An Investigation into EFL Students' Experiences toward the Use of Moodle™ and Its Implementation Challenges at Institut Parahikma Indonesia

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ABSTRACT, The objectives of the research were to investigate the EFL students' experiences toward the use of Moodle™ features and the challenges of Its implementation at IPI. The researcher applied the descriptive case study design. Data obtained by the particular phenomenon is concerned with the experiences from the perspectives individually from interviews. There were 7 respondents, consisting of 4 EFL students, 2 lecturers, and a high policymaker in IPI. They were chosen by their capability in understanding and utilizing *Moodle™*. The results showed that the *Moodle™* usage in IPI by participants was only focused on task submission, while there were many other features that were unused by the respondents. Furthermore, not only network issues still became an obstacle, but also a lack of feedback in task submission made the students unable to evaluate their own abilities in learning, even though *Moodle™* features in IPI were up-to-date. In addition, IPI are facing some challenges toward the implementation of *Moodle™* , such as appreciation from lecturers to students that is important to be given as a motivation for them after submitting a great work, technological literacy which is essential skill to be disseminated for all of lecturers in IPI so that they can handle any classes using *Moodle™* or any cutting-edge teaching media properly, and lack of affective control for students since *Moodle™* is focus on delivering teaching material, quiz, and task submission without any attitude enhancement for students. The implication of this research made IPI evaluate the lecturers in their Learning Management System (LMS) implementation. Moreover, there were some technological and pedagogical training program for lecturers and students to maintain *Moodle™* comprehension.

Keywords: Moodle™, Students' Experiences, Technological Literacy, Challenges.

1. INTRODUCTION

Learning Management System (LMS) is a web-based application made for educators and/or pupils to conduct teaching and learning process. It allows educational institutions to transform Internet into a strong medium in the process of teaching and learning processes (Bassam & Alshorman, 2018). LMS provides a single platform for efficiently organizing and delivering learning contents to allow students to access learning topics and material from one site (Walker et al., 2016), providing flexible and convenience class (Kumar & Sharma, 2016), enable collaboration and interaction (Jung & Lee, 2018), in order to get feedback and assessment to achieve better learning outcomes. Since the class became flexible, collaboration and direct social interaction among teachers and students became less frequent, making it possible to have wider educational impacts.

In this study, the kinds of LMS focused on *Moodle™* since it showed tangible results in many universities and schools around the world. There were many bad assumptions about the

implementation of LMS, especially *Moodle™* in a new institution. In previous findings, there were problems in theoretical, pedagogical, and technological aspects that occurred in its implementation (Al-Ajlan & Zedan, 2008).

The biggest weakness of the *Moodle™* application was that many aspects of learning did not lend themselves to online learning. A pupil, for example, can read and understand about the various input and output hardware components of a computer system, but without an actual demonstration, they may understand every literary instruction without any physical skill to operate these devices. There are also barriers that can prevent the effectiveness of an LMS, like students' technical competency in ICT, lack of motivation, network infrastructure reliability, and other usability issues (Selim, 2007). Furthermore, the application of LMS is inclined different in certain institutions.

Institut Parahikma Indonesia (IPI) is a new educational institution that was established in September 2016. IPI's main concerns are to hold professional education in a "Hikmah" way, inner capacity development, and an online learning system in 2025 to generate a civilized, smart, and skilled generation (Abu Bakar, 2017). According to the vision, one of the various ways that IPI has utilized a Learning Management System (LMS) in each learning process since 2018. It has 347 students overall. The students are divided into 4 majors: Syariah Economy, which consisted of 142 students for all levels of the semester; English Education, which consisted of 115 students for all semesters; Islamic Education, which has 21 students; and Islamic Education Management, which has 69 students. (siakad.parahikma.ac.id accessed on 17th August 2019).

Relevant study had been underlined by Liu et al., (2019) which have investigated *Moodle™* Use in an English Writing Course which focused on Perceptions, and challenges. The study identified obstacles that instructors and students encountered when utilizing Moodle, such as technical concerns, course design complications, and student participation. Another related finding from Essel & Wilson (2017) which illustrated Moodle's utility in students' learning process in Ghana. However, the benefits of employing interactive and collaboration technologies to facilitate learning should be enhanced because students tended to use these features seldom. If Moodle is to be used to increase engagement in universities and positively contribute to student learning, instructors must be supported and encouraged by the institution to make better interactive and collaborative capabilities in using *Moodle™*. In Kajaani University, the lecturers have utilized the adaptability features of *Moodle™*, by design their own courses based on their needs and simplicity of use. It provides instructors with customable modification which was indicated by professors from various faculties personalizing their lectures by utilizing various aspects as needed (Kc, 2017).

