



**THE PERCEPTION OF THE PRE-SERVICE ENGLISH
TEACHERS EDUCATION TOWARD THE USE OF
LEARNING MANAGEMENT SYSTEM (LMS)**

THESIS

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ABSTRAK

Nisa', Indah Khoirun. 2024. Persepsi Pendidikan Calon Guru Bahasa Inggris terhadap Penggunaan Learning Management System. Tesis, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: (I) Dr. H. Muhammad Yunus, M.Pd, (II) Dr. Alfian Zuhairi, M.Pd

Kata Kunci: Persepsi, Sistem Manajemen Pembelajaran, Mahasiswa Calon Guru Bahasa Inggris

Untuk meningkatkan kualitas pendidikan di Indonesia, pemerintah mengeluarkan terobosan baru, yaitu model pendidikan profesional calon guru baru (PPG). Program ini dilaksanakan melalui jalur offline dan online. LMS adalah aplikasi perangkat lunak berbasis web yang dirancang untuk menangani konten pembelajaran, interaksi siswa, alat penilaian, serta laporan perkembangan pembelajaran dan aktivitas siswa.

Penelitian ini bertujuan untuk mengetahui bagaimana persepsi pendidikan calon guru bahasa Inggris terhadap penggunaan LMS untuk interaksi di kelas dan menggambarkan efektivitas, relevansi, aksesibilitas, tampilan, serta fungsionalitasnya.

Pendekatan kualitatif dengan metode deskriptif kualitatif digunakan dalam penelitian ini. Peneliti menggunakan wawancara dan dokumentasi untuk mengumpulkan data. Langkah-langkah analisis data yang digunakan oleh peneliti adalah reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Dalam penelitian ini, validitas data yang digunakan oleh peneliti menggunakan metode triangulasi dan triangulasi sumber.

Berdasarkan hasil penelitian, menunjukkan bahwa LMS dipersepsikan efektif dan relevan untuk memfasilitasi interaksi di kelas. Bukti dari hal ini adalah fasilitas LMS yang memiliki menu interaktif ketika mahasiswa dan calon dosen mengajar, seperti kolom komentar, umpan balik, kotak obrolan, dan fitur pertemuan. Pada kolom komentar, dosen menuliskan umpan balik kepada mahasiswa yang dapat dilihat oleh mahasiswa lain. Selain itu, terdapat kolom umpan balik yang dapat digunakan untuk memberikan umpan balik secara pribadi kepada mahasiswa terkait tugas. Dosen juga menggunakan kotak obrolan untuk mengirimkan pesan secara pribadi kepada mahasiswa. LMS juga menyediakan tautan bagi mahasiswa yang ingin mengadakan pertemuan daring. Mahasiswa juga mengungkapkan bahwa mereka memandang positif aksesibilitas, tampilan, dan fungsionalitas LMS sebagai platform instruksional daring yang digunakan oleh mahasiswa calon guru bahasa Inggris. LMS mudah diakses dan memiliki alat, tampilan, dan fitur yang jelas dan mudah dipahami.

Saran yang diajukan berdasarkan hasil penelitian ini ditujukan kepada guru EFL untuk menggali area-area ini lebih dalam, terutama persepsi penggunaan LMS dalam hal daya tarik dan motivasi. Menyelidiki elemen-elemen ini lebih lanjut dapat memberikan kontribusi pada perspektif yang lebih kaya dan holistik tentang persepsi penggunaan LMS dalam hal daya tarik dan motivasi.

ABSTRACT

Nisa', Indah Khoirun. 2024. The Perception of the Pre-Service English Teacher's Education Toward The Use Of Learning Management System. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Dr. H. Mumammad Yunus, M.Pd, (II) Dr. Alfian Zuhairi, M.Pd.

Keywords: Perception, Learning Management System, Students of Pre Service English Teacher

To improve the quality of education in Indonesia, government issued a new breakthrough, namely the new model of pre-service teacher professional education (PPG). The program is conducted both offline and online pathway. Learning Management System is a web-based software application that is designed to handle learning content, students' interaction, assessment tools and reports of learning progress and students' activities.

