ELT STUDENTS' PERSPECTIVE IN USING WALISONGO E-LEARNING MOODLE AS LEARNING MANAGEMENT SYSTEM

THESIS

Submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan in English Language Education

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Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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ABSTRACT

Title	:	ELT Students' Perspective in Using Walisongo E-Learning Moodle as Learning Management system
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ICT is crucial to education, with a focus on the instructional component and assistance from Learning Management Systems (LMS) like Moodle. The use of Moodle in an English language education context opens up new opportunities and significant challenges. This study aims to describe ELT students' perspective, the rating, and the challenges of using Walisongo E-learning Moodle as Learning Management System. This study took descriptive study with a quantitative approach and random sampling. The participants of this research were the seventh-semester English Education department students of UIN Walisongo Semarang. The sampling is taken using the formula from Slovin $n = 40.828$. So, there were 41 of 69 students as the sample using a simple random sampling method. The data collection technique uses a questionnaire and validity testing uses product-moment correlation and reliability testing uses the Cronbach alpha formula. The result of this study shows that according to ELT students' perspective of online classes using Waliosngo E-learning Moodle. Moodle has a good perspective from students because it can help manage online classes and remain under teacher supervision, both in material, assignments, and discussions. the data supports the conclusion that Walisongo E-learning Moodle is well-received by ELT students, demonstrating positive perspectives on flexibility, personalized learning, and the use of interactive tools. The platform's adaptability and diverse features contribute to its effectiveness in providing a customizable and accessible online learning experience for students. Apart from that, some of the problems

students face while using Walisongo E-learning Moodle are not that complicated. Only some students experience serious difficulties, but they can still be overcome with the help of friends, teachers or other sources.

Keywords: E-learning Moodle, LMS, perspective

MOTTO

"Great things never come easy, but those things are the ones worth the sacrifice."
(Adriana Locke)

"Permudahlah dan jangan mempersulit, dan jadikan suasana yang tenteram, jangan menakut-nakuti"
(HR Muslim)

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CHAPTER I
INTRODUCTION

This chapter discusses the background of the study, research questions, research objectives, and pedagogical significance of the study.

A. BACKGROUND OF STUDY

Technology is evidence of the development of one of them in the field of education. With the development of e-learning emerging technology as one of the learning media innovations that utilize information and communication technology that we can access wherever and whenever by students. In education, learning media is important because it improves the learning quality so that students can better understand the material easily and quickly is more supported by the rapid technologies of the current. Then when education is combined with technology will be a difficult thing to be separated because both of them have a positive impact that grows rapidly. Creating creative and innovative learning for students is one way to achieve the desired results. Not only that, with student technology and teachers can also easily provide information, accessing learning resources and learning media.

English Language Teaching (ELT) has experienced significant changes with technological developments. Technology has a huge impact on our lives today, and it shows up in many various ways. This phenomenon is not lost on the education sector, which has effectively used technology to enhance and improve the teaching-learning process. Learning management systems are crucial supporting instruments in this process and have a huge impact. Learning Management System (LMS) in general is software designed to create, distribute, and manage in the delivery of learning material. LMS systems can help teachers or lecturers plan and create syllabi, manage learning materials, manage student lecture activities, manage grades, recapitulate attendance, display grade transcripts, discuss and conduct quizzes.

Information technology is essential to English Language Teaching (ELT) because it gives teachers the flexibility to adjust to different classroom activities, improves the English language learning process, and offers a wide choice of tools for efficient instruction [1].

[1] Abhishek Anand and others, '"Information Technology in ELT (English Learning and Teaching)"', *International Journal of English*

Usually, LMS is based on applications and web platforms, making it easier for lecturers to plan the online learning process. LMS also makes it easier for students to access lecture content or materials from anywhere and at any time.

Information and communication technology (ICT) has made it possible for students to learn in new ways, such as through online courses where thousands of students use learning management systems (LMS). These LMS provide students with a wide range of activities, including completing assignments, responding to tests, and participating in forums and chats. The distributed nature of online learning has created new difficulties, though. Dropout rates of 90% or higher and low retention are two of the biggest problems [2]. This may be because the provided learning materials (such as course design, motivational elements, etc.) are not tailored to the

Learning & Teaching Skills, 2.4 (2020), 1569–83 <https://doi.org/10.15864/ijelts.2402>.

[2] Ahmed Tlili and others, 'Automatic Modeling Learner's Personality Using Learning Analytics Approach in an Intelligent Moodle Learning Platform', *Interactive Learning Environments*, 2019, 1–15 <https://doi.org/10.1080/10494820.2019.1636084>.

individual differences and needs of the learners [3]. ICT becomes crucial as we take into account the growth of the country, decision-making, and personal development as they relate to study [4].

Recently, internet education and training have become popular among educational institutions. The rise in home study across many nations has made distance learning and internet education more crucial than ever. Systems known as learning management systems (LMS) or course management systems (CMS) are commonly used in different educational institutions in today's online learning environment. For many instructors and students, these systems are a necessity because they have all of the support features required for distance learning [5]. Now,

[3] Thommy Eriksson, Tom Adawi, and Christian Stöhr, '"Time Is the Bottleneck": A Qualitative Study Exploring Why Learners Drop Out of MOOCs', *Journal of Computing in Higher Education*, 29.1 (2017), 133–46 <https://doi.org/10.1007/s12528-016-9127-8>.

[4] Bed Raj Acharya, 'Factors Affecting Difficulties in Learning Mathematics by Mathematics Learners', *International Journal of Elementary Education*, 6.2 (2017), 8 <https://doi.org/10.11648/j.ijeedu.20170602.11>.

[5] Konomu Dobashi and others, 'Learning Pattern Classification Using Moodle Logs and The Visualization of Browsing Processes by Time-Series Cross-Section', *Computers and Education: Artificial Intelligence*, 3 (2022), 100105 <https://doi.org/10.1016/j.caeai.2022.100105>.

students grow up in the digital era. They are familiar with technology and have a unique perspective on how technology can help or hinder learning. which makes it very easy to manage learning and is useful in the education sector. along with the development of the times, many changes have occurred and also have a significant impact on the environment.

Around the world, secondary institutions are increasingly using learning management systems (LMS). The LMS is widely used by educational institutions to integrate instruction and learning [6].

ICT is crucial to education, with a focus on the instructional component and assistance from Learning Management Systems (LMS) like Moodle. Moodle is an example of learning management system (LMS) that is often used by institutions in English language learning. In this paper, researchers will explain and explore the use of Moodle as learning management system. Moodle is an online platform designed to facilitate learning and interacting effectively in an online environment. Moodle,

[6] Abdalla A. Shaame and others, 'Exploring a Learning Management System as a Way to Improve Students' Understanding of Geometry in Secondary Schools', *Africa Education Review*, 17.4 (2020), 17–40 <https://doi.org/10.1080/18146627.2020.1868070>.

as one of the premier learning management platforms, has been an integral part of this transformation. Moodle provides an online space where instructors can publish materials, assignments, and facilitate discussions and interactions between instructors and students. However, if these tools are fully utilized, they have a wide range of capabilities. A few potential actions when using learning platforms include interaction, feedback, conversation, and networking. They also offer lots of chances to experiment with novel instruction and learning techniques [7]. In particular, Walisongo E-learning Moodle platform incorporates a number of modules that permit creation, organization, delivery, communication, collaboration, and evaluation activities.

Due to its popularity as one of the most used LMS today, Moodle has been the focus of numerous analyses and studies. The factors that influence users' acceptance and use of it have been examined in a number of studies [8].

[7] Carolina Costa, Helena Alvelos, and Leonor Teixeira, 'The Use of Moodle E-Learning Platform: A Study in a Portuguese University', *Procedia Technology*, 5 (2012), 334–43 <https://doi.org/10.1016/j.protcy.2012.09.037>.

[8] Gabriel García-Murillo, Pavel Novoa-Hernández, and Rocío Serrano Rodrigúez, 'Technological Acceptance of Moodle through Latent Variable Modeling – a Systematic Mapping Study',

As a result of the extensive research that has been done to date and the widespread use of Moodle, this sort of LMS has been promoted for use and development [9]. The Moodle LMS is tailored and offers a number of features that teachers can use to help them educate. The LMS is typically used to deliver course content, create activities, gather course feedback, grade assignments, and communicate with course participants. Only a select few features, including the task, feedback, quiz, and workshop modules, are regarded as being necessary and are frequently used [10].

The importance of English language skills in a global context cannot be denied. English Language Education (ELT) plays a central role in providing the language skills necessary for success in a variety of contexts. Therefore, how technologies such as Moodle

Interactive Learning Environments, 2020, 1–17 <https://doi.org/10.1080/10494820.2020.1857786>.

[9] Zahraa F. Muhsen and others, 'Moodle and E-Learning Tools', *International Journal of Modern Education and Computer Science*, 5.6 (2013), 1–8 <https://doi.org/10.5815/ijmecs.2013.06.01>.

[10] Deepak Kc, 'Evaluation of Moodle Features at Kajaani University of Applied Sciences – Case Study', *Procedia Computer Science*, 116 (2017), 121–28 <https://doi.org/10.1016/j.procs.2017.10.021>.

influence the learning experience in ELT is of critical importance.

The use of Moodle in an English language education context opens up new opportunities and significant challenges. It allows ELT students to access learning materials, participate in discussions, submit assignments, and interact with instructors and fellow students online. However, along with these opportunities, critical questions arise about ELT students' perspective in the use of Moodle as Learning Management System.

One form of Moodle technical implementation in education is to be the birth of e-learning as an innovation in the learning media. In its use, E-Learning utilizes information and communication technology that can be accessed at anytime and anywhere by students. Students can also access various materials available to them. It is also a real opportunity and challenge for educators to master the various technologies for educators to understand and deliver learning and not to understand the students. One of the educational agencies in Indonesia that has implemented the ethonronic learning or e-learning learning is UIN Walisongo Semarang named E-Learning Walisongo.

Although e-learning provides a new atmosphere in the learning development but how about the perspective of students with e-learning Walisongo in English Education courses.

In various fields, perspective tends to have different meanings that are adapted to each purpose. In everyday life, perspective is sometimes a reference in determining decisions to complete something that one is thinking or working on. Because humans are social creatures who often have their own opinions and views when dealing with something, there are often differences in perspectives which trigger differences of opinion. According to the Cambridge Dictionary, perspective is a particular way of considering something. A particular way of looking at things depends on a person's experience and personality.

Perspective also means the ability to consider things in relation to each other accurately and fairly. A method in which solid objects drawn or painted on a flat surface are given the appearance of depth and distance.

The student perspective is an important element in this debate. They can provide valuable insight into how Moodle influences the way they learn, interact with materials, and participate in the educational process. In addition to positive perspectives, research should also take

into account the challenges that students may face in using Moodle. This includes possible technical issues, varying levels of technology skills among students, or even challenges in maintaining motivation in online learning.

Understanding ELT students' perspectives on using Moodle as an LMS in ELT has important implications. This can help improve online learning designs that better suit student needs. Therefore, this study aims to investigate ELT students' perspectives regarding the use of Moodle as an LMS in English language teaching. Understanding their perspective on using Moodle in English language learning is key to ensuring that this technology truly supports educational goals.

This research has the potential to provide a foundation for continuous improvement in the use of Moodle in ELT contexts. This is a key step in maintaining the relevance of technology in English education and ensuring that it truly supports effective learning. Collecting student perspectives and understanding of the use of Moodle in ELT contexts will help guide refinement, adaptation, and continuous improvement in the use of this technology for English language education.

This is an opportunity for the author to analyze it. This research aims to provide in-depth insight into how the

use of Moodle in an ELT context affects student learning experiences and how students rate Moodle's ability to customize learning experiences to suit their needs, also the challenges. It is hoped that the results of this research can help educational institutions and teachers in designing and managing the use of Moodle more effectively and better meet the needs of ELT students.

B. RESEARCH QUESTIONS

1. What are ELT students' perspectives in using Walisongo E-learning Moodle as Learning Management System in English education?
2. How do students rate Moodle's ability to customize learning experiences to suit their needs?
3. What are the challenges of using Walisongo E-Learning Moodle as LMS?

C. RESEARCH OBJECTIVES

Based on the research question mentioned above. The purposes of the research study are :

1. To describe ELT students' perspective in using Walisongo E-learning Moodle as Learning Management System
2. To find out students' assessments of Moodle's ability to tailor learning experiences to their needs

3. To know the challenges of using Walisongo E-learning Moodle as Learning Management System

D. PEDAGOGITAL SIGNIFICANCE

The researcher hopes that the result of this research gives brief information and contribution theoretically and practically as followers:

1. Theoretical Significance

1) The result of this research can be used as a reference for those who want to carry out research by using Walisongo E-learning Moodle.
2) The result of this research can be advantageous in the English teaching-learning process.

2. Practical Significance

1) For the students

   The result of this research can support the students' learning. Teaching uses this application allows students to manage their lesson/ learning about each other's work and decide what constitutes "good work".
2) For the teachers

   The result of this research can give useful information and contribution to the teacher. The

teacher can use Walisongo E-learning Moodle to manage learning.

3) For the writer

From the result of this research, the writer hopefully can take and give the benefits of this research to many people.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. LEARNING MANAGEMENT SYSTEM

A web-based tool or software application called a learning management system is used to organize, carry out, and evaluate a particular learning process. An educational course, training program, or learning and development program can be administered, tracked, reported on, automated, and delivered with the use of a learning management system (LMS). Additionally, learning management systems are platforms that comprise portals, instructional management systems, content management systems, course management systems, and learning systems [11].

