



Examining the Acceptance and Effects of Moodle for Online EFL Instruction in the Age of New Normal

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ABSTRACT

Despite the frequent use of Moodle for online English language instruction in the age of New Normal, studies examining its acceptance and effects on the students’ perceived learning outcomes (PLO) and satisfaction (PSC) for learning English as a foreign language (EFL) in such a learning condition remains under-researched. Grounded in the Technology Acceptance Model (TAM), this concurrent mixed methods study aimed to examine students’ acceptance of Moodle for online EFL instruction and its effects on their PLO and PSC and the challenges they encountered. The results showed that the students moderately accepted the use of Moodle for learning English in the age of New Normal. The core elements of TAM, perceived ease of use (PEU) and Perceived Usefulness (PU) had a significant effect on the students’ attitude (ATU) and Intention to Use (ITU), indicating their acceptance to use the LMS. PEU and PU significantly affected the students’ PSC, yet PEU did not significantly affect

	the students' PLO. The students' main challenges were the inadequacy of internet access, quota, technical errors, the impracticality of language skills practice, and unclear instructions. This study highlights that TAM alone, particularly PEU, cannot guarantee the success of students' learning, highlighting the importance of instructors' vivid instructions and scaffolding. This study provides insights into an enhanced employment of Moodle for online EFL learning and teaching in the age of New Normal and beyond and offers recommendations for further research. Keywords: age of new normal, Covid-19, EFL, online learning, Technology Acceptance Model
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Introduction

The global COVID-19 pandemic has caused adverse impacts in the education sector across the globe (Daniel, 2020; Turnbull et al., 2021; Yi & Jang, 2020). Countries around the world were forced to stipulate strict social and physical distancing, often resulting in the closure of physical schools (Djalante et al., 2020). This condition compelled teachers to transfer their Face-to-Face (FTF) instruction into online delivery (Hodges et al., 2020). English language teaching (ELT) instructors experienced these impacts worldwide (Shin, 2020). Indonesia was one of the countries, where teachers and students had to move to online education, also in ELT.

The Modular Object-Oriented Dynamic Learning Environment (Moodle) played an increasingly significant role during the COVID-19 pandemic as a Learning Management System (LMS) (Hadullo, 2021; Ziraba et al., 2020) and houses over two hundred million users worldwide (Hadullo, 2021) since its initial emergence in 2002 (Cabero-Almenara et al., 2019; Chang & Lan, 2019). Even after the pandemic, all schooling institutions and universities across the Indonesian archipelago continued adopting Moodle as one of their LMSs to facilitate online learning.

Since the pandemic, the Faculty of Teacher Education of an Indonesian State Islamic University, where this study was conducted, has employed Moodle as an LMS to facilitate pedagogical practices across the majors, including the English Education Program. Moodle has enabled instructors to distribute learning tasks and materials, assess student learning, and promote collaboration beyond the schooling context (Cabero-Almenara et al., 2019).

Due to its role as an effective LMS in the education sector, recent literature has witnessed the frequent application of Moodle in English

classrooms and has shown to improve students' skills and knowledge in, for instance, reading (Chang & Lan, 2019); English Grammar (Zabolotskikh et al., 2021); and English for Specific Purposes (Dogoriti et al., 2014). Although Moodle is now widely used, incorporating an LMS does not guarantee students' improved learning outcomes (Dasgupta et al., 2002; Davis, 1989; Granić & Marangunić, 2019). Students' acceptance of Moodle as a medium of learning is crucial (Davis, 1989). To measure student acceptance of technology use, Davis (1989) developed the so-called "Technology Acceptance Model" (TAM), which has gained prominence in the education context, including its use to examine the application of Moodle as an LMS (Ziraba et al., 2020). TAM comprises multiple constructs: perceived ease of use (PEU), perceived usefulness (PU), intention to use (ITU), attitude toward use (ATU), and Actual System of Use (ASU) (Davis, 1989; Granić & Marangunić, 2019).

The significance of TAM in this study relates to the degree of the students' acceptance of Moodle as an LMS in the age of New Normal, understood in this study as an unprecedented reform of education caused by the COVID-19 pandemic toward massive use of digital technologies (Bozkurt et al., 2022; Pacheco, 2021). TAM postulates that the more students find the use of a technology easier and useful, the more likely it influences their attitudes and intentions to use it (Davis, 1989; Mei et al., 2018; Teo, 2011), ultimately affecting their learning outcomes and satisfaction (Huang et al., 2019). In other words, their overall acceptance may influence their language skills development. When students think that the technologies used are easy (PEU), this may reduce their cognitive workload, possibly leading to a more enjoyable learning experience. Further, when students find the technology useful for language learning purposes (PU), namely supporting language learning activities such as facilitating learning materials, interactions, etc., the use of Moodle can be meaningfully engaging and satisfying for the students. Overall, this may lead to improved language skills or learning outcomes.

Consequently, given its importance, TAM has gained prominence in the ELT context, such as studies on the application of Zoom for EFL instruction amid the COVID-19 pandemic (Alfadda & Mahdi, 2021), ICT use for EFL instruction (Soomro, 2018), and EFL writing (Tsai, 2015) show. Nonetheless, research investigating students' technological acceptance of Moodle as an LMS for online EFL instruction in the age of New Normal and its effects on perceived learning outcomes (PLO) and satisfaction (PSC) remains underexplored.

Therefore, the current study, grounded in TAM theory, aimed to examine students' acceptance of Moodle as a means of online EFL instruction and its effects on perceived learning outcomes and satisfaction in

the age of New Normal. We also explored the challenges the students encountered.

To meet these research aims, the following overarching research questions guided us:

1. To what extent do the students accept the use of Moodle as a means of online EFL instruction?
2. What was the effect of the acceptance of Moodle as a means of online EFL instruction on the students' perceived learning outcomes and satisfaction?
3. What were the students' challenges using Moodle as a means of online EFL instruction?

Literature Review

This section discusses the theoretical framework underpinning the study, followed by a review of previous studies on Moodle in the ELT context, TAM in the ELT context and its relationships or impacts on PLO and PSC.