This study aims to know how the perception of the pre-service english teacher's education toward the use of learning management system for classroom interaction and to describe by looking into effectiveness, relevance, accessibility, appearance, and functionality.

This qualitative approach with the qualitative descriptive is used as a method. The researcher used interview and documentation to collect the data. The data analysis steps used by the researcher are data reduction, data display, and conclusion drawn/verification. In this study, the validity of the data used by the researcher uses triangulation methods and source triangulation

Based on the result indicate that the LMS perceives Learning Management system is effective and relevance to facilitate classroom interaction. The evidence is that LMS facility that the interactive menu when student and future lecturer of teaching there is comment column, feedback, chat box and meeting feature. In the comment column lecturer writes the feedback to the students which can be seen by other students. Besides that, there is feedback column which can be used to give feedback personally to the students dealing with the task. In addition, lecturer used chat box to send the message privately to the students. LMS also provided a link for students who want to conduct online meeting. Students also revealed that the students perceived positively the accessibility, appearance, and functionality of LMS for the online instructional platform utilized for students of pre service English teacher. The LMS was easily accessible and had clear and understandable tools, displays, and features.

Suggestions proposed on the basis of the result are addressed to EFL teachers to explore these areas in greater depth, particularly the perception of the use of LMS in the term of attractiveness and motivation. Investigating these elements further could contribute to a richer and more holistic perspective on the perception of the use of LMS in the term of attractiveness and motivation.

CHAPTER I

INTRODUCTION

In this chapter the researcher explained about the background of conducting the research. The researcher raised some facts and the thing which make researcher interested to conduct this research.

1.1 Research Context

In education, some supported components can lead students to succeed and reach their dreams. Those are teachers, students, curriculum, facilities, infrastructure, and society. Teacher is one of the vital components of it. Probo argued that a teacher has some roles: as a teacher, as an educator, as adviser and supervisor, and as a student model. The teacher's responsibilities were not only to teach the students but also to educate, supervise, facilitate, and become someone who was loved by their students. (Probo, 2021)

Therefore, in order to achieve creating technologically literate students began with the teachers. Teachers strove to enhance their professionalism in teaching, particularly by creating a conducive atmosphere for teaching and learning. (Bambang, 2023) Recognizing this, the Indonesian government introduced a new initiative called Pendidikan Profesi Guru Prajabatan (PPG Prajab)

The Teacher Professional Education (PPG) program plays a crucial role in developing professional teachers. This program is designed to equip prospective teachers with comprehensive competencies in line with national education

standards. Through PPG, prospective teachers are not only taught pedagogical materials but also practical skills necessary for classroom management, using technology in teaching, and professional self-development. (Oktarina, 2024) By obtaining professional certification after completing this program, teachers were expected to implement the knowledge and skills they had learned and be prepared to face the challenges in the education world. PPG also emphasizes the importance of continuous self-development, which is one of the key characteristics of a professional teacher.

This program targeted S1/DIV graduates, both from teacher training and non-teacher training faculty. This program is designed to provide training and teaching competencies for those who wish to become teachers, regardless of whether they come from an education-related background or not. PPG opens opportunities for graduates from various fields to obtain professional educator certification, which enables them to teach at different levels of education. The program aims to ensure that all teachers, regardless of their educational background, possess competencies that align with national education standards and can deliver quality education. (Husien, 2017).

This program also aims to equip participants with comprehensive teaching competencies aligned with national education standards, enabling them to obtain professional educator certification in early childhood, primary, and secondary education settings (Hanifah, 2019).

Professional education refers to a higher education program undertaken after completing an bachelor degree (Kemendikbud.go.id). The PPG program for

pre- service English teachers is regulated under the Minister of Education and Culture Regulation No. 87 of 2013. This regulation outlines the objectives to produce prospective teachers with competencies in planning, implementing, and assessing learning, to provide mentoring and training to students based on assessment outcomes, and to enable participants to conduct research and pursue continuous professional development.

