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# EFL STUDENTS' PERCEPTION TO USE SPADA AS LEARNING MANAGEMENT SYSTEM (LMS)

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## ABSTRACT

This paper aims to find out EFL students' perception of SPADA Untirta learning management system at University of Sultan Ageng Tirtayasa, Serang – Banten. To achieve study purposes, the researcher attempted to answer two questions. The purposes of the study are to find out EFL students' perception of SPADA as Untirta learning management system and to find out the operational conditions of SPADA Untirta as learning management system (LMS) in the teaching-learning process of Survival Speaking Subject at English Department of FKIP. The researcher used a questionnaire of 4-Likert Scale in order to gather data from one hundred and eight students. The researcher also conducted an interview to answer the second research question. The collected data were analyzed in the form of descriptive analysis. The results of the study showed that SPADA Untirta LMS have good features, functionalities, and good impact on learning Survival Speaking course. SPADA Untirta is using Moodle as the platform sources code. The average of the students' scores sighted 84.36 for the class A; 84.05 for the class B; and 84.01 for the class C that classified as the good scores result. On the other hand, the results revealed that SPADA Untirta operation condition the lecturer collaborated with teacher-assistant in order to organized the course material to make synchronous and asynchronous teaching-learning process. Network trouble issues always become the main problem. Sultan Ageng Tirtayasa University provided a breakthrough related to solving the networking problem in which SPADA developer already upgraded the servers, infrastructure, and specifications. Based on the results, the researcher presented a number of conclusions and recommendations.

## Keywords

English as foreign language, SPADA learning management system, perceptions, Sultan Ageng Tirtayasa University

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## 1. Introduction

Teaching and learning activities are essentially a communication process that occurs between the sender and the recipient. Sometimes the communication between students and lecturer in the teaching-learning process does not run well because students misinterpret the lecturer's message (Bambaerero & Shokrpour, 2017; Karuniasih, et. Al., 2019).

### 1.1 An overview of SPADA Learning Management System

The development of learning media that utilizes internet technology to supports the learning process, one of which is the use of the development of computer technology with the internet that becomes a learning system that uses electronics or often called e-learning. Therefore, we need a tool that can clarify the process of delivering the message which is called the media. Instructional media is a tool used by educators to assist in conveying learning material to students in stimulating thoughts, feelings and attention, and students' interests to be more interested and focused while studying (Puspitarini & Hanif, 2019). So far, we know that the learning system in Indonesia is still carried out with a manual system using simple

conventional learning media such as books and whiteboards.

Therefore, educational technology began to develop CBT-based learning media, namely Computer Based Training which is interactive and flexible (Mukerji & Tripathi, 2014). The content in this software is the multimedia part that contains animated, visual, audio, and even other multimedia images. With the existence of this CBT, the teacher began to develop computer-based training media that were made according to the subject matter. In this case, Sultan Ageng Tirtayasa University has facilitated this process with the existence of SPADA (Online Learning System).

SPADA is used as a means of remote learning that is flexible and distributed. SPADA is owned and managed by KEMENRISTEKDIKTI Indonesia. SPADA has three main services, namely open materials, open courses, and online courses. These services can be accessed and used by anyone as needed. These services are available online and can be used offline. Starting from compiling a syllabus / RPS, uploading material, giving assignments, receiving and responding to student work, making quizzes/tests, conducting assessments, monitoring student

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participation, and communicating/interacting with fellow lecturers and students directly (synchronous) or indirectly (asynchronously), either through video conferencing or online discussion/chat forums (Mahande, 2018). SPADA with its application requires infrastructure readiness and technical capabilities of the user. Therefore, lecturers and students must be prepared to have technical knowledge and skills about easy applications and features that can accommodate online learning needs.

Four skills of teaching such as listening, speaking, reading, and writing become mandatory for the English teachers to lead the students in achieving those skills. Speaking should be taught as like the other skills. Survival speaking course are the college learning that focus on speaking skill. (Brown, 2007) teaching as the facilitate learning and guiding, set the learning condition, and enabling the learner to learn. Speaking is interactive for achieving pragmatic goals through speakers of other languages with interactive discourse.

