

The Use of Moodle Learning Management System to Extend Discourse Class and Research During the Covid-19 Pandemic

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ABSTRACT

Moodle Learning Management System (LMS) makes teaching more interesting and effective. The article proposes 12 steps as a framework to use Moodle Learning Management System (LMS) and Interactive Learning (Ilearn) of Universitas Andalas to extend discourse class and research during the Covid-19 pandemic. I divided the class procedures into three pre-online classes, online classes, and post-online classes in the Indonesian context. A total of 82 students participated in this case study during the odd semester of 2020/2021. Content analysis and non-structured interviews, existing documents, recording, and experience were used to collect the data and manage a learning package.

Keywords: Moodle, LMS, Interactive Learning, Ilearning, E-learning, Discourse, Research

1. INTRODUCTION

E-learning is not just one of the popular learning models but also allows better cooperation among the students, the lecturers, and the tutors [1]. Indonesia, in this case, responds to it by issuing Cultural and Educational Ministry Regulation No. 7 2020 on Establishment, Alternation, and Dismissal of State Education Institution and Establishment, Alternation, Permit Annulment of Private Higher Education Institution, and the Execution of Long Distance Education. Other than that, the National Accrediting Agency for Higher Educational Institution in Indonesia has developed an instrument to accredit the online study program. As to accelerate the higher educational institution to conduct the online contact hour, the Directorate General of Learning and Student Affairs in Indonesia offers a fund aid (grant) for developing and conducting the Online Learning System of Indonesia. The purpose of this article is to propose a learning package on how to apply Moodle and Interactive Learning (Ilearn) of Universitas Andalas as one of the oldest and the famous universities in Indonesia, particularly in discourse class and research during the Covid-19 pandemic.

There are several reasons why the E-learning and Moodle Learning Management System (LMS) are necessary to do in promoting discourse class and research. Firstly, some academicians agree that LMS

can better facilitate the learning process, more adaptive, and more effective [1, 2, 3]. Secondly, therefore, LMS offers better chances for language development [4, 5, 6]. Thirdly, some universities, including master's and doctoral degree programs, have done the contact hour under distance learning concept so that the academic degree achievement runs as usual. Both Aston and Birmingham Universities in the UK, for instance, are two universities facilitating the online program to achieve both doctoral and master's degrees [7]. Thus, E-learning and LMS have become the world's learning trends recently.

So far, discourse class and research at Universitas Andalas are conducting the Students Centered Learning (SCL) approach, mainly peer review and small group panel discussions [8]. Each group is given a material course according to the lesson plans. They are presented by the reviewing groups and the different ones raising questions and criticizing them. The assessment conducted in measuring the student's learning achievement implemented so far is still more focused upon the cognitive aspect so that both the affective and psychomotor ones and the soft skills and the norms seem still ignored. That is one of the reasons why the development blended model planned mainly using Moodle Learning Management System (LMS), and Interactive Learning (Ilearn) are expected to be able to produce not just the evaluating indicators (rubrics) synergizing the cognitive, affective, and psychomotor

aspects but also soft skills and norms applying as well as the independent learning.

2. THEORY AND METHOD

The development of Information Technology and Communication and the Industrial Revolution demand 4.0 develop the learning method, reinforcement, alternative assessment, and evaluation in a higher education institution is more and more central. This is differently responded to by each university. The University of Andalas, for instance, has chosen the platform line Learning Management Systems (LMS) since 2006 by using Interactive Learning (i-Learn) application [9]. Although Moodle Learning Management System (LMS) has an excellent tool for educators, lecturers, teachers, and tutors [1], based upon the LP3M's survey of Universitas Andalas in the pandemic era of Covid-19 with 2.860 students and 211 lecturers, iLearn of Universitas Andalas is still defeated by WhatsApp and Zoom despite defeating both Google classroom and Skype [10]. Even though after 13 years later, the LMS application is not yet popular among the lecturer of Universitas Andalas.

