

Exploring Perception Of Graduate English Students Toward Learning Experience In Using Online Class As Learning Management System

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ABSTRACT

This research focused on the perception of graduate English students in the use of OnClass as Learning Management System (LMS). Then, this research was quantitative research. The population in this research was 2nd Semester of graduate English students who had already passed distance learning and still should passed other subject in the next semester. While the samples are those who had job as the teacher in formal school. The data was collected through questionnaire which gathered use Google Form. The result showed that students show positive response towards the use of OnClass as Learning Management System which used as media to conduct distance learning.

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1. INTRODUCTION

Nowadays, technology has become a basic need for all fields of life including education field. In addition, information technology is always evolving and then affects the development of learning process. It makes some shifts in education. There are at least 5 shifts in the learning process, namely: (1) from training to appearance, (2) from where the class to when the class, (3) from paper to "on class" (4) physical facilities to network facilities, (5) from cycle to real time []. Furthermore, from the five shifts, there are two visible points, namely second and third point. Second point means from where the class will be used to when the class will be started. Then third "from paper to on line" means what the media which used to join the learning activity, so from off class then it has change to online class.

The shifts become a change for educational institutions especially in university. Almost all universities use technology to integrate student and university staff data. Besides that, technology at universities is also more often used in the learning process. This makes several changes related to how the learning process runs. Almost every level of education is supported by the role of technology in the process of learning in the classroom[]. Then, higher education like university is one of education levels using technology to support learning process. It is why lecturers are required to open welcoming relate to ICT. ICT in education refers to the use of computer-based communication that incorporates into daily classroom instructional process[]. The use of computer-based off course will help both of educators and learners in the learning process, even many systems or applications that allow students and teachers to carry out the learning process without meeting face-to-face but using a media to interact with each other. They only need an internet-connected device such as a computer, laptop or mobile to use the system. One of the systems is LMS.

LMS stand for Learning Management System (LMS). Then many higher education use it as a part of the learning process. This system is considered to help lecturers in the process of delivering material and make it easier for students to access materials whenever and wherever they need especially to postgraduate's students who already have job and This LMS can be as solution for them due to through LMS the lecturer and students can meet via media without meet directly. It will make postgraduate's students more flexible to do their duty as worker and do their duty as studnts' university. In other hand LMS also can save their money. The popularity of LMS among the universities is very high, so the changing needs of stakeholder in education made a pathway to move towards more virtual learning which emphasizing to save time and money and effective delivery of instruction[]. Even though the learning process is carried out online using digital media, the essence of learning is not reduced and remains effective in achieving learning targets. For example, to improving writing sktilll, teh use of LMS is more effective than when it is done traditionally.

Then, LMS is built with the aim of simplifying the learning process and it is why this LMS is needed by postgraduate students who far from university and have problems related to their work time and time to join learning process in the offline class. This is very different from undergraduate students. The majority of them are pure as students and their main activity is to join the learning process in class. If students is studying while working, the presentation rate is low. As study was conducted by Dirmantoro for students who study while working at the Faculty of Psychology UIN Maliki Malang, through observations and interviews, showing that from a total of 789 students who became respondents from the class of 2011 to 2014, there are 64 students working, or as many as 8.11% of students work part-time studying[].

In other hand, there are some obstacles that lecturer and students may encounter when using LMS, because LMS concentration is a system built by humans which definitely has its own weakness and strengths, but the main purpose of this paper is not to discuss the weakness and strengths of the LMS in detail. The main purpose is to discuss how postgraduate English students' perception related to the Online Class as Learning Management System which become one of the media to bridge them to join learning, get material, do assignment while they still can complete their duty.

2. LITERATURE REVIEW

2.1 Students' Perception

Learning is a process of interaction between educators and students in a learning environment where there are learning goals which to be achieved. Besides that learning can be called as a process of continuous change in human performance or performance potential. And it is also viewed as making sense or abstracting meaning, relating parts of the subject matter to each other and to the real world, interpreting and understanding reality and comprehending the world by reinterpreting knowledge . Furthermore, the quality of educators in the learning process is as one of the factors in learning achievement. However, the quality of educators is not the only factor in the success of learning, the facilities provided by an educational institution also participate in the achievement of student competencies.

