

CHAPTER I

INTRODUCTION

This chapter presents the background, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background

In 2020 the world is attacked by the Covid-19 virus outbreak; Coronavirus disease 2019 (COVID-19), originating from Hubei Province of the People's Republic of China, has become a current pandemic all over the world (Atmojo, 2020). Indonesia is one of the countries affected by the spread of the Covid-19 virus. As a result, there have been many changes in all aspects of life, one of which is the learning system, where previously teaching and learning activities were carried out offline according to the curriculum or material that was carried out physically or face to face, now teaching and learning activities are carried out completely online using various platforms. In this situation, teachers and students are required to undergo online teaching and learning activities that occur suddenly because there is no prior preparation or Emergency Remote Teaching (ERT) to stop the spread of the covid-19 virus.

The impact of this situation is that the students and teachers cannot take the lesson offline, it requires them to use various online learning platforms. They must quickly learn and adapt their teaching and learning management to cope with this unprecedented situation. Likewise, an adjustment in teaching materials, media, and assessments is highly needed to be performed immediately (Sundari, 2020).

The use and understanding of technology are very much needed in the current situation in terms of education, teachers, and students who have to adjust in learning using various learning platforms. The current situation does not look like that daily teaching process that is well planned with sophisticated technology devices in the classroom and does not seem like regular online instruction. The

teachers and students are currently in a critical situation in carrying out teaching with minimal resources in a hurry; Hodges calls it Emergency Remote Teaching (ERT). Online learning platforms are an alternative to ERT (Rahiem, 2020). Therefore, various learning platforms such as Schoology, Google Classroom, and Edmodo is one of the technological advances for the education system that should be utilized in this situation.

Regarding this, the consideration is that in addition to the use of technology in the learning process, the teacher must also know students' preferences to facilitate learning which is preferred and can facilitate students during the learning process. Many teachers are trying to find the most appropriate LMS platforms that can be used to implement ERT. The aim of this research is to know how students' perception of using Learning Management Systems in Emergency Remote Teaching is based on students' understanding and ease of use.

Based on a preliminary study conducted by the researcher, it was found that most of the teachers in the English Education Department used several LMS as a medium to facilitate the learning process during Emergency Remote Teaching. Besides, batch 2018 students of the English Education Department use Google Classroom, Edmodo, Schoology, and E-Knows as Learning Management systems this semester. Therefore, the researcher wanted to find out about the batch 2018 students' perceptions about the use of the Learning Management System during Emergency Remote Teaching.

There are several research related to using a learning management systems in emergency remote teaching. First, research by Sundari (2020) explains several platforms that were frequently used during ERT. Second, research conducted by Famularsih (2020) showed that students considered the utilization of online learning that is effective and efficient in this emergency situation. Third, research conducted by Memon et al. (2019) surveys effective tool and measure their performance parameters according to memory, integrity, user experience and other features.

The previous studies focused on several platforms used in a pandemic situations. The difference of this research was the focus on students' perception

in using learning management systems such as Edmodo, Schoology, Google Classroom, E-knows that are used during Emergency Remote Teaching, and the method that were used.

B. Research Questions

Based on the problems above, the researcher focuses on the following questions:

1. What are students' perceptions of the use of learning management systems (Schoology, Google Classroom, Edmodo, and E-Knows) during Emergency Remote Teaching in English Education Department UIN Sunan Gunung Djati Bandung?
2. What are students' English Education Department UIN Sunan Gunung Djati Bandung challenges in learning during Emergency Remote Teaching using Learning Management Systems?

C. Research Purposes

Based on the questions above, the purposes of this study are:

1. To find students' perceptions about the use of learning management systems (Schoology, Google Classroom, Edmodo, and E-Knows) during Emergency Remote Teaching in the English education department UIN Sunan Gunung Djati Bandung.
2. To find students' English Education Department UIN Sunan Gunung Djati Bandung challenges in learning during Emergency remote teaching using Learning Management Systems.

D. Research Significances

This research is expected to become a source of information about the student's perception of using Learning Management Systems (Schoology, Google Classroom, Edmodo, and E-Knows) in Emergency Remote Teaching.

Theoretically, this research is beneficial for teachers and students to make the learning process more interesting and easier for them to deliver and accept the materials.

Practically, this study gives significance to:

a. Teachers

To know the Students' perception of using Learning Management Systems is useful for improving the learning systems and helping overcome learning challenges faced by students.

b. Students

This result of the research is expected to provide a contribution to the use of learning management systems according to student preferences to enhance students' motivation, students can more actively participate in the learning process so that student learning achievement can be further increased.

c. Researcher

From this research, it is hoped that this research becomes a reference for information and knowledge for similar research.