Whereas the LMS platform not just can save learning material easily but also can create interactive and collaborative online learning for teachers and students [1]. Thus the implementation of Moodle LMS in e-learning can extend some linguistics subjects, including discourse class and research. By using this complex comprehension and knowledge of a text, students have a working knowledge for configuring a language construction beyond lingual levels that suit the context of the text, thereby allowing them to be not only successful as discourse analysts but also competent in other related sciences. The students are also able to demonstrate logical, critical, systematic, and innovative thinking in developing multilayered complexities of multilayered discourse analysis.

Discourse class and research need multilayered complexities of language and research aspects and concepts. This study involves profound and distinct multi-approaches of discourse analysis since the reciprocal relationships among language, ideology, politics, history, and other relevant subjects exist at different levels of linguistic analysis and intricacies. In essence, discourse in human cognition and consciousness shapes lingual variations and meaning structures. Particular forms of language practices like that of in indoctrinations process can also construct human cognitive and psychological dimension that therefore affects the structure of discourse. The students are able to demonstrate the profound and distinct multi- approaches on discourse analysis since students' knowledge and skill in conducting discourse analyses can be improved by looking at such larger construction

beyond the lingual discourse phenomena through various approaches and researches are learning outcomes of Discourse Analysis subjects at Universitas Andalas [8].

The application of limited SCL techniques on subjects of discourse at Universitas Andalas so far has several weaknesses. Firstly, this method is still boring for the students, although this SCL is already conducted by learning to do and learning to live together. What underlies this is for the method applied does not yet vary. The application of Moodle LMS is expected to answer the problem. Secondly, the essential books (lecturer's hand-books) directing that some linguistics subjects are useful for the people's needs and the graduation users, which are relative still few. The Moodle LMS could be taken advantage of to access the online materials widely spread in the virtual world. Besides creating courses, there are many modules on the moodle.org website that can help teach more effectively [1].

There are also some weaknesses and problems in achieving the student's discourse learning score in case of choosing the student evaluation currently. Firstly, the students are evaluated both at the mid and at the end of the contact hour only. In fact, the learning process is running for 14-16 weeks. When, at the moment of the Mid Semester Test and Final Semester Test the students experience an unwanted mishap, for instance, sick, or serve as a campus delegate, thus, these cases fall into a conflicting problem. When the position of the highest score is focused upon the two kinds of tests, thus, the fair justice of scoring is still not materialized in a real sense.

Secondly, the process of student daily evaluating is still ignored. During the learning process, their many students actively participate, either asking questions, discussing, and answering questions either in a class or in a study group or during a peer-group discussion. This evaluating indicator needs to be put into an account in each function meeting.

Thirdly, the students have a number of both individual and in a group (pedagogic tasks) or extra class (real tasks) that are also necessary to consider in an evaluating format. In order to run together with the expectation of both the Indonesian National Qualifications Framework Curriculum and Free Campus, the evaluation is not only a single activity to measure the quality of the entire student's knowledge, skill, and attitude, but it is also the result of the learning process. Therefore, the choices of both evaluation techniques and format should be adjusted to the learning achievement and the competence wanted at a given level of the learning process.

Fourthly, as the Curriculum of the Indonesian National Qualifications Framework (KKNI) expects, the students are evaluated in the cognitive aspect and in

affective, psychomotor, norms, and soft skill aspects. These aspects are not well covered yet in the evaluation position so far. The subject extension of linguistics classes are expected to be able to bear a special evaluating format completed with evaluation rubric (indicator) that are measurable, academically tested, and standardized based upon both KKNi and the Standard of National Higher Education (SNPT), among other attitude and norm value, performance capacity, knowledge mastery, as well as competence and responsibility.

E-learning and blended learning are some of the strategies to overcome these problems. Both e-learning and blended learning is a student's independent learning process in the world of online. The students could access the materials given by the lectures freely by making use of the links available [7]. There are two types of blended learning, namely, flipped class and flex one. The lecturer in the flipped class method only evaluates the student's achievement outside the class under the lecturer's guide inside the class. This is different from the flex one making use of networking inside the campus.