The Technology Acceptance Model (TAM)

Davis (1989) developed the Technology Acceptance Model (TAM) theory from the theory of reasoned action (TRA), expanding it to a leading theory to explain and evaluate the use of technologies for educational purposes, such as internet utilization behavior (Shih, 2004), collaborative technologies (Cheung & Vogel, 2013), or TAM and e-learning (Masrom, 2007). Granić and Marangunić's (2019) systematic literature review study confirms that TAM theory remained a credible theory for assessing the effectiveness of diverse technologies used in various educational contexts.

More specifically, TAM indicates users' technological acceptance. TAM is multidimensional, comprising perceived usefulness (PU), perceived ease of use (PEU), intention to use (ITU), attitude toward use (ATU), and Actual System of Use (ASU). PEU relates to the belief that technological use is easy, while PU is the extent to which the users believe that technologies assist them to do certain tasks (Davis, 1989). Davis (1989) and Granić and Marangunić (2019) advocate that PU and PEU are the most fundamental factors that influence users' ITU and ATU of the technologies, leading to ASU of the technologies. The theory also encloses external factors, such as self-efficacy and other environmental and mental factors as the antecedent variables, often associated with the technology acceptance level.

Although a majority of studies were grounded in the original TAM theory developed by Davis (1989), we adapted in this study Masrom's (2007)

expanded model of TAM, namely “TAM and e-learning model” to answer our first research question. We chose the developed TAM model due to its extension on e-learning, which meets the context of the current study as it aims to examine the degree of students’ acceptance of using Moodle for online EFL instruction in the age of New Normal. This model excludes external factors and ASU (see Masrom, 2007).

Figure 1

TAM and E-learning Model based on (Masrom, 2007, p. 4)

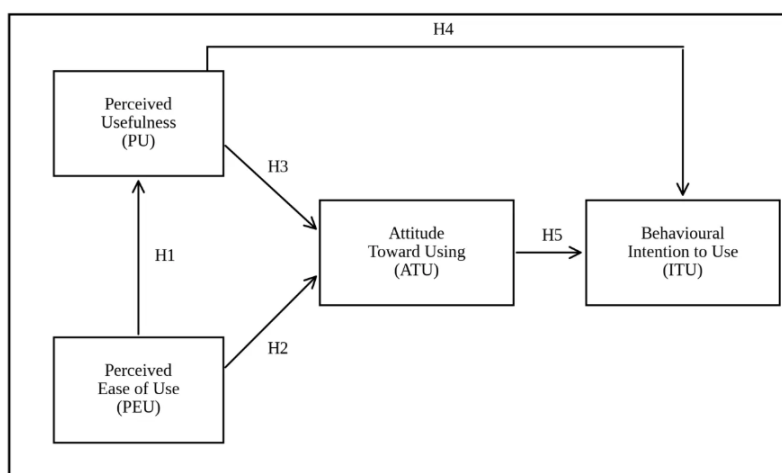


Figure 1 shows the overall hypothetical relationships that assess the level of students’ technological acceptance regarding the use of Moodle as a medium of online EFL instruction in the age of New Normal. It proposes five hypothetical relationships to measure students’ acceptance, which the current study adapted:

- H₁: PEU significantly influences PU of Moodle for online EFL instruction.*
- H₂: PEU significantly influences ATU of Moodle for online EFL instruction.*
- H₃: PU significantly influences ATU of Moodle for online EFL instruction.*
- H₄: PU significantly influences ITU of Moodle for online EFL instruction.*
- H₅: ATU significantly influences the ITU of Moodle for online EFL instruction.*

While Figure 1 illustrates the measurement model of TAM in relation to research question #1, the following section discusses the measurement model pertaining to TAM and its impacts on PLO and PSC. This measurement model was used to address research question #2.

TAM, Perceived Learning Outcomes and Satisfaction

Measuring students' technological acceptance of Moodle in online EFL instruction after the pandemic, that is, in the age of New Normal, is important, yet insufficient on its own. A more comprehensive evaluation requires examining the overall effectiveness of Moodle through its influence on perceived learning outcomes (PLO) and perceived student satisfaction (PSC). PLO refers to students' subjective assessment of their overall learning achievement.

The relationship between TAM constructs and PLO has been extensively documented. Nagy (2018) found that perceived ease of use (PEU) and perceived usefulness (PU) significantly predicted students' learning performance, whereas attitude toward use (ATU) did not. Similarly, Tsai (2015) demonstrated that a TAM-guided Blackboard-based writing instruction significantly improved EFL students' writing performance. Buche et al. (2012) further revealed that students with lower learning outcomes exhibited significantly lower levels of technology acceptance compared to high-performing peers. Collectively, these studies suggest that TAM variables exert distinct and meaningful influences on learning outcomes.

Perceived student satisfaction (PSC), typically assessed at the conclusion of learning activities, is defined as students' positive overall judgement of their learning experience (Mohammadi, 2015; Nagy, 2018). Investigating PSC is crucial because higher satisfaction is associated with increased motivation and, consequently, improved learning outcomes (Mohammadi, 2015; Nagy, 2018). However, empirical findings on the relationship between TAM and PSC remain inconsistent. Conducting a correlational study in a Business college in Hungary, Nagy (2018) reported that PEU, PU, and ATU of video usage significantly influenced learning satisfaction. Using a cross-sectional non-experimental design in a blended learning context in China, Chen et al. (2023) found that technology acceptance exerted both direct and indirect positive effects on students' learning satisfaction. Likewise, Cabero-Almenara et al. (2021) conducting a quasi-experimental study involving preservice primary teachers in Spain showed that integrating TAM within a flipped classroom approach for student teachers resulted in high acceptance levels, which corresponded with improved academic performance and positive perceptions of the methodology.