The PPG program is conducted by accredited institutions designated by the Ministry of Education. There were two types of PPG programs: in-service PPG for those who already had experience in teaching and pre-service PPG for bachelor's degree holders who had not yet gained teaching experience. In mid-2022, the Directorate of Professional Teacher Education launched the New Model Pre-service PPG program. This program involved several stages, started with administrative screening to ensure document completeness, followed by substantive tests to assess participants' knowledge, interviews to evaluate motivation and readiness, and ended with graduation announcements for participants who met the requirements. The new model is designed to prepare teachers to replace retirees at various educational levels, from elementary to vocational schools. The lectures in this program were used by blended learning system over two semesters at selected institutions.

In the context of this program, the integration of technology played a significant role in enhanced the learning experience. One such technological tool is the Learning Management System (LMS), which supported the blended learning model by provided an efficient platform for managing learning content

and fostering interaction between students and instructors. Learning Management System (LMS) is an online learning application. LMS was software designed to facilitate the administrative tasks of teachers and student participation in virtual learning (Gartika Pandu Bhuana, 2022). This application provided a space for teachers to delivered learning materials to students virtually. It also helped teachers assess students' understanding through quizzes or assignments and simplified the process of checking or grading tasks. Additionally, this application allowed teachers and students to interact through a forum. Based on the features offered, it could be concluded that LMS was the essence of online/virtual learning scenarios. (Hidayatulloh, 2018).

Learning Management System (LMS) It also functioned to manage learning content, facilitate student interactions, provide assessment tools, and generate learning progress reports. (Kasim & Khalid, 2016). The LMS used in the New Model Pre-service PPG is called MERDEKA, an acronym for *Mulai dari diri, Eksplorasi konsep, Ruang kolaborasi, Demonstrasi kontekstual, Elaborasi pemahaman, Koneksi antar materi, and Aksi nyata*. Through this platform, students can participate in discussions, access assignments, and submit their tasks.

The use of LMS or online platforms for facilitating interaction, providing assessment tools, generating reports, and submitting tasks offers five advantages: 1) paperless, 2) flexible, 3) cost-effective, 4) organized, and 5) efficient. Instead of submitting printed papers, which could be expensive and cumbersome, students could use LMS platforms that only required an internet connection. The LMS allowed students to access and submit tasks anytime and anywhere, ensuring

better organization as tasks were systematically arranged. Moreover, research indicated that both teachers and students generally had a positive perception of LMS. (Achmad Syahri, 2023). For example, a study found that more than 80% of students agreed that LMS platforms significantly enhanced academic achievement. (Muhammad Furqon, 2023) This positive feedback is attributed to the ability of LMS to offer students greater control over their learning process. This accessibility and convenience contribute to students' ability to perform better academically and participate more actively in their learning journey.

Several studies supported the benefits of LMS in education like enhanced accessibility and flexibility. (Vaughn Malcolm Bradley, 2021) When This flexibility supports non-traditional learners, such as working students, and promotes self-paced learning. Aminah (2023) investigated the effectiveness of LMS in English language learning and found that LMS improved comprehension, promoted independent learning, motivated students to complete tasks, and facilitated good learning outcomes. Another study by Eka et al. explored pre-service English teachers' experiences with technology integration during teaching internships in remote EFL settings. The findings emphasized the importance of technology in remote learning, with tools such as Zoom, Edmodo, and WhatsApp playing significant roles. Similarly, Fauzul (2022) found that most students strongly agreed on the effectiveness of using an LMS, specifically Scola. Given the limited research on pre-service English teacher professional education students' perceptions of LMS, further studies are necessary to explore this area and its potential for enhancing teaching and learning experiences.

Despite the growing recognition of the benefits of Learning Management Systems (LMS) in education, there was a need for a deeper understanding of how LMS was perceived by pre-service English teachers, particularly in terms of its effectiveness, relevance, accessibility, appearance, and functionality. While previous studies highlighted the positive impact of LMS on students' learning experiences, including improved comprehension, independent learning, and motivation (Aminah, 2023), there is limited research on how these systems meet the needs of future educators.