In this pandemic era, especially the flipped one, a particularly asynchronous model is considered necessary. To apply it, we need some online applications. Of course, each application has its plus-minus. The Zoom only facilitates as long as 45 minutes, and it is also negatively viewed recently by some people. Google classroom could not be used for a teleconference. Skype (for Business) sometimes has several complicated features for the participants (guests) not enlisted in the paid link.

On the other side, the Moodle LMS and Interactive Learning (Ilearn) have a lot of advantages for the sake of the webometric university level, but it is rarely applied by Unand's lectures [10]. Ilearn is a Moodle-based online learning platform developed by Universitas Andalas in 2006 [9]. Whereas Moodle is a free open source software package designed to create effective online and help lecturers, teachers, and other educators, administrators, and learners as well with an integrated and secure system [9]. Therefore, online learning through the site <http://fib.ilearn.unand.ac.id> and blended learning becomes the basis of the extension of the linguistics subjects while considering a number of indicators in both KKNi and National Standard of Higher Education (SNPT).

In the Indonesian context, this view is supported by Tohir[11], who empowered the concepts of Free Campus (*Kampus Merdeka*), and Independent Learning (*Merdeka Belajar*) in Indonesia recently indicated that he university students are not the object of teaching anymore but as the subject one. Such a concept is parallel to Unesco's four pillars, namely learning to

know, learning does, learning to be, and learning to live together or in the curriculum of the Indonesian National Qualifications Framework (KKNi curriculum). The students are expected to have a knowledge competence and have to have vocational, functional, and professional ones. Therefore, the students do not just listen to the lecturer's material but also get involved, connected, and oriented.

To achieve the purpose of the research, 82 students were investigated in this case study during the odd semester of 2020/2021. Besides content analysis and non-structured interviews, existing documents, recording, and experience were also used to collect the data.

3. RESULT AND DISCUSSION

As stated previously, to apply the Moodle LMS, three stages were applied. They are pre-online class, during online class, and post-online class.

A. Pre-Online Class

These several following steps are only the developing model of discourse class based upon Moodle LMS either under synchronous or asynchronous techniques during five times contact hour. Please compare the traditional discourse class steps suggested by Sawirman [7].

Step 1: The lecturers create a general direction to guide the students. These are some instructions to discourse class during the odd semester of 2020/2021.

- a. This direction is integratively made. Please read it thoroughly without anything missing.
- b. There are three applications to be used in the lecture, namely ILearn of FIB Universitas Andalas and (2) WhatsApp Group (WAG).
- c. Any mistake in placement or dispatch will result in student's loss. Eg. I ask you to send both papers and slide to the ILearn of FIB Unand, but you send them to the other applications; thus, such a mistake will cause them (your assignments) are not found. Automatically it will result in the mark scoring.
- d. The ILearn of FIB Unand is the main application rather than WAG, just auxiliary ones. The further information may be read in the detailed parts of it.
- e. All of the materials already presented in all of the applications deserve for test materials either in a quiz, middle, and final semester tests or their applications in the real world (real task).
- f. The ILearn of Universitas Andalas is accessible at URL at <https://fib.ilearn.unand.ac.id/>
- g. The ILearn guide of Universitas Andalas may be accessed at <https://youtu.be/75BDzbzkbTL>.

- h. The ILearn is used to lay down the attendant list, Semester Learning Plan, papers, slide, live streaming, or voiced slide, list of course material distribution, schedule of video dispatch to WAG, and other information related to the contact hour directions.
- i. The attendant list obligatorily filled up at each regular contact hour stipulated in Unand’s portal, except there is a prior notification over a consent schedule change.
- j. The WAG membership consists of students and the lecturer underwriter in order to assist Ilearn, MS Team, WAG, and the other related information.
- k. Both paper and slide of presentation ether summarized from the course material, book, journal, or other sources or the one acquired from the field data are sent to the ILearn of FIB Unand unless there is another direction from the subject conveners under several considerations. Both the making and the evaluating of the papers and presentation slide is regulated under a particular regulation (please read the paper and slide directions in a given file).
- l. Since the ILearn could not yet offer the present video, from the paper or the slide of the course material as well as could not yet hold an interactive discussion, thus, the presentation video is sent to WAG, and the video discussion is also done through the WAG (please read the video and the voiced slide directions).