E. Conceptual Framework

The emergence of a COVID-19 pandemic in March 2020 made the government publish distance learning guidelines in Indonesia to stop the spread of coronavirus disease (COVID-19). All schools in Indonesia implement ERT (Emergency Remote Teaching) or well known as PJJ (Pembelajaran Jarak Jauh), which is learning from home. ERT is a temporary shift from offline to online mode teaching. According to Hodges (2020), in contrast to experiences that are planned from the beginning and designed to be online, Emergency Remote Teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. Whittle et al. (2020) mention that the modification of online

learning in emergency remote teaching entangles the contribution of teachers, students, and student parents in this crisis situation. According to Basar (2021), in improving Emergency Remote Teaching skills, there are several important elements that must be considered: improving the quality of teacher resources, technology utilization, and student activity. In this situation, teachers need to find a way to be able to convey learning to students optimally, even in limited conditions and situations. LMS during emergency remote teaching also helps the teachers to find out how the students express their opinions on the learning given (Fauziyyah, 2021).

LMS has a great effect on students' performance in learning English in the ERT context because it makes delivering material easier even without meeting face to face. According to Dahlstrom et al. (2014), LMS has become one of the integral systems of teaching and learning. LMS such as Blackboard, MOODLE, and Canvas, have had a greater market among the educational institutions, especially in higher education. Memon et al. (2019) stated that Moodle is popular and adopted by many institutes. Whereas Google Classroom is the second most effective tool and also popular due to its freely available features with G suite and black board is good enough from a security perspective because of its good and effective security management system and well content provider system.

Unfortunately, many students still have difficulty using some LMS. According to Efriana (2021), online distribution system creates several difficulties and problems. They are not able to use technology in their learning approach due to various factors that give rise to various perceptions from students regarding the use of LMS during the ERT context. This study tries to explore the perceptions of students on the use of LMS during ERT for learning English. Walgito (2004) stated that the perception process is employed through some steps. Stimulus from the object increases the sensory tools in our body. The concept of perception put forward by Rakhmat (2006) states that perception is the experience of an object, event, or relationship obtained by gathering information and interpreting messages.

F. Previous Studies

There are several research related to students' perception of using Learning Management System in Emergency Remote Teaching. First, research was conducted by Sundari (2020) about EFL students' preferences towards the use of digital platforms during ERT. The researcher used a survey method. The participants of this research were 140 university students, comprising 113 females and 27 males, with ages ranging between 18-25 years old and only three participants above 25 years old. The result of this research was much learning and improvement through three digital platforms on the survey, Cisco WebEx Meeting video conferencing, Google Classroom learning management system, and WhatsApp. It was an unprecedented situation.

The second research by Famularsih (2020) focuses on the utilization of online learning applications in English as a Foreign Language (EFL) Classroom. The data was gathered through surveys and semi-structured interviews. Moreover, it was explained using a descriptive qualitative approach. This investigation showed that most students considered the utilization of online learning applications in English learning as effective and efficient in this emergency situation. However, the obstacles to using online learning applications in the English classroom were slow-speed internet connection, so many tasks, not all teaching material can be taught through online learning, and a lack of interaction between lecturer and student. In this pandemic situation, the most favorite online learning application among students is WhatsApp Group because it takes a bit of internet quota.

The third research by Jang (2020) focuses on the capacities of the country and its population to continue the education process at the schools online from distance learning. The study reviews the different available platforms and indicates the ones that were used with the support of the government, such as online portal, TV School, and Microsoft Teams for public schools, and the alternatives like Zoom, Slack and Google Meet, EduPage platform that can be used for online education and live communication and gives examples of their usage. Results confirm that the quick transition to the online form of education went successfully, and gained experience can be used in the future. The experience and studies can be

useful for other countries that have not found the ways of transition yet. The lesson learned from the pandemic of 2020 is solutions for future cases when the countries, governments, and population will be more prepared than today.

Fourth, research conducted by Memon et al. (2019) focus on the effectiveness of the Learning Management System and measures its performance parameters according to memory, integrity, user experience, and other features. It is found from a comprehensive survey that Moodle is popular and adopted by many institutes. Google Classroom is the second most effective tool and is also popular due to its freely available features with G - Suite.

However, this research is different from previous studies. This research focused on Schoology, Edmodo, Google Classroom, and E-Knows as learning Management System often used at UIN Sunan Gunung Djati Bandung during ERT, and this research compares Learning Management System based on student's perceptions. Therefore, this research entitled EFL students' perceptions on the use of Learning Management System (LMS) for learning English virtually during Emergency Remote Teaching (ERT) context.

