Online Course Application: The Strategies in Boosting Students' Engagement

Mazroatul Ishlahiyah[1,*] Asni Furaida[2,] Nur Latifah[3]

[1] *Department of English Literature, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia*
[2] *Department of English Literature, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia*
[3] *Department of English Literature, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia*
Corresponding author. Email: mazroatul@uin-malang.ac.id

ABSTRACT

This study explores the strategies in boosting students' engagement through online course application. By using a qualitative design, it examined the posting of students' comments toward the materials, instructor's instructions, students' assignments, and all the activities in Canvas. The finding shows that online course application is one of the media that can boost the students' engagement through some features and services provided. However, the role of the online instructor cannot be ignored in boosting students' engagement. The instructor controls all the activities during the course. Moreover, there are some strategies provided by the instructor. The first is building good interaction between the instructor and the students. Next is elaborating and exploring the students' ideas through assignments. Then, providing the materials and assignments are relevant to the real-life situation and technology development. Next is applying the usage of technology and multimedia in the learning process in accordance with online course application. Another strategy is giving different and challenging instruction to avoid flatness. The last is preparing an authentic assessment by providing a discussion or assessment rubric. In short, the online course application is a medium to support the learning process by providing several features that are in accordance with the materials and the strategies used by the instructor. The features available in the application and the instructor are the keys to success in boosting students' engagement.

Keywords: Online Course Application, Students' Engagement, Online Course.

1. INTRODUCTION

In the era of rapid technology in Indonesia, conventional learning is not enough to fulfill students' needs. It relates to students' proficiency in the class. During the class session, not all students understand at the same time. While half of the students can understand the materials during the class session, the others are still trying to figure out what the material is about. Therefore, many students are still seeking out help for their studies outside the class.

The imbalance of understanding within the students in catching the class materials and seeking help outside the class can be suspected due to students' low engagement. Teachers cannot focus on all students, while students cannot freely assess the teachers' materials multiple times; students cannot pause, accelerate, or repeat the teachers' explanation as they need [1].

Furthermore, Indonesian students' characteristics, which are famous for being shy, inactive, lack of initiative, afraid toward criticism, intolerance, low curiosity, irresponsible, unfriendly, indifferent toward surroundings, and need motivation, also become the factors that support students low engagement in learning [2]. Therefore, those characteristics should be changed by giving a new method in the learning process. However, the current conditions where the Covid-19 pandemic demands very significant changes in the education sector, then there should be different learning alternatives to increase students' engagement.

In addition, the word "engagement" means the action of engaging or being engaged. The students'

engagement in the learning process is significant to absorb knowledge and materials. As mentioned above, students who seek out additional help for their learning turn to an online course. Today, online course blooms vigorously as the consequence of the increasing internet users and pandemic Covid-19.

The information technology development on the internet in Indonesia has a good impact toward all life aspects, including education. It triggers the use of online course in society and soon becomes very popular. Many internet content creators compete to make an educational application content that can be downloaded freely in the App store or internet browser. Therefore, it enables distance education possible in helping Indonesian students' learning. This phenomenon brings a paradigm shift in education [3].

The online course is categorized as non-formal education, a supplement for formal education. It turns out that the participant of online courses is highly educated and job-oriented students [3]. An online survey that was conducted in July 2013 stated that nearly 35,000 students enrolled in online courses [3].

The significant position of the online courses in Indonesia is marked by the regulation issuance of education and culture ministerial, number 24 of 2012 on the implementation of distance education in higher education. The system is embedded in education and becomes the alternative for the society to access a better education quality [4]. Distant learning is manifested in the online course as the result of 21st-century innovation in education. It has the capability to become an education system that has a wide range of space, time, and socio-economic opportunities that can open access to education for anyone, anywhere, and anytime. The government hopes that online courses can become one of the contributors toward achieving the national target, which gross enrollment rate in higher education is from 26.34% in 2011 to a more significant percentage in the coming years [4].

The prospect of distance learning in Indonesia is very promising because, in the practical notion, many Indonesian professionals and business practitioners prefer to apply for online courses. It is caused by their subject has been particularly listed in the syllabus then students could choose it according to their need or their professional field. Indonesia is also a big country which consists of many islands, with the government support of creating many IT infrastructures, the barriers of internet connection can be solved. So, people from remote and rural areas can join the class of online courses. Besides, time flexibility becomes the other reason why online course able to grow fast in Indonesia. The students can also manage their time of learning based on their daily schedule freely.

The fast growth of online course causes the existence of many applications which offer their services freely or with the low tuition money, such as Edmodo, Canvas, Ruang Guru, Quipper, etc. One of the online course applications that the students used to help them learn materials is called Canvas. It is a new learning management system (LSM) expanded by Salt Lake City-based instructors, which both instructors and students can use this platform [5].