Maddix (2013) conducted research on developing online learning communities used in Christian higher education in Africa. There is a learning process, and social interaction is improved by the dynamic process of using an online discussion board. The research result really supports the idea that LMSs are not only suitable for individual learning but also for group discussion among students and teachers. A learning management system enables collaboration, communication, and learning in any place among students, teachers, administrators, and even parents (Laura et al., 2018). Moreover, Some studies provide evidence of significant positive correlations between the use of *Moodle*™ and pedagogical effectiveness, school cultural change, and parental involvement (Blau & Presser, 2013).

Those findings highlight the generally positive reception of Moodle in higher education institutions, emphasizing its usability, impact on student engagement, and benefits for instructors. However, it's important to note that specific findings may vary depending on the context, implementation strategies, and individual experiences within different institutions. Therefore, an investigation to evaluate the recent implementation of *Moodle*™ is really needed to find out its excesses and its weaknesses. It is related to what (Alhazmi & Rahman, 2012) about general problems in theoretical, pedagogical, and technological in implementing LMS especially in IPI since it has a great potential to change the way university teaches, organizes itself and uses technologies.

Research Objectives

The first objective of the research was **to investigate the EFL students' experiences with the use of *Moodle*™ features**. This investigation focused on students' and lecturers' perspectives of English education major regarding *Moodle*™ implementation by its features and general use to reveal their positive and negative perceptions.

Secondly, this research was **to find out the challenges of the *Moodle*™ implementation at Institut Parahikma Indonesia**. This finding focused on acquiring policymakers' statements regarding *Moodle*™ implementation including policies, issues, and solutions that have been carried out to maintain an LMS in IPI to facilitate online learning.

2. REVIEW OF RELATED LITERATURE

Learning Management System (LMS) is a system to conduct the learning process in a virtual way. Previous findings found in a simple way that LMSs can be demonstrated as software for delivering, tracking and managing education (Oneto et al., 2009). It helps the teacher to deliver any teaching material, tracking students' activities, and manage the whole classroom inefficient way. Similarly, Hall (2003) demonstrated his research about the

cutting-edge abilities of LMS to manage the user enrollment and courses, learning analytics, and providing reports. Assignment submission and collection is better nowadays by LMS in any course and much higher institutions in online ways. Based on exploration, online platforms open the opportunity for teachers and students to share learning materials, sending announcements in virtual classroom, submit and return assignments and, communicate with each other virtually (Lonn & Teasley, 2009).

In line with those statements, Maddix (2013) conducted research on developing online learning communities used in Christian higher education in Africa. There is a learning process and social interaction improved by the dynamic process using an online discussion board. The learners' motivation became better and better after involving them through dynamic learning communities that encourage dialogue and discussion. The research result really supports that LMS not only suitable for individual learning but also in a group discussion among students and teachers.

By the time, Learning Management System (LMS) not only occurs around teachers and students but also parents. They can watch their students' virtual classroom activities at a certain time and condition to make sure that the learning process is running as it should be virtually. It is strengthened by an investigation which underlined that Virtual Learning Environment is not only important in technological learning but also enables collaboration, communication and learning in any place among students, teachers, administrators and even parents (Laura et al., 2018). This was reasonable since LMS improved pedagogy, cultural change of school, and parental involvement (Blau & Presser, 2013).

In several cases, even though the Learning Management System (LMS) is sophisticated enough to be applied in an institution it is still found weaknesses in various research (Wayman et al., 2010). Parents are a heterogeneous group with different language, socioeconomic, and educational backgrounds that influence their levels of accessibility to web-based information and communication, and their ability to utilize technical and digital resources (Gu, 2017). In this case, there are many shortcomings within a Learning Management System (LMS), both theoretically and technically. Those weaknesses mainly influence the usage of technological ways of learning. Furthermore, LMS will be able to easily integrate and share information and services with other applications, platforms, and even other LMS.

3. METHODS

This research used a qualitative descriptive case study design that emphasizes experience analysis. Qualitative methods are used to explore contextual information by the social or human problem phenomenon (Heigam & Crocker, 2009). Epistemologically, phenomenological approaches are based on a paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation about The Experiences of EFL Students in using *Moodle^TM* in Institut Parahikma Indonesia and also its challenges (Creswell, 2016).