In contrast, other studies present more nuanced or limited effects. In their systematic review study, Granić and Marangunić (2019) found that only PU positively predicted learning satisfaction, while the remaining TAM variables showed no significant influence. Using a cross-sectional survey involving vocational college students in China, Hou et al. (2026) examined

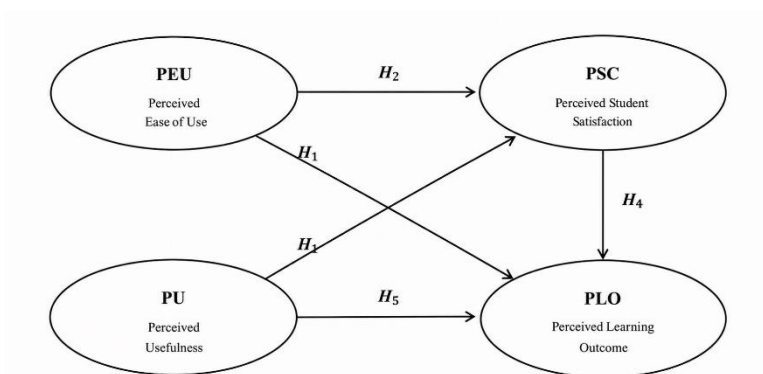
whether English proficiency moderated core TAM pathways in AI-enhanced English MOOCs for vocational students. Their hierarchical regression analysis revealed no significant moderating effect of English proficiency on the relationship between behavioral intention and PLO.

These conflicting findings highlight the need for further empirical investigation. Therefore, in relation to the second research question, the present study aims to provide a more nuanced understanding by examining the impact of students' technological acceptance of Moodle on both their perceived learning outcomes (PLO) and perceived student satisfaction (PSC) in the context of online EFL instruction in the age of New Normal. While Figure 1 illustrates the hypothetical relationship measuring the students' perceived acceptance of Moodle, Figure 2 measures the perceived impact of acceptance of Moodle on their PLO and PSC.

Hence, as shown in Figure 2, this study proposes the following hypothetical relationships:

Figure 2

TAM, PSC, and PLO



H₁: PEU of Moodle for online EFL instruction significantly influences PLO.

H₂: PEU of Moodle for online EFL instruction significantly influences PSC.

H₃: PU of Moodle for online EFL instruction significantly influences the PLO

H₄: PU of Moodle for online EFL instruction significantly influences the PSC

H₅: PSC of Moodle for online EFL instruction significantly influences the PLO

To provide deeper insights into the extent to which Moodle and TAM have been investigated in ELT, the following section reviews previous studies on Moodle and TAM in the ELT context during the COVID-19 Pandemic.

Moodle Studies in ELT and during the COVID-19 Pandemic

Although studies on the use of Moodle have been prominent in the educational context, its use in ELT settings remains under-researched. There are several recent studies that have documented its implementation in the teaching and learning of English. Employing an experimental study, Chang and Lan (2019), marrying the use of reciprocal learning strategy and Moodle for the teaching of English reading at a Taiwanese university, uncovered that it promoted students' reading comprehension. The students in this study perceived Moodle as useful and effective in helping them improve their reading skills. A mixed-method study by Zabolotskikh et al. (2021) assessed and explored the use of the Moodle plugin, "RUDN CourseAssist", for learning English grammar in a large study at the Peoples' Friendship University in Russia with 3953 students between 2017 and 2019. The students found the plugin easy to use, measurable, viable, and adjustable. A meta-narrative review study by Wen and Yang (2020) on using Moodle for teaching Reading and Writing in China, revealed that using Moodle promotes students' listening and reading skills.

During the COVID-19 pandemic, online learning became the *sine qua non* in many instructional contexts. Many online classes across the globe adopted Moodle as an LMS (Grigoryeva et al., 2021). Several studies have examined its pedagogical merits for online EFL instruction amid the pandemic. For example, Grigoryeva et al. (2021) qualitatively examined the experiences of English teachers using Moodle as an LMS and looked into its benefits and drawbacks. Moodle enabled the English teachers to format their online English courses and to organize English instruction that enhanced the students' speaking skills. Moodle allowed them to create tasks, such as discussion forums, polls, and feedback, to share learning materials, links and videos, and communicate with and assess every student individually. The study also revealed some drawbacks, including distractions of focus due to multitasking and inaccessibility to communication between the students and teachers, as well as the inadequacy of information on strategies for lexicon-grammatical mastery. An experimental study by Acar and Kayaoglu (2020) investigated the impacts of Moodle in blended English language instruction in a Turkish high school. They found that using the LMS significantly promoted students' English ability in the experimental group. The data from the questionnaire also evidenced that students perceived using Moodle as useful in motivating and promoting their learning. Similarly, the qualitative evidence showed that using Moodle provides pedagogical merits for learning English, such as its usefulness to facilitate online learning outside classroom, affordability to catch up on missing class, and improvement of digital literacy.

While these studies indicate that Moodle offers various pedagogical merits for online English instruction, such as facilitating learning beyond the classroom, engaging the students in interactive discussion and feedback, and improving their language skills, no prior studies have examined its acceptance in the Indonesian ELT context in the age of New Normal.

TAM Studies in the ELT Context

A wide range of studies in the ELT context have adopted TAM to measure English learners' acceptance of technological use. Studies have yielded different and conflicting research results. Grounded in the TAM framework using correlational study design, Alfadda and Mahdi (2021) examined the perceived acceptance of Zoom for online EFL instruction during the COVID-19 pandemic. The study unveiled that PEU significantly affected the PU and ATU. However, a mixed-method study by Hsieh et al. (2017) on the perceived acceptance of Flipped Classroom using LINE Apps at a Taiwanese university showed that PEU did not have a significant influence on PU. In contrast, both PEU and PU significantly influenced ATU, which contributed to the ITU using LINE for Flipped Classroom.

Nonetheless, based on a large scale survey involving 696 English language lecturers from 59 Chinese universities, Huang and Teo (2021) found that all the measured variables in the Technology Acceptance Model (TAM) significantly influenced the English language lecturers' intention to use ITU technologies. Likewise, drawing on a qualitative research approach, Kampookaew (2020) explored factors affecting the ITU of technology use involving eight Thai EFL university teachers. The thematic data analysis revealed that all the emerging measured variables in TAM were significantly influential factors on the ITU technologies in their classrooms.