Canvas as an online course has the capability tools to advocate teaching, learning, assessment, and course management. Canvas also becomes an alternative way to titillate students in gaining learning objectives and give them the best learning approach, as well as corroborate instructors in their role. Canvas is elected in this research for its practicality offered. It has the ability to incorporate with the other learning instruments and its determination over a broad range of specification [6]. Canvas also authorizes instructors in inserting interactive activities links to the external and internal resources and media (images, URL, video, emoticon, etc.) into the lessons [7].

However, some online course application only give materials without providing instructors and spaces for student to have interaction in exploring their ideas and competencies so the students' engagement cannot be explored maximally. Moreover, this study focuses on Canvas as an online course application because it is able to give services to boost students' engagement and present the instructor. In conclusion, this research question regarding students' engagement through online course application is "What are the strategies to boost students' engagement through online course application?"

2. LITERATURE REVIEW

2.1 Online Course Application

In the online course history, Manitoba University in Canada is considered to be the very first unpaid global online course [1]. The online course idea pioneer thinks that it is part of the open education action that included the portion of its members' participant. Later, the online course application starts to appear and offers the students satisfying results if they join it. One of the online course applications mentioned above is Canvas.

Canvas consists of several tools that have modern features. It can be used for instructors and students in one platform, while the registration mode is different between instructors and students. It is effortless to operate by its user. There are some guidelines that can be easily understood by the instructors and students. Canvas features include basic learning management system (LSM) functions for managing enrollments,

sharing documents, submitting assignments, assigning grades, and personalized features for each student.

The Canvas application's supremacy [5] is as follows: it is simple and user-friendly for many features; its dashboard page quickly summarizes assignments, announcements, quizzes results, and other relevant information or features. It customizes notification via email, text message, and social media account as the students desire. However, it also has a working calendar that can be integrated with the other calendar tools, such as: Google Calendar, or other calendar applications. It also supports media content, whether it's video, photo, postings, etc. It can be accessed on any computer device, including Smartphone or Tablet. Through the app, students can check their grades, course progress, take part in discussions, including posts and receive text, audio, or video message. It provides quick feedback from the instructors on assignments.

First experience login into Canvas, students will start at the user dashboard; the user dashboard will show the course-related activities and "to do" lists. It also provides access to Canvas email, profile and notification setting, courses, grades, and calendar [8]. The course dashboard will be the first page within the Canvas course. On this page, there are items such as course content and course navigation links. Canvas offers course navigation indicators that allow accessing new grades posted without having to access the grade book. There is also a course activity stream that allows the view of recent activities within a course [8].

Basically, Canvas as an online course application is free and possesses high-quality course content with a particular standard as the classroom-based course. Canvas employs a particular designed materials format that enables students to study continuously and provides professional instructors who will assist them within tight schedules and give them grading assessments.

2.2 Boosting Students' Engagement

One indication of students' successful learning process is shown in their engagement. When students engage highly in their learning process, the knowledge and materials given will be comprehended maximally. To boost students' higher engagement, a theory explains it in the scheme [9] as follow: **Input** (personality of students, institutional resources) => **process** (learning environment and students' engagement) => **output** (students' development skills and knowledge). It means that to get a high engagement of Indonesian students in the learning process, the inputs should come from the student personality and the institutional resources.

In fact, Indonesian students' characteristics, which are famous for being shy, inactive, lack of initiative,

fear toward criticism, intolerance, low curiosity, lack of democracy, irresponsible, unfriendly, indifferent toward surrounding, and need motivation, are deficient in the learning process [2]. Those characters should be changed. Therefore, strategies to change those characteristics are required. The students need some other approach to study, such as: learn through online course. In this study, Canvas will become a media to realize the goal of Indonesian students' engagement.

The scheme process above is the dynamic process of students' engagement based on the learning environment. The barrier related to their characteristics is possible to change within the online course through Canvas. It will accommodate the process of learning. It provides some tools through which Indonesian students can explore a particular subject maximally. Moreover, it is displayed in a fun, simple, and challenging way. As we know, online media, which is the product of technology, has become part of our lives, so interactive teaching resulting from a good learning environment and students' engagement with technology becomes a groundbreaking advancement in education. Thus, technology has been demonstrated to enhance learning outcomes and engagement which the results are students' development skill and their engagement itself [10].

In addition, to boost students' engagement through Canvas in the online course, students also need motivation and active learning [11]. The uniqueness of Canvas is that it is a media that meet instructors and students in one technology platform that creates active learning and motivates the students to be actively involved in the discussion.

Moreover, teachers' responsibility in pedagogy level, teachers help students learn and actively strengthen their capacity to learn how they can develop their motivation and creativity in learning [12]. In Canvas, the instructors control the students' activities and help students create assignments, and strengthen them to give their friend's assignment feedback. It is used in boosting students' engagement. In addition, student engagement has been built based on the expected objective to improve all students' learning abilities by acquiring knowledge and innovating or becoming timeless learners in a knowledge-based society [13]. Then, the role of student engagement is a strategic process for learning and an accountability outcome unto itself. However, the success of student engagement comes from the responsibility of the instructors and students. It does not go one way, but they must run the learning activities together in accordance with the objectives and directions that have been mutually agreed upon.