Based on the research article from (Tawalbeh, 2018) he conducted a study on EFL teachers perceptions learning management system of Blackboard using Servonsky et al. (2005) theory. The study aimed to explore EFL teacher perceptions of Blackboard LMS and presents the recommendation to solve potential problems teachers encounter while using the system.

This study aims to analyze students' perceptions to use SPADA as learning management system. Using mix-method, particularly, questionnaire of 4- Likert Scale used to gather the data from 1<sup>st</sup> semester at English Education Department of Sultan Ageng Tirtayasa University in the form of tables calculation to answer the first research question, and interview to answer the second research question with using the descriptive analysis to get the valid data and also documentation for supporting the both of research questions.

## 2. Literature Review

Number of studies have been done related to learning management system. Those study uncovered learning management system through various models including Blackboard, Edmodo, and Moodle. The similarities previous study through this research is Blackboard, Edmodo, and Moodle is learning management system that is designed for teaching and education. And the differences through this research is the features, functional completeness, and the user interface. To examine the Blackboard as learning management system, Thayer Issa Tawalbeh (2018) conducted a study

### 1.2. Statement of the problems and objective

It has been notified based on the researcher's contact with the EFL students and lecturer, and also involved during the teaching-learning activities that the students find particular problems in learning speaking through SPADA and the lecturer is not familiar yet with the SPADA program. They should be known of the system characteristic and functions to use the system effectively. The researcher needs to know the students' perceptions when using SPADA LMS in speaking learning and to find out the operation condition in teaching learning process.

### 1.3 Research Questions

Based on the identification of the problems above, the research questions are as follows:

1. What are the EFL students' perceptions of SPADA LMS at Sultan Ageng Tirtayasa University?
2. What is that condition of SPADA UNTIRTA operation in teaching-learning process of "Survival Speaking" course?

### 1.4 Research significance

The results of this study will be important to:

1. The instructor will make use of the suggestions presented to overcome potential difficulties when overcoming potential difficulties when using the SPADA LMS.
2. The Quality Assurance and Professional Development Unit to consider the challenges faced by instructors when using SPADA technology in instructor professional development plans.
3. Consideration of conclusions and recommendations based on the results of studies to be conducted further research.

on EFL teachers perceptions learning management system of Blackboard using Servonsky et al. (2005) theory. The study aimed on exploration EFL teacher perceptions of Blackboard LMS and presents recommendation to solve potential problems teachers' encounter while using the system. The results, proof that 75% of the teachers have not used Blackboard before coming to university, which would affect their perceptions of the system. It is also that teachers do not know with the functions and features of Blackboard. This would happen because they still not got enough

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training that would help them understand the functions and the features of system operations. Even if the results show that almost all the teachers believe that Blackboard has a good influence on learning, that would be a starting point for helping them to know the system functions and features through the expert engineer.

To examine the application of Moodle learning management system application, another study conducted by Irina Rymanova et al (2015). The study focused on investigating the blended learning that integrate traditional full-time form of teaching with modern forms of e-learning. According to Smith and Kurthen, it utilizes some significant on-line activities in otherwise face to face (F2F) learning, but less than 45% (Tomlinson & Wittaker, 2013). The modular organization of teaching provides the flexibility of the program. Students choose a module by interest, but irrelevant, well known already information they may pass, according to individual learning strategy.

(Mahande, 2018) stated that SPADA is a means of remote learning that is flexible and distributed. SPADA is owned and managed by KEMENRISTEKDIKTI Indonesia.

Besides, SPADA has three main services, namely open materials, open courses and online courses. These services can be accessed and used by anyone as needed. These services are available online and can be used offline. Starting from compiling a syllabus / RPS, uploading material, giving assignments, receiving and responding to student work, making quizzes / tests, conducting assessments, monitoring student participation, and communicating / interacting with fellow lecturers and students directly (synchronous) or

indirectly (asynchronously), either through video conferencing or online discussion / chat forums (SPADA, 2015).