The conflicting findings generated by the studies above highlight that different technologies are perceived differently by their users; for example, the use of Zoom and Line in the reviewed studies yielded different causal relationships.

Taken together, previous studies on the use of Moodle in the ELT context and during the COVID-19 pandemic reported its pedagogical merits. To date, no studies have reported its use framed within the lens of TAM in the context of the Indonesian educational landscape during the COVID-19 pandemic and post-peak, in the age of New Normal. Al-Emran et al.'s (2018) systematic review found that most published studies on TAM were conducted in Taiwan, China, Spain, Malaysia, and African countries. Granić & Marangunic's (2019) systematic literature review showed similar findings, with no study conducted within the Indonesian educational landscape and during the COVID-19 pandemic. Further, studies on TAM in the ELT

context generated conflicting findings, encapsulating the need to further examine its acceptance and effects on the perceived learning outcomes and satisfaction in the age of New Normal, which previous studies have not addressed.

This is why the current study examined Indonesian students' technological acceptance and its effects on their perceived learning outcomes and satisfaction, as well as the challenges they encountered in using Moodle for online EFL instruction, in the age of New Normal.

Methods

Research Design

This study adopted a concurrent (or convergent) mixed-method research design in that it garnered both quantitative and qualitative data at the same time (Bell et al., 2022; Castro et al., 2010; Creswell et al., 2003; Katz-Buonincontro, 2024). This research method design aligns with the purpose of this study as it examined different yet conceptually related variables of the similar phenomena: the students' acceptance of Moodle, their perceived learning outcomes and satisfaction (quantitative) and the challenges they encountered (qualitative). Further, in this study, we apply Katz-Buonincontro's (2024) methodology that qualitative data in this research approach can be thematically "qualitized", and themes can subsequently be "quantitized" or counted numerically.

Research Site and Participants

This study took place at a preservice English language education program in Indonesia. A total of 218 students from the first to the seventh semester in the academic year 2021-2022 were involved as the participants in this study. The students studied various macro and micro skills of English, such as speaking, writing, reading, listening, vocabulary, grammar, and pronunciation in addition to non-English subjects via Moodle in the New Normal period. We secured informed consent from all participants, and, upon agreement of participation, all participants voluntarily participated and responded to the questionnaire. To protect the identities of the participants and the institution we adopted pseudonyms, such as student 40.

Data Collection Method and Analysis

This study used a questionnaire instrument consisting of closed-ended questions and one open-ended question. The closed-ended questions

were used to measure the students' TAM and PLO and PSC and to answer the first two research questions, while the open-ended item was used to investigate students' learning challenges and to answer the third research question (RQ3) (see Appendix for the English and Indonesian version).

For the closed questions, this study adapted two existing questionnaires that used Likert scales ranging from 1 (strongly disagree) to 7 (strongly agree) to measure the students' perceived acceptance of using Moodle for online EFL instruction in the New Normal period and their perceived learning outcomes and satisfaction. The first questionnaire, "Technology Acceptance Model (TAM) and e-Learning", was developed by Masrom (2007). We chose to use Masrom's questionnaire for several reasons. First, the items constructs have high reliability given the Cronbach's Alpha value ($\alpha=0.8$) (Masrom, 2007). Secondly, it has been widely adopted by previous studies in similar contexts (e.g., Hsieh et al., 2017; Syarifudin & Husnawadi, 2022; Tsai, 2015). Third, it meets the goal of the current study, which aimed to examine the notion of TAM and e-learning, in this case the use of Moodle, as a medium of online EFL instruction in the age of New Normal in Indonesia. Masrom's instrument comprises 15 items assessing four main constructs: perceived ease of use (PEU), perceived usefulness (PU), attitude toward using (ATU), and intention to use (ITU). Also, we chose Eom and Ashill's (2016) questionnaire items that assess perceived learning outcomes (PLO) and perceived learning satisfaction (PSC), each of which consisted of four items. We adapted this instrument due to its high constructs' reliability, as indicated by their respective Cronbach's Alpha values ($\alpha=0.92$) and ($\alpha=0.93$) (Eom & Ashill, 2016). The adaption of the two instruments included rephrasing each of the construct items. For instance, "I found e-learning easy to use" (Item PEU1 in Masrom, 2007, p. 10), was rephrased into "I found Moodle easy to use for learning English online in the age of New Normal" (PEU1; see Appendix). Similarly, "The academic quality of this online class is on par with face-to-face classes I've taken" (Item PLO1 in Eom & Ashill, 2016, p. 214), was rephrased into "The academic quality of this online English class using Moodle is on par with face-to-face classes I have taken".

All items were translated into Indonesian by two qualified Indonesian English translators before we started the data collection to ensure contextual and linguistic appropriateness. Subsequently, we distributed the questionnaire via a Google Form.

The collected quantitative data ($N = 218$) were transformed into excel comma-separated values (csv.) format and subsequently exported into SMARTPLS3 software. To analyze the data, this study drew on Hair et al.'s (2019) Partial Least Squares Structural Equation Modeling (PLS-SEM) data analysis method to explain the complexity of the model of the constructs and

the hypothetical relationships between the variables. We applied two procedures: first, the assessment of the measurement model that measures the reliability and validity of the constructs, and, second, the structural model that assesses the relationship between the variables in this study.

To analyze the qualitative data from the open-ended question, we drew on Bree and Gallagher's (2016) inductive data-driven procedures for thematically analysing the data using Excel Doc. We generated codes during the analysis sequentially from student 1 to student 218. We assigned multiple codes to responses with more than one distinct learning barrier. This ensured the inclusion of all important information to the data (Bree & Gallagher, 2016). Figure 3 (Screenshot of qualitative data coding using Excel) illustrates this process. For instance, student 1 reported "bad signal", and was coded numerically as 1 = "Low Internet Bandwidth". Student 2 wrote both "Unstable signal" and "internet quota", to which code 1 was reapplied, and a new code 2 = "Lack of Internet Quota" was created. This iterative process of data coding continued across all 218 responses. This coding process led to the identification of five perceived challenges in this study. Only two students reported no learning challenges and were assigned Code 0 (No problem). Following Sandelowski et al.'s (2009) approach, we converted the codes into frequency counts and percentages to identify the learning challenges according to their prevalence in the data set.