Furthermore, in boosting students' engagements, some categories must be considered and given attention. Synthesizing the categories like interaction, exploration, relevancy, multimedia, instruction, and authentic assessment is recommended in improving student engagement [14]. Interaction is a respectful relationship between instructors and students, students and students in the community. Nowadays, students tend to be

extremely social and interactive learners [14]. They want to interact and communicate continuously with their friend and want these connections encouraged by the environment. They need social interaction and engagement to explore their ideas, their capacity, and competence. Besides, there are three criteria to build the interaction in the community related to the concept of interaction: (a) Learn from the others in the community, (b) Connect with experts and expertise, and (c) Have more chances for dialogue, conversation and discussion [15].

Moreover, engaging students are usually predominantly inquiry-based, problem-based, and exploratory [14]. From inquiry-based and problem based, students gain some opportunities to explore their competence, find solutions, answer for themselves, and create new uniqueness to engage themselves in the learning process. Besides, digital media is reforming language, especially spoken language, so the new forms of digital media are able to create video games, social media, and alternative ways of learning [16]. Therefore, digital media can explore new alternative learning methods and become one of the ways to boost student engagement.

One common component for engaging learners is "relevancy." In the digital era, learners tend to apply reflective learning. It means that they prefer to apply real-life scenarios than theoretical and text-based. Learning with authentic materials, problems, and real-life conditions, and community issues involves students and prompts a sense of goal to the learning experience [14]. In Canvas, students are given authentic problems like their friend's assignment, video, and articles relevant to the materials. It is one of the examples of relevancy. In short, this is one of the ways in boosting students' engagement.

On the other hand, there are three factors involving students: (a) Relevancy: the topic or material related to the students' interests and focuses; (b) Responsibility: students help them grow. They are controllers and managers toward what, why, how, and when they plan and arrange their learning; and (c) Reality: solving problems, helping each other, giving feedback or making progress genuinely matters to someone [17]. Relevancy becomes a principle in creating material and conducting the assignment.

Technology positively impacts the students [14] in learning subjects, exploring ways to present their learning process, and helping students control their learning process. It can also help manage and control the students' knowledge and create a creative learning environment [18]. In addition, technology is one of the greatest tools for the 21st century for effective, innovative, and lifelong learning [19].

Engaging and challenging instruction becomes one of the important roles to encourage engagement in the learning process. The instructor gives relevant materials with the students' interest, outcomes, and capacity to build communication. Learning with students' engagement should involve the instructor's ideas and instructions. Besides, the instructor must allow the students to connect and interact each other and control how the materials and communications are interconnected. However, the students also learn from and each other within the community. By doing so, they have more opportunities in building active discussion such as making dialogue and conversations [15]. In short, challenging instruction can be built from the instructor's challenges and the students' willingness to learn and participate in learning. The instructor must try to change the concept from teacher-centered teaching to student-centered learning [18].

Moreover, assessment for learning (AFL) asks for instructors to apply formative assessment practices to monitor, adjust, and control the student success and involvement in discussion and communication about how they are learning, conducting assignments, giving feedback, and interacting with each other [14]. AFL is recorded to increase and enhance students' engagement and student motivation in joining the learning process. The students know how they should do. They can set up their strategies in joining the learning process and do more for the best result. Based on some categories in improving students' engagement, this article explores how to boost students' engagement through online course application will be unfolded in the next chapters.

3. METHOD

This study used qualitative design since it examined the posting of students' comments toward the materials, instructor's instructions, students' assignment, and all the online course application activities, especially in Canvas. The posting taken as the data contains the students' engagement toward the material, giving feedback, sharing an opinion, and discussion. However, this study focused on identifying the strategies in opinions students' engagement through online course applications. So, not all the materials presented in an online course through Canvas are served as the data.

The data were collected during the online course, which runs from March to May. The participants of this study were students in an online course class that using Canvas. It consisted of 39 students and 1 instructor. They were chosen as the participants since they followed the online course actively.

4. FINDINGS AND DISCUSSION

To boost students' engagement in the online courses, the instructor should consider several common elements. Some common strategies are recommended in improving students' engagement, such as interaction, exploration, relevancy, multimedia, instruction, and authentic assessment [14]. The instructor also gives more attention to control the students' activities during the online courses.

From investigating some materials and activities in online course application, 8 materials involved. It can be seen from all the activities during learning, such as the

total of postings based on the students' activities, the instruction, the authentic assessment given by the instructor, and some of the Canvas application features.

The summary of the materials and the comments are listed in Table 1.

