

Moodle Virtual Class Effectivity toward Cadets' Learning Motivation and Speaking Ability

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Abstract

This research aimed at identifying the effectivity of applying Moodle virtual class on cadets' learning motivation and cadets' motivation in speaking ability in the pandemic of Covid-19. *Moodle* is one of open source of e-learning software used in lecturing process. The research sample was Studi Nautika Cadets of Sekolah Tinggi Maritim Yogyakarta who were taking Maritime English II class. This research is a descriptive quantitative research. It employed online questionnaire as data collecting method. This study resulted that Moodle usage achievement effectivity on cadets' learning motivation in Maritime English II subject gained 80.83% agreement. Furthermore, it the effectivity of using *Moodle* in Maritime English II resulted in 90.63% in Cadets' motivation in speaking.

Keywords

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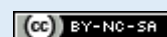
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Introduction

Education purpose with technology and knowledge advancement affects the education and teaching process. As a result, the teachers must be able to use media. Learning media is anything that can be used by the educators to deliver teaching message, trigger the students' brain, feeling, attention also competence that results on motivating them in learning process (Ramdhani & Muhammadiyah, 2015). On the other words, learning media is acknowledged as any media used by the educators in learning process as a facility in information delivery or knowledge transfer to the students. Furthermore, it also aims at motivating the students to create an effective learning. One technology based media that can be employed as a supporting tool to the existed media is *e-learning*. *E-learning* is an internet based application that is able to connect students and teachers in an online classroom (McGreal & Elliott, 2008). *E-learning* is designed to solve the barrier between teachers and students.

Nowadays, the whole world is surprised by a pandemic outbreak caused by a virus named Covid-19. Due to this pandemic, there are various policies applied, especially in universities to run an e-learning. As a result, the utilization of *e-learning* becomes a primary necessity in education process. *Moodle* is the most popular open source program among other e-learning program (Cole & Foster, 2008). *Moodle* was firstly developed by Martin Dougiamas in August, 2002 with *Moodle* version 1.0. *Moodle* is an abbreviation of Modulator Object Oriented Dynamic Learning Environment. It facilitates the teacher and students to do an online learning (Samsudin & Januhari, 2019).

The utilization of *Moodle* application is very helpful, especially amid this pandemic. Since this situation requires a social distancing, *Moodle* application is a solution to keep education process run well. This application is an alternative for the teachers to deliver their knowledge without breaking the obligation to do social distancing and the students gain their right to get knowledge. This application proves that distance cannot barricade anything, especially in education (Batubara, 2019). By utilizing this e-learning application, the distance between lecturer and students amid this pandemic can be solved by the educator team. There are features that can assist during learning process, namely quiz, team work, assignment, communication and learning material upload that is called as main feature (Dougiamas & Taylor, 2003).

Before Covid-19 pandemic, Maritime English II class did not apply *Moodle*. By utilizing *Moodle* Maritime English II class, it is expected that learning process will be more effective. There were some study researching about the online learning using effectivity using Moodle, namely Zainur's study stating that e-learning product, *Moodle*, can be widely and effectively applied in higher education institution in Indonesia (Zainul et al., 2020). Another study, Sánchez', stated that *Moodle* utilization was also directly influenced by perception about its convenience and students' motivation (Sánchez & Hueros, 2010). Meanwhile, the purpose of this study is to know the effectivity of *Moodle* virtual class toward cadets' learning motivation and speaking ability amid Covid-19 pandemic.

Method

This study is a descriptive quantitative study. This study employed questionnaire method that was shared in *google form* in *Moodle* application to all Nautical Studies cadets who took Maritime English II in Sekolah Tinggi Maritim Yogyakarta. Questionnaire is a data or information collection tool in the form of question list or written statement that has been arranged and shared to the respondents. Questionnaire method in this study aimed at knowing the effectivity of *Moodle* virtual class toward cadets' learning motivation and speaking ability amid Covid-19 pandemic. Learning motivation survey was delivered to 24 cadets of semester II Nautical Studies in Sekolah Tinggi Maritim Yogyakarta. Beside using questionnaire, a data cross-checking process was also done by online interview. This interview was done to clarify and gain deeper data about studied points.