Institut Parahikma Indonesia located at Jl. Mustafa Dg. Bunga No. 191 Kel. Paccinongan, Somba Opu – Kab. Gowa. The respondents of this study included 1) Four EFL Learners in English Education major who have learnt with *Moodle*^TM. The students have enough computer literacy to use it and they are able to comprehend and apply each feature of It. 2) Two lecturers were divided by a lecturer who taught the students in blended learning in the class meetings, and the other one taught the students by distance because he was continuing his study in Australia. Both of the lecturers are using It in teaching. 3) An institutional Policymaker who uses *Moodle*^TM also considers technological policy in teaching and learning. She was not only having enough computer literacy but also comparative experiences between LMS in Parahikma and LMS usage on her Campus in the United States. Firstly, the research conducted by observed the problem that shouted by students and lecturers in using It. Secondly, constructed the interview questions, the appointment had been set with students, lecturer and the Institution policy maker. Third, the interview held in direct interview with those respondents. The first question related to the participants` experience regarding the definition, aims and the use of Learning Management System. The second question was concerning to content management by the lecturer. The third and the fourth focused on utilization, the excesses and the weaknesses of *Moodle*^TM. The other questions concerned on teaching method, and students' involvement. The last point of the questions was concerning about the challenges of *Moodle*^TM implementation. All of the student respondents were interviewed on 15th October 2019 based on the appointment that had been set among the researcher and them. Lecturers interviewed on 12th and 19th October 2019. The time was fit based on the available time of two lecturers. The high policy maker was interviewed on 20th October 2019.

Eliciting the qualitative data on those respondents were to collect thematic analysis with semi-structured interview toward a lecturer and an institutional policy maker of IPI about challenge of *Moodle*^TM implementation. The interview results have been transcribed and it had been formulated in several themes through open coding, axial coding, and selective coding in

order to formulate the data become scientific results (Bryman, 2016). When major themes have been explored, the researcher combined with other respondents' perspective to validate the findings.

4. FINDINGS AND DISCUSSION

After data had been elicited from the respondents in semi-structured interview, this research formulated The *Moodle*^TM Implementation based on students, lecturers, and educational policy maker's perspective;

The results have been outlined in several themes in order to answer the research questions;

a. The Excesses of *Moodle*^TM Implementation in Institut Parahikma Indonesia.

The application of *Moodle*™ could be different from one university to another, depending on learner characteristics, the availability of facilities and infrastructure, and the competence of educators as instructional developers. The data outlined that the use of it at Institut Parahikma Indonesia was helpful enough because the virtual way of task submission was really efficient, according to the respondents. There were various interview results from the respondents; a student named Ibrahim (pseudonym) and three other student respondents stated in their opinion that the use of this LMS in Institut Parahikma Indonesia was helpful enough because if they had a problem submitting assignments but were unable to meet the lecturer, they could upload them through the LMS, so it was really good according to them. As an example, Ibrahim said that his lecturer, who taught him from Australia, was unable to meet with him and his classmates in the class, but they were still able to submit their assignment. In addition, Edo (a pseudonym) was preferred to *Moodle*™ because he did not need to make an appointment with the lecturer. In another condition, even though the implementation of it was running well, there is still an unsatisfactory condition, like what Astrid (pseudonym) said: its implementation in IPI is good already, but it depends on the user network because it was using network signals on her smartphones, so it will become slower to access automatically.

In the lecturer's perspective, Mr. Donnie (pseudonym) as a lecturer in a long distance class outlined its implementation, briefly comparing the implementation a year ago and its implementation nowadays. In his opinion, the utilization of IPI was fairly good. At the time, there was nothing like what IPI has applied nowadays. *Moodle*™ had Student Lock, which was able to watch all the students' activities. It would be really helpful if the lecturers wanted to know if the students were interactive or not. Were the students able to check the assignment and references contained in it? IPI already had a feature called "learning analytics". In IPI, there

were many lecturers who applied LMS, including Mr. Donnie, and it was really efficient in archiving students' assignments. Therefore, if lecturers do not have much time to correct the assignments, they will not be lost. Likewise, in scoring, it will be recorded there. Secondly, students' activities will be recorded in downloading and in interacting. It can be an evaluation tool if there is a submission in pdf form or video so that lecturers could see how many students saw the video and how much the differences were with the pdf form so that lecturers could make an evaluation if the students preferred the video contents to the others as references.