Furthermore, to know the quality of the facilities which provided by institution, one of the aspects which should be considered is perception from students. The perception of students here is needed to evaluate and improve the quality of education itself. In teaching-learning activities, students' perceptions give positive impact on the quality of interaction and communication []. Students' perception also determain the success of learning like because perception is an individual's view of other people who play a role in his life and can be one of the determining factors for success, which also applies to students[].It means that students' responses to the quality of learning in an institution have an important role as an evaluation or suggestion in improving the learning process. What the students' opinion about the quality of teacher, the method which apply by teacher in class, and what students' need in learning process will be known by knowing the students' perception.

2.2 Postgraduate Students

Postgraduate students are usually followed by older people starting from about 22 age and above after their bachelor degree. They are also from different backgrounds. Graduate students are referred as adult students, they are different from students who have social roles other than students[]. In contrast to undergraduate students whose main responsibilities are as students, master's students have 2 priority responsibilities, namely as students and as workers. These two responsibilities sometimes become problematic in the learning process. Therefore, the service for graduate students from the university is sometimes different from the policies provided for undergraduate students. Then this service is usually often reviewed by students as adult students. Therefore, online learning based on digital learning is very appropriate for graduate students with noted that learning objectives can still be achieved.

A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome by Ming-Hung Lin, Huang-Cheng Chen, Kuang-Sheng Liu showed that digital learning presents better positive effects on

learning motivation than traditional teaching does []. Then, digital learning also showed better positive effects on learning outcome than traditional teaching does. Furthermore, learning motivation reveals significantly positive effects on learning effect in learning outcome, and learning motivation appears remarkably positive effects on learning gain in learning outcome. It means can be one way for graduate students join learning process and achieve learning goals by utilizing the technology or system which applied by the university. Then of course it will not disturb their duty.

Eventhough the learning process is held online, it is expected still effective to improve students' skills. As the experiment study which conducted Raharjo, et. al who studied about improving the students' english skills through online activities in moodle platform and the result showed that EFS instructional material through Moodle had been proven to be able to improve four English skills which include listening, reading, speaking and writing to the students of ASTRI Budi Luhur Jakarta []. Besides that the latest research on improving English skills through online learning was also conducted by Albogami, M.M. in Riyadh, Saudi Arabia. Because of COVID-19 Pandemic, the learning process from face-to-face become more digital oriented. Then the respondents reported some weaknesses related to online learning but the respondents preferred to learn through online learning because they feel more comfortable when attending their classes from home. Beside of that, they can save their time and costs. Then from study by Albogami, M.M showed that online learning helps the learners develop all their language skills, makes them more concentrated, confident, and encourages them to become autonomous learners []. The results also suggested that online learning helps EFL learners develop their online learning skills.

2.3 Moodle Learning Management System (LMS)

In the current of globalization era, technological developments have an important role in the field of education and LMS is one form of this development Learning Management Systems (LMS) have been implemented by educational institutions worldwide to centralize and manage learning resources, educational services, learning activities and institutional information []. In addition, Learning Management System (LMS) is a software application which integrating technological and pedagogical features into a well-developed virtual learning environment []. This system is expected to be effective to support the learning process and able to improve students' abilities. In study which conducted by by Ramadania with title "Students' Perception Of Learning Management System (LMS) Utilized In Online English Learning Situation During Covid-19 Pandemic", students have a positive relate the use of LMS, because it facilitates students in learning English with easy features to submit assignment, quiz, feedback, and communication forum. Through the facilities offered by LMS as stated by respondents in a study which conducted by Ramadania, it is hoped that it can help the learning process even though educators and students cannot meet directly in class but the students can still achieve learning targets.

One of the most popular LMS platforms is the Modular Object-Oriented Dynamic Learning Environment (Moodle). Moodle is a website-based LMS platform that can be accessed via computers and mobile devices based on iOS and Android. Moodle is available free of charge under the terms of the GNU General Public License (GPL) and has no licensing cost attached []. Therefore, educators and students can access this platform for free and use it anywhere and anytime while connected to an internet connection. Moodle started in 1999. The current version is 1.9.5, which was released in May 2009. As of March 27, 2009, there is a significant user base with 52,153 registered sites in 207 countries and more than 75 languages are supported [].