An adaptive learning management system builds a personalized course for each student according to their knowledge base and preferred learning style. It also updates the course on a learning-speed-dependent basis using a dynamically updated knowledge base and material that is ranked. The model is tested twice, with real-time

[11] Hamish Coates, Richard James, and Gabrielle Baldwin, 'A Critical Examination of the Effects of Learning Management Systems on University Teaching and Learning', *Tertiary Education and Management*, 11.1 (2005), 19–36 <https://doi.org/10.1080/13583883.2005.9967137>.

testing demonstrating state-of-the-art performance [12]. With the use of learning management systems, learning has become more flexible and accessible, allowing for the unrestricted study of any subject from any location at any time.

An LMS provides a structure for asynchronous delivery methods that include emails, discussion groups, audio discussion presentations, and newspapers to cultivate positive interactions. Asynchronous delivery methods allow learners to communicate with each other without the distraction of being separated through distance and time. Asynchronous environments enable learners to work in conjunction with other commitments and responsibilities. Additionally, in asynchronous structures, learners must navigate their way through an LMS to explore course materials, engage in effective communication, and manage the technologies of the course [13].

[12] Shwetha Sridharan and others, 'Adaptive Learning Management Expert System With Evolving Knowledge Base and Enhanced Learnability', *Education and Information Technologies*, 26.5 (2021), 5895–5916 <https://doi.org/10.1007/s10639-021-10560-w>.
[13] Abdulaziz A. Alzahrani, 'The Effect of Distance Learning Delivery Methods on Student Performance and Perception', *Nternational Journal for Research in Education*, 43.1 (2019).

An LMS also provides a structure for synchronous delivery methods with the use of video and online conferences. Learners can see their instructors through video, online discussions, and live chat, in addition to presentations and word files. Videoconference communication through synchronous structures facilitates interaction between students and their instructors [14]. An LMS is used by both synchronous and asynchronous techniques to give students beneficial outcomes that will aid in their learning.

Open source and commercial platforms are the two types available for learning management systems. Numerous open-source platforms are available, including Sakai, ATutor, Moodle, MyGuru2, and MyLMS. In the meanwhile, Blackboard, SuccessFactors, SumTotal, Litmos, Angle learning, Geo learning, Cornerstone, and Connect Edu are a few examples of commercial LMS [15].

This study assumes perceived autonomy as 'students perceive that they can make their choice' to the adoption of

[14] Alzahrani.

[15] Nurul Nadirah Mohd Kasim and Fariza Khalid, 'Choosing the Right Learning Management System (LMS) for the Higher Education Institution Context: A Systematic Review', *International Journal of Emerging Technologies in Learning (IJET)*, 11.06 (2016), 55 <https://doi.org/10.3991/ijet.v11i06.5644>.

LMS; perceived competence is the self-efficacy for using LMS or the degree to which students feel that they can successfully complete a task on LMS; as such, perceived relatedness with teachers or peers will motivate students to use the LMS

B. E-LEARNING MOODLE

The experience of developing electronic training courses for use in vocational schools, which enhances the quality of specialized training by taking into account unique student requirements, demonstrates that Moodle is a viable solution for remote learning [16]. Although Moodle is an open-source learning management system that fosters community and offers a dynamic learning environment, teachers may discover that it takes a while to become familiar with all of its capabilities [17]. Generally speaking, Moodle is utilized for course content delivery, course progression planning, grading, activity creation, gathering feedback from students, and participant communication [18].

[16] Marina N. Bulaeva and others, 'Preparation of Bachelors of Professional Training Using MOODLE', 2018, pp. 406–11 <https://doi.org/10.1007/978-3-319-75383-6_52>.
[17] Christina Chung and Laurie A. Babin, 'New Technology for Education: Moodle', 2017, pp. 661–661 <https://doi.org/10.1007/978-3-319-50008-9_182>.
[18] Kc.

A framework that manages every facet of the learning process is called a learning management system.

The Moodle platform has three key features: flexibility, accessibility, and user-friendliness. Additionally, each course has a list of students that allows the instructor to see when each student last accessed the platform; Moodle can be integrated with other systems; synchronous and asynchronous interaction can be allowed; each student has a personal area for managing private and personal information as well as draft writing and journaling; and content can be reused and developed based on the needs of teaching and learning [19].

A Moodle course's activities are a collection of features, usually an activity that students do. Presence, assignments, chat, choice, database, external tool, feedback, glossary, lesson, quiz, score, survey wiki, and workshop. they are among the fifteen various activity kinds included in Moodle 2.4 standard [20]. Ten distinct kinds of activities are included in the Moodle version that has been adapted for UIN Walisongo: assignment, choice, database,

[19] Mohd Kasim and Khalid.
[20] Kc.

feedback, forum, lesson, quiz, score package, survey, and presence.

Assignments can be turned in by students as digital files, including word processing documents, spreadsheets, pictures, and audio and video clips. Another option for students to turn in assignments is to type directly into the text editor. The lecturer may set a strict or flexible deadline for the assignment. The lecturer has the ability to mark assignments either numerically or on a customized scale, provide comments or feedback, and upload files that have been corrected. Every assignment's grade is noted in the gradebook.

The professor can pose a single question with multiple possible answers using the choice module. A professor can make a brief survey to assess students' comprehension and help with decision-making on certain course-related issues. If necessary, the decision results may be made public anonymously or with student identities after a specific date.

Creating, searching, and preserving records or entries are made possible by database activity. Pre-defined entry formats include text fields, radio buttons, checkboxes, drop-down menus, pictures, and uploaded files. The information is arranged visually through the use of a database template. It is possible to share and import

database records between classes. For instance, a lecturer can work with a database record to compile a group of books, journals, references, etc.

Using a range of questions, the feedback activity module enables the creation of a personalized survey. If necessary, responses can be gathered anonymously and made available to all participants. This feature is used by KAMK, which also provides a common template for gathering course comments on Moodle.

In order to facilitate asynchronous discussion, members can add discussion topics using the forum activity module. A conventional forum allows anybody to start a discussion at any time, whereas a question-and-answer forum requires students to write a response before they can see messages from other students. These are only two of the different forum kinds that are accessible. Teachers and students can rate each other's posts on the forms.

With the glossary module, instructors can compile and update a dictionary-style collection of definitions. It can be used for sharing helpful photos, videos, or sound files, as well as serving as a collaborative repository for essential terminology and a list of resources for editing.

Flexibly delivering instructional materials or activities is made possible by the lesson activity module. A professor

can create content pages that offer students a range of choices and routes to take. Matching, short responses, and multiple-choice questions are all possible. Depending on how the lecturer has organized it, the lesson can also be assessed and browsed between pages and exercises.

Quiz is an activity module that allows you to create multiple-choice, matching, numerical, and short-answer quizzes. Tests are automatically graded, and the result is entered into the gradebook. A quiz may permit one or more attempts. It can be utilized as a mini-test at the conclusion of a class or as a course exams.

A good package module for showing multimedia information and animations is the scorm package module. All of it is a group of files bundled together according to the predetermined format. Standard survey tools are offered by the survey module to evaluate and promote learning in virtual settings. It is employed for data collection and self-evaluation. The wiki is a collection of web pages that can be changed individually or in groups and can be added to and edited using the wiki module. Every page's revision history is kept on file.

The workshop module works well for gathering, going over, and evaluating student work by peers. With the ability to type text using a text editor, any digital content can be

sent to the workshop. After that, submissions are evaluated by filling out an assessment form that the professor has specified.

All materials that a lecturer can utilize to enhance learning, including word documents, PowerPoint presentations, and links, are referred to as resources in Moodle. Different kinds of resources can be added by lecturers to a Moodle course. The standard Moodle version includes book, file, folder, IMS content package, label, page and URL as options for adding resources. The Moodle learning platform implemented at UIN Walisongo includes book, file, folder, label, page and URL as resource options.

The book resource module is used to create multi-page resources with chapters and sub-chapters that resemble books. Text and other digital items, including media files, can be found in books. It is helpful for presenting long sections of content by dividing it into multiple chapters or subchapters. Book modules are frequently used to display reading materials, manuals, or student work portfolios.

A lecturer can add a file as a course resource using the file resource module. Word and PDF documents are among the supported file formats that can be found in the file. To open the file, students must have the necessary software installed on their computers. Typically, it is utilized for

distributing presentation files or software drafts. In order to minimize scrolling on the course page, the folder module enables the display of a list of related files inside of a single folder.

By enabling the addition of text or multimedia, labels can enhance the look of a course page. It can be used to break up a lengthy list of tasks, show an embedded video or sound file straight on the course page, or offer a succinct summary of a specific course portion. Using a text editor, the page module enables the creation of web page resources. Text, pictures, audio, videos, online links, and embedded code can all be found on the page. Compared to the file module, the pages are easier to edit and more accessible.

Teachers can add web links as resources for their courses by using the URL module. There are other ways to show the URL, including embedding it or opening it in a new window.

Effective course design is crucial for e-learning programs. As the course progresses, it should adjust to the needs and preferences of the pupils. Creating an effective course heavily depends on the platform's functioning and your understanding of its features. As previously mentioned, the Moodle LMS has a number of features that

can be used; however, some studies have been done to evaluate these features. The majority of research studies concentrate on assessing the learning platform rather than on aspects that are essential to creating a successful course. As a result, the evaluation of Moodle features by university instructors and teaching staff is the main goal of this study project.

C. PREVIOUS RESEARCH

Many researches have been done in the field. A study was conducted by Vesna Damnjanovic, Sandra Jednak, and Ivana Mijatovic [21] with study about the factors affecting the effectiveness of Moodle from the students' perspective. The subject of this study was e-learning usage among 255 users. They put the model to the test in Bosnia and Herzegovina, Lithuania, and Serbian higher education institutions. Partial-least squares analysis has been performed on these answers. For the suggested e-learning paradigm, 16 out of the 23 study hypotheses had significant support from the acquired results. In the first theoretical e-learning model, we established eight factors: behavioral

[21] Vesna Damnjanovic, Sandra Jednak, and Ivana Mijatovic, 'Factors Affecting The Effectiveness and Use of Moodle: Students' Perception', *Interactive Learning Environments*, 23.4 (2015), 496–514 <https://doi.org/10.1080/10494820.2013.789062>.

intention to use in the future, communicativeness, format, information quality, performance outcome, perceived usefulness, satisfaction, and system quality. Surprisingly, the most significant influence on performance outcome was found in communicativeness, while system and information quality had little effect on satisfaction. Satisfaction explained 68.4% of the variance in behavior intention and had a significant impact on it. The results provide insight into the elements that are probably important predicators for organizing and putting into practice a Moodle e-learning system in order to improve the efficacy of student learning.

A study founded by Emerson Abraham Jackson [22] with study about the value of the MOODLE learning platform and its role in encouraging flexible teaching, as well as the necessity of supported action (via customized CPD) to help tutors and teachers create differentiated learning materials that will improve students' flexibility in learning and assessment results. The study methodology provides an explanation of the reasoning behind decisions made on

[22] Emerson Abraham Jackson, 'Impact of MOODLE Platform on The Pedagogy of Students and Staff: Cross-Curricular Comparison', *Education and Information Technologies*, 22.1 (2017), 177–93 <https://doi.org/10.1007/s10639-015-9438-9>.

particular procedures utilized in data gathering over the course of the project. Within the framework of this investigation, the investigator employed a combination of qualitative techniques to enhance validity and uncover perspectives regarding the broader influence of technology-enhanced learning Moodle on education at Christ the King College. In order to give teachers more confidence in creating interactive teaching and learning materials, management intervention in the form of designated ILT Champions is also required to promote cooperative working partnerships across curriculum areas. To optimize the MOODLE learning platform for teaching and learning, it is advised that management include a targeted orientation in the college's strategic plan(s) at the start of the academic year. This will allow students to become acquainted with the interactive tools and pertinent learning features on the platform.

The other study was conducted by Lan Umek and others [23] with study about Higher education in using e-

[23] Lan Umek and others, 'Analysis of Selected Aspects of Students' Performance and Satisfaction in a Moodle-Based E-Learning System Environment', *EURASIA Journal of Mathematics, Science and Technology Education*, 11.6 (2015) <https://doi.org/10.12973/eurasia.2015.1408a>.

learning methods. While e-learning has totally supplanted traditional teaching methods in some universities, it is used to enhance traditional courses in others. The study, which was carried out at a University of Ljubljana member institution that offers public management programs, is presented in this paper. They examined the connection between students' performance and satisfaction levels and the percentage of the course that is delivered through the Moodle e-learning platform. Both elements show a positive association according to the empirical results. Decision-makers can gain additional insight from the findings regarding how to use an e-learning platform to improve students' success and satisfaction.

A study by Damijana Keržič and others [24] with study about the average grade and the average number of exam admissions are two metrics that are used to measure student success when the Moodle e-learning platform is introduced into the classroom. Additionally, they looked at the same association between various student groups (based on

[24] Damijana Keržič and others, 'An Assessment of The Effectiveness of Moodle E-Learning System for Undergraduate Public Administration Education', *International Journal of Innovation and Learning*, 21.2 (2017), 165 <https://doi.org/10.1504/IJIL.2017.10002132>.

specific individual socio-demographic characteristics). Between 2008 and 2014, a member of the University of Ljubljana's Faculty of Public Administration was included in the study. The analysis's findings, which were obtained using a t-test, demonstrate that the introduction of Moodle significantly improved performance at the faculty, student, and course levels. The data indicates that kids with lower high school grades exhibit the highest improvement.

Then, the study was founded by Bulaeva and others [25] with study about Moodle is an online learning platform. The requirement to incorporate this kind of instruction into trade school curricula is set at the legislative level. Electronic media is a tool with a comprehensive range of materials for online courses and is utilized in blended learning. Moodle's electronic environment is distinguished by its modular design, unique flexibility in managing the learning process, ease of publishing training materials and providing support in the form of international standards, user group management, integration with other web applications, and use of Web 2.0 services. The study on the potential and analysis of students' experiences using distant learning in an electronic Moodle environment used in

[25] Bulaeva and others.