In the policymaker perspective, which was stated by Ms. Lisa (pseudonym), the implementation of *Moodle*™ in IPI is reasonable and fits the campus vision for the future to build a sophisticated generation in information and technology. This is the first innovation of IPI, and the 2nd Vice Rector stated that it will become the 1st Vocational Campus to apply it in Gowa. Therefore, lecturers and students were facilitated to comprehend *Moodle*™ first through a workshop for lecturers and put it into a general subject in its own curriculum for students to enhance their technological learning experience in IPI's environment. At the beginning of Parahikma, the rector had already announced the trilogy. He disseminated this program at the beginning to develop human resources at Institut Parahikma Indonesia. Those human resources are the stakeholders. They are given information about the essence of online learning on this campus. It is included in our curriculum, so it became the main subject for every major at the beginning of the semester. Because the high policymakers believe that the output should become sophisticated alumni to compete in industry 4.0, The trustworthiness is based on the use of software programs such as the Learning Management System, which spawned positive attitudes among learners and increased their achievement and thrill. The vice rector confirmed that before students and lecturers begin to use *Moodle*™, they are facilitated to enhance their computer literacy first so that they will have background knowledge in using technology.

b. Incomplete Feature Usage in *Moodle^{TM}*.

Other points in the interview were briefly explained about teaching methods and *Moodle*™ feature usage. Ibrahim stated his experience that the teaching method of the lecturers were good enough but there were still many materials that presented in conventional mode. It was used if there was only an assignment to be uploaded. There were differences in distance learning: the students were given videos, the lecturer gave videos about the material that would be taught, and then the students watched the video that had been uploaded in the LMS. Continuously, the students do the assignment given by the lecturer. Thus, LMS teaching is not

full at all because conventional learning in class still dominates. Nurbaya added her argument that she was only an assignment submitter because she used *Moodle*™ only to submit assignments, just as Astrid did. Moreover, Edo has his own answer: there are only three features that are usually used by the lecturers: assessment, quiz, and forum.

As a comparison, lecturers' perspectives have been elaborated on in the interview, and the lecturers' answers confirmed that even though there are many features available, lecturers still focus on what they need to use.

c. Weakness of *Moodle*™ Implementation in Parahikma

The data were not only investigated for the excesses of *Moodle*™ but also for its weaknesses. Mainly respondents complained about network connection problems, despite the accessibility of it at Institut Parahikma Indonesia. When the researcher asked Nurbaya about the learning problem and the assignment problem in It, she confirmed that those problems depend on the internet connection. In addition, Astrid gave additional arguments based on her own experience that the *Moodle*™ implementation in Parahikma was running nicely, but it faced a lack of internet connectivity for each user. Even though she used *Moodle*™ on her smartphone in order to make her classes more flexible, accessibility distracted her from accessing it.

However, Mr. Donnie, as a lecturer who conducted his class from Australia, has a contrary argument. He explained that internet connection was unable to become an excuse nowadays since teenagers accessed YouTube and played PUBG and similar online video games. He did not believe the students were able to access online video games and streaming platforms while they were unable to access the LMS. He confirmed that the network connection is not a barrier to *Moodle*™ implementation nowadays. This is reasonable because network usage is improving day by day.

d. Feedback Needs

After submitting the assignment, lecturers need to evaluate what the students' have done to identify mistakes in their work. According to what the researcher found from the respondents, there was a lack of feedback from lecturers. Ibrahim stated about his experience with the lack of feedback that lecturers gave after he submitted his assignment. There were not many lecturers who gave feedback on every task. If the tasks have been done, there will be no more corrections or evaluations. The lecturers only focus on the deadline of every assignment and forget to assess any partial needs in the students' tasks.

Another point in the interview was the lecturer's feedback toward the students' assignments. After submitting the assignment, lecturers need to evaluate what the students' have done to identify mistakes in their work. According to what the researcher found from the respondents, there was a lack of feedback from lecturers. Ibrahim stated about his experience with the lack of feedback that lecturers gave after he submitted his assignment. There were not many lecturers who gave feedback on every task. If the tasks have been done, there will be no more corrections or evaluations. The lecturers only focus on the deadline of every assignment and forget to assess any partial needs in the students' tasks.

