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Students Insight into the Implementation of Flipped Classroom Through Moodle-Based Learning Management System

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ABSTRACT

The emerging technologies enable higher education institutions implement new trends of innovative teaching. The trend has led teachers and practitioners to integrate Learning Management System (LMS) to the classroom process. The present study attempts to explore the perspective of students towards the implementation of flipped classroom with Moodle-Based LMS in English Major class. With the participation of 48 undergraduate students who follow Intermediate Grammar Class in the second year, the data was collected through 5-Likert scale questionnaire consisting of items that cover five aspects such as: implementation, accessibility, strength, learning materials, and problem. The results indicate that generally students have positive perspective towards implementation, accessibility, strength, and learning materials. However, some problems encountered by the students must be taken into consideration by teachers and practitioners in order to run an effective flipped classroom using Moodle-Based LMS in language teaching.

Keywords: Flipped Classroom, Moodle, LMS, English Major, Undergraduate Students

Introduction

The development of information technology and communication has made a huge impact on education. There has been a paradigm shift from traditional classroom into a more modernized class. Recent technological advances and trends toward flexible learning in education have led to the introduction of innovative modes of teaching and learning. Higher education institutions have been combining interactive technology and more active modes of learning that require

students to develop or hone their information communication and technology (ICT) skills and to take more responsibility for their own learning.

Online learning has become increasingly popular for instruction in traditional classes in order to enhance such teaching and learning (Lim J., Kim M., Chen S. S. and Ryder E. C., 2008). Some studies found that integrating online components into traditional classes has substantially improved communications, increased access to Internet resources, and provided a high level of student satisfaction. A newly-emerging trend in higher education is blended learning or flipped classroom which is the intentional integration of traditional (i.e., face-to-face) and online learning in order toprovide educational opportunities that maximize the benefits of each platform and thus more effectively facilitate student learning.

Flipped classroom has been an alternative instruction model that offers students flexibility, as well as convenience. Flipped classroom is a flexible approach to course design that supports the blending of different times and places for learning, offering some of the conveniences of fully online courses without the complete loss of face-to-face contact. It is said that flipped classroom has a more potential robust educational experience than either traditional or fully online learning are themselves able to offer. A successful flipped classroom model is consisting of an initial face-to-face meeting, followed by weekly online assessments, synchronous chat, asynchronous discussions, e- mail, and a final face-to-face meeting with a proctored final examination.

In the present study, a flipped classroom model is implemented through a Moodle-based Learning Management System called Sistem Pembelajaran Dalam Jaringan (SPADA) in Indonesia. SPADA is the implementation of Distance Education in Higher Education which

aims to improve equitable access to quality learning. Since 2014, the Ministry of Research, Technology and Higher Education developed the Indonesian Open and Integrated Online Learning Program (PDITT), which was launched on October 15 2014 by Vice President Boediono. On September 18 2016, the name is changed into Online Learning System (SPADA).

One of the goals of SPADA is to increase equitable access to quality learning in tertiary institutions. With an online learning system, SPADA Indonesia provides opportunities for students from one particular tertiary institution to be able to take a certain quality course from another tertiary institution and the learning outcomes can be recognized equally by the tertiary institution where the student is enrolled.

In designing, developing, and delivering education courses, student needs and perceptions need to be taken into high consideration, as a course failing to meet student expectations and needs may lead to low levels of student involvement (Hall, 2001). Therefore, many efforts have been made to adapt education systems to be more student-friendly.

Student perception is defined as the perceived value of one's educational experiences in an educational institution (Astin, 1993). The perceptions of a student's learning experiences can bear influence on their decision to continue on with a course (Carr, 2000) and affect their levels of satisfaction with their overall online learning experiences (Kenny, 2003). Student satisfaction become one of the most important keys to continue learning.

Several elements that may influence student satisfaction in an online environment include the instructor, technology, and interactivity; other components include communication with all other course constituents, course management issues, and the course websites or course

management systems used. Additionally, student perceptions of task value and self-efficacy, social ability, the quality of the system, and multimedia instruction have also been identified as important constructs.

Bearing this knowledge of the factors contributing to student satisfaction in an online learning environment in mind, one may act accordingly to provide appropriate support and to design appropriate online learning environments, which would positively impact student satisfaction and their engagement with learning, as well as would ultimately positively influence student-learning outcomes.

Methods

The research is concerned with the perspectives of students towards moodle-based LMS called SPADA implemented in one of private universities in Indonesia. With descriptive quantitative approach, a likert-scale online questionnaire was administered to the second year students who took Intermediate Grammar Class through Whatsapp Group and Email. The questionnaire consists of 10-15 items which refer to the students' responses to the relevant case or topics. There are five scales used in the questionnaire; (i) Strongly Agree, (ii) Agree, (iii) Neutral, (iv) Disagree, (v) Strongly Disagree used in this study.

Result and Discussion

Based on the result of this research, the total of participants are 48 students consisting of Female 64,9% and male 35,1%..

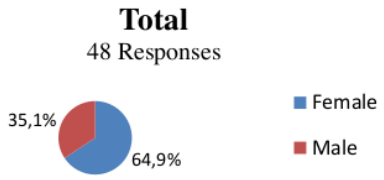

Figure 1 Participants of the study

(Dear Committee I really hope that you may give us more time to complete our full paper)

Conclusion

In the digital era, flipped classroom are important parts of educational practices. Considering the mismatch between the benefits that technologies bring to education and limited usage, as well as a dearth of studies on Moodle-Based LMS use in higher education, there is a need for an empirical study to understand the current situation and guide future research in this field. This study aimed to investigate the students' insight into Moodle-Based LMS by higher education students in Indonesia. It was found that students have positive perception towards SPADA and they have great intention to use it. These included perceived usefulness, attitudes, and perceived behavioral control. Other variables indirectly influenced students' intention were perceived ease of use, subjective norm, output quality, technology complexity, and trialability. The findings of this study generated further insights on the relevance of the models of technology acceptance for future research and provided suggestions for stakeholders in education.

However, the interpretations of the findings are subject to some limitations. First, the variables included in the current study were limited to students in one of private universities in Indonesia. Second, since a cross-sectional study design could not enable researchers to draw causal conclusions, future studies could include experimental studies to replicate this study with an aim to verify and validate the relationships among the variables. Third, students who had participated in this study might have different Moodle experiences from those did not chose to participate. Thus, a further study with a representative sample would be favored. Finally, the variables in this study were all measured through questionnaire. Future studies could include

other forms of data (e.g., qualitative observations or interviews) to provide more in-depth information that may better inform teaching practices.

Acknowledgement

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