Table 1. The materials which involved students' engagement

Topic	Instruction	Total of Postings and comments	Content of Comment
Getting to Know Each Other	Creating a short introduction by posting the recent photo and a short description, video.	415 comments	Upload Photos and Videos, Introduction words (short description), Replies of postings
Understanding The Concept of Autonomous Learning	Watching the video and read the two articles. Participating in a discussion by answering the questions from instructor.	101 comments	Replies of postings, opinions and comments of the video and articles, Answer of the question from instructor
Click, Browse and Play	Exploring the apps delivered by instructor keeping in mind to promote autonomous learning in classroom. Posting the response and elaborating the feature(s) of the apps that has the potential for promoting autonomous learning.	110 comments	Replies of postings, opinions and comments of the apps, Choices of the apps, explanation of the choices
Digital Literacy for 21st Century Teachers	Reading text about digital literacy. Thinking about how the 21st century classroom (digital-age classroom) can be applied in future classes.	87 comments	Replies of postings, opinions and comments of the digital literacy, Answer of the question from instructor, Explanation of the answer
WebQuest Practice	Choosing any search tools which are provided to find all relevant information about infographic. Describing briefly the infographic tool that found from the search	97 comments	The result of reviewing and practicing the search engine and infographic tools, Replies of postings, Opinions and comments of infographic tools
Mobile App Ideas	Exploring Quizlet, Socrative and Sli.do, reflect and discuss the questions	90 comments	Replies of postings, opinions and comments of the digital literacy, Answer of the question from instructor
Promoting Autonomous Learning by Using Videos	Posting the ideas based on the articles provided and experience in using videos to promote the students' autonomous learning attitudes.	81 comments	Replies of postings, Opinions and comments of using videos in promoting students' autonomous learning, Additional information
Using Video in the Classroom	Creating a storyboard, a video, and a lesson plan in which integrate video creation the lesson. Sharing the experience of the use of video creation in English class.	83 comments	Replies of postings, Opinions and comments, Experience in using and creating video in classroom

The total comments show the students' engagement in discussion, it ranges between 81 comments until 415 comments. It characterizes high students' engagement in the learning process at Canvas. The students not only interact with the instructor but also build a relationship between the students. The instructor plays a role as a facilitator to give examples, instructions, advice, and suggestions to them. Besides, the students have roles as performer, commentator, creator, helper, and evaluator. Therefore, the active discussion can be built well and actively.

Canvas helps the instructor boost students' engagement because from this platform, the instructor can build interaction between instructor and students and students to students. It also provides some features to help students explore their assignments, like creating videos and using technology.

Though there are some features in Canvas, the researchers only focus on a feature entitled *"course"*. There are four services prepared by *course* feature. They are *home, modules, people,* and *grade*. *The home* feature contains general description of the course and some features included *course stream, course calendar, course notifications, what should to do* and *recent feedback*. Before beginning the course and doing some assignments, the students should understand the *modules*. Some directions about the course are given to help the students follow the course and operate the application *like introduction of the course, Overview of the course, Canvas Navigation Basics, Commenting in Discussion Forums, Course FAQs, and Discussion Rubric*. Next is *people*. It is provided to give information about the students and the instructor. The information includes their picture, their name, and their role in the class. By knowing the picture, the name and

role, the students' engagement can be boosted earlier. The last feature is *Grade*. It contains a list of the materials will be discussed, due date, and score gained by the students. Moreover, it also serves the relevant material with the development of technology and the teaching-learning process in the digital age. It sets some tutorials using technology like how to upload on Youtube, how to create video, tutorial on viva video maker, etc. It also gives challenging instruction and authentic assessment, which is explained in detail on every topic.

This application performs high interaction between instructor and students or students to students during learning proses. It can be seen from the number of postings and comments. In the first material, the total postings and comments achieve 415 comments, including 40 postings of introduction words, 26 videos, 76 instructor's comments and 273 students' comments. Next material is 101 comments which consist of 26 postings, 11 instructors' comments, and 64 students comment. Besides, 110 comments are in the third material covering 20 postings, 6 instructors' comments, and 84 students' comments. However, comments are reduced on the fourth material. The comment is only 87 comments that encompass 23 postings, 6 instructors' comments, and 58 students' comments.

In WebQuest Practice material, the total of postings is 23, the instructor's comment is 8 and 66 is for students' comment. In the sixth material, the postings are only 20, the instructor's comment is only 2 and the students' comment is 68. The lowest posting is in the seventh material. It is only 81 comments. The last material has 83 comments covering 21 postings, only one instructor comment and 61 students' comments. In short, in the beginning of the online course, the students actively post the assignment, reply to the postings, help friends' problems, and explore their ideas. However, the interaction has decreased during the course. It is due to the reduction of students who are active in the online course.

Furthermore, the exploration activity is also very demanding. It is based on the assignment postings such as video, introduction words and some comments containing replying to friends' posting, answering instructor's questions, giving opinion or feedback of friends' assignments.

Introductions words are always begun by greeting and mention the name, like in datum 1.

Datum 1

Instructor : Hi Everyone
("showing picture")
*It is me **Hanung Triyoko**, your facilitator for this course. I am so happy to have had this opportunity to share and to develop our English…………*

Student 1 : *Finally, I can see your story mr. Hanung. It was amazing to be a lecturer with lots of experience. ………… **Ghea.***
Student 2 : Hi Ghea,
*Are you from Solo?.................**Asni.***
Student 1 : Hello Asni,
*Yes, I am from Solo…………**Ghea.***
***Student 3 : Hi, Ghea. Nice to meet u.** I am Kartika………….*
Student 4 :Hi, pleased to meet you :)
*My name is **Maulida**. I love reading, watching movie, drawing, and cooking sometimes :)*
You can reach me through my instagram account: maul_adja and facebook: Maulida……..