Pedagogical Universities is presented in this article. The experience of using "General and Vocational Pedagogy" as an example while implementing online courses. The process of developing online training programs for their use demonstrates the potential of this approach. Its incorporation into professional educational institutions' curricula will raise the standard of expert training. The ability to design an educational process organization that takes into consideration each student's unique requirements in order to improve learning results is made possible by the platform management's dynamism and the training's modular structure.

A study by Ana Horvat, Marina Dobrota, Maja Krsmanovic, and Mladen Cudanov [26] with study about Student perception of Moodle learning management system: a satisfaction and significance analysis. This study looks at how differently students view the importance of certain qualities in the Moodle learning management system (LMS) and how satisfied they are with those qualities. It has been demonstrated in this study that

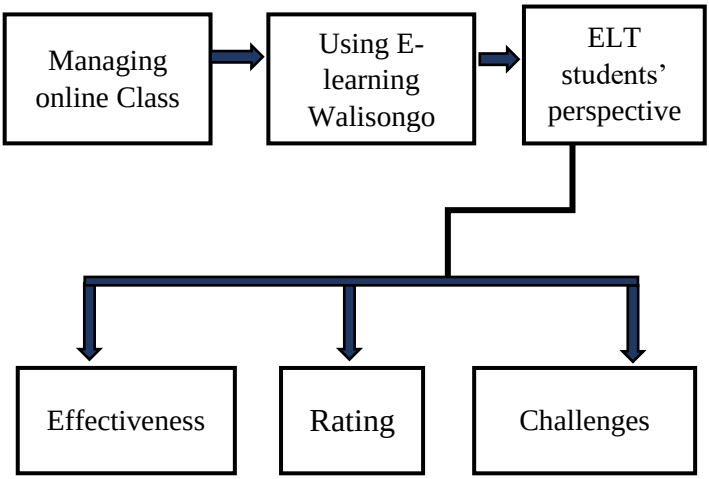
[26] Ana Horvat and others, 'Student Perception of Moodle Learning Management System: A Satisfaction And Significance Analysis', *Interactive Learning Environments*, 23.4 (2015), 515–27 <https://doi.org/10.1080/10494820.2013.788033>.

students, both male and female, are equally happy with the quality features of the Moodle LMS, but that students place varying amounts of importance on these features. Upon observing students based on their age and academic year, it was discovered that these cohorts attributed varying degrees of importance to various quality attributes and did not express uniform satisfaction with them. One of the most significant findings of the research was that, depending on how much time students spent using the Moodle application, there was a significant statistical difference in the significance that students assigned to quality characteristics and in student satisfaction itself. Subsequent examination of the variables revealed that the average waiting time for a response, feedback quality, material thoroughness, material clarity, website user-friendliness, cooperation diversity, and material quantity were the quality characteristics that were more significant to female students.

D. CONCEPTUAL FRAMEWORK

Online learning needs interesting methods in order to suit the learning process and to make an attractive class. During the online class, to organize learning for seventh-semester students of the English Education Department,

Walisongo E-leaning Moodle is used as a Learning Management System. It aims to provide students to learn based on their creativity. This framework shows how the students learn in the online class.



CHAPTER III
RESEARCH METHOD

A. RESEARCH DESIGN

This research is descriptive research with a quantitative approach. Descriptive analysis is data analysis by describing or illustrating the data that has been collected as it is. The quantitative research approach is because the research data is in the form of numbers. This research is intended to explore facts about ELT students' perspective in using Walisongo E-learning Moodle as Learning Management System. Questionnaires are the research instrument used in this study. A questionnaire is a sheet with multiple questions organized according to a set format. Researchers did not alter the study's conditions during the survey's administration [27].

So, the writer would like to collect, process, and analyze the data using quantitative method. Quantitative research is a study for counting how many percent the individuals or groups which is caused by a human or social problem.

[27] Firdaus Firdaus, Zulfadilla Zulfadilla, and Fakhri Caniago, 'Research Methodology : Types in the New Perspective', *MANAZHIM*, 3.1 (2021), 1–16 <https://doi.org/10.36088/manazhim.v3i1.903>.

B. PARTICIPANTS

A population is the total supply or "universe" of a particular kind of subject matter, defined operationally for experimental purposes [28]. The population is all objects or subjects in a place region and fulfill certain requirements relating to the problem research, or entire units or individuals within the scope to be conducted researched. The population in this study are all 7th semester students of the English Education Department of UIN Walisongo Semarang totaling 69 people.

Sampling is choosing a smaller subset of a population to study, increasing efficiency and accuracy while minimizing resources and effort needed [29]. The sample of this research was taken randomly from the students who took the advanced online class in the previous semester. Random sampling is used on those occasions when processing the entire dataset is not necessary and is considered too expensive in terms of response time or

[28] EUGENE E. LEVITT, '"Statistics, Science, and Psychiatry": A Comment', *Archives of General Psychiatry*, 2.4 (1960), 457 <https://doi.org/10.1001/archpsyc.1960.03590100097010>.
[29] James Dean Brown, 'Sampling: Quantitative Methods', in *The Encyclopedia of Applied Linguistics* (Wiley, 2012) <https://doi.org/10.1002/9781405198431.wbeal1033>.

resource usage[30]. This sampling aims to assist the researcher in overcoming the limitations that the researcher can encounter in the field, such as the population being too large or the range being too wide so it is not possible to collect data on the entire population. It can reduce bias or tendency in favor of certain population members and can detect standard errors in research. Furthermore, constrained in terms of limited human resources, time, and cost, and the whole population is uniform so that it can be represented by several samples to be taken. This research aims to know the different opinions among them about E-learning Walisongo Moodle as Learning Management System. In this research, sampling used the formula from Slovin:

$$n = \frac{N}{1+N(e^2)}$$

Information:

n = number of samples

N = total population

e = maximum error limit tolerated in the sample, aka the significance level is 0.05 (5%) or 0.1 (10%)

[30] F Olken and D Rotem, 'Simple Random Rampling From Relational Databases', *12th Internatinal Conference on Very Large Databases*, 1986.

$$n = \frac{69}{1+69(0.1^2)}$$

$n = 40.828$ rounded to $n = 41$

Through this formula, the desired number of samples is obtained as many as 41 students. It was taken from all classes in the seventh semester randomly. Consisting of 8 males and 33 females with the age range of 21-24 years and various experiences in the field of English.

C. INSTRUMENT

The data was taken from the results of the questionnaire during the process of study and documentation.

Questionnaire is organized way of gathering data from a large number of respondents. it allows data to be statistically analyzed and offers a handy format for compiling a lot of information [31]. An organized way of gathering data from a large number of respondents, questionnaires allow data to be statistically analyzed and offer a handy format for compiling a lot of information [32].

[31] Alexander L.A. Reid, 'Questionnaires', *Medical Journal of Australia*, 148.10 (1988), 543–44 <https://doi.org/10.5694/j.1326-5377.1988.tb99485.x>.
[32] Reid.

The importance of validating and reliable questionnaires, considering design and administration methods, and ensuring meaningful data collection for effective questionnaire studies [33].

The questionnaire of this research was conducted offline. In the seventh semester of the English Education Department, to find out ELT Students' opinions, preparations, and difficulties during Walisongo E-learning Moodle in online classes through a questionnaire. Therefore, a questionnaire was conducted to collect research data in order to obtain comprehensive information. Then the researcher analyzed the data obtained from the questionnaire results in transcript form in the appendix chapter.

The documentation technique in this research is intended to obtain data that is available in the form of archives or books that support research. Collection of data obtained from reports and written, illustrated, recorded or printed statements. This method is used to obtain written data related to research, such as information regarding

[33] A. Williams, 'How to Write and Analyse a Questionnaire', *Journal of Orthodontics*, 30.3 (2003), 245–52 <https://doi.org/10.1093/ortho/30.3.245>.

school infrastructure, number and status of teachers, number of students, and so on.

D. PROCEDURE

This research was conducted on December 22nd -23rd, 2023, with the English Education students of UIN Walisongo Semarang online on the WhatsApp application. The research was taken online because of easier. The setting and time were suited to the participants' conditions and they had their different activity schedules.

Data collection techniques often referred to as data collection methods are the methods used by the writer or researcher to obtain data objectively. Data collection here aims to be able to answer and resolve the problems in the research. The data collection technique used in this research is the questionnaire method.

In this research, the author will obtain data and information by distributing questionnaires to ELT students in seven semesters at UIN Walisongo Semarang to obtain data about perspectives, ratings, and challenges.

E. RESEARCH VARIABLE AND INDICATORS

Variables are characteristics of the sample that are being studied that differ in value from sample subject to

sample subject. This is why they are termed variables [34]. The variable used in this research is the student's perspective on Walisongo E-learning Moodle. Student perspective of Walisongo E-learning Moodle is a process where students interpret and provide responses and impressions of Walisongo E-learning Moodle as Learning Management System. Students' perspective of Walisongo E-learning Moodle was determined through data collection using a questionnaire.

In this research, students' perspective of Walisongo E-learning Moodle is viewed from research questions. They are as follows:

1. ELT students' perspective in using Walisongo E-learning Moodle as Learning Management System in English education:
    a. Ease of Use
    b. Relevance of Material
    c. Interactivity

[34] Chittaranjan Andrade, 'A Student's Guide to the Classification and Operationalization of Variables in the Conceptualization and Design of a Clinical Study: Part 1', *Indian Journal of Psychological Medicine*, 43.2 (2021), 177–79 <https://doi.org/10.1177/0253717621994334>.

2. Students rate Moodle's ability to customize learning experiences to suit their needs:
    a. Flexibility of Learning Materials
    b. Personalize Learning Experience
    c. Use of Interactive Tools
3. The challenges of using Walisongo E-Learning Moodle as LMS:
    a. Accessibility Limitations
    b. Technical Barriers
    c. Difficulty in Navigation
    d. Challenges in Interaction
    e. Barriers to Assessment

F. DATA ANALYSIS TECHNIQUE

The process of data analysis is examining, purifying, converting, and modeling data in order to get crucial knowledge and insights for making decisions [35].

The selection of this data analysis technique was based on the research objective, namely knowing ELT Students' Perspective in Using Walisongo E-Learning Moodle as

[35] Momin Saniya Parvez and others, 'Analysis Of Different Web Data Extraction Techniques', in *2018 International Conference on Smart City and Emerging Technology (ICSCET)* (IEEE, 2018), pp. 1–7 <https://doi.org/10.1109/ICSCET.2018.8537333>.

Learning Management system at UIN Walisongo Semarang. Therefore, the data analysis technique used is descriptive analysis. Data processing and analysis includes the following steps:

a. Editing

This is the earliest stage of data processing. At this stage, what is done is to check the list of questions (questionnaire) that has been filled in by the respondent.

b. Coding

Before researchers carry out data entry, researchers must do coding. Coding is the activity of organizing data into certain categories so that it is easy to analyze.

c. Data entry

Data entry is the activity of entering data into a computer program.

d. Check data

After the data entry process is complete, the next step is to check the data to obtain accuracy. Things that are important to pay attention to at this stage include checking how much data is missing, whether the data is relevant to the research objectives,

and how much the data answers the research questions.

e. Perform transformation and recode (if necessary)

f. Processing and analysis

At this stage, data processing and analysis is carried out. Data analysis is the process of simplifying data into a form that is easier to understand and interpret. Descriptive analysis is intended to provide information about the observed data so that it is meaningful and communicative. Analyzing data using descriptive quantitative with percentages, the formula used in this research is as follows:

$$\% = \frac{F(frequency\ of\ a\ case)}{N} \times 100$$

Information:

% = percentage

F = frequency (number of respondents' answers)

N = *number of cases* (number of respondents)

To make it easier to identify, the ideal mean (Mi) and ideal standard deviation (Si) benchmarks are used using Anas Sudijono's scale [36]. Guidelines for determining criteria or classification are:

> Mi + 1.5 SDi = very good

[36] Anas Sudijono, *Pengantar Statistik Pendidikan* (Raja Grafindo Persada, 2008).

Mi i s.d < Mi + 1.5 SDi = good

Mi-1.5 SDi s.d < Mi = quite good

< Mi – 1.5 SDi = not good

Information:

Mi $= \frac{1}{2}$ (highest score – lowest score)

SDi $= \frac{1}{6}$ (highest score – lowest score)

The next step is to provide conclusions from the results of data analysis obtained in the research process.

In this research, there are 3 steps that the author must go through to analyze the data obtained later. The analysis steps are as follows:

1. Preliminary Analysis

Preliminary analysis includes screening the data, looking for missing data, and running a number of statistical tests to make sure the data matches the requirements for multivariate analysis [37].

Table 1. questionnaire grid

[37] Mahmoud Ahmad Mahmoud, Farrah Merlinda Muharam, and Abdulsalam Mas'ud, 'Factors That Influence the Entrepreneurial Intention of Nigerian Postgraduates: Preliminary Analysis and Data Screening', *Asian Social Science*, 11.4 (2015) <https://doi.org/10.5539/ass.v11n4p180>.