According to (Rustandi, 2020) universities can share knowledges, learning modules and online lectures by providing an online learning platform that can be accessed nationally by universities through the online learning system SPADA (*Sistem Pembelajaran Daring*). With the online learning method, it is able to convey learning materials well and is very helpful for the implementation of learning from home. (Pamungkas, 2021) In response to this, University of Sultan Ageng Tirtayasa established SPADA as the main online learning system in facilitating college learning during the pandemic era as stated on the SK REKTOR NOMOR 2 TAHUN 2019 concerning the Implementation of Online Learning in the Sultan Ageng Tirtayasa University Environment. (Alamsyah, 2021) However, before the establishment of SPADA as an online learning medium at Sultan Ageng Tirtayasa University, this campus already had an online learning media called SPOT (Integrated Online Learning System) which was initiated by Dr. Aan Hendrayana, M.Pd. and developed into SPADA as an online learning media at Sultan Ageng Tirtayasa University. (Pramudyo, 2021) At the start of the SPADA implementation, it is only designed for General Subject Lectures (*Mata Kuliah Umum*) with blended-learning concept (70% offline & 30% online). Afterward, SPADA implemented 100% with no offline-meet to support the online lectures during pandemic era. Blended online learning as the most practical method especially at pandemic era for combines the advantages synchronous and asynchronous plan (Pramudyo, 2021).

### 3. Research Methodology

#### 3.1. Research Method and Design

This study aims to analyze EFL students' perception to use SPADA in learning Survival Speaking subject and to know the condition of SPADA operations in teaching learning process. The researcher using a mix-method by investigating EFL students' perception on the use of SPADA LMS. (Creswell & Plano Cark, 2011) stated that:

“Collects and analyzes persuasively and rigorously both qualitative and quantitative data”

Provides a better understanding of research problems than either approach alone; in particular those problems in which one data source may be insufficient, results need to be explained, exploratory findings need to be generalized, or a second method is needed to enhance a primary method, a theoretical stance needs to be employed, and an overall research objective can be best addressed with multiple phases or projects (p.8)

The research focus on a single-unit to produce an in-depth description that is rich and holistic (Ary, 2010) with using descriptive analysis in which the researcher analyze the data descriptively and the result presented in form of explanation of words which supported data in the tables. This research called survey-study approaches for the sake of this study is conducted in a

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class which involved students as participants. This case-study provided an in-depth description of a single unit.

### *3.2. Research Site and Participants*

This research had been conducted at English Education Department of Sultan Ageng Tirtayasa University. It is located on Jl. Ciwaru Raya, Serang, Banten. Considering that researcher is an active student in the same exact major, it eases the access to the research site, and obviously, escalate the feasibility of the study (Bogdan & Biklen, 1998). The participant for this research were purposively chosen, they are 108 students from three classes of 1<sup>st</sup> semester of English Education Department in 2020/2021 in Survival Speaking course. The participants are selected purposively (documents or visual material) mean that the researcher selected the individuals who will best help understand the research problem and the research questions (Cresswell, 2014). In need to answer the second research question, the researcher interviewed 3 developer of SPADA UNTIRTA.

### *3.3. Research instruments*

#### **Documentation**

Documentation is a functioning instrument utilized to answer the first and second research questions as the first research question is in need of students' perception to use SPADA UNTIRTA and the second research question is in need of implementation condition SPADA UNTIRTA in learning process. (Ary, 2010) assists the term document refers to a broad sector of written, carnal, and visual substances, including what other researchers may label artefacts (p. 442). It can be inferred that both documents which are needed in the study were effectively collected by the utilization of documentation.

#### **Questionnaire**

Questionnaire which involves questions that are targeted in gaining wide-range answers which were not expected before (Hyman & Sierra, 2016). In addition to that (Cresswell, 2008) asserts that this type of questionnaire can shed integrative proceeds to aid theories in the reviewed literature. It can be said that

students' responses which were varied were effectively collected by the aid of open-ended questionnaire questions as the first research question is in need of students' perception to use SPADA.