Step 2: Around two weeks before the class begins, the teacher(s) put a semester lesson plan, attendance list, and other additional links, guidelines, or rubrics such as mind maps links, paper guidelines/rubrics, slide guidelines/rubrics, video guidelines/rubrics at the site <http://fib.ilearn.unand.ac.id>.

Step 3: A week prior to a topic/a material discussed, the teacher(s) put the learning video(s) and or other related reading materials on the YouTube or other online sources. Those links were sent to both the site <http://fib.ilearn.unand.ac.id> and WhatsApp Group (WAG).

Step 4: The students are asked to look at the video(s) and to read the related materials already prepared per week with an operational sentence:

Please look at the video(s) and read the related materials already prepared! We have sent the links to both the site http://fib.ilearn.unand.ac.id and this WhatsApp Group (WAG).
Instruction

Step 5: The students are asked either individually or in groups to make a mental concept or a diagram or a painting or a caricature about the video(s) or the other materials they saw and read. Sufficient explanations for the concept maps are also expected from the students.

Please make a mind map or a diagram or a painting or a caricature about the video(s) or the other materials you have seen and read and write down the purpose of your mind map! You may open some beneficial links how to create the mind maps at the site http://fib.ilearn.unand.ac.id
Instruction

Step 6: The students have to send their mind concepts or diagrams or paintings or caricatures and their explanations about the video(s) or other materials to <http://fib.ilearn.unand.ac.id>, for instance, under the following operational sentences.

Please send your assignment to http://fib.ilearn.unand.ac.id before the class starts each week.
Instruction

In other words, the students either individually or in a small group on the step 4 are asked to write down their opinions. The students can be also asked to discuss their opinion with the already a small grouped formed before at the beginning of the contact hour. The students are asked to criticize the link contents or the article given with the related readings already assigned with both the peer response technique. In a pandemic era during the Covid-19 pandemic for example, WhatsApp Group (WAG) is one of the easy mobile applications can be used for small group virtual discussion by the students,

Step 7: Teacher(s) create synchronous class link. The learning activity through the synchronous virtual may be used through MS Teams or Zoom application under a multi-layered security standard direction or Skype for Business with by placing the students as the guest. Applications of both Cisco Webex and Google forum may also be used embedded to UNAND’s I-learn in practicing the synchronous method.

Please open our class conference link at http://fib.ilearn.unand.ac.id on time!
Instruction 4

B. During the Online Class

Step 8: The teacher checks their students’ understandings related to the previous materials such as their mind maps or diagram etc. in the previous weeks randomly chosen with an operational sentence:

What do your mind maps mean? What does the article talk about?
Instruction

Step 9: The teacher can add other related materials from other resources or ask one of the students or one of the group representatives to present their materials.

Step 10: Either the students or the group representative are asked to criticize their report or their discussion result through I-learn or other online media with peer- review technique. The students or the group representative is asked to raise questions either to the presenter or to the lecturer related to anything having been not understood over the topic discussed.