Variable	Indicators	Number of items	Total
ELT Students' Perspective in Using Walisongo E-Learning Moodle as Learning Management system	Additional information	1,2,3,4,5,6,7,8	8
	1. ELT students' perspective:	Open questionnaire (1)	1
	a. Ease of use	1, 2, 9, 12, 13	5
	b. Relevance of material	3, 4, 7, 8	4
	c. interactivity	5, 6, 10, 11	4
	2. Students rate Moodle's ability:	Open questionnaire (2)	1
	a. Flexibility of learning material	1, 2, 3, 10	4
	b. Personalize learning experience	4, 5, 6, 7	4
	c. Use of interactive tools	8, 9	2
	3. The challenges:	Open questionnaire (3)	1
	a. Accessibility Limitations	1, 2, 5, 8	4
	b. Technical Barriers	3, 9	2
	c. Difficulty in Navigation	4	1
	d. Challenges in Interaction	6	1

	e. Barriers to Assessment	7, 10	2
Total			44

The quantification criteria for positive statement sentences are as follows:

Table 2.1 scores positive alternative answer

No.	Positive answer	score
1.	Strongly agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly disagree	1

The quantification criteria for negative statement sentences are as follows:

Table 2.2 scores negative alternative answer

No.	Positive answer	score
1.	Strongly agree	1
2.	Agree	2
3.	Neutral	3
4.	Disagree	4
5.	Strongly disagree	5

2. Test Data Requirements Analysis

This requirements analysis test consists of a normality test, homogeneity test, and linearity test.

a. Normality test

A normality test is a statistical method that compares the normal distribution of a sample to a known distribution [38]. The method used in this normality test is *one sample Kolmogorov Smirnov.*

To identify whether the data is normally distributed or not, it can be done by looking at the criteria, if the significance value is greater than 0.05 in the table, then the data is declared to be normally distributed (S<0.05), but if the significance value is smaller than 0.05, then the data is declared not normally distributed (S > 0.05).

b. Homogeneity test

The homogeneity test in this study used the Chi Quadrat formula.

$$\boldsymbol{X^2} = (\boldsymbol{In10})\{\boldsymbol{B} - (\sum(n_i - 1)\log S1^2\}$$

To count $\boldsymbol{B} = \left(\boldsymbol{\log S1^2}\right)\sum\left(\boldsymbol{n_i - 1}\right)$. While knowing how to calculate

$S1^2 = \frac{\sum(n_i-1)Si^2}{\sum(n_i-1)}$.

[38] D.J. Best and J.C.W. Rayner, 'Lancaster's Test of Normality', *Journal of Statistical Planning and Inference*, 12 (1985), 395–400 <https://doi.org/10.1016/0378-3758(85)90088-6>.

3. Instrument Trial Analysis

Instrument trial analysis is a statistical framework used in clinical trials to determine the effectiveness of interventions and their safety [39]. Below are several tests that must be passed to test the research instrument:

a. Validity test

Validity tests assess the ability of instruments to measure exactly what they propose, using criteria like stability, internal consistency, and equivalence [40]. The test results are checked using Product Moment Correlation, namely:

$$\boldsymbol{r_{xy}} = \frac{N\sum xy-(\sum x)(\sum y)}{\sqrt{[n(\sum X^2-\sum X^2][n\sum y2-(\sum y2)]}}$$

Information:

r_{xy} : coefficient between variable X and variable Y

N : total students

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[39] *Introduction to Statistical Methods for Clinical Trials*, ed. by Thomas D. Cook and David L. DeMets (Chapman and Hall/CRC, 2007) <https://doi.org/10.1201/9781420009965>.

[40] Ana Cláudia de Souza and others, 'Psychometric Properties in Instruments Evaluation of Reliability and Validity', *Epidemiologia e Serviços de Saúde*, 26.3 (2017), 649–59 <https://doi.org/10.5123/S1679-49742017000300022>.

$\sum X$: the sum of all X scores

$\sum$Y : the sum of all Y scores

$\sum$XY : the sum of all X and Y scores

If $r_{count} > r_{table} =$ then the questionnaire tested is said to be valid. but if $r_{count} < r_{table} =$ then the questionnaire tested is said to be invalid.

The instrument trial in this research was carried out on 41 students at UIN Walisongo Semarang. The research questionnaire consisted of 41 items statements and 3 open questionnaires. The statement items were then analyzed with the help of the Excel for Windows computer program. After the calculated r_{xy} is found, then it is consulted with the r_{table} to find out which statement items are valid and invalid. A question item is said to be valid if r_{count} is greater than or equal to rtable with a significance level of 5%. If r_{count} is smaller than r_{table} then the question item is said to be invalid. Based on the r Product

Moment value table [41]. for N = 41 and a significance level of 5%, the r_{table} value listed is 0.308. The results of the validity test of the research instrument after conducting the instrument trial are as follows:

Table 3. result of validity test instrument research

Instrument questionnaire	Invalid item number
ELT students' perspective in Using Walisongo E-learning Moodle	33, 34, 35, 36, 37, 38, 39, 40, 41

b. Reliability test

To determine the level of reliability of an instrument, you can use the Alpha formula as follows:

$$\boldsymbol{r_{11} = \left(\frac{k}{n-1}\right)\left(1 - \frac{\sum S_{b^2}}{S_{t^2}}\right)}$$

Information:

r_{11} = test reliability coefficient

K = the number of questions

$\sum S_{b^2}$ = number of item variants

S_{t^2} = total number of variants

[41] Suharsimi Arikunto, *Prosedur Penelitian*, 2010.

If $r_{count} > r_{table}$ with a significance level of 5%, it is declared reliable. conversely, if $r_{count} < r_{table}$ with a significance level of 5%, it is declared unreliable.

To provide an interpretation of the coefficient or r_{11} calculation results, it can be interpreted using a guideline table. The following is a table of guidelines for providing interpretation:

Table 4. Guidelines for Providing Interpretations of Correlation Coefficients

Coefficient interval	Relationship level
0.00-0.10	Very low
0.10- 0.399	Low
0.40-0.699	Currently
0.70-0.899	Strong
0.90-1.000	Very strong

Source: Patrick Schober, Christa Boer, and Lothar A. Schwarte, 2018 [42]

The reliability test in this research used the Excel for Windows computer program with the Cronbach Alpha Technique reliability test. The results obtained are presented in the table below:

[42] Patrick Schober, Christa Boer, and Lothar A. Schwarte, 'Correlation Coefficients: Appropriate Use and Interpretation', *Anesthesia & Analgesia*, 126.5 (2018), 1763–68 <https://doi.org/10.1213/ANE.0000000000002864>.

Table 5. results of the research instrument reliability test

Instrument questionnaire	Reliability score
ELT students' perspective in Using Walisongo E-learning Moodle	0.924607

The results of the research instrument reliability test show that the ELT students' perspective in using Walisongo E-learning Moodle research instrument has very strong reliability, namely 0.924607 and $r_{count} > r_{table}$ (0.924607>0.308).

CHAPTER IV
RESEARCH FINDING

This chapter discusses the data that was collected during the questionnairing process. The first describes the data; the second analyzes the data; and the third is discussion.

A. Describe The Data

1. Describe the general data

The university used as a place for this research is UIN Walisongo Semarang. UIN Walisongo is located on Jl. Prof. Dr. Hamka, Ngaliyan District, Semarang city, Central Java Province. The location of UIN Walisongo is strategic so it is easy to reach by public transportation.

UIN Walisongo always follows developments in education, developments in science, and technology, as well as developments in human resources. UIN Walisongo's vision is "Leading Research Islamic University Based on the Unity of Science for Humanity and Civilization in 2038". Meanwhile, the mission of UIN Walisong Semarang is as follows:

1) Organizing science and technology education and teaching based on the unity of knowledge to produce professional graduates with al-karimah morals;

2) Improving the quality of research for the benefit of Islam, science, and society;
3) Carrying out useful service for community development;
4) Explore, develop, and apply local wisdom values;
5) Develop collaboration with various institutions on a regional, national, and international scale;
6) Realizing international standard professional institutional management.

UIN Walisongo Semarang has several faculties that tie together several study programs or departments according to the division. There are Faculty of Education and Teacher Training; Faculty of Ushuluddin and Humanities; Faculty of Sharia and Law; Faculty of Islamic Economics and Business; Faculty of Da'wah and Communication; Faculty of Science and Technology; Faculty of Psychology and Health; and faculty of Social Science and Political Science.

Table 6. faculty and Department UIN Walisongo Semarang

Faculty	Department
Faculty of Education and Teacher Training; and	• Islamic education

faculty of Social Science and Political Science.	• Islamic Education Management • Arabic Language Education • English language education • Madrasah Ibtidaiyah Teacher Education • Early Childhood Islamic Education • Religious Teacher Professional Education (Profession) • Islamic Religious Education (S2) • Islamic Education Management (S2) • Arabic Language Education (S2)
Faculty of Ushuluddin and Humanities;	• Study of Religions • Islamic Creed and Philosophy • The Science of the Qur'an and Tafsir • Sufism and Psychotherapy • Islamic Art and Architecture • Al-Qur'an Science and Tafsir (S2)
Faculty of Sharia and Law;	• Islamic Family Law • Islamic Criminal Law

	• Sharia Economic Law • Astronomy • Legal studies • Astrology (S2)
Faculty of Islamic Economics and Business;	• Islamic economics • Sharia Accounting • Syariah banking • Management • Sharia Economics (S2)
Faculty of Da'wah and Communication;	• Islamic Communication and Broadcasting • Islamic Guidance and Counseling • Development of Islamic Society • Da'wah Management • Hajj and Umrah Management • Islamic Communication and Broadcasting (S2)
Faculty of Science and Technology;	• Mathematics education • Biology Education • Chemistry Education • Physical education • Mathematics • Physics • Chemistry

	• Biology • Information Technology • Environmental Engineering
Faculty of Psychology and Health;	• Psychology • Nutrition
faculty of Social Science and Political Science	• Sociology • Political science
Magister program	• Islamic Religious Studies (S2) • Islamic Studies (S3)

2. Describe the custom data

To find out ELT students' perspective on the use of Walisongo E-learning as a Learning Management System, in this section, a description of the data obtained at the research location will be presented. This research used a sample of 41 ELT students at UIN Walisongo Semarang for the 2023/2024 academic year.

B. Data Analysis

The description of the data presented includes mean (M), mode (Mo), median (Me), and standard deviation (SD). The mean is the arithmetic average, the mode or mode is the value of the data that has the highest frequency or the value that often appears in a group of data, the

median is the middle value of a group of data that has been sorted (arranged) starting from the smallest data to the largest data. Furthermore, Standard Deviation (standard deviation) is a group or standard measure of deviation from the mean. Research variable data needs to be categorized using steps according to Anas Sudijono (2008:175)[43]. Guidelines for determining criteria or classification are:

> Mi + 1.5 SDi = very good

Mi i s.d < Mi + 1.5 SDi = good

Mi-1.5 SDi s.d < Mi = quite good

< Mi – 1.5 SDi = not good

The price in ideal Mean (Mi) and ideal Standard Deviation (SDi) are obtained based on the following formula:

Mi $= \frac{1}{2}$ (highest score – lowest score)

SDi $= \frac{1}{6}$ (highest score – lowest score)

1. ELT students' perspective in using Walisongo E-learning Moodle as Learning Management System

This section describes the ELT students' perspective in using Walisong e-learning moodle to support their managing online classes. Based on the

[43] Sudijono.

questionnaire result, the Walisongo e-learning used by students showed the effectiveness of how trainers and students manage the online class. Students' perspectives on using Walisongo E-learning Moodle in terms of research questions were measured through a questionnaire consisting of 13 statement items with a Likert scale consisting of 5 alternative answers and 1 open question. The questionnaire is described in several indicators. The results of data processing are as follows:

a) Ease of Use Walisongo E-learning

Based on the results of data processing from the existing statement items, the highest score was 23 and the lowest score was 12. After calculating using Excel for Windows, the mean was 18.46, the median (Me) was 19, the mode was 20 and the standard deviation was 2.85.

Determining the tendency of ELT students' perspective in using Walisongo E-learning Moodle is reviewed from the object perspective factors ease of use after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = ½ (Xmax + Xmin), find the ideal standard

deviation (SDi) with the formula SDi = 1/6 (Xmax-Xmin). Based on these references, the ideal mean of ELT students' perspective in using Walisongo E-learning Moodle is 17.5. The ideal standard deviation is 1.833. From the above calculations it can be categorized into 4 classes as follows:

> Mi + 1.5 SDi	= very good
Mi i s.d < Mi + 1.5 SDi	= good
Mi-1.5 SDi s.d < Mi	= quite good
< Mi – 1.5 SDi	= not good

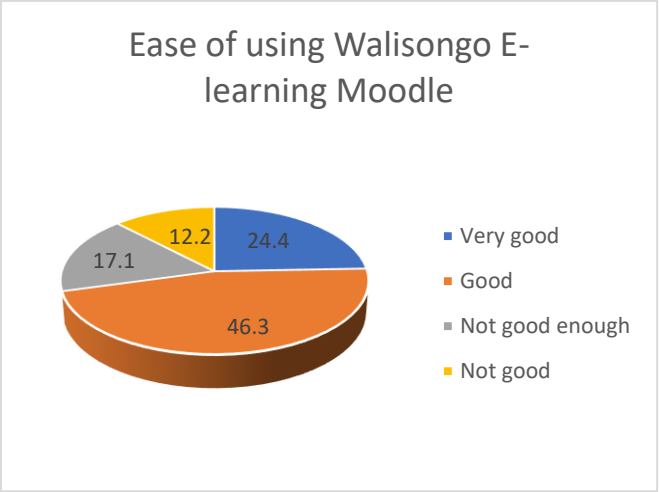
Based on the calculations above, the criteria for ELT students' perspective in using Walisongo E-learning Moodle can be obtained in terms of the perspective object factors as follows:

Table 7. distribution Categorization of ELT students' perspective in using Walisongo E-learning Moodle Judging from ease of use.