In introduction, the instructor began the class by showing his introduction to the students and greeting them. He also mentions the name and shares his expectation and experience. Moreover, the students also directly reply to the instructor's posting by greeting and mentioning her name and showing her introduction. The other students also directly reply to her friends' posting. This activity makes students feel less embarrassed and involved in the class because they greet each other and say each other's names. The words are included greeting such **as Hi, Nice to meet you, Pleased to meet you.** They also mention the name like Hanung, Ghea, Asni, Kartika, and Maulida to make each other more familiar and engaged.

Moreover, the exploration activity to build students' engagement is by answering instructor's questions, giving opinion or feedback of friends' assignments. It can be showed in datum 2

Datum 2

Instructor: How can autonomous learning help students become better learners?.....................
Student 1: Dear everyone, before I try to elaborate my understanding on Autonomous Learning Method, here we know from Benson (2006) mentioned that autonomous learner will be fully responsible for their decisions, process of learning and result of taken process…………
*Student 2: I do strongly agree with you **Gea**. As we know autonomous learning was very rarely discussed in Indonesia……….*
*Instructor : You have just made a good summary of the concept of autonomous learning, **Melvina**……….*
*Student 3: I do agree that social media today influence the way people learn….**(Maulida)***
Student 4: I agree with you strongly Maulida…….

Process of learning is also helping to boost students' engagement and interaction. In datum 2, the instructor gives a question to the students to boost students' engagement. After giving the question, the instructor gives the students the time to answer and discuss by sharing their opinions. However, the instructor also gives response by showing compliment

to the students. In addition, the students also support their answer by showing reference. It is used to show their engagement seriously in learning process. They also engage their selves by giving opinion and commenting their friend's answer. High interaction is also evidenced by mentioning their friend's name when they comment.

However, the exploration is also based on the students' creativity in conducting the videos, following the instructor's instruction, finding the solution by sharing opinions and references, and using media. The student's exploration can be developed actively through Canvas because it provides some features and materials that encourage them to explore their ideas.

Materials and assignments in Canvas are very relevant to real-life situations and technology development in the 21st century. It is build upon the topic of the materials which delivered by Canvas. Students are challenged to learn about *autonomous learning, some applications promoting autonomous learning, digital literacy for 21st century teachers, WebQuest practice, mobile app ideas, and using videos in the classroom*. Therefore, Canvas provides opportunities for the students to engage in the learning process because they can share their experience and reflect their condition based on the topic.

Datum 3

Instructor *: From the reading, you now know more about digital literacy. Think about how the 21st century classroom (digital-age classroom) can be applied in your future classes. What do you think are the most important aspects of digital literacy that "21st century" teachers should be aware of?*

Student 1: *In my opinion, the most three important aspects of digital literacy needed by teacher are:……….*

Student 2: ***you've elaborated so much*** *about digital literacy bu Maulida..*

*Sometimes **we face students** that still have difficulty to use gadget or some other tools. they prefer paper test rather than using technology to submit or do the task. **I have ever faced this trouble bu Maulida…….***

Student 1: ***Thats true bu,*** *sometimes they prefer using 'conventional way' to do assignment. To face this, **I observe** what social media/website that they used many times……*

instructor: ***A very smart idea*** *to use both conventional and modern tools to boost learning process **Maulida,** especially in the transition era like what **we all face now** in Indonesia……*

Student 4: *Based on your explanation, it can be implied that, if literacy is treated that way, the term "literacy" is quite synonymous with competence……*

Instructor: ***A very interesting remark*** *you have about the internet **Panji**, thief of time, but **I think that doesn't always means negative, does it? Panji?,***

Student 5: ***Yes Sir,*** *sometimes it can be positive*
Student 6: ***I strongly agree with you Panji***
Instructor: ***Thank you for starting the discussion with a very fascinating explanation*** *on your three most important aspects of digital literacy.*

The topic or material chosen to be discussed is one of the factors in boosting the students' engagement. When the material is not familiar with the students, they do not involve themselves in the discussion. However, if the topic is interesting, familiar and relevant to them, they will be encouraged to engage in the discussion. It caused they can share and reflect the material based on their condition and experience.

In data 3, the instructor provides reading text about digital literacy and then asks the students' opinions about the topic. Furthermore, the student 1 shows their opinion by showing his argument supported by some theories (references), she also reflects with her experience. Then the other student responds by complimenting her friend (you've elaborated so much) and shares his experience (we face students, I ever faced). She also mentions her friend's name to show their proximity (Bu Maulida). The student 1 also replies directly and shows her another experience (that's true bu, I observe). The instructor also praises the students (A very smart Idea) and mentions the name to show their closeness and shares his experience.