Using Moodle, teachers can post news items, assign and collect assignments, post electronic journals and resources, etc. The facilities offered by Moodle can make students follow the learning process and can learn without having to meet directly with teachers or lecturers Devi. K. Syamala., et al. explained that Moodle is a free online course management system (CMS) which is particularly good for language teaching []. It is why Moodle can be used as one of tool that is widely used to transfer language teaching and learning. Moodle is a license free open-source software platform and involves E-learning. Moodle has received great attention in the field of ESL and EFL. The study which conducted by Maulana & Lintang Sari (2021) showed that the use of platforms such as LMS in the COVID 19 era is indispensable and makes it a very effective platform to use []. The students gave a positive attitude to the use of Moodle with a mean score of 3.58. Moodle has been beneficial for teachers to facilitate a flipped classroom; it is successfully improving student's English communicative competence, interactional and sociocultural competence [].

Online Class (OnClass)

Universitas Muhammadiyah Purwokerto (UMP) is one of the universities that uses LMS to support the learning process. The LMS used is Moodle platform. Lecturers and students know it with the name OnClass. Moodle is installed on the BSI server (Bureau of Information Systems) and it is planned to be integrated with SIMAK (Academic Information System) UMP which is handled by the administrator (admin). Admin set site management settings such as determining user (name, group, rights, etc.) display (themes, color selection, font,

arrangement, etc.); the form of activities that can be added, updates and connections with external databases, and so on.

This OnClass can be accessed by lecturers and students freely anytime and anywhere using mobile devices or computer devices. Through OnClass students can access material that has been uploaded by the lecturer. In addition, students can also make attendance through OnClass which has been arranged by the lecturer. Furthermore, to conduct video conferences, the lecturer put a link in the menu provided in OnClass. If the lecturer gives assignments, students can also view or download the item through the menu which provided in OnClass and they can also collect them online without having to meet or submit physically. This is certainly very easy for students, especially graduate students who live far from the university and are already working.

3. RESEARCH METHODS

To conduct this study, a quantitative approach was utilized. That is appropriate to collect data which concern to the students' perception related to OnClass as LMS to conduct distance learning process. Quantitative research approach is the research that places emphasis on numbers and figures in the collection and analysis of data. The use of statistical data for the research descriptions and analysis reduces the time and effort which the researcher would have invested in describing his result []. In this study, the respondents consisted of 11 regular graduate students in English Education at the Universitas Muhammadiyah Purwoekrto. The researcher used purposive sampling to determine the research sample.

Then to collect the data the researcher used questionnaire as the instrument. The questionnaires were distributed through google form. The Google Forms is a cloud-based data management tool used for designing and developing web-based questionnaires. Google form offer many feature which can be used freely namely 1) Unlimited surveys; 2) Unlimited respondents; 3) Survey answers and data are automatically collected in Google Spreadsheets; 4) Lots of theme options ; 5) Add your custom logo; 6)Add images or videos; 7) Skip logic and page branching; 8) Embed survey into emails or website; 9) Add collaborators []. This tool is provided by Gogle Inc10., and freely available on the web to anyone to use and create web-based questionnaires. The main reason why the researcher used Google Form is because it is more effective in terms of filling out and collecting answers. In addition, the respondents came from different districts. Distributing questionnaires using Google Forms is more efficient because you don't have to spend money to print questionnaires.

From 11 sample which nominated as sample but just 9 students' who fill the questionnaires. There were 14 statements should be answered by students. The 15 statement divided into 3 aspect there were the use of OnClass in the aspect of accessibility, the use of OnClass in the aspect of Affectivity and the use of OnClass in the Aspect of Efficiency.

The researcher used Likert scale. The data for this study was divided into four categories: highly agree, agree, disagree, and strongly disagree. Furthermore, each student's response would be categorized into percentage data when the data was calculated using the Likert scale. The data from the questionnaire was then presented to aid the researcher in classifying and interpreting it. Scoring the questionnaire, determining the score of the answer, computing the central tendency of the answer, and categorizing the average percentage are all procedures in calculating data using the Likert scale[]. Then to analyze the data, the researcher use google form to know the students' perception relate to OnClass as media to conduct distance learning.

4. RESULT AND DISCUSSION

The Use of OnClass in the Aspect of Accessibility

Onclass views are very clear and easy to understand.