No	Score	Frequency	Percent	Category
1.	>20.2495	10	24.4	Very good
2.	17.5-20.2495	19	46.3	Good
3.	14.7505-17.5	7	17.1	Quite good
4.	<14.7505	5	12.2	Not good
	Total	41	100.0	

Source: Primary data is analyzed, 2023

Based on the table above, it can be depicted in the pie-chart below:



Picture 1. Pie Chart ELT students' perspective in using Walisongo E-learning Moodle Judging from ease of use

Based on the table and pie chart above, it shows that ELT students' perspective in using Walisongo E-learning moodle in terms of ease of use at UIN Walisongo Semarang is in the very good category with 10 students (24.4%), in the good category with 19 students (46.3%), quite good as many as 7 students (17.1%) and not good as many as 5 students (12.2%). So, it can be

concluded that the tendency of ELT students' perspective in using Walisongo E-learning Moodle in terms of ease of use factor is in the good category, namely 19 students (46.3%).

b) Relevance of Material

Based on the results of data processing from the existing statement items, the highest score was 19 and the lowest score was 8. After calculating using Excel for Windows, the mean was 14.49, the median (Me) was 15, the mode was 15 and the standard deviation was 2.38.

Determining the tendency of ELT students' perspective in using Walisongo E-learning Moodle is reviewed from the object perspective factors relevance of material after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = ½ (Xmax + Xmin), find the ideal standard deviation (SDi) with the formula SDi = 1/6 (Xmax-Xmin). Based on these references, the ideal mean of ELT students' perspective in using Walisongo E-learning Moodle is 13.5. The ideal standard deviation is 1.833. From the above

calculations it can be categorized into 4 classes as follows:

> Mi + 1.5 SDi = very good

Mi i s.d < Mi + 1.5 SDi = good

Mi-1.5 SDi s.d < Mi = quite good

< Mi – 1.5 SDi = not good

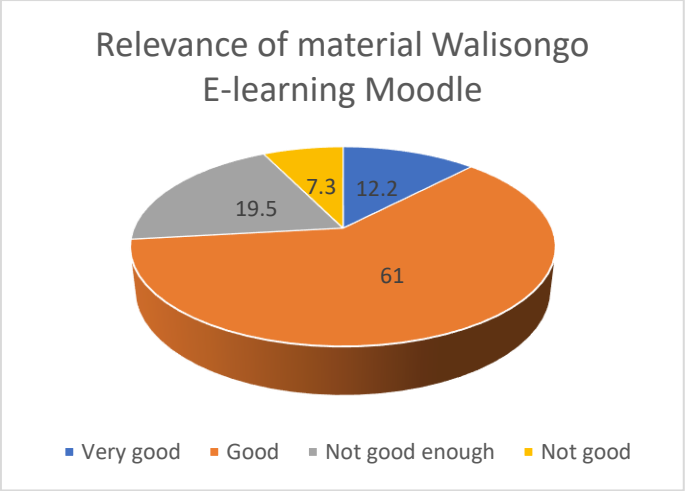
Based on the calculations above, the criteria for ELT students' perspective in using Walisongo E-learning Moodle can be obtained in terms of the perspective object factors as follows:

Table 8. distribution Categorization of ELT students' perspective in using Walisongo E-learning Moodle Judging from relevance of material.

No	Score	Frequency	Percent	Category
1.	>16.2495	5	12.2	Very good
2.	13.5-16.2495	25	61	Good
3.	10.7505-13.5	8	19.5	Quite good
4.	<10.7505	3	7.3	Not good
	Total	41	100.0	

Source: Primary data is analyzed, 2023

Based on the table above, it can be depicted in the pie-chart below:



Picture 2. Pie Chart ELT students' perspective in using Walisongo E-learning Moodle Judging from relevance of material

Based on the table and pie chart above, it shows that ELT students' perspective in using Walisongo E-learning moodle in terms of relevance of material at UIN Walisongo Semarang is in the very good category with 5 students (12.2%), in the good category with 25 students (61%), quite good as many as 8 students (19.5%) and not good as many as 3 students (7.3%). So, it can be concluded that the tendency of ELT students' perspective in using Walisongo E-learning Moodle in terms of relevance of material

factor is in the good category, namely 25 students (61%).

c) Interactivity

Based on the results of data processing from the existing statement items, the highest score was 19 and the lowest score was 9. After calculating using Excel for Windows, the mean was 14.15, the median (Me) was 15, the mode was 16 and the standard deviation was 2.33.

Determining the tendency of ELT students' perspective in using Walisongo E-learning Moodle is reviewed from the object perspective factors interactivity after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = ½ (Xmax + Xmin), find the ideal standard deviation (SDi) with the formula SDi = 1/6 (Xmax-Xmin). Based on these references, the ideal mean of ELT students' perspective in using Walisongo E-learning Moodle is 14. The ideal standard deviation is 1.67. From the above calculations it can be categorized into 4 classes as follows:

> Mi + 1.5 SDi	= very good
Mi i s.d < Mi + 1.5 SDi	= good

Mi-1.5 SDi s.d < Mi = quite good

< Mi – 1.5 SDi = not good

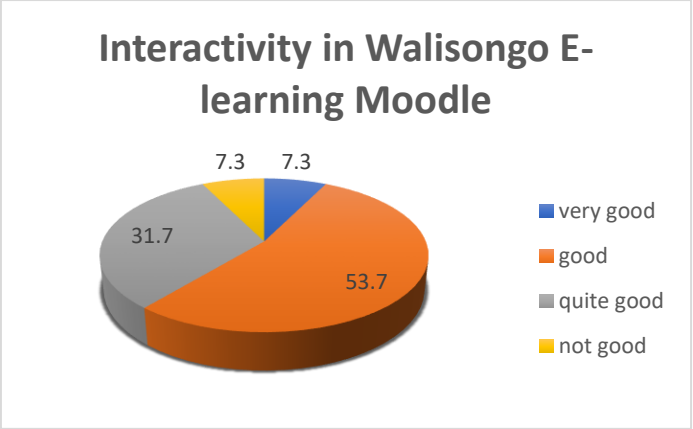
Based on the calculations above, the criteria for ELT students' perspective in using Walisongo E-learning Moodle can be obtained in terms of the perspective object factors as follows:

Table 9. distribution Categorization of ELT students' perspective in using Walisongo E-learning Moodle Judging from ease of use.

No	Score	Frequency	Percent	Category
1.	>16.505	3	7.3	Very good
2.	14-16.505	22	53.7	Good
3.	11.495-14	13	31.7	Quite good
4.	<11.495	3	7.3	Not good
	Total	41	100.0	

Source: Primary data is analyzed, 2023

Based on the table above, it can be depicted in the pie-chart below:



Picture 3. Pie Chart ELT students' perspective in using Walisongo E-learning Moodle Judging from interactivity

Based on the table and pie chart above, it shows that ELT students' perspective in using Walisongo E-learning moodle in terms of ease of use at UIN Walisongo Semarang is in the very good category with 3 students (7.3%), in the good category with 22 students (53.7%), quite good as many as 13 students (31.7%) and not good as many as 3 students (7.3%). So, it can be concluded that the tendency of ELT students' perspective in using Walisongo E-learning Moodle in terms of interactivity factor is in the good category, namely 22 students (53.7%).

2. Students rate Moodle's ability to customize learning experiences to suit their needs

This section describes the Students rate Moodle's ability to customize learning experiences to suit their needs. Based on the questionnaire result, the Walisongo e-learning used by students showed the rating of Walisongo E-learning's ability to customize learning experiences to suit their needs. Students' perspectives on using Walisongo E-learning Moodle in terms of research questions were measured through a questionnaire consisting of 10 statement items with a Likert scale consisting of 5 alternative answers and 1 open question. The questionnaire is described in several indicators. The results of data processing are as follows:

a) Flexibility of learning material

Based on the results of data processing from the existing statement items, the highest score was 18 and the lowest score was 10. After calculating using Excel for Windows, the mean was 14.68, the median (Me) was 15, the mode was 16 and the standard deviation was 1.94.

Determining the tendency of the students to rate Moodle's ability is reviewed from the object perspective factors flexibility of learning material after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = ½ (Xmax + Xmin), find the ideal standard deviation (SDi) with the formula SDi = 1/6 (Xmax-Xmin). Based on these references, the ideal mean of ELT students' perspective in using Walisongo E-learning Moodle is 14. The ideal standard deviation is 1,33. From the above calculations it can be categorized into 4 classes as follows:

> Mi + 1.5 SDi	= very good
Mi i s.d < Mi + 1.5 SDi	= good
Mi-1.5 SDi s.d < Mi	= quite good
< Mi – 1.5 SDi	= not good

Based on the calculations above, the criteria for ELT students' perspective in using Walisongo E-learning Moodle can be obtained in terms of the perspective object factors as follows:

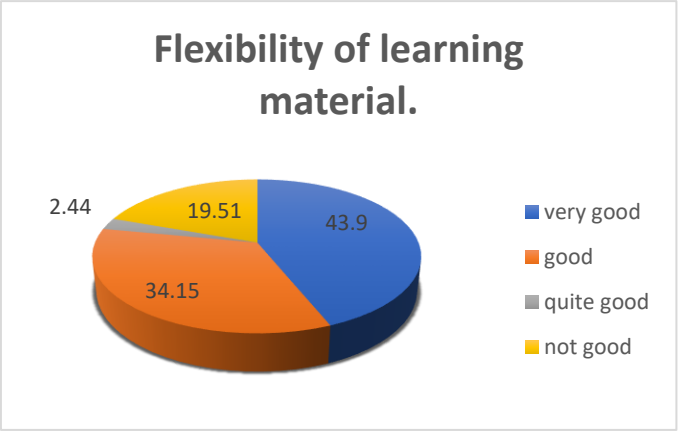
Table 10. distribution Categorization of the Student's rate Moodle's ability is reviewed from the

object perspective factors flexibility of learning material.

No	Score	Frequency	Percent	Category
1.	>15.995	18	43.9	Very good
2.	14-15.995	14	34.15	Good
3.	12.005-14	1	2.44	Quite good
4.	<12.005	8	19.51	Not good
	Total	41	100.0	

Source: Primary data is analyzed, 2023

Based on the table above, it can be depicted in the pie-chart below:



Picture 4. Pie Chart the Students rate Moodle's ability is reviewed from the object perspective factors flexibility of learning material.

Based on the table and pie chart above, it shows that the Students rate Moodle's ability is reviewed from the object perspective factors flexibility of learning material at UIN Walisongo Semarang is in the very good category with 18 students (43.9%), in the good category with 14 students (34.15%), quite good as many as 1 students (2.44%) and not good as many as 8 students (19.51%). So, it can be concluded that the tendency of the Students to rate Moodle's ability is reviewed from the object perspective factors flexibility of learning material is in the very good category, namely 18 students (43.9%).

b) Personalize learning experience

Based on the results of data processing from the existing statement items, the highest score was 18 and the lowest score was 9. After calculating using Excel for Windows, the mean was 13.83, the median (Me) was 14, the mode was 16 and the standard deviation was 2.31.

Determining the tendency of the Students to rate Moodle's ability is reviewed from the object perspective factors personalize learning experience after the minimum value (Xmin) and maximum

value (Xmax) is known, then next look for the ideal average value (Mi) with the formula Mi = ½ (Xmax + Xmin), find the ideal standard deviation (SDi) with the formula SDi = 1/6 (Xmax-Xmin). Based on these references, the ideal mean of ELT students' perspective in using Walisongo E-learning Moodle is 13.5. The ideal standard deviation is 1.5. From the above calculations it can be categorized into 4 classes as follows:

> Mi + 1.5 SDi	= very good
Mi i s.d < Mi + 1.5 SDi	= good
Mi-1.5 SDi s.d < Mi	= quite good
< Mi – 1.5 SDi	= not good

Based on the calculations above, the criteria for ELT students' perspective in using Walisongo E-learning Moodle can be obtained in terms of the perspective object factors as follows:

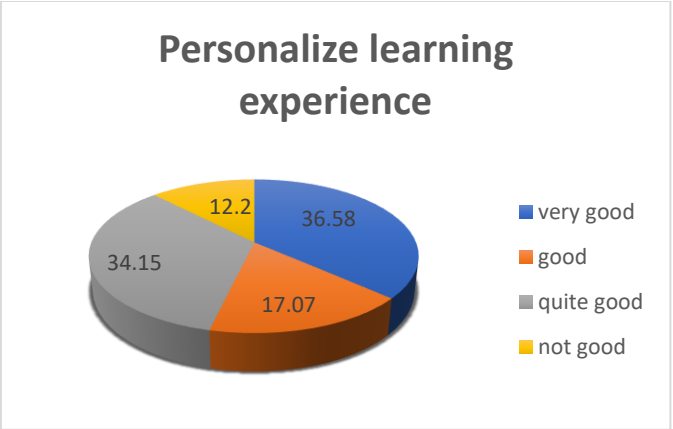
Table 11. distribution Categorization of the Students' rate Moodle's ability is reviewed from the object perspective factors personalize learning experience.

No	Score	Frequency	Percent	Category
1.	>15.75	15	36.58	Very good

2.	13.5-15.75	7	17.07	Good
3.	11.25-13.5	14	34.15	Quite good
4.	<11.25	5	12.2	Not good
	Total	41	100.0	

Source: Primary data is analyzed, 2023

Based on the table above, it can be depicted in the pie-chart below:



Picture 5. Pie Chart the Students rate Moodle's ability is reviewed from the object perspective factors personalize learning experience.

Based on the table and pie chart above, it shows that the Students rate Moodle's ability is reviewed from the object perspective factors personalize learning experience at UIN Walisongo Semarang is in the very good category with 15

students (36.58%), in the good category with 7 students (17.07%), quite good as many as 14 students (34.15%) and not good as many as 5 students (12.2%). So, it can be concluded that the tendency of the Students to rate Moodle's ability is reviewed from the object perspective factors personalize learning experience is in the very good category, namely 15 students (36.58%).

c) Use of interactive tools

Based on the results of data processing from the existing statement items, the highest score was 10 and the lowest score was 4. After calculating using Excel for Windows, the mean was 7.54, the median (Me) was 8, the mode was 8 and the standard deviation was 1.27.