In other hand, the other student also shows his argument based on the first student's opinion and the instructor lauds him and asks to catch another opinion from him. Then the student replies it directly. In the last, the instructor shows his appreciation about the students' arguments, opinion and experience. Even though Canvas provides some features in helping the students and the instructor interact easily, the instructor's role and the material given influence the students' engagement.

Canvas is a learning management system used to design and deliver e-learning [20]. So, it is one of the media which encourage students to engage themselves in the learning process. Technology and multimedia affect the students' interest to engage in learning. Through Canvas, the students can learn language using technology; can solve other problems using technology, able to learn the technology using technology. It is very interesting since Canvas provides English learning supporting technological development. After all, every material provided by the instructor in Canvas is focused on the ways in creating the lesson material through technology and the use of technology in English teaching learning process such as *autonomous learning, digital literacy, mobile apps, videos, some other applications like quizlet, padlet, rubistar, mentimeter, grammarly, answerthepublic, Englishcentral*. In short, the instructor only provides the link then the students can open directly from Canvas by clicking the link without go to another browser. The instructor and the application can support each other.

In addition, through Canvas, the instructor gives some challenging instructions to the students. It can be seen from the instructions in every material. There are some challenges which must be overcome by the students. Students must create a short introduction by posting the recent photo and short description or video in the first material. Next, *they have to watch the video, read two articles and answer the questions from instructor*. In the third material, *exploring the apps delivered by instructor, posting the response, and elaborating the apps' feature(s) that can promote autonomous learning*. The following instruction, *students must read texts about digital literacy and think about how the 21ˢᵗ century classroom (digital-age classroom) can be applied in future classes.*

In the fifth material, *the students have to choose any search tools to find all relevant information about Infographic and describe it briefly. Then, explore Quizlet, Socrative and Sli.do, reflect and discuss the questions. The students must post the ideas based on the articles provided and experienced by using videos to promote the students' autonomous learning attitudes*. The last instruction is *that the students must create a storyboard, a video, and a lesson plan to integrate material into video creation*. At last, in Canvas the instructor provides different challenging instructions to engage the students' engagement and avoid the boredom that students might feel. It also influences the students' interest to contribute in the discussion actively.

Nevertheless, one of the key in boosting students' engagement in Canvas is that the instructor sets up the discussion rubric before joining the course. It can be downloaded from *modules*. So, the students can prepare themselves well and boost their engagement during the course. The discussion rubric contains the score and the description what the students should do when they want to get the best. The discussion rubric is like this:

(Score 9 –10) *Postings at this level should be timely, giving other participants opportunity to respond. Relevantly respond to all the discussion questions, demonstrating excellent understanding and knowledge of content and applicability to professional context. Be supported by relevant references, and these references are properly paraphrased and/or quoted and cited.- include elaborate and relevant replies to two or more posts of the other participants*.
(score 7 –8) *Postings at this level should ...-.........*
(Score 5 –6) *Postings at this level...-................*
(0)*Participants do not post any responses, or the responses contain plagiarism.*

The rubric is very clear and can be one factor to boost the students' engagement. However, when conducting the assignments, the instructor always reminds and conveys rule clearly to the students. It is applied to build students' responsibility toward their assignments. The instructor expects that the students are *in timely; relevantly responding to all the discussion questions. The students can then demonstrate excellent*

understanding and knowledge of content and practical to professional context, which is supported by relevant references. These references are properly paraphrased and/or quoted and cited (no plagiarism). The students also elaborate and give relevant replies to two or more posts of the other participants.

Therefore, authentic assessment in Canvas is very useful in encouraging students' engagement because it can control and monitor students' activeness in following the materials. It is also used as the standard and guidance in gaining the score from the instructor. So, the discussion and activities can be carried out based on expectation and agreement. In short, the application provides the service in uploading the rubrics given by the instructor.

From the whole analysis, most of the materials performed by Canvas and provided by the instructor are very supportive to boost students' engagement. All the strategies in increasing students' engagement can be explored and applied maximally. Canvas provides the features and services in setting the authentic instructions and materials that allow the students to interact each other, explore their ideas and capacities, examine the materials relevant to their real-life situation, and apply some technologies in their learning process.

Although online course has some drawbacks including lack of interactivity [21], Canvas as an online course application can build the interaction between the people involved in the learning process like the instructor and the students. They can give feedback to each other by directly commenting and giving opinion, argument of the postings. Feedback can augment students' academic success, concern and best attitude in the course [22]. When given feedback, the students are directly called to join and participate to the course. They want to know about their assignment comment. They could finish the job maximally or not. However, feedback means peer support. Peer support can be an independent predictor in enhancing students' engagement. It is used to utilize their friends in the community. They can interact to each other, share the experience and information, and emotional support in finishing the task and assignment [23].