Figure 3

Example of Qualitative Data Coding List Using Excel Doc.

Name	What learning challenges or barriers did you encounter during the online English classes using Moodle in the age of New Normal?	Codes		Theme	Code	No. of Respondents
Student1	The frequent problem I encountered was bad signal, which hampered the process of my learning	1		Low Internet Bandwidth	1	85
Student2	Unstable signal and internet quota	1	2	Lack of Internet Quota	2	79
Student3	The challenge was that I couldn't practice my speaking skill	3		Impracticity for Skills Practice	3	10
Student4	The internet was sometimes bad and Moodle sometimes took time to load due to overuse	2	4	Technical Errors	4	75
Student5	No problems at all. It was that the students did not pay attention	0		Unclear Instruction	5	15
Student6	No signal and no quota	2	4	No problem	0	2
Student7	Many problems I encountered such as difficulty to use the apps and worse was that the server was frequently error if many students accessed it. Hence, I missed the attendance list because I attended the class late.	4		Total		266

We present the five challenges in detail in the following section, after presenting students' perceived acceptance level of Moodle as a medium of learning English online, and its effects on the students' perceived learning outcomes and satisfaction.

Findings

Perceived Acceptance of Moodle as a means of Online EFL Instruction in the Age of New Normal

This section addresses the first research question regarding the students' acceptance of Moodle as medium of online EFL instruction in the age of New Normal. It reports the data deriving from the adapted TAM constructs in this study (PEU, PU, ATU, and ITU), the first four constructs in the questionnaire.

The reliability and validity checks demonstrated that the adapted instruments were psychometrically robust. The initial statistical analysis of the measurement model showed high reliability and validity as it met all the required criteria for assessment (Hair et al., 2019) as shown in Table 1. For instance, the values of loadings, Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE) were respectively above ≥ 0.80 and ≥ 0.50 . This result echoes those of Masrom (2007), Syarifudin and Husnawadi (2022), and Tsai (2015).

Table 1

Construct Reliability and Validity of the Adapted TAM Constructs (N = 218)

Constructs	Items	Loadings	Cronbach's Alpha	AVE	CR
Perceived Ease of Use	PEU1	0.869	0.844	0.686	0.896
	PEU2	0.907			
	PEU3	0.844			
	PEU4	0.674			
Perceived Usefulness	PU1	0.912	0.903	0.776	0.932
	PU2	0.880			
	PU3	0.917			
	PU4	0.810			
Attitude Towards Use	ATU1	0.898	0.929	0.825	0.950
	ATU2	0.870			
	ATU3	0.942			
	ATU4	0.922			
Intention to Use	ITU1	0.928	0.937	0.889	0.960
	ITU2	0.949			
	ITU3	0.951			

Regarding the students' overall acceptance of using Moodle as a medium of online EFL instruction in the age of New Normal, the statistical evidence showed moderate acceptance given the overall *Mean* value of each construct ($M=4.0$) as presented in Table 2 (PEU ($M=4.27$), PU ($M=4.07$), ATU ($M=4.38$), and ITU ($M=4.24$)). The students moderately accepted the digital learning platform.

Table 2

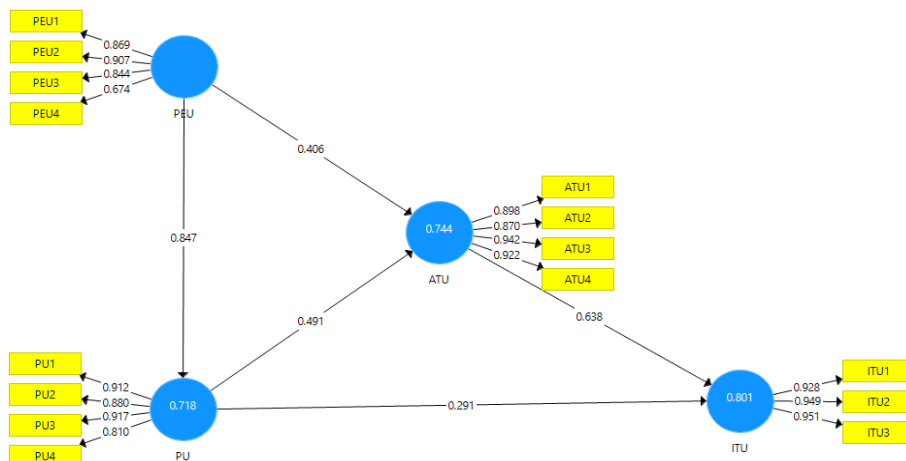
Descriptive Statistics of the Moodle Acceptance (N = 218)

Constructs	Min.	Max.	Mean	SD.
Perceived Ease of Use	1	7	4.27	1.50
Perceived Usefulness	1	7	4.07	1.51
Attitude towards Use	1	7	4.38	1.54
Intention to Use	1	7	4.24	1.56

As the measurement model generated high reliability and validity, the measurement model assessing the causal relationships between the variables was carried out (Hair et al., 2019). Figure 4 depicts significant relationships between the variables measured. All values of R^2 were above 0.70, showing a substantial relationship (Henseler et al., 2009).

Figure 4

Measurement Model of TAM



Moodle's user-friendliness (PEU) substantially influenced its usefulness (PU) (71.8%). As shown in Figure 4, both determining factors of

acceptance had a significant impact on the students' attitude (ATU) (74.4%), and they highly determined the students' intention to use (ITU) Moodle for online EFL instruction under such a learning condition (80.1%).

Further hypothetical analysis results rejected all the null hypotheses (H0) as proposed under the measurement model illustrated in Figure 1. The statistical outcome (Table 3) showed that PEU had a substantial impact respectively on both PU (H1) and ATU (H2) as evidenced by the beta and significance values of ($\beta = .847$, $t = 41.324$, $p < .001$) and ($\beta = .406$, $t = 5.662$, $p < .001$). Similarly, PU significantly influenced the students' ATU (H3) and ITU (H4) justified by the statistical evidence ($\beta = .491$, $t = 6.864$, $p < .001$) and ($\beta = .290$, $t = 4.675$, $p < .001$), and ATU significantly affected ITU and ($\beta = .638$, $t = 9.677$, $p < .001$).