Determining the tendency of the Students to rate Moodle's ability is reviewed from the object perspective factors use of interactive tools after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = ½ (Xmax + Xmin), find the ideal standard deviation (SDi) with the formula SDi = 1/6 (Xmax-Xmin).

Based on these references, the ideal mean of ELT students' perspective in using Walisongo E-learning Moodle is 7. The ideal standard deviation is 1. From the above calculations it can be categorized into 4 classes as follows:

> Mi + 1.5 SDi	= very good
Mi i s.d < Mi + 1.5 SDi	= good
Mi-1.5 SDi s.d < Mi	= quite good
< Mi – 1.5 SDi	= not good

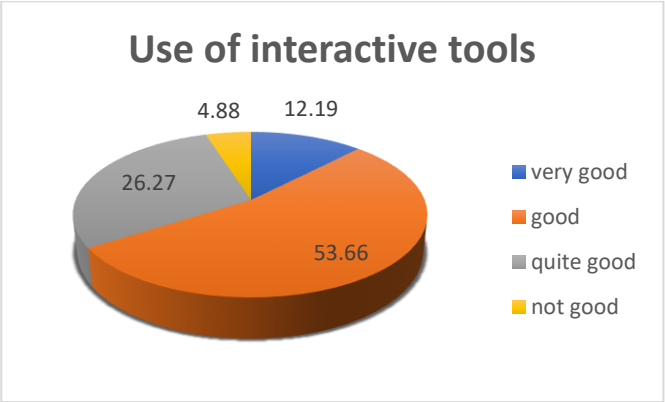
Based on the calculations above, the criteria for ELT students' perspective in using Walisongo E-learning Moodle can be obtained in terms of the perspective object factors as follows:

Table 12. distribution Categorization of the Student's rate Moodle's ability is reviewed from the object perspective factors use of interactive tools.

No	Score	Frequency	Percent	Category
1.	>8.5	5	12.19	Very good
2.	7-8.5	22	53.66	Good
3.	5.5-7	12	29.27	Quite good
4.	<5.5	2	4.88	Not good
	Total	41	100.0	

Source: Primary data is analyzed, 2023

Based on the table above, it can be depicted in the pie-chart below:



Picture 6. Pie Chart the Students rate Moodle's ability is reviewed from the object perspective factors use of interactive tools

Based on the table and pie chart above, it shows that the Students rate Moodle's ability is reviewed from the object perspective factors use of interactive tools at UIN Walisongo Semarang is in the very good category with 5 students (12.19%), in the good category with 22 students (53.66%), quite good as many as 12 students (29.27%) and not good as many as 2 students (4.88%). So, it can be concluded that the tendency of the Students to rate Moodle's ability is reviewed from the object

perspective factors use of interactive tools is in the good category, namely 22 students (53.66%).

3. The challenges of using Walisongo E-Learning Moodle as LMS

This section describes the challenges of using Walisongo E-Learning Moodle as LMS. Based on the questionnaire result, the Walisongo e-learning used by students showed the challenges of how Walisongo E-learning be used to manage the online learning. Students' perspectives on using Walisongo E-learning Moodle in terms of research questions were measured through a questionnaire consisting of 10 statement items with a Likert scale consisting of 5 alternative answers and 1 open question. The questionnaire is described in several indicators. The results of data processing are as follows:

a) Accessibility limitations

Based on the results of data processing from the existing statement items, the highest score was 17 and the lowest score was 11. After calculating using Excel for Windows, the mean was 13.56, the median (Me) was 13, the mode was 12 and the standard deviation was 1.55.

Determining the tendency of the challenge is reviewed from the object perspective factors accessibility limitation after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = ½ (Xmax + Xmin), find the ideal standard deviation (SDi) with the formula SDi = 1/6 (Xmax-Xmin). Based on these references, the ideal mean of ELT students' perspective in using Walisongo E-learning Moodle is 14. The ideal standard deviation is 1. From the above calculations it can be categorized into 4 classes as follows:

> Mi + 1.5 SDi	= very good
Mi i s.d < Mi + 1.5 SDi	= good
Mi-1.5 SDi s.d < Mi	= quite good
< Mi – 1.5 SDi	= not good

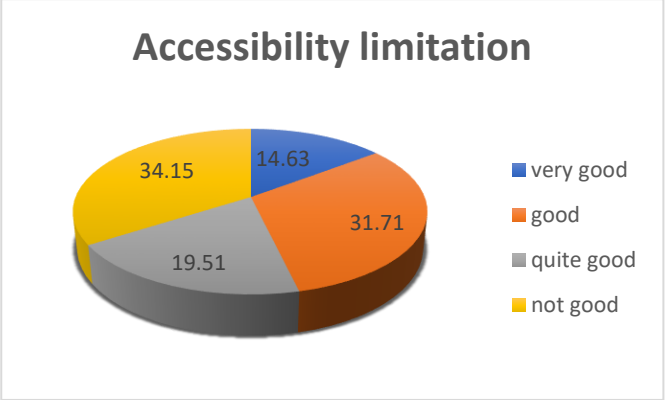
Based on the calculations above, the criteria for ELT students' perspective in using Walisongo E-learning Moodle can be obtained in terms of the perspective object factors as follows:

Table 13. distribution Categorization of the challenge is reviewed from the object perspective factors accessibility limitation.

No	Score	Frequency	Percent	Category
1.	>15.5	6	14.63	Very good
2.	14-15.5	13	31.71	Good
3.	12.5-14	8	19.51	Quite good
4.	<12.5	14	34.15	Not good
	Total	41	100.0	

Source: Primary data is analyzed, 2023

Based on the table above, it can be depicted in the pie chart below:



Picture 7. Pie Chart The challenge of using Walisongo E-learning is reviewed from the object perspective factors of accessibility limitation

Based on the table and pie chart above, it shows that the challenge of using Walisongo E-learning is reviewed from the object perspective factors accessibility limitation at UIN Walisongo

Semarang is in the very good category with 6 students (14.63%), in the good category with 13 students (31.71%), quite good as many as 8 students (19.51%) and not good as many as 14 students (34.15%). So, it can be concluded that the tendency of the challenge of using Walisongo E-learning is reviewed from the object perspective factors accessibility limitation is in the not good category, namely 14 students (34.15%).

b) Technical barriers

Based on the results of data processing from the existing statement items, the highest score was 9 and the lowest score was 4. After calculating using Excel for Windows, the mean was 6.85, the median (Me) was 7, the mode was 6 and the standard deviation was 1.31.

Determining the tendency of the challenge is reviewed from the object perspective factors technical barriers after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = ½ (Xmax + Xmin), find the ideal standard deviation (SDi) with the formula SDi = 1/6 (Xmax-Xmin). Based on these references, the

ideal mean of ELT students' perspective in using Walisongo E-learning Moodle is 6.5. The ideal standard deviation is 0.83. From the above calculations it can be categorized into 4 classes as follows:

> Mi + 1.5 SDi	= very good
Mi i s.d < Mi + 1.5 SDi	= good
Mi-1.5 SDi s.d < Mi	= quite good
< Mi – 1.5 SDi	= not good

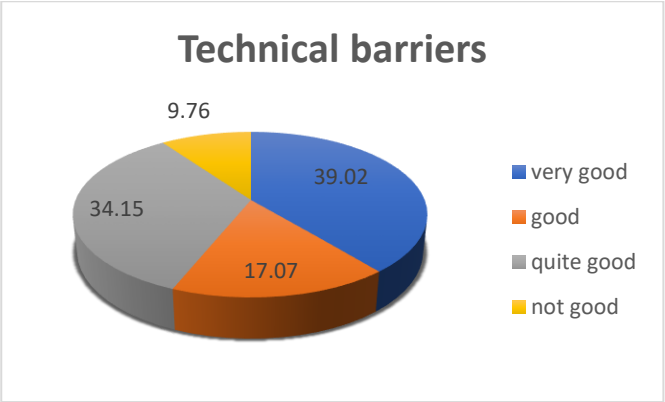
Based on the calculations above, the criteria for ELT students' perspective in using Walisongo E-learning Moodle can be obtained in terms of the perspective object factors as follows:

Table 14. distribution Categorization of the challenge is reviewed from the object perspective factors technical barriers.

No	Score	Frequency	Percent	Category
1.	>7.74	16	39.02	Very good
2.	6.5-7.74	7	17.07	Good
3.	5.25-6.5	14	34.15	Quite good
4.	<5.25	4	9.76	Not good
	Total	41	100.0	

Source: Primary data is analyzed, 2023

Based on the table above, it can be depicted in the pie chart below:



Picture 8. Pie Chart The challenge of using Walisongo E-learning is reviewed from the object perspective factors technical barriers

Based on the table and pie chart above, it shows that the challenge of using Walisongo E-learning is reviewed from the object perspective factors technical barriers at UIN Walisongo Semarang is in the very good category with 16 students (39.02%), in the good category with 7 students (17.07%), quite good as many as 14 students (34.15%) and not good as many as 4 students (9.76%). So, it can be concluded that the tendency of the challenge of using Walisongo E-

learning is reviewed from the object perspective factors technical barriers is in the very good category, namely 16 students (39.02%).

c) Difficulty in navigation

Based on the results of data processing from the existing statement items, the highest score was 5 and the lowest score was 2. After calculating using Excel for Windows, the mean was 3.22, the median (Me) was 3, the mode was 3 and the standard deviation was 0.91.

Determining the tendency of the challenge is reviewed from the object perspective factors technical barriers after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = ½ (Xmax + Xmin), find the ideal standard deviation (SDi) with the formula SDi = 1/6 (Xmax-Xmin). Based on these references, the ideal mean of ELT students' perspective in using Walisongo E-learning Moodle is 3.5. The ideal standard deviation is 0.5. From the above calculations it can be categorized into 4 classes as follows:

> Mi + 1.5 SDi = very good

Mi i s.d < Mi + 1.5 SDi = good

Mi-1.5 SDi s.d < Mi = quite good

< Mi – 1.5 SDi = not good

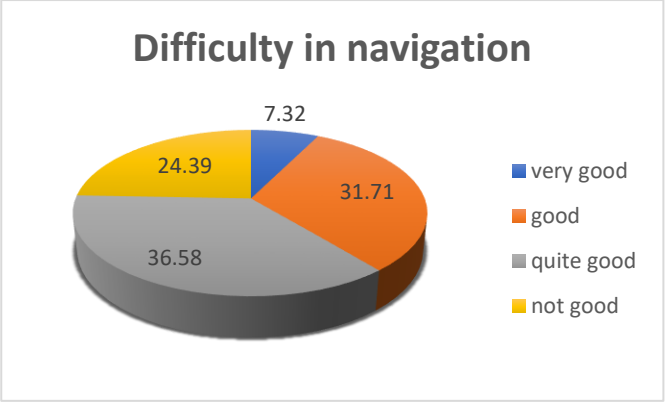
Based on the calculations above, the criteria for ELT students' perspective in using Walisongo E-learning Moodle can be obtained in terms of the perspective object factors as follows:

Table 15. distribution Categorization of the challenge is reviewed from the object perspective factors difficulty in navigation.

No	Score	Frequency	Percent	Category
1.	>4.25	3	7.32	Very good
2.	3.5-4.25	13	31.71	Good
3.	2.75-3.5	15	36.58	Quite good
4.	<2.75	10	24.39	Not good
	Total	41	100.0	

Source: Primary data is analyzed, 2023

Based on the table above, it can be depicted in the pie chart below:



Picture 9. Pie Chart The challenge of using Walisongo E-learning is reviewed from the object perspective factors of difficulty in navigation

Based on the table and pie chart above, it shows that the challenge of using Walisongo E-learning is reviewed from the object perspective factors difficulty in navigation at UIN Walisongo Semarang is in the very good category with 3 students (7.32%), in the good category with 13 students (31.71%), quite good as many as 15 students (36.58%) and not good as many as 10 students (24.39%). So, it can be concluded that the tendency of the challenge of using Walisongo E-learning is reviewed from the object perspective

factors difficulty in navigation is in the quite good category, namely 15 students (36.58%).

d) Challenges in interaction

Based on the results of data processing from the existing statement items, the highest score was 5 and the lowest score was 2. After calculating using Excel for Windows, the mean was 3.41, the median (Me) was 3, the mode was 3 and the standard deviation was 0.67.

Determining the tendency of the challenge is reviewed from the object perspective factors challenge in interaction after the minimum value (Xmin) and maximum value (Xmax) is known, then next look for the ideal average value (Mi) with the formula Mi = ½ (Xmax + Xmin), find the ideal standard deviation (SDi) with the formula SDi = 1/6 (Xmax-Xmin). Based on these references, the ideal mean of ELT students' perspective in using Walisongo E-learning Moodle is 3.5. The ideal standard deviation is 0.5. From the above calculations it can be categorized into 4 classes as follows:

> Mi + 1.5 SDi	= very good
Mi i s.d < Mi + 1.5 SDi	= good

Mi-1.5 SDi s.d < Mi = quite good

< Mi – 1.5 SDi = not good

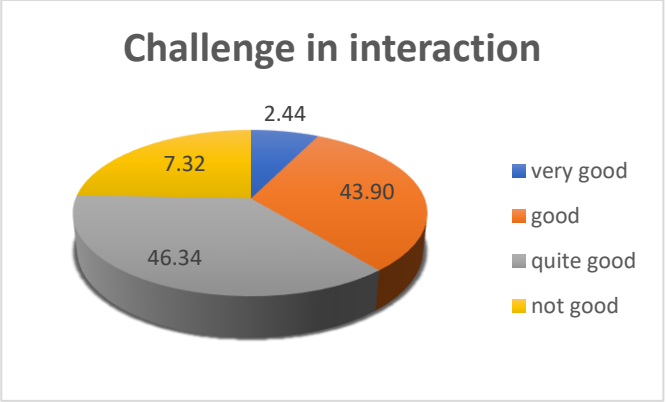
Based on the calculations above, the criteria for ELT students' perspective in using Walisongo E-learning Moodle can be obtained in terms of the perspective object factors as follows:

Table 16. distribution Categorization of the challenge is reviewed from the object perspective factors challenge in interaction.