The problem lay in evaluating whether current LMS platforms adequately addressed the specific needs of pre-service English teachers, who had unique requirements compared to traditional learners. LMS should be effective in supporting the pedagogical needs of future teachers and relevant to their teaching methods and subject areas. These platforms must also be highly accessible and user-friendly for pre-service teachers, especially those who may not be technologically proficient. Furthermore, the visual appearance and overall functionality of the LMS must align with the expectations of pre-service teachers to create an engaging and efficient learning environment.

Thus, the problem to address was how these factors effectiveness, relevance, accessibility, appearance, and functionality affected the overall experience of pre-service English teachers using LMS, and how to identify potential improvements to create more effective teaching and learning experiences.

This study offers novelty by focusing on the perceptions of pre-service

English teachers regarding the use of Learning Management Systems (LMS), particularly in terms of pedagogical relevance, effectiveness, accessibility, appearance, and functionality of LMS to meet their specific needs. While previous research has highlighted the benefits of LMS in general education, this study fills the gap by exploring how LMS supported the professional development of future educators, especially in the context of English language teaching. Additionally, this study emphasized the role of LMS in remote and flexible learning environments, as well as how the platform could be improved to support more effective and relevant teaching for future teachers.

Therefore, the researcher is interested in raising the research title "The Perception of the Pre-Service English Teachers Education Toward the Use of Learning Management System (LMS)" to gain a deeper understanding of pre-service English teachers' perceptions of LMS, focusing on its effectiveness and relevance for classroom interaction, as well as its accessibility, appearance, and functionality in meeting their learning needs.

1.2 Research Questions

Based on research context above, the statement of research focus is formulated as follow:

- a. How are pre-service English teacher professional education students' perception (effectiveness and relevance) toward the used of LMS for classroom interaction?
- b. How are pre-service English teacher professional education students' perception toward the used of LMS by looking into accessibility, appearance,

and functionality?

1.3 Research Objectives

Based on the statement, the objective of this research is to address the problems experienced, namely:

- a. To know how are pre-service English teacher professional education students' perception (effectiveness and relevance) toward the used of LMS for classroom interaction.
- b. To describe how pre-service English teacher professional education students' perception toward the used of LMS by looking into accessibility, appearance, and functionality.

1.4 Significance of Study

The results of this study are expected to provided significant contributions both theoretically and practically. The theoretical significance of this study lies in its potential to enrich the body of knowledge in the field of educational technology, particularly in the context of pre-service English teacher education. By examining the perceptions of pre-service English teachers toward the use of Learning Management Systems (LMS), this study can provide a deeper understanding of how technology is integrated into the teaching and learning process. This study also offers valuable insights into the relationship between teachers' perceptions and their readiness to adopt new technologies, which in turn can inform the development of more effective pedagogical models that incorporate technology.

From a practical perspective, the findings of this study can serve as a reference for educators, helping them enhance their skills in effectively utilizing

LMS for teaching and learning. This study can also assist educational institutions in refining their technology-based strategies and platforms to better meet the needs of pre-service teachers. Furthermore, this study provides an alternative reference for researchers interested in exploring similar topics, thereby enriching the field of educational research on the use of technology in teacher training and development.

1.5 Definition of Key terms

For avoiding misunderstanding about meaning of some terms used as keyword in this study to the readers, the researcher defines them, they are:

a. Perception

Perception is the way individuals assess and interpret an object, situation, or experience based on the information they receive, either through the senses or personal experience. In the context of this study, perception refers to the views or opinions of prospective English teachers (pre-service English teachers) towards the use of Learning Management System (LMS) in their education.

b. Pre-Service English Teachers

Prospective English teachers are individuals who are undergoing education to prepare themselves to become English teachers. They do not yet have extensive teaching experience, but they are gaining the knowledge and skills necessary to become effective teachers. In this context, they are research subjects who are asked to provide an assessment or perception of the use of LMS in their education.

c. Learning Management System (LMS)