#### **Interview**

The research interview has been described as a 'conversation with a purpose' (Burgess, 1984, p. 102) or 'professional conversation' (Kvale, 2008, p. 5), and has been described as 'the gold standard of qualitative research' (Silverman, 2000, p. 51). As shall we see, it is not simply a matter of using questions and answers to elicit information that we then go on to analyze, but a data collection method that offers different ways of exploring people's experience and views.

### *3.4. Data Analysis Technique*

In this research, data analysis technique is often done together with data collecting technique. In this research, researcher is used matrix analysis from Miles and Huberman (1994: 10) by using some activities in analyzing the data, such as data reduction, data display, and conclusion drawing/verification.

### *3.5. Research Procedures*

In conducting this research, particularly for questionnaire, the researcher using 4-Likert Scale questionnaire based on the adaptation used from (Tawalbeh, 2018) journal for the purposes of this study. The researcher also distributed questionnaire in online way using Google Form to more efficient. The interviews were conducted with the SPADA Untirta Developer (structured interviews) and the Survival Speaking lecturer (unstructured interview for 1 semester). Some procedures as follows:

1. Determining subject of the research.
2. Providing the research instruments.
3. Giving questionnaire to the subject of the research.
4. Conducting interview to the subject of the research with direct interview.
5. Analyzing all of the data from the students about perception.
6. Describing the result of data descriptively by making conclusions.

## 4. Result and Discussion

For the first objective, the researcher got the document on April 2021, the students' perception with 111 students as the population, and 108 students has filled the questionnaires. (Sujarweni & Florent, 2014, p. 193) Explained that the reliability test can be carried out simultaneously on all items or question items in the research questionnaire. The basis for decision making in the reliability test is:

- If the Cronbach's Alpha value is  $>0.60$  then the questionnaire is declared reliable or consistent.
- Meanwhile, if the Cronbach's Alpha value is  $<0.60$ , the questionnaire is declared unreliable or consistent.

From the data processing with SPSS 25, all the indicators tested in this research produced a reliable value of 0.76 which means the questionnaire declared reliable or consistent.

### 4.1. Student Responses

Table 1

Item	Frequency				Percentage			
	1	2	3	4	1	2	3	4
1 Time required to learn the system	0	3	77	28	0	2.8	71.3	25.9
2 Ease in logging-in	0	8	65	35	0	7.4	60.2	32.4
3 Visual appearance	0	5	72	31	0	4.6	66.7	28.7
4 Ease of access material	0	4	65	39	0	3.7	60.2	36.1
5 Organization of material	0	4	67	37	0	3.7	62	34.3
6 Search tool	1	11	77	19	0.9	10.2	71.3	17.6
7 Internal help tool	0	9	92	7	0	8.3	85.2	6.5
8 Ease in assignment upload	0	3	61	44	0	2.8	56.5	40.7
9 Participant in forums	0	4	81	23	0	3.7	75	21.3

The first domain of students' perception of SPADA Untirta LMS across different features percentages showed positives and means the students got good experiences in using features from SPADA Untirta system. In view of negative perspective percentages, the averages showed 5.24% rated **poor**, 0.1% rated **very poor** for the SPADA Untirta across different features. These things occurred due to network user problems during accessing SPADA Untirta LMS, minimal understanding of SPADA Untirta LMS features. Based on (Tawalbeh, 2018) if the user unfamiliar with the functionalities and features would affect their perceptions of the system.