No	Score	Frequency	Percent	Category
1.	>4.25	1	2.44	Very good
2.	3.5-4.25	18	43.90	Good
3.	2.75-3.5	19	46.34	Quite good
4.	<2.75	3	7.32	Not good
	Total	41	100.0	

Source: Primary data is analyzed, 2023

Based on the table above, it can be depicted in the pie chart below:



Picture 10. Pie Chart The challenge of using Walisongo E-learning is reviewed from the object perspective factors challenge in interaction

Based on the table and pie chart above, it shows that the challenge of using Walisongo E-learning is reviewed from the object perspective factors challenge in interaction at UIN Walisongo Semarang is in the very good category with 1 students (2.44%), in the good category with 18 students (43.90%), quite good as many as 19 students (46.34%) and not good as many as 3 students (7.32%). So, it can be concluded that the tendency of the challenge of using Walisongo E-learning is reviewed from the object perspective

factors challenge in interaction is in the quite good category, namely 19 students (46.34%).

e) Barriers to assessment

Based on the results of data processing from the existing statement items, the highest score was 7 and the lowest score was 4. After calculating using Excel for Windows, the mean was 5.71, the median (Me) was 6, the mode was 6 and the standard deviation was 0.71.

Determining the tendency of the challenge is reviewed from the object perspective factors challenge in interaction after the minimum value (Xmin) and maximum value (Xmax) is known, then next look for the ideal average value (Mi) with the formula Mi = ½ (Xmax + Xmin), find the ideal standard deviation (SDi) with the formula SDi = 1/6 (Xmax-Xmin). Based on these references, the ideal mean of ELT students' perspective in using Walisongo E-learning Moodle is 5.5. The ideal standard deviation is 0.5. From the above calculations it can be categorized into 4 classes as follows:

> Mi + 1.5 SDi	= very good
Mi i s.d < Mi + 1.5 SDi	= good

Mi-1.5 SDi s.d < Mi = quite good

< Mi – 1.5 SDi = not good

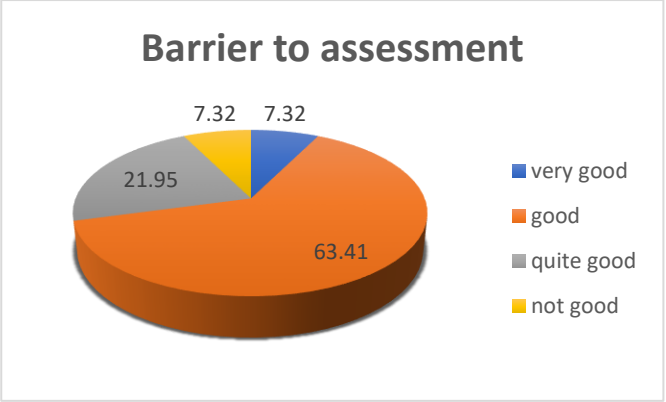
Based on the calculations above, the criteria for ELT students' perspective in using Walisongo E-learning Moodle can be obtained in terms of the perspective object factors as follows:

Table 17. distribution Categorization of the challenge is reviewed from the object perspective factors barrier to assessment.

No	Score	Frequency	Percent	Category
1.	>6.25	3	7.32	Very good
2.	5.5-6.25	26	63.41	Good
3.	4.75-5.5	9	21.95	Quite good
4.	<4.75	3	7.32	Not good
	Total	41	100.0	

Source: Primary data is analyzed, 2023

Based on the table above, it can be depicted in the pie chart below:



Picture 11. Pie Chart The challenge of using Walisongo E-learning is reviewed from the object perspective factors barrier to assessment

Based on the table and pie chart above, it shows that the challenge of using Walisongo E-learning is reviewed from the object perspective factors barrier to assessment at UIN Walisongo Semarang is in the very good category with 3 students (7.32%), in the good category with 26 students (63.41%), quite good as many as 9 students (21.95%) and not good as many as 3 students (7.32%). So, it can be concluded that the tendency of the challenge of using Walisongo E-learning is reviewed from the object perspective

factors challenge in interaction is in the good category, namely 26 students (63.41%).

C. Discussion

Walisongo E-learning Moodle is a form of online learning management method where teachers can monitor student learning through sophisticated technology in the form of cellphones, laptops, etc. Teachers can transfer material, assignments or discussion instructions and so on while still monitoring the class even without meeting in person. Students can also access material from various sources, whether in the form of writing, audio, images, videos, etc. There are several features for evaluation such as quizzes, exercises, and others. Apart from that, it is also for teachers to find out to what extent the material that has been presented can be accepted or understood by students. This method can be applied because with this method students will learn to be independent, responsible, and honest.

ELT students' perspective in using Walisongo E-learning Moodle as LMS is an important thing you need to know. The existence of this perspective will influence students' attitudes toward learning using technology.

1. **ELT students' perspective in using Walisongo E-learning Moodle as Learning Management System**

   Based on data analysis, it can be concluded that ELT students' perspective in using Walisongo E-learning Moodle as LMS in terms of ease of use (good 46.3%), relevant material (good 61%) and interactivity (good 53.7%) has a good tendency or perspective.

   Walisongo E-learning Moodle is a good innovation in learning in this digital era because we can use it during the teaching and learning process even without face-to-face meetings. That's the advantage.

2. **Students rate Moodle's ability to customize learning experiences to suit their needs**

   Based on data analysis, it can be concluded that the perspective of ELT students in using Walisongo E-learning Moodle as an LMS in terms of flexibility of learning (43.9%), personalized learning experience (36.58%) has a very good tendency or perspective. And judging from the use of interactive tools (53.66%) Walisongo E-learning Moodle has a good tendency or perspective.

There are a lot of features in Moodle, so we can easily pick what features suit us best. Moodle is a great tool for learning online. It can change how it looks and works to fit student needs. So, Moodle is very good at customizing learning experiences. The students can do a lot of things with it anywhere and anytime.

3. The challenges of using Walisongo E-Learning Moodle as LMS

Based on the results of ELT data analysis students' perspective about the challenges in using Walisongo E-learning Moodle in terms of the accessibility limitation factor is in the not good category (34.15%). Most student perspectives do not agree with the accessibility limitation statement. It means very easy to access Walisongo E-learning Moodle. We can use cellphones, laptops, computers, gadgets, tablets, etc. because Walisongo E-learning Moodle is open access. So, we can open or access it anytime and anywhere.

ELT students' perspective about the challenge in using Walisongo E-learning Moodle in terms of technical barrier factors is in the very good category (39.02%). It means that many students have challenges using Walisongo E-learning Moodle because there are many features, students have a little difficulty in using them, and there must be further socialization regarding the use of features in learning.

As many as 36.58% of students found navigation difficult in the quite good category, which shows that the majority of students can navigate the platform with an acceptable level of difficulty. There is an opportunity to improve navigation and ensure that students have a good understanding of how to use Walisongo E-learning features.

The majority of students (46.34%) gave a quite good assessment regarding the challenges in interaction in Walisongo E-learning. These figures indicate that the majority of students experienced challenges in interactions that could be considered an acceptable level of difficulty.

The good category reached 63.41%, indicating that the majority of students were satisfied with their involvement in the assessment process in Walisongo E-learning. There were 21.95% of students who gave a quite good rating, indicating that there is still room for improvement.

D. Research Limitations

This research has been attempted and carried out based on scientific procedures, however, it still has limitations, including:

1. This research only describes ELT students' perspective in using Walisongo E-learning Moodle descriptively. This does not yet reflect in more detail and how big the influence of each existing factor is.
2. Researcher limitations include experience, knowledge, energy, costs, and time.
3. The research instrument in the form of a questionnaire has weaknesses because it is unable to control respondents one by one in filling out the questionnaire according to their circumstances.

CHAPTER V
CONCLUSION AND SUGGESTION

This is the last chapter which consists of the conclusion and suggestion of the study. The conclusion contains the summary of the topic and the discussion of the previous chapter in the study. In contrast, the suggestion is addressed to the English teacher or the others interested in the study.

A. Conclusion

Based on the explanation of the research findings and discussion in chapter four, the researcher made several conclusions about ELT students' perspective in using Walisongo E-learning Moodle as LMS.

Judging from ELT students' perspective in using Walisongo E-learning Moodle as LMS, ELT students at UIN Walisongo have a good perspective on using Walisongo E-learning Moodle. This can be seen from the ease of use, 19 students (46.3%) have a good perspective on Walisongo E-learning. In terms of relevance of material factor is in the good category, namely 25 students (61%). Walisongo E-learning Moodle in terms of interactivity factor is in the good category, namely 22 students (53.7%).

Judging from the student rate Moodle ability, ELT students at UIN Walisongo have a very good perspective on using Walisongo E-learning Moodle. the object perspective factors flexibility of learning material is in the very good category, namely 18 students (43.9%). factors personalize learning experience is in the very good category, namely 15 students (36.58%). the object perspective factors use of interactive tools is in the good category, namely 22 students (53.66%).

Judging from the challenges of using e-learning Moodle, ELT students at UIN Walisongo have a quite good perspective on using Walisongo E-learning Moodle. the challenge of using Walisongo E-learning is reviewed from the object perspective factors accessibility limitation is in the not good category, namely 14 students (34.15%). The object perspective factors technical barriers are in the very good category, namely 16 students (39.02%). Factors difficulty in navigation is in the quite good category, namely 15 students (36.58%). The object perspective factors challenge in interaction is in the quite good category, namely 19 students (46.34%). The challenge of using Walisongo E-learning is reviewed from the object

perspective factors challenge in interaction is in the good category, namely 26 students (63.41%).

B. Suggestion

Based on the research results described above, several suggestions can be made. The following are several suggestions that can be put forward in this research, including:

1. For further research

   This research provides information regarding ELT students' perspective in using Walisongo E-learning Moodle as Learning Management System in terms of several parts. So, it is necessary to research the influence of Walisongo E-learning on the management of the teaching and learning process. From this, it will be known that online class management will improve.

2. For schools

   Schools can find out what ELT students' perspective is in using Walisongo E-learning Moodle as Learning Management System. The results of this research can be used as a reflection of the application of the E-learning platform, especially in English language learning. Because based on the

results of data analysis it turns out that the student's perspective is good or positive, so that in the future this method can be utilized or applied better for every lesson.

3. For Teachers

   Teachers are expected to make various efforts to improve learning. The existence of a good or positive student perspective can be used as a reference for teachers to further apply E-learning in learning. Teachers must be able to understand and apply these methods well, such as: choosing the type of assignment according to the characteristics of the students and the material being presented. This research can be input for teachers so that they are more motivated to carry out learning activities better.

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APPENDICES

INSTRUMENT

A. Personal information

Email :

Full-name :

Semester : 7th

Gender :

- Male
- Female

Age :

- <17
- 17-20
- 21-24
- >24

How long have you experienced in English language learning?

- <1 year
- 1-3 years
- 4-6 years
- >6 years

If you have ever taken English proficiency tests, what is your level of English proficiency?

- Intermediate
- Upper-intermediate
- Advanced

Before filling out the following questionnaire, pay attention to the instructions below

Please put a mark (✓) in the answer column that you think is appropriate to what you feel and what you do. Don't copy your friend's answer. Answers and identities in this questionnaire will be kept confidential. Thank you for helping me in this research. May all your activities always be filled with blessings.

Information:

No.	Information	Score positive	Score negative
1.	Strongly agree	5	1
2.	Agree	4	2
3.	Neutral	3	3
4.	Disagree	2	4
5.	Strongly disagree	1	5

B. Additional information

No.	Questions	1	2	3	4	5
1.	I'm familiar with Walisongo E-Learning Moodle?					
2.	I know the main purpose of using Walisongo E-Learning Moodle in this institution?					
3.	I understand how to use the user interface in Walisongo E-Learning Moodle					
4.	I know how to access and manage learning materials in					

	Walisongo E-Learning Moodle					
5.	I know how to participate in discussion forums or other interactive activities in Walisongo E-Learning Moodle					
6.	I'm familiar with the interactive tools provided, such as online quizzes or online discussions					
7.	I know how to access your evaluation results or grades in Walisongo E-Learning Moodle					
8.	I'm familiar with how to get feedback from teachers through this platform					

1. ELT students' perspective in using Walisongo E-learning Moodle as Learning Management System

No.	Questions	1	2	3	4	5
1.	The Walisongo E-learning Moodle platform is easy to use.					
2.	I can easily access and navigate learning materials					
3.	The learning materials in Walisongo E-learning Moodle are relevant to English learning topics.					
4.	Learning material is easy to understand and clear.					

5.	The discussion forum in Walisongo E-learning Moodle supports interaction between fellow students.					
6.	The availability of interactive tests and exercises helped improve my understanding.					
7.	Additional resources, such as reading materials or videos, are readily available.					
8.	Access to a digital library or online resources supports my learning.					
9.	Walisongo E-learning Moodle can be accessed easily from various devices.					
10.	Walisongo E-learning Moodle features or design elements increase my motivation in learning English.					
11.	Online challenges or competitions make me more enthusiastic about learning.					
12.	I feel learning through Walisongo E-learning Moodle is effective.					
13.	Comparison of my learning results with other learning methods shows the superiority of Walisongo E-learning Moodle.					