Table 3

Hypothetical Relationships of TAM

	Constructs	β	SD.	T	P	Decision
H ₁	PEU -> PU	0.847	0.020	41.342	0.000	Accepted
H ₂	PEU -> ATU	0.406	0.072	5.662	0.000	Accepted
H ₃	PU -> ATU	0.491	0.072	6.864	0.000	Accepted
H ₄	PU -> ITU	0.290	0.071	4.675	0.000	Accepted
H ₅	ATU -> ITU	0.638	0.066	9.677	0.000	Accepted

Overall, the students showed a moderate level of acceptance of Moodle as a medium of online EFL instruction in the age of New Normal. More specifically, the two determining factors of acceptance of the students, PEU and PU, significantly influenced their ATU and ITU. This means that they found Moodle easy and useful, which subsequently encouraged them to positively accept it as a means of learning English online in the New Normal period.

Effects of Acceptance on Perceived Learning Outcomes and Satisfaction

This section addresses the second research question about effects of acceptance on the students' perceived learning outcomes (PLO) and satisfaction (PSC). It reports the data deriving from the main construct of the TAM model (PEU and PU) and the other two remaining constructs PLO and PSC, the last two constructs in the questionnaire.

The reliability and validity of the constructs were high as evidenced by statistical values of all criteria for measurement: loadings, Cronbach's Alpha, and Composite Reliability (CR) were all above ≥ 0.80 ; and the value of Average Variance Extracted (AVE) was above ≥ 0.50 (see Table 4) (Hair et al., 2019). These results correspond with Eom and Ashill's (2016) study.

Table 4

Construct Reliability and Validity (N = 218)

Constructs	Items	Loadings	Cronbach's Alpha	AVE	CR	rho_A
Perceived Ease of Use	PEU1	0.863	0.844	0.686	0.896	0.86
	PEU2	0.904				
	PEU3	0.846				
	PEU4	0.683				
Perceived Usefulness	PU1	0.911	0.903	0.776	0.933	0.904
	PU2	0.882				
	PU3	0.920				
	PU4	0.807				
Perceived Satisfaction	PSC1	0.893	0.928	0.823	0.949	0.929
	PSC2	0.936				
	PSC3	0.889				
	PSC4	0.909				
Perceived Learning Outcomes	PLO1	0.886	0.861	0.707	0.906	0.867
	PLO2	0.837				
	PLO3	0.759				
	PLO4	0.875				

The use of Moodle for the online English instruction in the age of New Normal was moderately attributed to students' PLO and PSC, as evidenced by the overall *Mean* score of each variable: PSC ($M=3.50$) and PLO ($M=4.13$) (Table 5).

Table 5

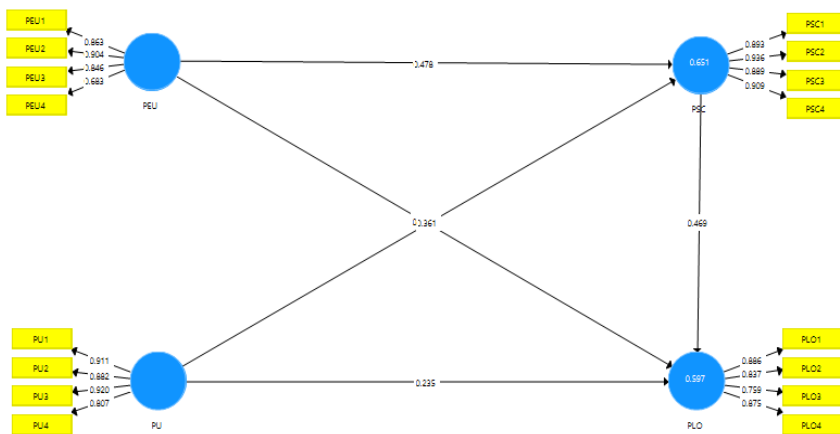
Descriptive Statistics of Perceived Learning Outcomes and Learning Satisfaction (N = 218)

Constructs	Min.	Max.	Mean	SD.
Perceived Learning Outcome	1	7	3.50	1.70
Perceived Learning Satisfaction	1	7	4.13	1.64

Further statistical analysis on the impacts of Moodle's technology acceptance on the students' PLO and PSC was above the moderate level, as depicted in the value of R^2 above 0.60, indicating a moderate relationship (Henseler et al., 2009). More specifically, both PEU and PU of Moodle for pedagogical purposes impacted the students' learning satisfaction (PSC) (65.1%), while the three variables combined influenced the learning outcomes (PLO) (59.7%) (Figure 5).

Figure 5

Measurement Model



Further hypothetical analysis showed that PEU, PU, and PSC positively influenced the PLO, except for the PEU on the PLO. More specifically, PEU had no significant impact on PLO (H1) as evidenced by the beta and significant values of ($\beta = .122$, $t = 1.316$, $p = .189$) but had a substantial effect on PSC (H2) given the value ($\beta = .478$, $t = 5.431$, $p < .001$). In addition, PU significantly impacted the students' PLO (H3), and PSC (H4)

as evidenced by the statistical evidence ($\beta = .235$, $t = 2.45$, $p < .001$) and ($\beta = .361$, $t = 4.14$, $p < .001$) respectively, while PSC also had a significant influence on PLO (H5) ($\beta = .469$, $t = 6.544$, $p < .001$) (Table 6).

Table 6

Hypothetical Relationships of TAM, PLO, and PSC

	Constructs	β	SD.	T	P	Decision
H ₁	PEU -> PLO	0.122	0.093	1.316	0.189	rejected
H ₂	PEU -> PSC	0.478	0.088	5.431	0.000	Accepted
H ₃	PU -> PLO	0.235	0.096	2.45	0.015	Accepted
H ₄	PU -> PSC	0.361	0.087	4.14	0.000	Accepted
H ₅	PSC -> PLO	0.469	0.072	6.544	0.000	Accepted

Overall, the students reported a moderate level of perceived learning outcomes and relatively higher learning satisfaction given the use of Moodle as a medium of learning English online. While they generally perceived that Moodle was easy and useful, these beliefs more strongly contributed to learning satisfaction than the perceived learning outcomes, especially ease of use alone had no substantial effect on the perceived learning outcomes.