A Learning Management System (LMS) is a software platform used to manage, organize, and support the learning process. LMS allows teachers and students to interact online, access learning materials, send assignments, take exams, and track learning progress. There are five aspects that are very important in assessing the quality and performance of LMS as a learning tool, namely *effectiveness, relevance, accessibility, appearance, and functionality*.

d. Effectiveness

Effectiveness is the extent to which an action or product can achieve its desired goals or deliver the expected results. Effectiveness in this regard refers to the extent to which the LMS can achieve the learning objectives that have been set.

e. Relevance

Relevance is the degree of interconnectedness or relationship of a thing to a particular context or purpose. The relevance of this study refers to the extent to which the use of LMS is in accordance with the needs and educational context of prospective English teachers.

f. Accessibility

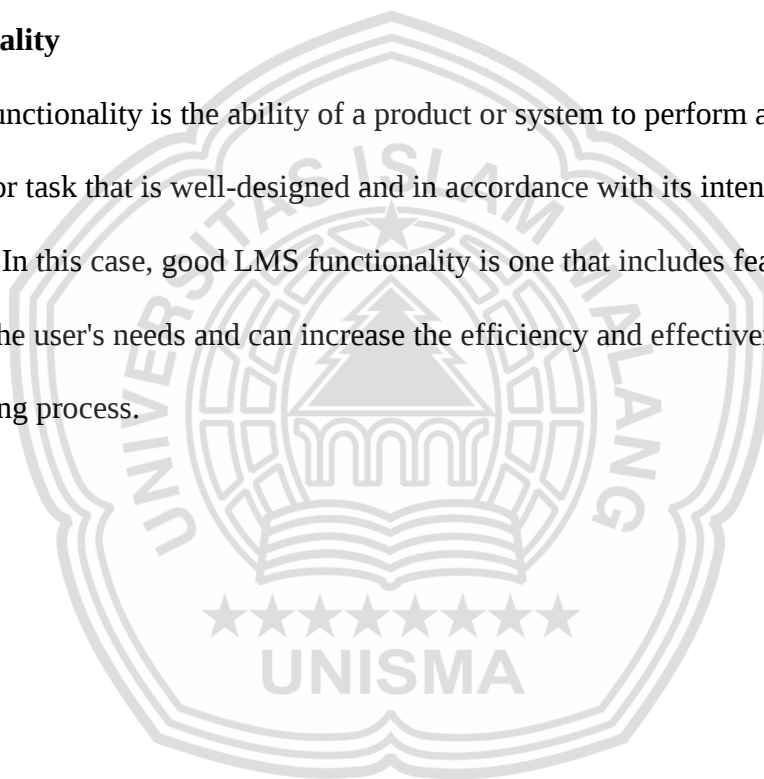
Accessibility is the ease or ability to access or use something. Accessibility in this study refers to the extent to which LMS can be easily accessed by users, such as the availability of an adequate internet connection, as well as the ease of prospective teachers to learn anytime and anywhere, without significant technical constraints.

g. Appearance

Appearance is the visual appearance or outward shape of something, which includes design, color, and other aesthetic elements. An LMS with an attractive and easy-to-understand appearance can improve the learning experience for prospective English teachers, while a poor design can hinder interaction and use of the platform.

h. Functionality

Functionality is the ability of a product or system to perform a function or task that is well-designed and in accordance with its intended purpose. In this case, good LMS functionality is one that includes features that suit the user's needs and can increase the efficiency and effectiveness of the learning process.



CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study based on the findings and discussion elaborated in the previous chapters. It also provides suggestions for future research and practical implications related to the topic. The conclusions aim to summarize the key insights gained from the study, while the suggestions are intended to guide educators, researchers, and other stakeholders in addressing the challenges or opportunities identified.