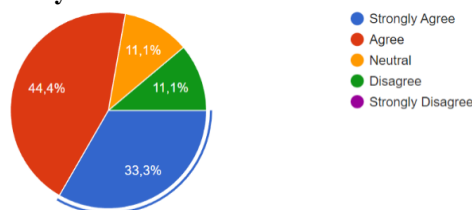


Fig. 1. Onclass views are very clear and easy to understand

Figure 1 showed that 11,1% of the students argued the view of class is not clear and not easy to be understood. But, 33,3% of the students strongly agree and 44,4% agree that the views of OnClass is very clear and easy to understand. It means that majority of the students' do not get obstacle to operate the OnClass as the media to do online learning.

Through OnClass, materials can be easily accessed by students

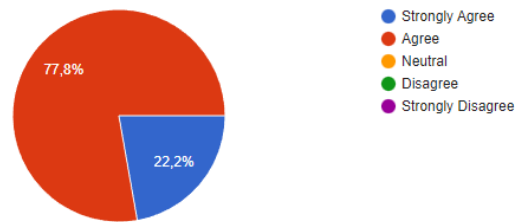


Fig. 2. Through OnClass, materials can be easily accessed by students

Figure 2 showed more than a half of all students argued that they strongly agree regarding the material which easy to be accessed through OnClass. Through the convenience offered through OnClass, of course, it is very easy for students to get material in the form of files without having to meet directly with lecturers. That's because OnClass is an LMS that is used as an internet-based learning medium, making it easier for students to get material online anytime and learn.

Through OnClass, assignment can be easily submitted by students

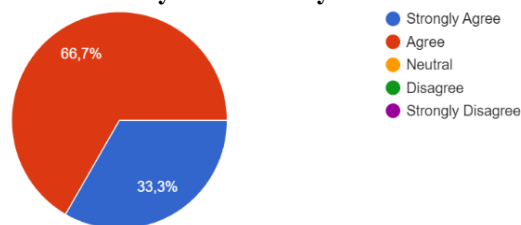


Figure 3. Through OnClass, assignment can be easily submitted by students

Figure 3 present that 33,3% of students strongly agree that through OnClass they can submitted their assignment easily. Then the others agree about that. One of the menus in OnClass is the submission menu where lecturers can upload or assign assignments via OnClass. Then students can access it and then students can upload the answers via OnClass based the extension that has been determined and based on the time span that has been set by the lecturer.

OnClass enables students to accomplish tasks more quickly.

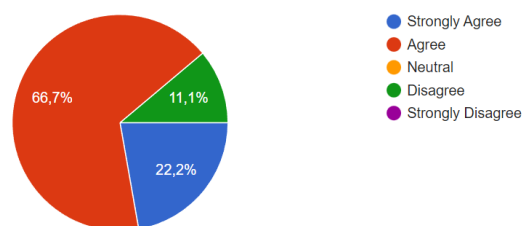


Figure 4. OnClass enables students to accomplish tasks more quickly

The percentage above show that 22,2% of students strongly agree with the quick in submitting task through OnClass and 66,7% agree. Then, only 11,1% who disagree about it. It means that most of the students think that it helps them in submitting their assignments quickly using OnClass because they do not have to go to the university and meet the lecturers directly to submit the assignments.

The Use of Onclass in The Aspect of Affectivity

Onclass allows students to participate in online discussion.

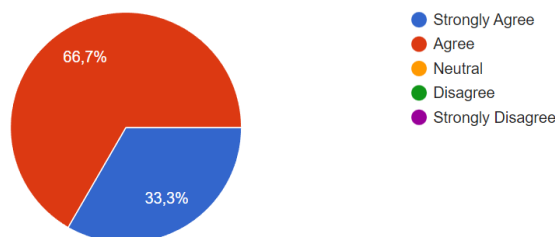


Fig. 5. OnClass allows students to participate in online discussion.

Figure 5 explain that 33,3% students strongly agree and the others agree that through OnClass student can still active to participate in discussion even-thought it conduct online. In online discussion the students can active giving their opinion or answer the question and others freely in discussion menu.

