

## **Chapter 1**

### **Introduction**

Several important points are explained in this chapter. There are the background of the research, identification of the problem, delimitation to the problem, formulation of the problem, objectives of the problem, and the significance of the study. The background of the research contains an overview of the research topic. Then outlining all the problems discussed in the identification of the problem. Then, the researcher discusses about delimitation of the problem regarding the topic to be studied, the purpose of the research, and finally the significance of the research which contains the benefits of the research.

#### **Background of the research**

In recent years, using the internet can make people easier to find sources of information. According to Gafar (2017), the development of information technology has snowballed in recent years. Thus, it has changed people's to seeking and obtaining information through the internet network, so it is not limited to sources such as newspapers, electronics, and audio-visuals. According to survey data from the Association of Indonesian Internet Service Providers (APJII), internet users rose to 73.3% of the population, equivalent to 196.7 million. Therefore, access to information sources is no longer a problem (Gafar, 2017).

The development of the world of education is advancing along with the rapid development of technology. With technology, humans can interact indirectly or virtually by using the internet. In accordance with Wardoyo's (2016) opinion, using

technology, especially the internet, is a learning need for online learning. However, it is also used in the conventional education system. Consequently, the online learning process is currently a daily intake for students. In a sense, internet technology can be used to facilitate the learning system through interaction between teachers and students.

Online learning is learning that is done through the internet network. There are two modes of online learning, namely synchronous and asynchronous learning. Synchronous learning is learning that is direct with a scheduled time. According to Shahabadi and Uplane (2015), states that the synchronous e-learning must include two components, namely interaction and time. It can be concluded that synchronous learning is learning through the web with real-time time.

Asynchronous learning is learning that is done online but is not limited by time or place. According to Shahabadi and Uplane (2015), asynchronous learning uses computers for communication that aims to achieve "anytime and anywhere" learning in online discussions. It can be concluded that asynchronous learning is learning that is done online without being limited by time or place. However, the presenters and trainees cannot communicate directly with each other. Online learning usually includes teaching and learning activities between teachers and students, namely sharing learning materials, discussions, and question and answer sessions. Thus, in online learning there must be an interaction between teachers and students or even interactions between students. According to Ally (2004), online learning is used to access learning materials by utilizing the internet; to interact with instructors, content, and with other students.

In conclusion, online learning is a learning activity between teachers and students that can be conducted with no physical meeting. Online learning can be done through various applications and websites on the internet. One of them is e-learning. E-learning is a learning medium by utilizing an internet connection and can be used to communicate, send, collaborate, create, and assess. E-learning is usually used by universities, namely lecturers and students to provide and obtain learning materials, exams, and grades by lecturers.

Furthermore, e-learning has been implemented by several private universities in Indonesia, one of which is the private university in Yogyakarta. According to Vitoria (2018), currently, the application of ICT is carried out in a blended learning method, either directly or online. The e-learning system owned and used by this university is Moodle. Moodle is a software or can be called Moodle, it is used for internet/website-based learning activities that can be accessed synchronously and asynchronously. With Moodle, lecturers and students can access learning in anytime and anywhere. There are several features in Moodle, namely discussion forums, meeting attendance, online class videos, and Big Blue Botton (BBB). In addition, lecturers can upload material in the form of files or links. Students can also access material or collect assignments that have been given by the lecturer. These features are used to support student's online and offline learning.

In applying online learning using Moodle, the students may have some difficulties and benefits of doing the online learning. Online learning using Moodle might be new

for early-semester students, so they are still unfamiliar with e-learning. In addition, there are also technical errors that appear when accessing it (Farahsani & Harmanto, 2022). In this study, the researcher invites students who have used Moodle in online learning. It aims to learn more about the use of Moodle in their online learning activity. Moreover, researchers also research to find out about students' perceptions of online learning through Moodle.

### **Identification of the Problem**

At this time, the use of technological developments can also be used to support progress in the field of education such as the use of learning media used by schools, universities, and other institutions. E-learning is a form of learning media in technological developments. Online learning using e-learning between teachers and students in universities has now become a routine in learning. Previously, during the COVID-19 pandemic, learning from home was implemented so that learning was carried out online with synchronous and asynchronous learning. One of them is asynchronous learning conducted by a private university in Yogyakarta using e-learning. However, now it has returned to blended learning, where the use of Moodle as asynchronous learning is accompanied by face-to-face learning or synchronous learning. The use of Moodle in university has been implemented since 2016 (Khairunnuha, 2022).