Besides, greeting and mentioning the names when they build interaction also shows their engagement and proximity in the class. Although they never know each other but they can feel closer by mentioning their instructor's name and their friends' name. Therefore, the quality of students' cooperation can be built and can make them become more involved in academic activities, class practice and interest to be active in the discussion and peer support [24]. Peers' support has big impact on students' engagement and participation. Peers' support can be presented by emotional support, instrumental support and cognitive support. Those supports make students feel comfortable and enjoy being involved in every learning process activity [25]. In fact, giving feedback of the postings or peer support in Canvas is one of the important roles to boost

students' engagement. The feedback is not only from the instructor but also the other students.

Moreover, technology is applied to create practical in-class activities rather than theoretical in-class activities, bolster more class discussion and participation, and adjust the material related to the students' real-life condition and background [11]. However, Positive feelings about the use of technology are also founded in learning mathematics. The students decided that they had improved motivation, and were technologically confident, thus, technology is one of the important factors for student engagement [26]. Canvas as one of technology media delivers some activities that support class participation, adjust the materials relevant to students' needs in the digital era, and challenge the students to explore their competence and capacity.

In the 21st century, Students prefer to do things that are more challenging, meaningful, and not easy. They will do the important ideas relevant to their concern, solve real problems, try to learn from each other especially the people in their communities and experts, be involved in the discussion in their classes, and contribute to creating different learning. It also indicates that learning in online course is a new alternative method in teaching and learning process [27]. The students' perspective can be achieved by Canvas which able to fulfill the students' willingness in learning. It offers some spaces to elaborate and explore their perspective freely, appropriately, and correctly.

Besides, one of the elements which encourage students' engagement is authentic assessment. From the authentic assessment, the students can identify their best contributions in the learning activity, reflect their learning, identify evidence of their learning, and foster their metacognition skills [28]. It can foster students experience in learning. Finally, learning through Canvas can fulfill the student desire since this media provides some services in building students' engagement such as having the best quality of students' cooperation, active feedback relation, peer support, relevancy of the materials, applying technology and multimedia, challenging instruction and authentic assessment.

5. CONCLUSION

In this study, Canvas is one of the media that can boost the students' engagement through some features and services provided in this application. It can become a breakthrough that contributes to decreasing Indonesian students' weaknesses because it provides some features in generating students' interest and motivation to engage in the learning process.

In addition, the instructor provided some strategies through Canvas as the application in boosting students' engagement. The first is building good interaction between the instructor and the students by giving feedback of the postings, peer support, complimenting and appreciating the arguments and opinions, greeting and mentioning the name to engage, and showing the closeness in the learning process. Next strategies is elaborating and exploring the ideas through assignments such as answering instructor's questions, giving opinion or feedback of friends' assignments, finding the solution by sharing opinion and reference, and using media. Then, providing the materials and assignments are relevant to the real-life situation and technology development. Besides, applying technology and multimedia in the learning process is one of the strategies in enhancing students' interest in doing the task. The other strategies are giving different challenging instruction to avoid the flatness. The last strategy is preparing authentic assessment by giving discussion rubric which this strategy can increase the students' engagement in learning. However, Canvas cannot run actively and maximally without the involvement of instructor and the students. In short, the online course application is a medium to support the learning process by providing several features that are in accordance with the materials and the strategies used by the instructor in boosting students' engagement. The features available in the application and the instructor are the keys to success in boosting students' engagement.

As the implication of this study, technology and media can positively boost students' engagement in learning. They must be aware of the development of technology and utilize it to boost students' engagement to improve the quality of learning and education. However, this study is still far from perfect. Therefore, it is suggested that the next researcher be more concerned about students' engagement in learning process in detail and how to measure and compare the students' engagement from different perspectives.

AUTHORS' CONTRIBUTIONS

The data of this research were collected and analyzed by Mazroatul Ishlahiyah. Asni Furaida and Nur Latifah, as the researcher's co-author, gave their assistance to finish the research.

ACKNOWLEDGMENTS

REFERENCES

[1] D. H. B. Welsh and M. Dragusin, "The New Generation of Massive Open Online Course (MOOCS) and Entrepreneurship Education," *Small Business Institute Journal,* vol 9 no.1 2013, p. 51-65.

[2] Indrawanto, Pargito, and Maskun, "Metode Diskusi Kelompok untuk Meningkatkan Nilai Karakter Peserta Didik dalam Pembelajaran IPS",

http://jurnal.fkip.unila.ac.id/index.php/JSS/article/view/8051

[3] Berliyanto and H.B. Santoso, "Indonesian Perspective on Massive Open Online Courses: Opportunities and Challenges," *Journal of Educators Online*.

[4] P. Pannen, D. Mustafa, I.N. Baskara, G.F. Hertono, H. Wibawanto, and E. Satriyanto, "Panduan Pelaksanaan Pendidikan Jarak Jauh 2016", Ristekdikti: 2016.

[5] *"What is Canvas, and Why Should I Use it?",* https://upenn.instructure.com/courses/1072709/pages/what-is-Canvas-and-why-should-i-use-it.