Nurbaya expressed her experience in her assignment and in the lecturer's feedback. Sometimes, we do not know if our assignment has been read by the lecturers or not because there is no feedback when we submit it based on the task deadline. This was reasonable since lecturers have other business outside of teaching sessions. The specific reason expressed by **Mr. Donnie,** the lecturer who taught a long-distance class, when the researcher made a call with him in Australia was that he admitted to having another business that he had to finish. However, he added some complaints about the fee that did not fit with the standard salary of a lecturer. Therefore, he started another business to fulfill his family's needs. outlined that raising the incentive was associated with increased retention, although faculty ranked the incentive low in terms of what motivates them to continue teaching. A different perspective came from another lecturer. In contrast, Ms. Annisa adduced a different perspective with the previous argument of Mr. Donnie, She confirmed that she was always giving feedback on every assignment that had been submitted. She gave the feedback to identify students' mistakes and gave any evaluation as a correction.

e. The Challenges of *Moodle™* Implementation in Parahikma Institute

The implementation of *Moodle*^{TM} in Institut Parahikma Indonesia was faced some challenges. This finding showed a contrast between situation and expectation. Some statements of the respondents showed the field situations:

1) Lack of Computer Literacy.

Most of the students came from rural areas around South Sulawesi, which have less technological comprehension and less technological facilities. This argument was collected from what Mr. Donnie said in the interview on 19th November 2019 at 07:00 PM via whatsapp phone explained about the above challenge. He guided the researcher to imagine the students who

came from the rural country who never met and touched laptop then suddenly met a learning management system (LMS).

In other case, Mr. Donnie stated that *Moodle*^{TM} that have being used in IPI was better than *Moodle*^{TM} of Monash University, Campus that he chose to continue his doctoral degree; By what he said that LMS in IPI was more than Monash University, *Moodle*^{TM} of Monash University had not been updated. It still used the previous version at that time. It was little bit difficult to be updated because there would be much of students' data changing so that was why our *Moodle*^{TM} (Parahikma) was better. Institut Parahikma Indonesia took the role as a bridge to across through technological condition. The role of IPI had confirmed by Ms. Lisa as the Vice of Rector of Institut Parahikma Indonesia;

Focusing on the output of the campus, she hoped the output of IPI would become a sophisticated generation in information and technology. To make it real, IPI made ICT the priority subject in its own curriculum for four departments at IPI. Furthermore, the lecturers and staff were given a workshop to increase their computer skills so that they could be role models for each student's learning. illustrated that if academic teaching staff are to engage with technology in ways that encourage them to innovate, then institutions must 'make such efforts to enhance the learning of their students a high priority and back this in practice as well as in their rhetoric.

Although the lecturers had already disseminated information about ICT comprehension, there were still many lecturers who did not use *Moodle*™ like Mr. Donnie stated before. Differently, Ms. Annisa, as a lecturer, revealed the reason. It is not only about computer literacy, yet many lecturers prefer face-to-face learning to online learning. Although they had been trained to use computers and learning management systems, online learning is unable to replace face-to-face learning. LMS is used for assignment submission, but the percentage is really low because direct meetings are still the priority..

2) Lack of Incentive

Another challenge of *Moodle*™ implementation in IPI was focused on lecturers' welfare rates. Relating to the student's complaints about the lack of lecturers' feedback, the reason why the lecturers seldom provide any feedback is a lack of incentive; they have to provide it for all of the students in every assignment while the salary is not appropriate to do that.

Mr. Donnie stated in his interview that there was a lack of feedback because there was not only another business but also an incentive that made it inappropriate to give the feedback intensively. Although the features are better than those at Monash University, the feedback was not given completely, whether he wanted it or not. He is a husband and a father. Lack of

incentive made him set aside his time exclusively for another business to fulfill his family's requirements.

It is related to what Mr. Donnie said, where the policymakers are unable to expect too much expertise from the lecturers without an appropriate incentive for the whole faculty at Institut Parahikma Indonesia. The incentive problem was getting bigger by the time because it may injury academic workers (lecturers) and also the credibility of an institute. defined that underpayment may be particularly damaging to individuals who hold tenure or the title of professor, are unsuccessful in salary negotiation, and are limited in their outside options.

DISCUSSION

1) The Excesses of _Moodle^{TM}_ Implementation in Institut Parahikma Indonesia.

