

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the author will present about background of the study, statement of the problems, objectives of the study, significance of the study, theoretical framework, scope and limitation of the study, definition of key terms, and organization of the thesis.

#### **1.1. Background of the Study**

The era of the 21st century has been rapidly changing in several areas such as global economy, technology, culture, society, as well as education. The terms of “21st century education,” “21st century learning,” and “21st century skills” are widely known nowadays. Teachers and schools face big challenges in teaching their students to measure and survive within the current era. Teachers need to help students to master 21st century skills so they can deal with the challenges of 21st century. These days students are considered as digital natives while other people live in a technology and media-driven environment, both of them are expected to be conversant in skills associated with information, media, and technology such as accessing and evaluating information, using and managing information, analyzing media, creating media products, and applying technology effectively (Partnership for 21st Century Learning, 2009).

The concept of 21st century education suggests teachers to develop their instruction to ensure their students meet the requirement of 21st century skills. The relevant knowledge expected to determine students’ skills for competitive career and good life, skills for lifelong learning and artistic innovation, and skills for literacy, information, media, and technology. (Suherdi, 2012).

Therefore, teachers as a part of educational network should be ready to specialize in emphasizing deep understanding and interact with the students using the real data and tool. In terms of learning strategies, teachers should be ready to integrate the utilization of supportive technology, problem-based approaches, and higher order thinking skills. Teacher are expected to be able to create such a good

classroom atmosphere that will support teaching and learning of 21st century, so that the students will be more active and participate in teaching-learning process. While in the past, people have used technology or tools for the sake of communication only because technology at that moment is not as sophisticated as it is today.

Nowadays, students and teachers also can do the teaching and learning activities online. Students also can learn through the web where at this point learning materials are widely available on the web also can be used as an inspiration for the teacher whenever they need to look for teaching materials in class. During this digital era, the method of teaching and learning often done online, teachers also can do the process of teaching and learning outside the classroom by using the appliance on the web, which students can interact with teachers, receive learning materials like learning activities at university. To support the effectiveness of online teaching and learning activities at university, it is needed an electric media that called as Learning Management System or can be shorten into LMS. Learning Management System itself is the electric platform; the aim is to provide an online learning. LMS seen as information systems that focused on the processes of communication, collaboration, and educational purposes. LMS (Learning Management System) is a tool where it often used to conduct an online learning outside the classroom, through the implementation of LMS itself can help a teacher to deliver material, give homework and others. Moreover, LMS also able to do the learning process if a teacher is unable to attend and to teach in the classroom. Through the implementation of Learning Management System, lecturers can make the teaching and learning process towards the students even they are outside the class by using Learning Management System features that have been available.

The Learning Management System been used among teachers by the schools since few years ago. There are many features, which are available on LMS, according to Dabbagh & Bannan-Ritland, the most common features of an LMS by categorizing them as pedagogical tools for content creation, communication, assessment, and administration. Many LMS used to support the teaching and

learning activities such as Moodle, Edmodo, Sakai, Schoology and many more. In this research, the LMS that discussed more deeply is about university learning management system: <https://bella.ukwms.ac.id/> where only the lecturers of English Department in Widya Mandala Catholic University Surabaya can use it.

<https://bella.ukwms.ac.id/> itself is an example of Learning Management System (LMS) tool that used by the lecturers of English Department in Widya Mandala Catholic University in order to support the teaching and learning activity since the features in <https://bella.ukwms.ac.id/> are quite complete. The features provided in <https://bella.ukwms.ac.id/> used to upload assignments for the students, create online test or quizzes, upload files or links, and make discussion boards, albums, and other different pages. Besides that, <https://bella.ukwms.ac.id/> itself can help the lecturers to conduct a paperless classroom.

In this digital era with the huge development of technology in the world of education are not only provides online teaching learning but with the development of technology, it also can be used as a tool that can increase the process and efficiency of tests. Through the sophisticated technology nowadays, the teacher or lecturer can use the computer, PC, or laptop as a technology tool to assess a test in the course. The term computer assisted assessment can envelop any sort of computer use during a process of assessing a knowledge, acquirement, and capability of people.

The implementation of <https://bella.ukwms.ac.id/> usually done wherever and whenever as long as the lecturers always connected with a stable internet when they are uploading the lesson material in <https://bella.ukwms.ac.id/> especially when they want to provide a video as the learning media.

## **1.2. Statements of the Problem**

Based on the explanation above, the thing that makes the researcher is fascinated to investigate the implementation of a university learning management system: <https://bella.ukwms.ac.id/> as the assessment media. In this research, the author is going to discuss about perceptions of online assessment use in [bella.ukwms](https://bella.ukwms.ac.id/). Therefore, according to the background of the study, this study gives

information about the lecturers' perception on the implementation of a university learning management system: <https://bella.ukwms.ac.id/> in EFL classroom" The problems in this study formulated as follows:

1. What is the lecturers' perception on the implementation of a university learning management system: <https://bella.ukwms.ac.id/> in EFL classroom?