2. Students rate Moodle's ability to customize learning experiences to suit their needs

No.	Questions	1	2	3	4	5
1.	Moodle provides options to customize the type of learning material (text, video, audio, etc.).					
2.	Moodle allows me to access learning materials in a way that best suits my learning style.					
3.	Moodle provides variety in the types of assignments and tests that can choose from.					
4.	I feel like I can assess my understanding in various ways through Moodle.					
5.	Moodle allows me to create learning plans that suit my own learning goals and pace.					
6.	I can arrange the order of learning materials on Moodle according to my preferences.					
7.	I can adapt my use of additional resources in Moodle to support my understanding.					
8.	Moodle supports the use of engagement tools, such as discussion forums or online discussion rooms.					
9.	The engagement tools in Moodle help me interact better with the material and					

	fellow students, for example in the discussion room					
10.	I find that Moodle can identify my learning needs and customize my experience automatically.					

3. The challenges of using Walisongo E-Learning Moodle as LMS

No.	Questions	1	2	3	4	5
1.	It is easy for me to get access to Walisongo E-Learning Moodle					
2.	There are many obstacles in the availability of internet access to use this platform					
3.	The Walisongo E-Learning Moodle is interface difficult to use					
4.	I'm having difficulty navigating and using the platform's features					
5.	There are many difficulties in accessing or downloading learning materials					
6.	Interactive features such as discussion forums or quizzes provide a challenge					
7.	I feel that additional resources or references are inadequate					

8.	There are many difficulties accessing digital libraries or other online resources					
9.	I have experienced technical problems using Walisongo E-Learning Moodle					
10.	There are many obstacles in accessing assessments when using Moodle					

Open questionnaire

1. What is your perspective in using Walisongo E-learning Moodle as Learning Management System in English education?
2. How do you rate Moodle's ability to customize learning experiences to suit their needs?
3. What are the challenges of using Walisongo E-Learning Moodle as LMS?
    a. Accessibility:
    b. Technical:
    c. Navigation:
    d. Interaction:
    e. Assessment:

Questionnaire Results

A. Additional information

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	Muhamad Rizqi Mau	4	4	4	4	4	4	4	4
2	Raihan Fatkur Rahma	4	4	4	4	4	4	4	4
3	Fikri Hamzah	4	4	4	4	4	4	4	4
4	Muhammad Hadi Sul	4	4	4	4	4	5	4	4
5	Siti Masruroh	4	4	4	4	4	4	4	4
6	Madiha Majdah Al'af	5	5	5	5	5	5	5	5
7	Ika Fatra Fathina	4	4	4	4	4	4	4	4
8	Ismatul Maula	4	4	4	4	4	4	4	3
9	Azizatun Naili Rohma	4	4	4	4	4	4	4	3
10	Muhammad Qudsi A	5	5	5	4	4	4	4	4
11	Ummiyatul Baroroh	5	5	4	5	5	5	5	5
12	Sevilyana Nurul Aziza	5	5	4	5	5	4	4	4
13	Nida Rodhatun Nasik	4	4	4	4	4	4	2	2
14	Salsa Firda Salwa	3	3	3	4	3	3	3	3
15	Fita Yuliana	5	5	5	4	5	5	4	5
16	Sarmila Darma Wijay	3	3	3	3	3	3	3	3
17	Dewi Arum Jamilya S	5	4	5	5	5	5	4	3
18	Unsiyatun Masruuro	5	5	5	5	5	5	5	5
19	Siti Nur Aini	4	4	5	4	5	5	4	4
20	Ajeng Cahyaningtyas	4	4	4	4	4	4	4	4
21	Rizqiyatul Unsiyyah	5	5	4	4	4	4	4	4
22	Yasifa Qoriqotul Zulfa	5	5	5	5	5	5	4	4
23	Irma Isnafia	3	4	3	3	3	4	3	3
24	Minka Faiza Banati	4	3	2	4	5	5	4	3
25	Taufiqurrahman	4	3	3	3	4	3	4	4
26	Mazda Hilmawati	5	4	4	4	5	3	5	5
27	Muhammad Sulthon	5	4	4	4	4	5	5	4
28	Aida Nur Khamidah	5	4	4	3	4	4	4	4
29	Dini Kumala Andriyar	4	4	3	3	4	3	3	4
30	Lina Mahfiyatul Asna	4	4	4	2	4	4	4	4
31	Adisty mayla fayza	4	4	4	4	4	4	4	4
32	Robbi Maulana	4	4	3	4	4	4	4	4
33	Arla Maulia Puteri	4	4	3	3	4	3	3	3
34	Shofiah Qothrun Nac	5	4	3	4	4	4	4	3
35	Salma Lu'lu'ah Makn	5	4	3	4	5	5	5	3
36	Nurus Sholihah	3	2	2	2	3	4	2	3
37	Triya Pangestiasih	4	3	4	4	3	3	3	3
38	Resti Farikhah Zulaef	5	5	5	5	5	5	5	4
39	Sefia Rahma Aprilia	5	4	3	4	5	4	4	4
40	Dhenia Shafa Kamila	5	4	3	4	4	4	4	4
41	Imma Salsabila	5	4	4	4	4	4	4	4

B. ELT students' perspective in using Walisongo E-learning Moodle as Learning Management System

Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
4	5	4	5	4	4	4	5	4	4	5	5	4
3	4	3	3	2	4	4	4	4	3	4	3	2
3	3	4	3	4	3	4	4	3	2	3	2	3
5	5	5	5	5	5	5	4	4	4	3	5	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	4	5	4	5	4	5	5	5	3	3
3	2	2	2	2	4	2	2	4	2	2	3	2
5	4	4	4	4	4	4	4	4	4	4	4	4
4	4	3	4	4	4	4	3	4	3	4	3	4
4	4	4	4	5	3	4	4	4	4	3	4	4
4	5	4	4	4	4	4	4	4	4	3	3	2
4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	2	2	4	4	4	4	2	4	2	2
3	3	2	3	5	2	4	3	3	2	3	2	3
5	5	4	4	5	4	4	3	5	2	4	2	3
3	3	3	3	3	3	3	3	3	3	3	3	3
5	5	5	5	4	5	4	4	5	3	4	4	4
4	4	4	3	3	3	4	3	4	3	3	3	3
4	5	4	5	4	4	4	3	5	4	4	3	3
3	4	4	3	4	3	4	4	3	4	4	4	4
4	4	3	4	3	4	4	4	4	4	4	4	4
5	5	4	5	5	4	5	4	5	4	3	3	3
3	3	4	4	3	3	3	3	3	4	3	3	3
3	3	2	3	3	4	3	2	3	2	2	2	2
4	4	3	3	2	3	3	3	5	3	3	3	2
4	4	4	4	3	4	4	3	5	3	3	3	3
4	5	4	3	4	4	4	4	4	4	4	4	4
4	4	3	4	3	3	3	3	3	3	4	4	3
4	4	4	4	4	4	4	4	4	4	4	3	3
3	3	2	3	3	3	3	3	4	3	2	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	3	4	3	5	4	4	3	5	3	4	5
4	4	4	4	4	3	4	4	5	4	4	3	3
3	3	4	3	4	3	4	3	4	3	3	3	2
5	4	4	4	3	4	4	3	5	5	4	5	3
2	3	3	3	4	3	3	2	4	1	1	2	5
3	2	2	2	2	3	3	3	3	1	3	2	2
5	4	4	4	4	4	4	3	5	3	3	5	3
5	3	3	3	4	3	4	3	4	4	4	4	3
5	4	3	4	3	4	4	4	5	4	4	4	4
4	4	3	4	4	4	3	3	4	4	4	4	4

C. Students rate Moodle's ability to customize learning experiences to suit their needs

Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
5	4	4	5	4	4	4	5	4	4
4	3	4	3	3	4	4	4	3	3
5	3	4	3	3	3	3	4	3	3
4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4	4
5	4	4	4	4	5	5	5	4	4
5	2	3	3	3	2	4	2	2	2
4	4	4	4	4	4	4	4	4	4
4	3	4	3	3	3	3	4	4	3
4	3	4	3	3	3	4	4	4	3
4	4	4	4	2	3	4	4	4	3
4	4	4	4	4	4	4	4	4	4
4	4	4	2	2	4	2	4	2	2
4	2	3	2	2	3	3	4	3	3
4	3	5	3	3	3	3	3	5	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	3	5	4	4	3
4	3	3	3	3	3	3	4	4	4
4	3	4	4	4	3	4	4	4	4
4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4	4
5	3	4	4	3	4	4	5	5	5
3	3	3	3	3	3	3	3	3	3
3	2	3	3	2	2	3	4	4	2
4	3	3	3	2	3	4	4	3	2
5	3	3	3	3	3	3	3	3	3
5	4	4	4	4	4	4	4	4	4
4	3	4	3	4	3	3	4	4	3
4	4	4	3	4	4	3	4	4	4
4	3	3	3	3	3	4	4	3	3
4	4	4	4	4	4	4	4	4	4
4	5	4	3	5	3	4	2	4	5
5	4	5	4	4	4	4	4	4	4
4	3	4	3	3	3	3	4	3	3
5	3	3	3	4	5	4	5	4	3
4	2	4	2	3	3	2	2	4	2
3	3	3	2	1	3	3	2	2	2
4	4	4	4	4	3	4	4	4	4
4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4	4
4	3	5	4	3	4	4	5	5	4

D. The challenges of using Walisongo E-Learning Moodle as LMS

Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
4	5	5	4	2	3	2	2	4	4
4	4	4	3	4	4	3	2	5	3
3	5	4	4	2	4	2	2	5	5
3	4	3	3	3	4	1	2	4	3
4	4	4	4	2	4	2	2	4	4
5	3	3	5	3	5	3	3	3	3
4	4	4	2	4	4	3	3	4	4
4	4	2	2	4	4	4	4	4	2
4	4	2	2	4	4	3	4	2	2
4	4	3	3	2	3	2	2	3	4
5	4	2	2	4	4	4	4	4	2
4	4	4	4	2	4	2	2	4	4
4	2	4	2	4	4	2	4	2	2
3	3	3	3	4	4	3	3	5	3
5	2	3	5	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3
5	3	3	2	4	2	4	4	4	2
2	2	2	2	4	2	4	4	2	2
4	3	4	2	4	3	3	2	2	2
4	4	4	4	2	4	2	2	4	4
5	3	3	3	4	3	3	4	3	3
5	2	2	2	4	2	4	4	3	2
3	3	3	3	3	4	3	3	3	3
4	3	3	3	4	3	2	3	4	4
4	2	3	4	3	3	3	3	3	3
5	3	4	3	3	3	2	2	4	3
4	2	3	3	3	4	3	3	3	3
4	3	2	3	3	4	3	3	2	2
4	3	4	4	4	3	3	4	4	2
4	4	3	3	2	3	3	3	4	3
4	4	4	4	3	4	3	3	4	4
5	4	4	5	2	3	1	1	4	4
5	2	3	2	4	3	4	4	3	2
4	3	3	3	4	3	3	4	4	2
5	2	4	4	4	3	3	3	4	2
2	4	4	4	3	3	2	2	4	4
3	3	3	3	3	3	3	3	3	3
5	3	4	4	3	3	2	3	4	2
5	4	4	4	2	4	2	2	4	4
5	4	3	3	4	3	3	3	4	2
5	4	3	4	4	4	3	2	4	3

E. Validity and Reliability test

Validity test

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
corelation	0,613458	0,698788	0,50627	0,574807	0,606088	0,496649	0,60194	0,485996
r table	0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308
judgment	valid	valid	valid	valid	valid	valid	valid	valid

Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
0,764488	0,784746	0,678563	0,718408	0,538163	0,579429	0,714979	0,658726	0,514882	0,767239	0,67386	0,666333	0,383343
0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308
valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid
0,619512	0,640244	0,652439	0,630488	0,787805	0,421951	0,360976	0,454878	0,497561	0,987805	0,654878	0,787805	0,67561

Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
0,490867	0,672098	0,562822	0,827467	0,695366	0,634563	0,72191	0,613723	0,68287	0,72492
0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308
valid	valid	valid	valid	valid	valid	valid	valid	valid	valid
0,309756	0,493902	0,310976	0,493902	0,680488	0,454878	0,437805	0,595122	0,512195	0,687805

Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
0,621252	0,11134	0,061124	0,221224	-0,07692	0,089418	0,04827	-0,04847	0,089415	-0,12413
0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308	0,308
valid	invalid	invalid	invalid	invalid	invalid	invalid	invalid	invalid	invalid
0,690244	0,721951	0,562195	0,82561	0,639024	0,44878	0,589024	0,690244	0,652439	0,747561

Reliability test

reliabilitas	jumlah varian	23,62439		
	varian total	235,3195		
	keputusan	0,924607		reliable

CURRICULUM VITAE

A. Personal Details

Name	: Noor Mirza Nellya
Student's Number	: 2003046058
Place and Date of Birth	: Pati, November 2nd, 2001
Home Address	: Purwosari 04/03, Tlogowungu, Pati, Central Java
Gender	: Female
Marital Status	: Single
Religion	: Moslem
Phone Number	: +6285290243292
E-mail	: noormirzanellya01@gmail.com

B. Education Details

1) Formal Education:

1. SD N 02 Purwosari (2008-2014)
2. MTs Daarul 'Ulum Tlogowungu (2014-2017)
3. MA Daarul 'Ulum Tlogowungu (2017-2020)
4. English Education of UIN Walisongo Semarang (2020)

2) Informal Education:

1. Pondok Pesantren Fadhlul Fadhlan Mijen, Semarang (2020)

This is to state that above information is true and provided here by me, all in good faith.

Semarang, December 29th, 2023
Sincerely,

Noor Mirza Nellya