The data outlined that the use of it in Institut Parahikma Indonesia was helpful enough, because virtual way in task submission was really efficient according to the respondents. The preceding experience supported by what Oneto et al. (2009) demonstrated that _Moodle^{TM}_ is a system to conduct the learning process in a virtual way. Previous findings found in simple ways that LMSs can be demonstrated as software for delivering, tracking, and managing education. The result outlined the simple definition of LMS in software form. It helps the teacher to deliver any teaching material, track students' activities and manage the whole classroom. Moreover, those respondents were able to access _Moodle^{TM}_ from their smartphones to engage online learning by various platform.

The evidence from this study suggests that online tools can provide interactive and customized learning environments through their characteristics for both graduates and future students, there are better adapt to smartphones rather than to LMS services (Al-Kindi & Al-Suqri, 2017). By using mobile devices, learning process became more interactive and fit with students' daily environment. Not only flexibility but also it can expand their knowledge in respective fields. The sophisticated condition has been predicted by Alier et al. (2010) 7 years previously the new generations of mobile devices had escaped from the fences that telecommunications operators had been erecting for so long, and became platforms opened to software developers ready to create great mobile learning applications.

In lecturer's perspective, IPI had the feature already that they called Learning Analytics as a helpful in watching lecturer and students' activity has been implemented in Parahikma. Further study about _Moodle^{TM}_ who related with The Learning analytics tool had been demonstrated by (Lang et al., 2011). They demonstrated Learning Analytics (LA) as "the use of intelligent data, learner-output, and analysis figure to reveal further information and social connections, and to

predict and advise on learning." LA mainly intends to support teachers and pupils to involve based on the evaluation of educational data (Retalis et al., 2006). By the research, LA provide an opportunity to assess the students' involvement in using it. In other word, teacher can become a watcher for students' performance in *Moodle*^{TM}.

Furthermore, the higher policy maker is able to assess teacher's activities also. Moodle has plenty of useful analytical tools that can be redesigned, integrated and improved to develop a comprehensive analytical tool to measure the course learning outcomes and predict the student performance (Yassine et al., 2016). Secondly, students' activity will be recorded in downloading and in interacting. It can be an evaluation tool if there is a submission in pdf form or video so that lecturers could see how many students that saw the video and how much the differences with the pdf form so that lecturers could make an evaluation if the students were prefer in video contents that the others as the references.

At the beginning of Parahikma, the rector had already announced about the trilogy. He disseminated this program at the beginning to develop Human resources in Parahikma Institute. Those human resources are the stakeholders. They are given dissemination about the essence of online learning in this campus. It is included in our curriculum so that it became the main subject for every major in the beginning of the semester.

Because the high policy maker believe that the output should become the sophisticated alumni to compete in industry 4.0. The trustworthiness is based from (Al-Jarrah et al., 2015) the use of software programs such as the Learning Management System spawned positive attitudes among learners and increased their achievement and thrill.

The Vice of rector confirmed that before students and lecturer begin to use *Moodle*^{TM}, they are facilitated to enhance their computer literacy first so that they will have background knowledge in using technology.

2) Incomplete Feature Usage in *Moodle*^{TM}.

Based from the respondents' answers, this research simplified the features usage into a figure in table form below;

Table.2

The Table of *Moodle*^{TM} Features Usage in IPI

No	Activities	Used Features
1	Assignment	√
2	BigBlue Button	-
3	Chat	√
4	Choice	-
5	Database	-

6	External Tool	-
7	Feedback	-
8	Forum	√
9	Glossary	-
10	Lesson	√
11	Quiz	√
12	SCORM Package	-
13	Survey	-
14	Wiki	-
15	Workshop	-
16	Journal	√

The preceding table was converted from interview data illustrated that students never conduct any learning in video interactive such as big blue button, never use choice feature, Database, External tool, Feedback, glossary, SCORM Package, Survey, Wiki, and workshop. There were a lot of features of It which created a simple course construction by its Course Management Features in Module outlines (Dvorak, 2012).

Furthermore, *Moodle^{TM}* provide any resources to be used. In fact, the features that have been used by the lecturers were briefly explained below.

a. **Resources**

Table. 3

No	Resources	Used Features
1	Book	√
2	File	√
3	Folder	√
4	IMS Content Package	-
5	Label	√
6	Page	-
7	URL	√

Majority of lecturers utilized and perceived ease of use as supportive conditions for using a specific tool or feature of Moodle™ platform depends how they evaluate its usefulness, simplicity of use, and pedagogical requirements. The platform was used by the majority of lecturers for presenting course content, receiving comments, producing quizzes, and doing workshops since they thought these capabilities were simple to use and extremely useful from a pedagogical standpoint (Kc, 2017). The finding is almost similar with IPI in general. However, IPI did not maximize feedback feature to evaluate and enhance students' task submission.