Using Onclass in learning, students can easily get feedback without having to meet with the lecturer directly

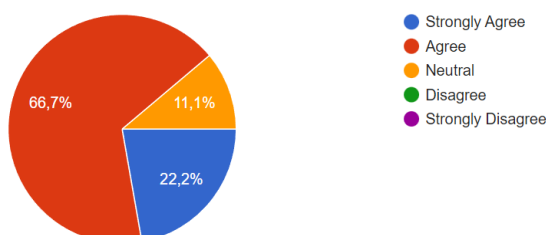


Fig. 6. Using Onclass in learning, students can easily get feedback without having to meet with the lecturer directly

Figure 6 describes 22,2% students strongly agree and 66,7% agree regarding feedback from lecturer which can be obtained easily through OnClass. This is because in the discussion menu, lecturers and students can conduct discussions in the form of text so that lecturers can easily and quickly provide responses related to the topic being discussed. In addition, when students collect assignments, lecturers can provide notes in response to student assignments and lecturers can also provide direct scores and it can be seen by students if the lecturer gives access.

OnClass improves student performance regarding students' competence

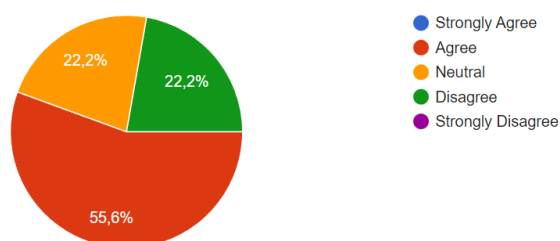


Fig. 7. OnClass improves student performance

Figure 7 describe about improving student performance through OnClass and the data show that 22,2% of students do not agree with the statement above. But 55,6% of students agree that learning using OnClass can still improve their performance in improving their competence even though it is done online without meeting directly with the lecturer.

OnClass makes students feel more comfortable when they should communicate and join learning process with their lecturer and other students

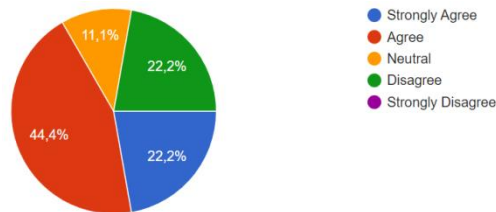


Figure 8. Onclass makes students feel more comfortable when they should communicate with their lecturer and other students

Based on the figure 8 about the comfort of students in communicating and participating in the learning process with lecturers and other friends, 22,2% of students strongly agree and 44,4% agree that through OnClass they feel comfortable in following the learning process. However, there are also those who do not agree with the statement, that is 22,2% students. It means they feel more comfortable when they follow the learning process directly or face to face in class.

The Use of OnClass in The Aspect of Efficiency

Using OnClass in learning, students can do distance learning without having to meet with the lecturer

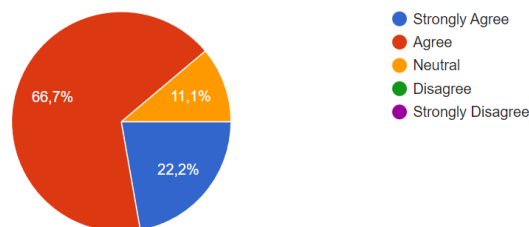


Fig. 9. Using onclass in learning, students can do distance learning without having to meet with the lecturer

Based on the figure 9, 22,2% students strongly agree and 66,7% agree that distance learning is enough in the learning process without having to meet with the lecturer. Because all students in this study were workers, the convenience of online distance learning made it very easy for them to continue their studies without having to meet directly with lecturers at universities who in fact were far from the student's domicile.

Students can join learning process in the middle of break in their work

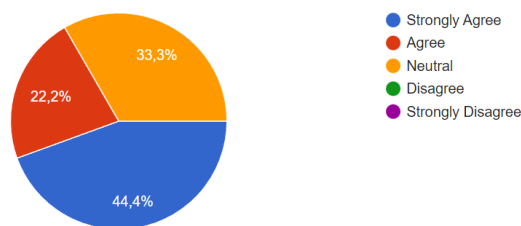


Fig. 10. Students can join learning process in the middle of break at work

Figure 10 shows that 44,4% strongly agree and 22,2% agree that they can still follow the learning process on condition that when they are taking a break from work or they have permission at a certain time to attend lectures without disturbing their work.