In view of positive perspective percentages, the averages showed 67.6% rated **good**, and 27.05% rated **very good**. According to (Pamungkas, 2021) Moodle as the basic source code to build SPADA Untirta LMS platform. In case SPADA using Moodle as their sources code to build SPADA Untirta LMS, Moodle is an application that adheres Universal International Design (UID). Universal International Design is the design of informative activities and materials that make the study objectives by individuals with broad diversities in their abilities to remember, engage, organize, attend, understand English, write, read, move, speak, hear, and see (Burgstahler, 2007). Supported with (Elias, 2010) there are eight of UID principles tailored to distance education:

- Impartial use. The design is accessible and handy for people various skills and in various location. It means provided for learners.
- Supple use. The learning design assist a broad range of level of connectivity, schedules, preferences, and individual abilities.
- Intuitive and simple. The learning material interface design is easy to understand, even so with current concentration level, technical skills, language skills, knowledge, or user experience. Eliminate needless difficulty.
- Recognizable information. The design conveys essential helpful information to the user.
- Fallacy tolerance. The design minimizes difficulty and unpleasant consequences of accidental or unintended actions.
- Low technical and physical effort. The design can be used comfortably and efficiently.
- Support and learners' community. The learning condition encourages communication and interaction among students and between students, administrative service, and faculty.
- Educative climate. Teacher feedback and comments are inclusive and welcoming.



Table 2

Item	Frequency				Percentage			
	1	2	3	4	1	2	3	4
1 Upload course assignment (texts, activities, handouts)	0	5	60	43	0	4.6	55.5	39.8
2 Course grade notifications	4	25	62	17	3.7	23.1	57.4	15.7
3 Check lecturer responses	2	19	83	4	1.9	17.6	76.8	3.7
4 Send email to lecturers	1	10	84	13	0.9	9.3	77.8	12
5 Check an online appointment with lecturers	0	7	83	18	0	6.5	76.8	16.7
6 Participate in forum discussions	1	3	70	34	0.9	2.8	64.8	31.5
7 Participate in course chat room or virtual classroom	1	3	74	30	0.9	2.8	68.5	27.8

The second domain of students' perception of the functionalities use frequency in SPADA Untirta LMS showed positives and means the students got good experiences in using functionalities frequency in SPADA Untirta LMS. In view of negative perspective percentages, the averages showed 1.18% rated **very poor**, and 9.52% rated **poor**. According to (Alamsyah, 2021) User ignorance regarding the usefulness of feature functions, which in the fact that the developer has prepared manuals and video tutorials regarding the function and usability of features. In view of positive perspective percentages, the averages showed 21.02% rated **very good**, and 68.22% rated **good**. Based on (Pramudyo, 2021) that SPADA Untirta LMS used Moodle as the application builder source code. In case SPADA using Moodle as their sources code to build

SPADA Untirta LMS, commonly used for the course progression plan, conveying course content, creating activities, grading, communicating with course members, and collecting course feedback (Deepak, 2017). Supported with (Graf & List, 2005) Moodle provided adjustable that the user can personalized his own course as per requirements and ease of using features. In addition, (Byungura, Hansson, Mazimpaka, & Thasme, 2016) the technology acceptance model (TAM) represents usefulness and perceived ease of use as facilitating situation for using features. The lecturer designed to use particular features in Moodle platform rely on how they represent their pedagogical, and ease of use requirements.

Table 3

Item	Frequency				Percentage			
	1	2	3	4	1	2	3	4
1 Helps me find the information I need	0	7	77	24	0	6.5	71.3	22.2
2 Has a positive impact on my learning	0	6	70	32	0	5.6	64.8	29.6
3 Using SPADA supports me to pass the Survival Speaking course.	0	8	61	39	0	7.4	56.5	36.1
4 Helps me keep up with the Survival Speaking course	0	2	66	40	0	1.9	61.1	37
5 Helps me notify of new Survival Speaking task	0	13	60	35	0	12	55.6	32.4
6 I download document learning course easily	0	3	45	60	0	2.8	41.7	55.6
7 Helps with group work	0	19	72	17	0	17.6	66.7	15.7
8 Helps to communicate with the lecturers	0	22	67	19	0	20.4	62	17.6
9 I upload sound recording task easily	0	17	58	33	0	15.7	53.7	30.6

The third domain of students' perception of SPADA Untirta LMS learning impact showed positives and means the students got good experiences in learning Survival Speaking course with using SPADA Untirta as learning management system. In view of negatives perspective percentages, the averages showed 0% rated very poor, and 9,98% rated poor. Some of students got troubled from their network to join online Survival Speaking teaching-learning process, although few of them got troubled with technology tools availabilities, and difficult to understood the usability of the functionality SPADA