3) Weakness of *Moodle^{TM}* Implementation in Parahikma

Network connection strength become a major problem in *Moodle*[TM] implementation since the bad internet network become the main determiner whether the online learning process were running well or not. Learning Management Systen typically provides tools such as those for assessment, communication, uploading of content, return of students' work, administration of student groups, questionnaires, tracking tools, wikis, blogs, chats, forums, etc. over internet (Martín-Blas & Serrano-Fernández, 2009). So that those tools are unable to be used without the internet connectivity. Castro & Ferreira (2015) confirmed also that the Internet has been considered as an omnipresent resource, available to anybody through a high-quality service, turning it the main platform for development of software tools to several purposes, including Education.

However, a lecturer confirmed that the network connection was unable to become a barrier in *Moodle*[TM] implementation nowadays. This is reasonable because network usage is getting improved day by day. The evidence showed by the widespread use of smartphones, smart TVs, and smart fridges that Internet of Things (IoT) communication networks and application are in rapid development (Elkhodr et al., 2013). It is related to what Kim & Kwon (2012) pointed out that learning by the handset should increases the mobility of individual learners.

4) Feedback Needs

It could be worse considering Brown (2007) stated that feedback is recognised within almost every institution and enterprise as vital to personal and overall development. It was strengthened by what Astrid's experience She admitted that *Moodle*[TM] implementation in Institut Parahikma Indonesia has implemented well but the lecturer/tutor comments are generally less well received, as students feel that sometimes the comments themselves are insufficient, lacking a personal perspective or too busy to do another work. Previously, she used Google Classroom, it has feedback features also that can be highlighted onto the assignments so that she reflects that it must be have same feature with it at least.

Phelps & Michea (2003) demonstrated that we need to understand how pedagogy, cognition and technology can be integrated in order to empower learning. We need to be aware that technological upgrades are not equal to improved learning. However, LMS in Institut Parahikma Indonesia focus on the use of the technology but there was no learning development because lack of feedback.

A lecturer respondent admitted about another business that he had to finish. However, he added some complain in fee that have not fit with the standard salary of a lecturer. Therefore, he did another business to fulfil his family needs. Peters et al. (2009) outlined that Raising the

incentive was associated with increased retention, although faculty ranked incentive low in terms of what motivates them to continue teaching.

Different perspective came from another lecturer respondent who stated that she was always giving feedback for every assignment that had been submitted. Giving feedback to identify students' mistake and gave any evaluation as a correction is important to strengthen students' academic capability. It is related to Lee (2008) who illustrated the students, irrespective of proficiency level, wanted more written comments from teachers..

5) The Challenges of *Moodle*^{TM} Implementation in Parahikma Institute

a. Lack of Computer Literacy

The classic problem same as Li & Lee (2016) said that students who don't access internet either come from a less-educated family, do not own computers, live in rural areas or have weak ICT skills. They will be shocked absolutely and seems like unready yet to face the changing of the learning style. Another finding indicated that the main barrier for students in implementing *Moodle*^{TM} are 1) Unclear command – there are plenty icons that seem too crowdy for students thus made the students hard to understand, 2) The explanation of the platform was confusing, 3) log in issue, 4) Limited chat so it must be no more than 10 people in chatting room to make It run properly (Bošković et al., 2014). It happened to the lecturer also. Social and economic factors, such as income, age, and education, are more closely associated with the access and use of ICT than this geographical factor (Korupp & Szydlik, 2005)

ICT become a priority subject in its own curriculum for 4 departments in IPI. Furthermore, the lecturers and staffs were given a workshop to increase their computer skill so that they could be role models for each student in learning. It is related to Hannan (2005) illustrated that if academic teaching staff are to engage with technology in ways that encourage them to innovate then institutions must 'make such efforts to enhance the learning of their students a high priority and back this in practice as well as in their rhetoric.

Internet is becoming the dominant in delivering information and knowledge, low cost and real-time distribution. There are several reasons what made the traditional classroom learning became irreplaceable. Further information will be explained on the table below:

Table 4.