Data collection was taken from responses result of the shared questionnaire. Data result will be presented in graph and table. The purpose of data analysis is to give meanings to the collected data. The result of the study

that will be descriptively analyzed is questionnaire data on the effectivity of *Moodle* virtual class toward cadets' learning motivation and motivation in speaking ability. This study employed five Likert scale to score the effectivity of *Moodle* toward cadets' learning motivation and motivation in speaking ability; scale 5: Strongly Agree, scale 4: Agree, scale 3: Neutral, scale 2: Less Agree, scale 1: Disagree. Furthermore, to know the effectivity of *Moodle* virtual class toward cadets speaking ability, this study employed online questionnaire with the liner scale 1-5; Scale 1 to score Poorly Ineffective, scale 2 to score Ineffective, scale 3 to score Normal Effective, scale 4 to score Effectively and scale 5 to score Very Effective. This study is confirmed successful if the Mean of the summation of the effectivity of *Moodle* virtual class utilization toward cadets' learning motivation and speaking ability reaches 80% of effective percentage/Agree and Strongly Agree.

Results

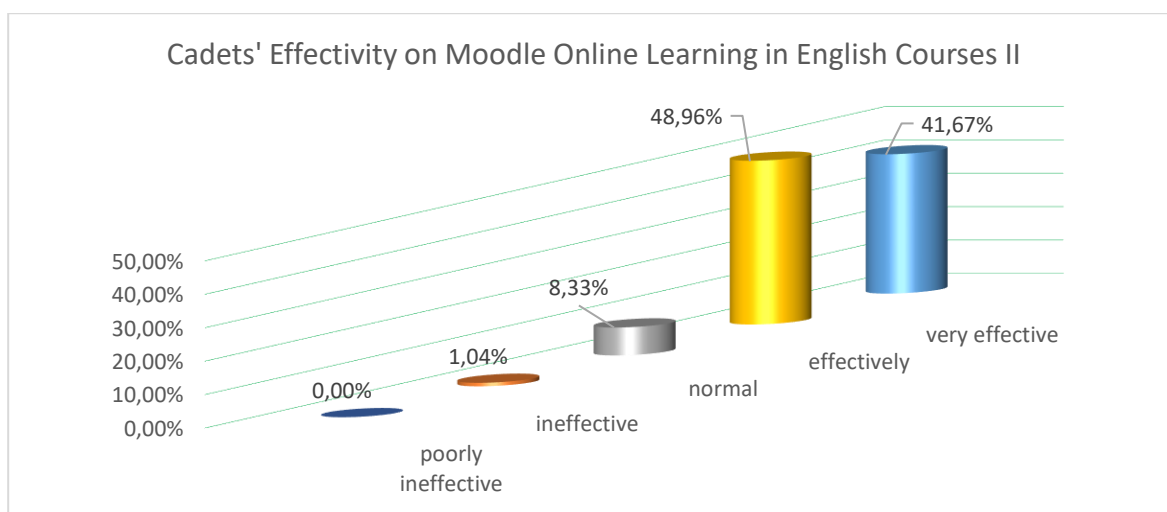
Cadets of Sekolah Tinggi Maritim Yogyakarta realize that they have to do a *School from Home* that requires an online learning. An online learning is applied in Sekolah Tinggi Maritim Yogyakarta using Moodle based application. Below is survey result related to cadets' learning motivation on Maritime English II using a Moodle-based online media.