Do not consume a lot of memory space when you should download learning material

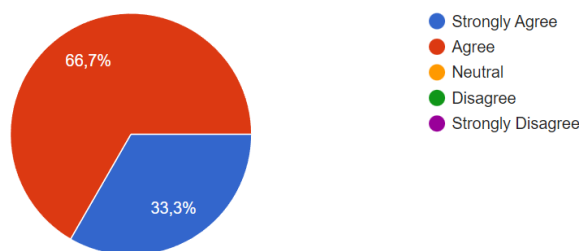


Fig. 11. Do not consume a lot of memory space when you should download learning material

Figure 11 shows that almost all of students agree when they should download learning material, it does not consume a lot of memory space. OnClass itself can be accessed using a computer or mobile device so that when they want to download the material it will be entered into their device memory but it turns out that based on the data above, students do not have problems regarding the use of the memory.

OnClass saves students time

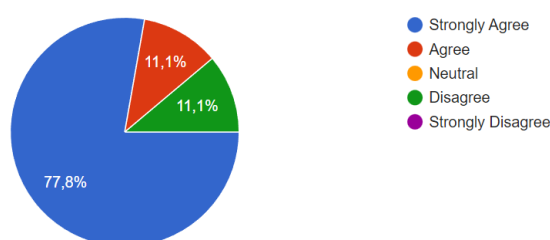


Fig. 12. Onclass saves students time

Figure 12 about OnClass saves students time described that 77,8% students strongly agree that OnClass can save their time. It is related to their status which is not only as a student but also as a worker, namely a teacher. This means that through OnClass they don't have to go to university and can take lessons anywhere, including in the midst of their busy lives at school. This will be in contrast if lectures are held offline in class, then they do not have enough time to carry out their duties as teachers and carry out their duties as graduate students.

OnClass saves money.

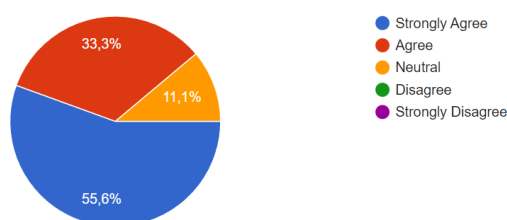


Fig. 13. OnClass save money.

Figure 13 shows that 55,6% students strongly agree and 33,3% agree that join online learning use OnClass saves their money and the others neutral. When learning is held online using an LMS, of course this will reduce transport costs to go to campus.

OnClass makes students easy to save important documents and task materials.

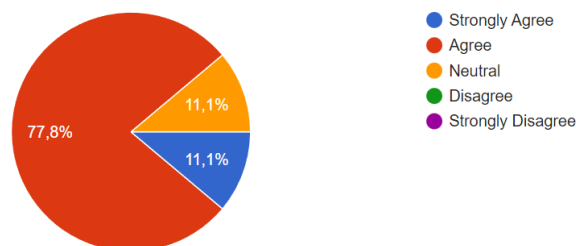


Fig. 14. Onclass makes students easy to save important documents and task materials.

Base on figure 77,8% students agree and 11,1% strongly agree that OnClass can store important documents, assignments and materials. So that when they need it at any time they can download it on the OnClass system so that when their documents are lost or deleted they can be re-downloaded in the OnClass system.

For more details, all questions and the frequency of student answers can be seen in table 1.

Table 1. The result of The Perception of Graduate Students toward Distance Learning Experience Using OnClass as Learning Management System

