impact of learning management systems on student achievement in language exams. Participants felt that LMS contributed to the language learning process, so they responded to LMS use. They showed an overwhelmingly positive attitude. Mardiana and Faqih (2019), in their research on the Utilization of Learning Management Systems in Discrete Mathematics Learning Processes, showed a positive influence on the use of LMS on the quality of students' mathematics learning outcomes. In addition, through their research, Wihastyanang et al. (2014) showed that the use of LMS was effective in improving students' writing skills.

As a new instrument in learning activities, both students and lecturers experience various problems with using LMS. The obstacles are caused by the lack of ability to operate the LMS. Another obstacle was related to internet data and internet networks. It was confirmed by Asfihana and Yansyah (2016) in their research on the use of LMS found that lecturers have several barriers to implementing LMS, including inadequate skills and knowledge, lack of facilities, and lack of practice in LMS training.

With its various advantages of using LMS, students suggested that LMS be used continuously, especially in storing easily accessible learning materials, assigning assignments, and conducting discussions through chat forums provided on the LMS menu. However, Wiratomo and Mulyatna (2020) recommend using simple and easy applications. Such applications are acceptable in the teaching and learning process in online classes.

(b). Strategies to Overcome Challenges Using the Learning Management System

Learners' success in technology depends on their ability to cope with technical difficulties. It also validates their confidence in using technology to engage in learning (Gunawardena et al., 2010; Cheok & Su, 2015). Therefore, it is necessary to determine the right strategy to deal with the obstacles found (Daar, 2021). Strategies are considered patterns or sequences carried out consciously and systematically to run the learning process effectively. It can be undertaken by both teachers and students (Jovanović et al., 2017; Rosari, 2019). The strategy in this study refers to the students' efforts in dealing with the obstacles they find while using LMS in English learning activities. The strategies adopted by students are beneficial in minimizing the negative impacts caused by the obstacles to using the LMS. This strategy determines the success of learning activities (Daar & Nasar, 2021).

The study results showed that the strategy used by the students was appropriate and practical, namely, a strategy that was easy to do when obstacles were found. It helps students reduce the impact of internet network problems that are less stable or run out of internet data. Regarding the obstacles due to the lack of knowledge and ability to operate the internet, students find solutions by asking, discussing, and studying with fellow students who are considered to have the ability to operate an LMS. Discussions are usually carried out through the WhatsApp application.

In the implementation, it turns out that students receive support from education providers in dealing with the obstacles they experience. The support is in the form of facilitation and socialization of LMS use to students and lecturers. The socialization aims to improve the competence of students and lecturers in operating the LMS and anticipate problems that hinder the achievement of learning objectives. Moreover, it is recommended to apply a collaborative strategy that involves students' and teachers' participation (Lyashenko & Malinina, 2015).

V. CONCLUSION

Based on the data analysis and discussion results, it was concluded that the use of LMS in English learning activities specifically for midwifery students was the right choice during a pandemic. The use of LMS encourages creativity and participation of lecturers and students to achieve learning objectives. In implementing learning activities, students find several advantages of using LMS that can be used to improve student competence and success. It is supported by the learning methods used by lecturers through various features in the LMS application used. However, they also found problems that could hinder the achievement of learning objectives. Against these obstacles, students apply various practical, applicative strategies that can be carried out spontaneously to minimize the impact of any obstacles found, including collaborative strategies that involve the participation of lecturers and other staff.

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