Table 1. Cadets' Learning Motivation Score Percentage in Maritime English II Course

Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	% Agreement
Cadets gained new knowledge about English in <i>Moodle</i> -based online learning	0.00%	4.17%	12.50%	50.00%	33.33%	83.33%
Cadets always attended the <i>Moodle</i> -based online learning based on schedule set by the lecturer	0.00%	0.00%	4.17%	62.50%	33.33%	95.83%
Cadets were more enthusiastic in doing the assignment in <i>Moodle</i> -based online learning	0.00%	8.33%	33.33%	45.83%	12.50%	58.33%
Scoring criteria applied by the lecturer has been appropriate and motivated the cadets to improve in the future	0.00%	4.17%	0.00%	45.83%	50.00%	95.83%
Online learning using <i>Moodle</i> led the cadets to explore learning sources	0.00%	4.17%	29.17%	54.17%	12.50%	66.67%
The cadets were enthusiastic to discuss during online learning with <i>Moodle</i>	0.00%	4.17%	25.00%	50.00%	20.83%	70.83%
Cadets always did the quiz given in <i>Moodle</i> online learning	0.00%	0.00%	4.17%	58.33%	37.50%	95.83%
Cadets always clicked <i>attend</i> button in <i>Moodle</i> online learning	0.00%	0.00%	4.17%	58.33%	37.50%	95.83%
Cadets always engaged in English forum provided by the lecturer in <i>Moodle</i> online learning	0.00%	0.00%	29.17%	45.83%	25.00%	70.83%
Cadets had English learning interest in <i>Moodle</i> online learning	0.00%	8.33%	16.67%	25.00%	50.00%	75.00%
Mean Score Percentage	0.00%	3.33%	15.83%	49.58%	31.25%	80.83%

This study, beside doing survey to measure cadets' learning motivation in Maritime English II course that applied *Moodle*-based online media, also did a survey to measure the effectivity of *Moodle*-based virtual class toward cadets' motivation in their speaking ability. There are four analyzed aspects related to the effectivity of *Moodle*-based virtual class toward cadets' motivation in their speaking ability, namely (1) efforts to practice speaking English by the assignments given in *Moodle*, (2) interest to practice speaking English by the assignments given in *Moodle*, (3) positive attitude to practice speaking English by the assignments given in *Moodle*, (4) serious willingness to practice speaking English by the assignments given in *Moodle*. Here is the scoring result of The Effectivity of Moodle-Based Virtual Class Toward Cadets' Motivation in Their Speaking Ability:

Figure 1. Moodle Online Learning Effectivity toward Cadets' Speaking Ability in Maritime English II Course



Students, especially cadets evaluate the effectivity of *Moodle*-based toward cadets' motivation in their speaking ability in Maritime English II course and the mean score is Very Effective (41,67%), most of them evaluate Effective (48,96%) and Normal (8,33%). Yet, 1,04% of cadets consider that online learning is ineffective. Motivation is an unseen concept. We can see effort; desire/interest; attitude and willingness (Ihsan, 2016). As a result, it can be stated that the survey on Maritime English II using *Moodle*-based online media toward cadets' motivation in speaking ability about effort; desire/interest; attitude and willingness is effective since it resulted percentages of effectively and very effective of 90,63% or more than 80%. Online learning becomes a key of learning process amid Covid-19 pandemic and New Normal era. It requires both lecturers' and students' preparedness to do Study from Home. The usage of *Moodle*-based virtual class in Sekolah Tinggi Yogyakarta is also very effectively used in the early online learning amid Covid-19 pandemic (Astriawati & Pratama, 2021).

Discussion

Cadets' Learning Motivation in Maritime English II Course

From the table 1 above, it depicts that indicator 1 (cadets gain new knowledge about Maritime English II in *Moodle*-based online learning) gains agreement of 83.3%. It indicates the successful effectivity of *Moodle* utilization toward new knowledge gained by cadets. Indicator 2 (Cadets always attended the *Moodle*-based online learning based on schedule set by the lecturer) of gains agreement percentage 95.83%. It indicates the successful effectivity of *Moodle* utilization toward time discipline.

The third indicator, Cadets were more enthusiastic in doing the assignment in *Moodle*-based online learning, gains agreement percentage of 58.33%. It indicates that utilizing *Moodle* is less effective in cadets' motivation to do the assignments. The fourth indicator, scoring criteria applied by the lecturer has been appropriate and motivated the cadets to improve in the future, gains agreement percentage of 95.83%. It indicates the successful effectivity of *Moodle* utilization toward scoring criteria done by lecturer. The fifth indicator, online learning using Moodle led the cadets to explore learning sources gains agreement percentage of 66.67%. It indicates that utilizing *Moodle* is less effective in cadets' exploration of knowledge sources.