### **1.3. Objectives of the Study**

Based on the statement of the problem, the objective of this study is to find out the perceptions of English Department lecturers on the implementation of using a university website. The author is very enthusiastic to know about the lecturers' perception on the implementation of using a university website though the response could be either positive or negative.

The aim of this research is to recognize the lecturer's perception on the implementation of a university learning management system: <https://bella.ukwms.ac.id/> in EFL Classrooms of English Department at Widya Mandala Surabaya Catholic University. These are the objectives of the research:

1. To investigate the lecturers' perception on the implementation of a university learning management system: <https://bella.ukwms.ac.id/> in EFL Classroom.

### **1.4. Scope and Limitation of the Study**

#### **1. Scope of the Study**

The scope of this research is about the lecturers' perception on the implementation of a university learning management system: <https://bella.ukwms.ac.id/> in EFL classroom. The subjects of this research will be the lecturers of English Department.

#### **2. Limitation of the Study**

While the limitation of the study is the lecturers, who had been used the university website during the teaching learning activity in English Department, a private university in Surabaya.

## **1.5. Theoretical Framework**

Humans created differently, each individual has different perceptions, the existence of differences between individuals with each other by liking one object and some who do not like the object. It depends on how the individual responds to the object with its perception. Aristotle once stated about perception with a change in the object of perception causes a sense organ. Walgito (2003:87) defined perception as the process of human thinking about certain phenomenon. Perception itself started from the sense of organ. The process of perception related to the acceptance of message of information by human brain.

According to Robbins & Judge (2003) perception is the impression of people through their senses that is analyzed, interpreted and evaluated. Slameto (as cited in Sinaga, 2018) states perception is a process of input a message or data into human brain, through human perception the information continues the relation with its environments. On the opposite with Walgito, Robbins & Judge and Slameto, Koentjaningrat (2010:42) mentioned that perception is the realization of human brain process and it appears as a view about phenomenon. A high-quality implementation of educational approaches can give such a significant impact on improving students' outcomes. There are four major indicators of implementation quality; those are dosage (participation in certain activity), fidelity (ongoing support), quality of delivery (support from principals) and acceptability (teachers' participation and attitudes towards the activity) which influence not only students' outcomes (academic and behavioral), but also teachers' attitudes and practices.

## **1.6. Significance of the Study**

### **1. For the lecturers**

The author also believe that this research is also useful for English Department lecturers, from this research, the lecturers are able to understand the lecturers' perceptions and challenges during the implementation of a university learning management system: <https://bella.ukwms.ac.id/> in the EFL classrooms. After know about everything, hopefully the lecturers can expand and overcome the shortcomings of what went on during applying the university learning

management system: <https://bella.ukwms.ac.id/> especially online assessment in bellaukwms within the EFL classroom.

### **1.7. Definition of Key Terms**

#### **1. Perception**

According to Walgito (2003:87), perception is the process of human thinking about certain phenomenon. While on the other hand, the other definition by Poerwadarminta, (1990) stated that perception is a direct response from a person's absorption or process in knowing several things through sensing.

#### **2. Implementation**

Mitchell, (2011), stated Implementation defined as a specified set of planned and intentional activities designed to integrate evidence-based practices into real-world settings.

#### **3. <https://bella.ukwms.ac.id/>**

<https://bella.ukwms.ac.id/> is an official learning management system service that provided by the Widya Mandala Catholic University itself. This mean to intend for the entire UKWMS academic communities in the form of web-based software that can used to support teaching and learning activities inside the class. Bellaukwms is a Learning Management System (LMS) tool where the teaching-learning materials and evaluation activities accessed by online in order to support face-to-face lectures and to replace the role of classrooms. Bellaukwms consists of several classrooms that allow interaction between lecturers and students via the internet network. Bellaukwms services is under the management of the Education Assessment and Development Center (P4) with the address <http://bella.ukwms.ac.id/>.

### **1.8. Organizational of the Thesis**

This study consists of five chapters:

Chapter I explained about introduction that consist of: background of the study, statement of the problem, objective of the study, scope and limitation, theoretical framework, significance of the study, definition of key terms, and

organization of the study.

Chapter II discussed the review of literature that dealing with the definition of perception, implementation along with the explanation of learning management system and <https://bella.ukwms.ac.id/> The next section presented about the related studies which come up to this research came from three researchers whose discussed about students' perception and learning management system. At the end of this chapter, the author would like to explain the differences and similarities of the research with the previous research.

Chapter III focused on the elaboration of the method that used in this research, the respondents, the instruments, the procedure of data collection, and the procedure of data analysis.

Chapter IV explained about the data that the author earned from distributed the questionnaire.

Chapter V illustrated about the conclusion of this research according to the data along with the suggestion from the author for the students, lecturer, and future researchers.