Untirta LMS features. From (Dhawan, 2020) Students who have financial constraints and limited technology resources will make it difficult for students to take part in the online teaching and learning process. In view of positives perspective percentages, the averages showed 30,75% rated very good, and 59,26 rated good. Especially for this section, focus in learning Survival Speaking course with SPADA Untirta as the learning system. Based on the first question in the questionnaire, the information through the Survival Speaking such as the course material, grading info, task/ quiz notifications, technical uses, and complaint

for the technical issues are well available and organized. As evidenced from domain 3 chart questionnaire data that the students' responses are positive. And also supported from (Alamsyah, 2021) that SPADA Untirta has prepared a manual related to technical use that can be used by lecturers and students. Coupled with instructions in the form of collaborative videos by UntirtaTV in order to make it easier for SPADA Untirta users. SPADA Untirta gives positive impact in student learning, especially Survival Speaking learning course. As like as facilitating learning during pandemic era, but still help teaching-learning process in Survival Speaking course. The other positive impact is also help the students to pass the Survival Speaking course through with the integrated synchronous and asynchronous media. (Pramudyo, 2021) SPADA Untirta already supports various media integrations such as Zoom, Google Meet, Siakad Untirta, and Youtube.

#### 4.2. SPADA Developer Interview

The researcher interviewed three SPADA Untirta developer who had handle learning system. Used some questions as guide to gather the data about the SPADA operation condition in teaching-learning process. The interview questions were arranged based on operational issue and the way to solve the technical issues of SPADA Untirta LMS. Based on the interview, the researcher found the most problem occurs is the networking problem that caused server capacities are not suitable with SPADA Untirta users that makes the server is full. For this section, the findings categorized such kind as SPADA Untirta developer (SUD); question (Q); and the answer (“).

Q1: What are the problems that often occur when operating SPADA UNTIRTA?

“full capacities of the server.” (SUD-1)

“technical user problems.” (SUD-2)

“server problem issues.” (SUD-3)

Q2: When was SPADA confirmed as a mandatory LMS in online learning at Sultan Ageng Tirtayasa University and could started operating?

“2 years ago.” (SUD-1)

“2020 as completely implemented.” (SUD-2)

“may 2019.” (SUD-3)

From the questionnaire analysis above, learning Survival Speaking course using SPADA Untirta as learning management system in online teaching speaking learning deals good advantages. SPADA are easy to use and have functional features that help the students to pass the Survival Speaking course. Supported with documentation data that the score recapitulations showed averages that 84.36 for the class A; 84.05 for the class B; and 84.01 for the class C. The level of student learning success depends on the strategy of educators in managing learning material. An understanding of the operation of the LMS is needed in order to achieve a quality blended-learning model. Blended learning is a form of learning that incorporate traditional teaching learning model with modern form of e-learning. Based on (Rymanova, Baryshikov, & Grishaeva, 2015) it utilizes some notable online activities or else face-to-face learning, but lower than 45 minutes. (Tomlinson & Wittaker, 2013) The curricular organization of teaching supplies the flexibility of the program. The learners choose a module by enjoyment, but irrelevant, well-known information they may pass already, related to individual strategy.

Q3: Who the first initiator of using of SPADA as LMS at Sultan Ageng Tirtayasa University?

“ADHOC team.” (SUD-1)

“Vice Dean II, Dr. Aan Hendrayana, M.Pd.” (SUD-2)

“Dr. Aan Hendrayana, M.Pd.” (SUD-3)

Q4: Where the complaint can be made regarding the problem in the use of SPADA operation?

“SPADA administrator.” (SUD-1)

“SPADA admin.” (SUD-2)

“to the lecturer or SPADA admin.” (SUD-3)

Q5: Why SPADA was decided as the mandatory LMS in the use of online learning activities at Sultan Ageng Tirtayasa University?