6.1 Conclusions

Perceived effectiveness is those perceptions experienced by the people towards something. It is based on the effectiveness of the use of something to their needs. Perceived effectiveness means how people think something works according to their needs. From that statement is concluded that students enjoyed using LMS since they felt there is a development between his teaching and learning in S-1 and PPG since the respondent did not ever use this kind of platform in their university before. It also creates positive experience for the users because using LMS provides a new atmosphere in learning since it is related to the development of technology. Not only showing the effectiveness but also showing the relevance, the relevance aspect is the relevance use of things to the needs. In LMS, there is comment column, feedback, chat box and meeting feature which could be used by students. In the comment column lecturer writes the feedback to the students which can be seen by other students. Besides that, there is

feedback column which can be used to give feedback personally to the students dealing with the task. In addition, lecturer used chat box to send the message privately to the students. LMS also provided a link for students who want to conduct online meeting. The effectiveness of the used of LMS are felt by the students because that it is systematic, well arranged, simple, familiar to be used and fulfil what students need which means, from the responses of respondent, it is effective and relevance.

Looking into effectiveness, relevance, accessibility, appearance, and functionality the used of LMS is very easy and it can be used anywhere. The material can be accessed anytime and anywhere with an internet connection also said by the respondents it looks at how LMS platforms support students in their learning process, such as supporting their learning comprehension, independent learning, facilitating discussion with their peers, enhancing learning experiences, and improving their learning outcomes. Students' perceptions of the layout and design of the LMS were also investigated, the respondents got convenience in it such as reopening the topics, moduls and questions. They also revealed that the students perceived positively the accessibility, appearance, and functionality of LMS for the online instructional platform utilized for students of pre service English teacher. The LMS was easily accessible and had clear and understandable tools, displays, and features.

6.2 Suggestions

According to the research, the researcher some suggestions for many people such as follow :

a. For Teacher

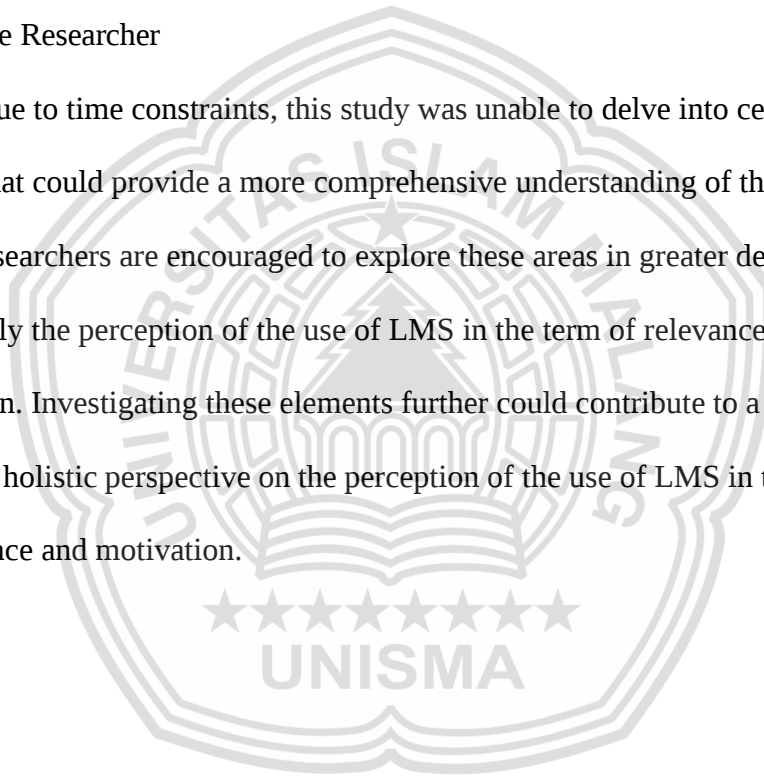
The researcher hopes that teacher must be able to use some applications to vary teaching learning.

b. For Students

The researcher hopes that student could upgrade their skill especially in using technology.

c. For Future Researcher

Due to time constraints, this study was unable to delve into certain aspects that could provide a more comprehensive understanding of the topic. Future researchers are encouraged to explore these areas in greater depth, particularly the perception of the use of LMS in the term of relevance and motivation. Investigating these elements further could contribute to a richer and more holistic perspective on the perception of the use of LMS in the term of relevance and motivation.



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