[6] *"A New LMS (Canvas): Opportunities for Learning & Teaching at the University of Auckland".* Office of the DVC Academic. https://cdn.auckland.ac.nz/assets/central/about/teaching-and-learning/documents/LMS%20Report%20%20SLT%20Planning%20Day %20June%202015.pdf. 2015.

[7] R.M. Cooke & A.M.Bouche. Team-Teaching Art Appreciation Online Without A Traditional Textbook. *The Reference Librarian*, Vol: 58 No. 4 Page: 238-256. 2017. https://doi.org/10.1080/02763877.2017.1352557.

[8] *"Introducing HCC Students to Canvas in Five Essential Steps",* https://www.hccfl.edu/media/3504100/Canvas-guide-for-students.pdf.

[9] N. Maloshonok, "Vygotsky's Theory: Lessons for Students Engagement Research", *Student Experience in The Research University (SERU) International Research Conference 15-17th May 2014*, slide 1-13.

[10] S. Sawang, P. O'Connor, and M. Ali, "Using Technology to Enhance Students' Engagement in a Large Classroom*." Journal of Learning Design, Special Issue Business Management,* vol. 10 no.1, 2017.

[11] Y.T. Chuang, "Increasing Learning Motivation and Student Engagement through the Technology-Supported Learning Environment." *Science Research Publishing Inc*. http://dx.doi.org/10.4236/ce.2014.523221, 2014.

[12] D. H. Hargreaves. *Learning for Life: the Foundations for Lifelong Learning*. Bristol: Policy Press. 2004.

[13] J. Gilbert. Catching the Knowledge Wave: Redefining knowledge for the post-industrial age. *Education Caada (Canadian Education Association)*, vol 47 no.3 2007, p. 4-8.

[14] L. Taylor & J. Parsons. "Improving Student Engagement" *Current Issues in Education,* http://cie.asu.edu/, vol 14 no.1 2011, p.1-33.

[15] J. Dunleavy. & P. Milton. *What did you do in school today? Exploring the concept of Student Engagement and its implications for Teaching and Learning in Canada.* Toronto: Canadian Education Association (CEA). 2009.

[16] J.P. Gee. & E.R. Hayes. *Language and Learning in the Digital Age*. London: Taylor & Francis. 2011.

[17] G. Claxton. Expanding young people's capacity to learn. *British Journal of Educational Studies,* vol 55 no.2 2007, p.1-20.

[18] A. Nawi, A.F.M. Yusoff, M.R.G, Abbas. & H.H.Ajmain. Engaging Student through Ict: Strategies and Challenges For Using Website In Teaching And Learning*, International Journal on New Trends in Education and Their Implications*, Vol. 5, www.ijonte.org, 2014.

[19] K.C. Costley. The Positive Effects of Technology on Teaching and Student Learning. *Associate Professor of Curriculum & Instruction, Arkansas Tech University*, kcostley@atu.edu, 2014.

[20] F. Pawan, K.A. Wiechart, A.N. Warren & J. Park. *Pedagogy & Practice for Online English Language Teacher Education.* Tesol International Association : Tesolpress. 2016.

[21] B. Sarder. Improving Student Engagement in Online Course. *121st ASEE Annual Conference & Exposition on American Society for Engineering Education 2014.*

[22] K. Meena. Enhancing students' engagement through effective feedback, assessment and engaging activities. *Msor Connections*, vol.11 no.2 2011. pp. 4-6. ISSN 1473-4869.

[23] H. Qudsyi. S.K. Sa'diyah. & R. Mahara. Student Engagement among High-School Students in Indonesia: Prediction of Family Functioning and Peer Support. *International Conference on Education, Psychology, and Social Sciences,* vol.1, 2016.

[24] A.D. Lynch., R.M. Lerner., and T. Leventhal. Adolescent Academic Achievement and School Engagement: An Examination of the Role of School-Wide Peer Culture. *Journal Youth*

Adolescence, Vol. 42, p. 6–19, DOI 10.1007/s10964-012-9833-0, 2013.

[25] S.K. Sa'diyah. & H. Qudsyi. Peer Support and Student Engagement among High-School Students in Indonesia. *International Conference on Education, Psychology, and Social Sciences,* vol.1, 2016.

[26] Z. Abidin. R. Hunter. & A. Mathrani. Student Engagement with Technology Use in Mathematics Education: An Indonesian Secondary School Context. *Twenty First Pacific Asia Conference on Information Systems, 2017.*

[27] J. Dunleavy, P. Milton & C. Crawford. The Search for Competence in the 21st Century. *Quest Journal 2010.* Leading Edge Learning.ca (Abstract), http://www.leadingedgelearning.ca/q2010/Docs/ QuestJournal2010/Article12.pdf, 2010.

[28] J.V. Lock & P. Redmond. Empowering Learners to Engage in their Authentic Online Assessment. In: *Assessment in online and blended learning environments. Information Age Publishing, Charlotte, NC, United States*, pp. 21-38. ISBN 978-1681230450,

https://eprints.usq.edu.au/.../1/Lock_Redmond_Ch2_AV.pdf, 2015.