No		SA	A	N	D	SD
The Use of OnClass in the Aspect of Accessibility						
1.	Onclass views are very clear and easy to understand	33,3%	44,4%	11,1%	11,1%	0%
2.	Through OnClass, materials can be easily accessed by students	22,2%	77,8%	0%	0%	0%
3.	Through OnClass, assignment can be easily submitted by students	33,3%	66,7%	0%	0%	0%
4.	OnClass enables students to accomplish tasks more quickly	22,2%	66,7%	0%	11,1%	0%
The Use of Onclass in The Aspect of Affectivity						
5.	Onclass allows students to participate in online discussion	33,3%	66,7%	0%	0%	0%
6.	Using Onclass in learning, students can easily get feedback without having to meet with the lecturer directly	22,2%	66,7%	11,1%	0%	0%
7.	OnClass improves student performance	0%	55,6%	22,2%	22,2%	0%
8.	OnClass makes students feel more comfortable when they should communicate and join learning process with their lecturer and other students	22,2%	44,4%	11,1%	22,2%	0%
The Use of OnClass in The Aspect of Efficiency						
9.	Using OnClass in learning, students can do distance learning without having to meet with the lecturer	22,2%	66,7%	11,1%	0%	0%
10.	Students can join learning process in the middle of break in their work	44,4%	22,2%	33,3%	0%	0%
11.	Do not consume a lot of memory space when you should download learning material	33,3%	66,7%	0%	0%	0%
12.	OnClass saves students time	77,8%	11,1%	0%	11,1%	0%
13.	OnClass saves money	55,6%	33,3%	11,1%	0%	0%
14.	OnClass makes students easy to save important documents and task	11,1%	77,8%	11,1%	0%	0%

No		SA	A	N	D	SD
The Use of OnClass in the Aspect of Accessibility						
	materials.					

- SA : Strongly Agree
 A : Agree
 N : Neutral
 D : Disagree
 SD : Strongly Disagree

From the finding which already explained and based on the collected data for each statements, it can be seen that the percentage of dominant answer is on the scale strongly agree and agree. It means that the most of students have positive perspective regarding the use of OnClass in their distance learning. In the aspect of accessibility, students argue OnClass as learning media can easy to be accessed in learning process namely easy to submit assignment, quick to be accessed, the material can be accessed everywhere and every time as long as connected with internet. It means that the OnClass is friendly to students especially to graduate students. In other hand, there were some students who argue that the OnClass is not easy to be understood. It means that some students get obstacle when they accessed the OnClass. The most possibility of their obstacle is unstable internet connection in their place. Next is in the aspect of affectivity. In this aspect the majority of students also give positive perspective toward the use of OnClass. They feel that they can still improve their performance even though the learning process was conducted online use OnClass. Beside of that the students can still active to participate the online learning and get feedback from lecturer. It is because feedback is very important to the improvement of students. Most of students also argue that online learning use OnClass is comfortable for them even-though there were some students who feel more comfortable to join offline class than online learning. The last is in the use of OnClass in aspect of Efficiency. In that aspect, 40,7% students strongly agree and 46,3% agree that OnClass was efficient to be used to conduct online learning especially to graduate students who the majority of them already work.

5. CONCLUSIONS

The findings of the study indicate that students show positive response towards the use of OnClass as Learning Management System which used as media to conduct distance learning. The students perceive that OnClass was easy to access so it make the students comfortable to use OnClass as the media to join learning process. They can submit their task easier and quickly without meet with the lecturer. Then, even though the learning process is through media not directly face to face in class, the students still can improve their competence. Besides, the students still can be active to communicate and exchange ideas through discussion menu. Furthermore, students think that using OnClass in learning process is effective since it saves time and money. Through OnClass, the students can download the material freely and repeatedly. Because the students just need download the material so it can save paper. Then because the material saved in device so the students can borrow it everywhere and not bother. The point is that distance learning using OnClass gets a positive response from students, especially for postgraduate students who in fact already work and are far from home from far away universities. In terms of accessibility, OnClass is easy to operate. Furthermore, in terms of affectivity, learning using OnClass can still make students improve student competencies, get feedback from lecturers and stay active in discussions. Then in terms of efficiency, OnClass makes it easier for students to keep up with learning activities without having to meet with lecturers, making it easier for students in terms of time and finance.

Regarding the findings of the study, although the majority gave a positive perception of the use of OnClass, there were some students who did not agree with the statements in the questionnaire, such as in terms of accessibility. Some students think that OnClass is not easy to understand so it is recommended for teachers to show the students step by step in using the online platforms to ensure that their students will be able to operate the online platforms outside the classroom. Furthermore, the teacher must also be more active in delivering the material and conduct discussion sessions on the discussion menu so that students are more active in discussing and of course the teacher must provide constructive feedback so that student competence continues to increase. In addition, the material provided must be interesting so that students are interested in continuing to participate in lectures. Finally, further studies involving more participants or different areas are suggested to be conducted to explore more not only about students' and teachers' perception but also about the effectiveness of using online learning platforms which some recommendations are suggested.

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