The sixth indicator, cadets were enthusiastic to discuss during online learning with *Moodle* gains agreement percentage of 70.83%. It indicates that utilizing *Moodle* is less effective in cadets' discussion during online class. The seventh indicator, cadets always did the quiz given in Moodle online learning, gains agreement percentage of 95.83%. It indicates the successful effectivity of *Moodle* utilization toward quizzes. The eighth indicator, Cadets always clicked attend button in Moodle online learning, gains agreement percentage of 95.83%. It indicates the successful effectivity of *Moodle* utilization toward cadets' attendance. The ninth indicator, Cadets always engaged in English forum provided by the lecturer in Moodle online learning, gains agreement percentage of 70.83%. It indicates that utilizing *Moodle* is less effective in English forum. The tenth indicator, Cadets had

English learning interest in Moodle online learning, gains agreement percentage of 70.00%. It indicates that utilizing *Moodle* is less effective in cadets' interest in learning English.

From those ten indicators, it is acquired the Score Percentage Mean in applying *Moodle* on cadets' learning motivation on Maritime English II with the percentage: Disagree 0.00%, Less Agree 3.33%, Neutral 15.83%, Agree 49.58%, Strongly Agree 31.25%. As a result, it is acquired agreement percentage of 80.83%. It indicates the successful effectivity of utilizing *Moodle* toward cadets' learning motivation on Maritime English II course. Learning motivation is a learning fundamental aspect that makes students do any activity by having happiness, interest and also enthusiasm on learning (Astriawati & Wibowo, 2019).

Cadets' Speaking Ability in Maritime English II Course

Students, especially cadets evaluate the effectivity of Moodle-based toward cadets' motivation in their speaking ability in Maritime English II course and the mean score is Very Effective (41,67%), most of them evaluate Effective (48,96%) and Normal (8,33%). Yet, 1,04% of cadets consider that online learning is ineffective. Motivation is an unseen concept. We can see effort; desire/interest; attitude and willingness (Ihsan, 2016). As a result, it can be stated that the survey on Maritime English II using Moodle-based online media toward cadets' motivation in speaking ability about effort; desire/interest; attitude and willingness is effective since it resulted percentages of effectively and very effective of 90,63% or more than 80%. Online learning becomes a key of learning process amid Covid-19 pandemic and New Normal era. It requires both lecturers' and students' preparedness to do Study from Home. The usage of Moodle-based virtual class in Sekolah Tinggi Yogyakarta is also very effectively used in the early online learning amid Covid-19 pandemic (Astriawati & Pratama, 2021)

Conclusion

The study related to the effectivity of *Moodle*-based online media toward cadets' motivation in speaking ability during Covid-19 pandemic in Maritime English II course is stated successful. Result of the study depicts the score percentage mean of *Moodle* utilization toward cadets' learning motivation on Maritime English II; Less Agree 3.33%, Neutral 15.83%, Agree 49.58% and Strongly Agree 31.25%. As a result, it is acquired agreement percentage 80.83%. It indicates the successful effectivity of *Moodle* usage toward cadets' learning motivation in Maritime English II class. Furthermore, it also depicts the effectivity of Maritime English II lecturing using *Moodle*-based online media toward cadets' speaking ability that acquires mean score very effective (41,67%), most of them score Effectively (48,96%), and Normal (8,33%). Yet, 1,04 % cadets state that online learning is ineffective. Thus, the effectivity mean of Maritime English II applying *Moodle*-based online media toward cadets' motivation in speaking ability is 90,63%. Since there is a big contribution of using Moodle to the higher education, it is recommended to apply it in collegial level. beside helping the communication between lecturers and students, Moodle also helps students to study using interesting features. It is recommended to develop and improve its service

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