It is undeniable that some students are not familiar with e-learning, causing difficulties in conducting online learning using Moodle. In addition, it is possible that the current facilities are inadequate for online learning activities. Problems that arise

can occur from the scope of students or technical errors. Within this research, problems in online learning experienced by students can be discussed and anticipated. According to Saefullah (2022), the Moodle mobile application is used for daily learning processes by all active students at one of private university in Yogyakarta and allows for many obstacles such as confusion or difficulties faced by some students when operating the application. All these constraints that have been mentioned before, it allow for a decrease in students' motivation by using e-learning, especially the Moodle. As stated by Al-Marroof et al. (2021), teachers mostly give online assignments to their students rather than providing an effective learning experience. Therefore, online learning is said to be monotonous. Consequently, causing on learning interest or student motivation is low. Therefore, the researcher aims to determine students' perceptions of online learning in through Moodle in one of the private universities in Yogyakarta. Moreover, the researcher needs to investigate the College students' perceptions of the activities, benefits and difficulties of using Moodle in online learning.

### **Delimitation of the Problem**

Researchers limit the problem to knowing the activities, benefits and investigate the difficulties that are carried out by using Moodle during the online teaching and learning process. Moreover, it is based on the student's perception. The participants in this study were students from a private university in Yogyakarta who had experienced online learning using Moodle since semester 2 and above. Researchers focused more

on studying senior students because they were considered more experienced in using Moodle.

### **Research Questions**

To conduct the research, pursuant to the background of the research above there are several research questions to guide the researcher's research, as follows:

1. What are learning activities carried out through Moodle for online learning?
2. What are the college students' perception on the benefits of using Moodle for online learning?
3. What are the college students perception on the difficulties of using Moodle for online learning?

### **Objectives of the Research**

According to the research questions above, there are some purposes of the research. The objectives are presented as follows:

1. To find out the activities carried out using Moodle during the online teaching and learning process.
2. To identify the college students' perception on the benefits of using Moodle for online learning.
3. To investigate the college students' perception on the difficulties of using Moodle for online learning.

## **Significances of the Research**

This research is intended to identify the positives benefits for some parties of people. Specifically for the students, teacher and the other researchers. For students, the benefits are mainly related to their learning process. For teachers, the benefits give them new look on how the Moodle can be used. For other researchers, the possibilities to find out wide range of research under the same focus are opened. The details, then, can be found as follows:

### ***For the Lecturers***

By understanding some new pieces of information or some additional information about the benefits and the difficulties that the students have faced based on the students' perception of using Moodle in online learning. This research could give output on whether doing some activity on online learning is effective or not for the students. Also, it is expected to give some knowledge to the lecturer about how to anticipate some problem in online class to overcome the students' difficulties in using Moodle.

### ***For the Students***

The research provides the students' to acknowledge the difficulties or problems that they have faced in online learning using Moodle. With this research, it is hoped that students can know the benefits of Moodle and improve their studies. This research is expected to help the students know about how the activities in Moodle and they are expected to handle the upcoming issues when using Moodle.

### ***For other Researchers***

By conducting this research, the researcher is expected to identify the benefits and investigate the difficulties of online learning through Moodle based on students' perspectives. The advantage that can be obtained in carrying out this research is that researchers can add insight into the advantages or disadvantages of online learning through Moodle which may be applied in the future.

### **Organization of the Chapter**

Each chapter in this section contains information on the researcher's research. This part is included so that readers can examine the material in each chapter of the research. Each chapter is related to the first chapter's theme. In chapter one, the researcher provides the study's background, which explains why this study was done. This chapter also discusses the problem's identification, which is followed by the problem's restriction, the research question, the importance of the study, and the study's structure.

The researcher uses journal articles in chapter two to back up this research. In addition, the researcher adds several research-related references in this chapter. Also, the previous studies are presented and the highlight of the difference and the similarity between the previous research and the current research. In chapter three, in this chapter, the researcher focused on the research technique, explaining the research design, research environment, research participants, research instrument used by the researcher, and how to collect data, and finally, the data analysis explanation in this study.



The fourth chapter comes up soon. In chapter four, the researcher presents the study's findings; in this chapter, the researcher reports the results based on data collected from participants. The report included in this chapter explains the participants activities, benefits and the challenges when using Moodle as learning medium. Also, the researcher presents some theories linked to the discovery.

The last chapter explains the conclusion and recommendations, and the researcher included everything relating to the discussed issue. In addition, the researcher makes recommendations for various parties.