“from KEMENRISTEKDIKTI instructions.” (SUD-1)

“user friendly and easy understanding.” (SUD-2)

“RISTEKDIKTI instructions.” (SUD-3)

Q6: What steps do you take in order to solve the operational problem of SPADA UNTIRTA?

“contact the administrator, or PUSDAINFO.” (SUD-1)

“socialization and counseling through technical user.” (SUD-2)

“specification upgrading.” (SUD-3)

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### 4.3. SPADA Lecturer Interview

The researcher interviewed Survival Speaking lecturer to know the optimalization the use of SPADA Untirta LMS in Survival Speaking course.

#### Lecturer-1

1. How Survival Speaking teaching materials that could be uploaded to SPADA Untirta?  
“prepared the lesson plan and book, packaged with synchronous and asynchronous model.”
2. Is the assignment of the Survival Speaking course uploaded to SPADA Untirta? How the task instructions are properly packaged for uploading in SPADA Untirta?  
“yes. Appropriate media used.”

### 4.4. Interview Analysis (SPADA Developer and Lecturer)

For the second research question, to find out the operation condition SPADA Untirta in teaching-learning process, the researcher interviewed three interviewees with different SPADA team position (ADHOC team, and administrator) and a Survival Speaking lecturer. Based on interview results showed that lecturer collaborated with teacher-assistant to provided quality learning model, synchronous and asynchronous basis in implementing the teaching and learning process. An understanding of the operation of the LMS is needed in order to achieve a quality blended-learning model. Blended learning is a form of learning that incorporate traditional teaching learning model with modern form of e-learning. Based on (Rymanova, Baryshikov, & Grishaeva, 2015). The technical problem most occurs is about from the server. At March 2020, SPADA Untirta only have 1 server. But, SPADA team upgraded SPADA server into 10 servers to solve the networking problem.

SPADA confirmed as mandatory online learning management system at Sultan Ageng Tirtayasa University on May 2019 which is strengthened by SK Rektor 2019. SPADA started operating based on plan implementation target program.

3. What is the model for assessing student scores in the Survival Speaking course?  
“from task, mid test, final test, and student activity.”

From the findings above, the researcher know that the lecturers prepared the lesson plan with synchronous and asynchronous way with appropriate media that can be used for students and also with task and test measurements for assessing the students' abilities to pass the Survival Speaking course.

Before SPADA implemented as online learning management system at Sultan Ageng Tirtayasa University, particularly at Teacher Training and Education Faculty (FKIP), already have their own online learning that initiated from Dr. Aan Hendrayana, S.Si., M.Pd. based on his research named SPOT (*Sistem Pembelajaran Online Terpadu*) during Mr. Maman's ADHOC team tenure. SPOT upgraded into primary learning management system namely SPADA using Moodle as the sources code. The naming of SPADA is from RISTEKDIKTI central instruction cause all of the university level in Indonesia would use SPADA as online learning management system based on *Kampus Merdeka's* program. Other problems related to technical constraints such as like lecturer and student from the use of the features, Sultan Ageng Tirtayasa University have done a training for proficiency in using SPADA for the lecturer, make a SPADA guidebook for student and lecturer, and also helped by Untirta TV for making the tutorial videos. From infrastructure and specification, Sultan Ageng Tirtayasa University upgraded their tools and does not much involve of lecturers in technical issues.



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## 5. Conclusion and Suggestion

The conclusion that can be drawn from this research are follows:

1. Based on the result of analysis of the research, students' perception through the first domain of SPADA Untirta learning management system across different features showed positives. the averages showed 5.24% rated poor, 0.1% rated very poor for the SPADA Untirta across different features. These things occurred due to network user problems during accessing SPADA Untirta LMS and less understanding of SPADA Untirta LMS features. In view of positive perspective percentages, the averages showed 67.6% rated good, and 27.05% rated very good. According to (Pamungkas, 2021) Moodle as the basic source code to build SPADA Untirta LMS platform. In case SPADA using Moodle as their sources code to build SPADA Untirta LMS, Moodle is an application that adheres Universal International Design (UID).