Challenges the Students Encountered Using Moodle as a Means of Online EFL Instruction in the Age of New Normal

This section provides findings for the third research question about students' challenges of using Moodle as a means of online EFL instruction in the age of New Normal. Students reported five perceived learning challenges, namely: Low internet bandwidth, lack of internet quota, impracticality for skills practice, technical errors, and unclear instruction (Table 7). The most prominent learning barrier that the students encountered was low internet signal. A total of 85 (38.99%) students reported that they experienced unstable internet bandwidth. This happened especially to students from peripheral or rural areas as illustrated in the following excerpt "*The challenge was the signal in my village not that strong, so I found it difficult to access it*" [Student 48]. Table 8 provides additional student quotations to illustrate the challenges.

Students also perceived the inadequacy of the internet quota as challenging. A total of 79 (36.24%) stated that they lacked internet quota. One of the students blamed the government for the lack of internet quota, e.g., "*A lack of internet quota from government....*" [Student 35].

When using Moodle during the COVID-19 pandemic, the students reported frequent error encounters. 75 (34.40%) students experienced technical errors, mainly when using the Moodle Apps, as Student 44 reports: *"I often found Moodle error when using the Apps, but I found it smooth when using the LMS link"*. In addition, a small group of students (10 or 4.59%) perceived the use of Moodle as impractical for practicing their English skills. Student 19 clearly says: *"...I could not practice my English"*. Another small group of students (15 or 6.88%) said that they found it difficult to understand the instruction set by the English lecturers via Moodle, as Student 109 admits: *"...I did not fully understand what the lecturer explained..."*.

Table 7

Learning Barriers Encountered by the Students (N=218)

Code	Themes	No. Students	Percentage
1	Low Internet Bandwidth	85	38.99%
2	Lack of Internet Quota	79	36.24%
4	Technical Error	75	34.40%
3	Impracticality for skills practice	10	4.59%
5	Unclear Instructions	15	6.88%

Table 8

Learning Challenges Encountered by the Students

Themes	Sample Excerpts
Low Internet Bandwidth	<i>"The frequent problem I encountered was bad signal, which hampered the process of my learning."</i> [Student 1] <i>"The problem for using Moodle was unstable signal, which was disturbing for my learning."</i> [Student 10] <i>"The challenge was the signal in my village not that strong, so I found it difficult to access it"</i> [Student 48]
A lack of Internet Quota	<i>"I sometimes ran out of internet quota"</i> [Student 13] <i>"My problem was a lack of quota"</i> [Student 16] <i>"...and another challenge that I experienced was that every region has different strength of internet connection, so some students find it challenging to access the signal and also have a lack of internet quota."</i> [Student 134]

Technical Error	<i>“...and Moodle was occasionally error when a large number of users signed in” [Student 4]</i> <i>“The most frequent challenge I faced when using Moodle for learning English during the pandemic was the error often taking place when opening the apps, filling out the attendance list, submitting assignments. If operating it for a long time, the apps closed itself, which often made me late to tick the attendance list tab and to submit my assignment...” [Student 34]</i> <i>“I often found Moodle error when using the Apps, but I found it fine when using the LMS link...” [Student 44]</i>
Impractical	<i>“The challenge was that I couldn’t practice my speaking skill....” [Student 3]</i> <i>“...I could not practice my English” [Student 19]</i> <i>“I lacked English language practices...” [Student 135]</i>
Difficult Instruction	<i>“...It took time for me to understand what the lecturer instructed me...” [Student 87]</i> <i>“...I did not fully understand what the lecturer explained....” [Student 109]</i> <i>“...and I found it a bit difficult to understand the lecturer’s instruction” [Student 190]</i>

Discussion

The first research question that this study sought to answer was the extent to which the students accepted the use of Moodle as a means of online EFL instruction in the age of New Normal. The students in this study moderately accepted the use of the LMS, as shown by the overall *Mean* of each TAM variable ($M=4.0$). The structural model measuring the hypothetical relationships showed that all five alternative hypotheses (H_a) were accepted, meaning that the students enjoyed the use of Moodle for learning English online. This, in turn, influenced their attitude and intention to use it in the future under similar pedagogical conditions.

These findings concur with previous studies that showed that Moodle as a means of learning had been adopted across the globe (Alfadda & Mahdi, 2021; Grigoryeva et al., 2021; Huang & Teo, 2021; Kampookaew, 2020). The studies showed that the core elements of TAM, PEU and PU significantly affected the students’ ATU and ITU. However, Hsieh et al. (2017) found that the PEU did not affect the PU. This might be attributed to the technologies being used for pedagogical purposes. Hsieh et al. (2017), for instance, used

LINE apps in their Flipped Learning model for the teaching of English as a foreign language. LINE Apps is not created for educational but social communication purposes. As stated earlier in this paper, in addition to how technologies are used, different types of the technologies deployed as a means of instruction may receive different perceptions. Studies that used Moodle as a medium of learning English online amid the COVID-19 pandemic showed affirmative outcomes, such as promoting students' English language skills (Acar & Kayaoglu, 2020; Grigoryeva et al., 2021). Acar and Kayaoglu (2020) reported that the students perceived Moodle as useful and motivating, allowing them to discuss, learn, and share the learning materials online. The findings of the current study confirm the students' general acceptance of using Moodle as a medium of online English instruction in the age of New Normal, because of its usefulness.

The second question that this study set out to answer was the extent to which the level of acceptance affected the learning outcomes (PLO) and satisfaction (PSC) according to the students. It was statistically evidenced that the students' acceptance had a moderate effect on their PLO and PSC, with an average of 60% influence. More specifically, the hypothetical relationships showed that the core elements of TAM, PEU and PU had a substantial effect on the students' PSC. Yet, PEU did not have a significant influence on the students' PLO. This finding can be attributed to the fact that the students still found it challenging to use Moodle as their LMS.