Advantages & Disadvantages Between
Traditional Classroom Learning and E Learning
Source: (Zhang et al., 2004)

	Traditional Classroom Learning	**E-Learning**
Advantages	• Immediate feedback • Being familiar to both instructors and students • Motivating students • Cultivation of a social community	• Learner-centered and self-paced • Time and location flexibility • Cost-effective for learners • Potentially available to global audience • Unlimited access to knowledge • Archival capability for knowledge reuse and sharing
Disadvantages	• Instructor-centered • Time and location constraints • More expensive to deliver	• Lack of immediate feedback in asynchronous e-learning • Increased preparation time for the instructor • Not comfortable to some people • Potentially more frustration, anxiety, and confusion

Although the Excesses of E-learning brought us onto (1) autonomous learning where centralized by the learners itself, (2) adjustable time and place to learn, (3) lower cost to be spent, (4) enable the learner to expand the learning scale in distance, (5) enable the learner to access wider information around the world and share the knowledge easier.

In contrast, (1) the natural feedback among the students and the lecturers became separated in time because the learning process is often occurred asynchronously, (2) the lecturers must improve their preparation efficiently in time and technical issue, (3) some of learners prefer direct meeting because (4) it may cause frustration, anxiety, and confusion.

However, the reason why E-learning occurred because Traditional classroom meeting were entrapped in several laxities. The lecturers are often to dominate the class in traditional classroom meeting, the learners were unable to adjust their time and place freely, and the cost in delivering and receiving the knowledge was mainly expensive than the online learning.

b. **Lack of Incentive**

Lack of incentive made the lecturer respondent set his time dominantly for another business to fulfil his family living requirements. It is reasonable since Cornett et al (2002) outlined that many states were offering to increase the salary in order to give additional duties and to gain teachers' expertise. This policy addressed to fulfil teachers' welfare priority and also to open great opportunity for the teachers to take new challenges. Those offerings proved that many states expected teachers' professional gain so that they gave additional salary to fulfil the teachers' need.

Incentive problem was getting bigger by the time because it may injury the academic workers (lecturers) and also the credibility of an Institute. Epstein & Ward (2006) defined that underpayment may be particularly damaging to individuals who hold tenure/the title of professor are unsuccessful in salary negotiation and are limited in their outside options.

This has implications for educating students on how to recognize feedback as feedback, as well as how to use it and supports the evidence where the importance of feedback is stressed and appreciated as a contributor to learning and achievement, feedback is taken seriously by students (Poulos & Mahony, 2008).

Therefore, the lack of incentive become a big challenge in implementing LMS in Institut Parahikma Indonesia since the feedback for the students in their assignment submissions using *Moodle^{TM}* were rarely given by the lecturers. The main reason was because their salary is not enough to make them do their expertise appropriately.

5. CONCLUSION

Based on the study, the researcher concluded about students' experiences using *Moodle*™. In fact, the findings from the field by interview briefly identified that *Moodle*™ at Institut Parahikma Indonesia was really interesting for the whole group of respondents, though not all the features were utilized. The features were based on the assignments only and what related to them. Nevertheless, the features of *Moodle*™ in Institut Parahikma Indonesia were more updated than those at Monash University since LMS in IPI uses Learning Analytics to monitor many activities of lecturers and students, but there are still barriers in network connection, a lack of feature utility, and less feedback by the lecturers.

Although internet connection has still become a barrier from students' perspectives, it should not become a weakness in implementing it nowadays since the accessibility of online video games is well supported by their smartphones. Afterward, the features were not utilized overall. It was mainly based on assignments and quizzes, while it has many other features for teaching that should be applied by the lecturers and students. However, they had limitations in *Moodle*™ features for comprehension and teaching needs. Nevertheless, they have to comprehend the features. It was reasonable and fit the campus vision for the future to build a sophisticated generation in information and technology.

Furthermore, the teaching and learning process required feedback by the lecturer to measure students' excesses and weaknesses in certain material. The students complained about the lack of feedback in their assignment submissions while they were in need of correction and improvement for their works.

In another conclusion about the challenges of *Moodle*™ implementation, based on the findings, the researcher identified that computer literacy is still the main and classical problem in using online systems, so that dissemination of ICT is really needed not only for the whole student body but also for the lecturers and staff. Before students and lecturers begin to use it, they are facilitated to enhance their computer literacy first so that they will have background knowledge in using technology. On the other side, a lack of incentive made the lecturers not teach and use their expertise professionally. The salary of the lecturers is not appropriate to fulfill their family requirements, so the lecturers were unable to give their expertise fully.

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