Step 11: The students are asked to draw a conclusion based upon the online presenter or online video or the reading result by randomly referring to the reinforcement from the reading result with an operational sentence as follows:

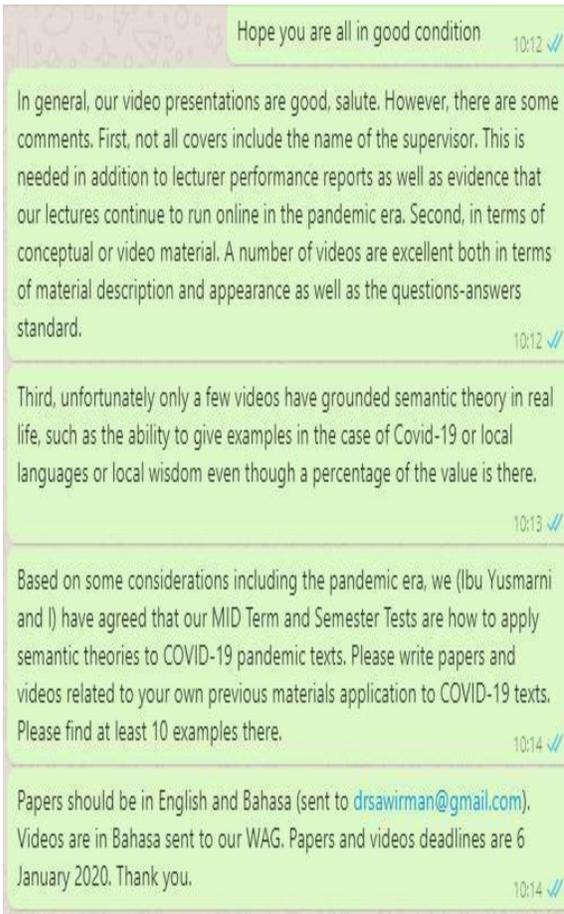
Anybody can conclude our discussion. What does your mind map mean? What does the article talk about? Group X, what is your conclusion, etc.?
Instruction

C. Post-Online Class

Step 12: Before ending the contact hour, as a facilitator, the lecturer asks the eliciting question (reinforcement) in order to ensure him/her that the students have comprehended either the video or the live streaming film or the other on-lined course materials discussed while telling them to follow up the real tasks over the topic discussed as well as to let them the course material or the task of the topic for the following week at <http://fib.ilearn.unand.ac.id>.

The synchronic contact hour is mostly held through MS Team, Skype, Google Meet, or Zoom in the given schedules particularly regulated through WAG. Asynchronous contact hour (the contact hour time is not the same and with a different place is conducted using both ILearn and WAG. Please send the slide without audio to the site of ILearn of FIB Unand <http://fib.ilearn.unand.ac.id/>. The voiced slide or video presentation, from now on, referred to a video made with other application types sent to WAG of our subjects.

The purpose of making a video is widely intended to the consumers or the viewers and learners across Indonesia. In other words, the videoed narration made is not allotted to your lecturers to listen to, but we (you and the contact hour/course material) supervisor make the video narration for the listeners/the viewers across Indonesia (see the example of video narration in the further description).



During the contact hour going on, please send all videos to WAG only. This is meant to eschew something legal inherence or law of ITE nuance that you (we) undeliberately do, for instance, forgetting of enclosing the source of someone’s statement or taking symbol(s) having all rights preserved/patent. Prior to the declaration all pass-class test, preferably the videos selected are televised on YouTube and/or the related learning sites in order to help the students across Indonesia.

4. CONCLUSION

These 12steps applied to discourse class and research are relevant not just to both KKNI-based Curriculum and the Standard of National Higher Education in Indonesia but also relevant to SCL

principles. KKNI-based Curriculum in Indonesia suggested that the students are able to perform not just cognitive aspects but also have the capability in managing group, working together, analytical skills, and creativity, particularly in the field of discourse analysis.

The students on these 12 steps might be minimally scored not just in their activeness, responsibilities, insights, and horizons, but also in their creativities, attitudes, cooperation, psychomotor, value, and sense of technology. In short, they are relevant to both the KKNI-based Curriculum and the Standard of National Higher Education in Indonesia. One of the SCL principles is to prioritize real tasks rather than the pedagogic ones. One of the attempts toward that, a number of real tasks run together with the local condition that could be accessed by the students without spending a high cost. The task guide is also included in the Unand's I-learn. The students are asked to observed and write down the real condition happening on the spot directly in their expression.

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