It means that SPADA Untirta have good features and compatible for the student. SPADA Untirta is using Moodle as the platform sources code. Moodle adheres principle of Universal International Design (UID) which has elements of equitable and flexible use, simple, intuitive, perceptible information, tolerance for error, low physical and technical effort, learners support community, and educative climate (Elias, 2010).

2. Students' perception through the second domain of functionalities use frequency in SPADA Untirta learning management system, the data analysis also shown positive responses. In view of negative perspective percentages, the averages showed 1.18% rated very poor, and 9.52% rated poor. According to (Alamsyah, 2021) User ignorance regarding the usefulness of feature functions, which in the fact that the developer has prepared manuals and video tutorials regarding the function and usability of features. In view of positive perspective percentages, the averages showed 21.02% rated very good, and 68.22% rated good. Based on (Pramudyo, 2021) that SPADA Untirta LMS used Moodle as the application builder source code. In case SPADA using Moodle as their sources code to build SPADA Untirta LMS, commonly used for the course progression plan, conveying course content, creating activities, grading, communicating with course members, and collecting course feedback (Deepak, 2017).

3. Students' perception through the third domain of SPADA Untirta learning management system impact on learning, the data analysis showed that SPADA Untirta gives positive responses in learning

Survival Speaking course. the averages showed 0% rated very poor, and 9,98% rated poor. Some of students got troubled from their network to join online Survival Speaking teaching-learning process, although few of them got troubled with technology tools availabilities, and difficult to understood the usability of the functionality SPADA Untirta LMS features. From (Dhawan, 2020) Students who have financial constraints and limited technology resources will make it difficult for students to take part in the online teaching and learning process. In view of positives perspective percentages, the averages showed 30,75% rated very good, and 59,26 rated good. Especially for this section, focus in learning Survival Speaking course with SPADA Untirta as the learning system. Based on the first question in the questionnaire, the information through the Survival Speaking such as the course material, grading info, task/ quiz notifications, technical uses, and complaint for the technical issues are well available and organized. As evidenced from domain 3 chart questionnaire data that the students' responses are positive. And also supported from (Alamsyah, 2021) that SPADA Untirta has prepared a manual related to technical use that can be used by lecturers and students. Coupled with instructions in the form of collaborative videos by UntirtaTV in order to make it easier for SPADA Untirta users.

The average of the scores sighted 84.36 for the class A; 84.05 for the class B; and 84.01 for the class C that classified as the good scores result. The lecturer collaborated with teacher-assistant in order to organized the course material to make synchronous and asynchronous teaching-learning process. An understanding of the operation of the LMS is needed in order to achieve a quality blended-learning model. Blended learning is a form of learning that incorporate traditional teaching learning model with modern form of e-learning. Based on (Rymanova, Baryshikov, & Grishaeva, 2015).

4. The interview with SPADA developer showed that Sultan Ageng Tirtayasa University has already their own learning management system named SPOT (Sistem Pembelajaran Online Terpadu) and upgraded into SPADA using Moodle as the sources code. Although Moodle called old learning system, Moodle have advantages especially in user interface that have simple appearances, easy understanding features and almost higher education in Indonesia used Moodle as their sources code learning system.

5. SPADA plan implementation perspectives, the initial plan of SPADA implementation is for execute the blended learning (70% offline and 30% online). During the pandemic era, SPADA was implemented as 100% with no offline meet for supported the teaching-learning process. (Darabi & Jin, 2013) Blended online learning as the most practical method especially at pandemic era for combines the advantages synchronous and asynchronous plan.

6. On the early-periods implementation of SPADA, network trouble issues always become the main problem. Sultan Ageng Tirtayasa University provided a breakthrough related to solving the networking problem in which SPADA developer already upgraded the servers, infrastructure, and specifications. Instructed from RISTEKDIKTI, SPADA decided as the mandatory learning management system at Sultan Ageng Tirtayasa University and also the mandatory online learning in Indonesia on higher education.

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