The qualitative data that we collected to answer the third research question provided evidence that, with the exception of two students, all students encountered learning barriers, such as instability of the internet, inadequacy of internet quota, technical errors, impracticality for skills practice, and unclear instruction. Several students living in remote areas and coming from economically disadvantaged families frequently encountered the first two challenges: the instability of the internet and the inadequacy of internet quota. During the online learning, they usually accessed Moodle from their homes situated in peripheral or rural areas with inadequate internet signals and often with limited internet quota as they were also from economically disadvantaged families (see quotations by students 48 and 134 in Table 8). To access their online classroom via Moodle they had to go to areas where an internet signal was accessible but still encountered occasional errors when accessing Moodle. Their situation points to the "Digital Divides", the inequality to access relevant technologies among students from developing countries, such as Indonesia, particularly those living in peripheral or suburban areas. Shin (2020) states that the COVID-19 pandemic has worsened the digital divide among English language learners with better access to technologies compared to those with no or little access (Attewell, 2001). Rajhans et al. (2020) and Rasmitadila et al. (2020) suggest that related

stakeholders or governments provide reliable internet infrastructure, especially to those economically unprivileged students, to minimize the digital divide.

The findings in this study correspond to those of previous studies examining the impacts of COVID-19 on learning activities in the ELT context (Mahyoob, 2020; Mardiah, 2020; Rajhans et al., 2020; Rasmitadila et al., 2020). For instance, Mahyoob (2020) found that many EFL students during the COVID-19 found it difficult to participate in synchronous learning activities, namely accessing learning materials, submitting assignments due to unstable internet connection and limited internet data quotas. Also, the students reported that they were unable to access online exams on their mobile phones. Mardiah (2020) found that the paucity of internet access, motivation, and engagement were among the learning challenges posed by the COVID-19 pandemic. These examples illustrate how the COVID-19 pandemic adversely affected the quality and effectiveness of online EFL learning activities.

Additionally, the students in this study shared that they could not practice their English language skills when using Moodle. Hence, training on using Moodle for pedagogical purposes is critically important. Teachers should be given further pedagogical training on how to deliver online instruction via Moodle, particularly regarding directions or instructions for the students to do certain tasks or exercises. Some students found instructions unclear, and, as a consequence, they could not perform the tasks well. This echoes Sowell's (2017) study that advocated that unclear instructions could affect L2 learners' learning. El Kemma (2019) showed that English language learners in Morocco gained lower learning outcomes not because of the level of the tasks' difficulties but because of ineffective instructions. Therefore, English language instructors should be trained to provide clear instructions for online classes, perhaps also in preparation for the next pandemic or other emergency situations where online learning might be the only option. The training might focus on the instructors' Technology, Pedagogy, and Content Knowledge (TPACK) that highly determines the effective use of technologies for any pedagogical purposes (Koehler & Mishra, 2009).

Conclusion

This study sought to answer three overarching questions, namely the perceived acceptance of using Moodle as a means of online EFL instruction in the age of New Normal, the effect it had on perceived learning satisfaction and outcomes, and the learning challenges encountered by the students. The students moderately accepted the use of Moodle as a medium of online EFL instruction in the age of New Normal. Using Moodle in such a learning

context significantly affected the student's ATU and ITU, indicating their acceptance of using the LMS. The core elements of TAM, PEU and PU had moderate effects on the students' PLO and PSC. This means that the acceptance of Moodle influences students' learning outcomes and satisfaction. However, the statistical evidence on the relationship between the variables showed that PEU did not substantially affect the PLO, except for PU and PSC. This can be attributed to the challenges the students faced while learning online, such as inadequate internet access, a lack of quota, impracticality in allowing the students to practice their language skills, and unclear instructions.

To conclude, unlike other studies in the ELT context amid the COVID-19 pandemic (Mahyoob, 2020; Mardiah, 2020), this study shows the need for English language teachers to provide clear or vivid instructions for their students. Hence, training is needed to allow teachers to learn more about how to use Moodle for online English instruction and how to provide clear instructions for their students. The findings in this study underscore the importance of communicative tasks and pedagogical clarity in that technology acceptance alone is not sufficient to predict perceived learning outcomes. In addition, related stakeholders, such as the Indonesian government and universities, should provide better internet access for students from economically disadvantaged families by subsidizing their learning, such as giving adequate internet quota with faster internet speed.

Implications, Limitations and Recommendations

The findings of this study generated several implications that go beyond the emergency learning condition during COVID-19. Firstly, in the age of New Normal, different technologies deployed for pedagogical purposes generate different levels of perceived acceptance, learning outcomes, and satisfaction, influenced by the type and function of the technologies deployed for pedagogical purposes. For instance, the use of LINE from a previous study and Moodle in this study yielded different levels of perceived acceptance. Hence, it is important for English instructors and related stakeholders to thoroughly consider pedagogical aspects of technologies prior to their inclusion to their classrooms.

Second, perceived acceptance alone, particularly ease of use, does not guarantee higher perceived learning outcomes as the qualitative findings of study revealed the importance of pedagogical factors, mainly vivid or clear instruction. Therefore, pedagogical training should be provided for both instructors and students before using related technologies as a medium of online learning.

Third, this study underscores that the digital divide remains a persistent barrier in LMS-mediated EFL learning in a developing country such as Indonesia. Hence, stakeholders, such as schools, institutions, and policymakers, are encouraged to provide reliable and equitable internet infrastructure, particularly for economically underprivileged students, to minimize access inequality and reduce learner frustration during online learning and interaction.

Finally, this study contributes to the field of TESOL or ELT by offering novel empirical evidence of TAM and its effects of perceived learning outcomes and satisfaction within the Indonesian educational landscape during the New Normal period. We also offer a validated questionnaire (Appendix), which can be adapted for future studies to examine acceptance, perceived learning outcomes and satisfaction beyond the COVID-19 or New Normal period.

The study has some limitations. Firstly, we did not collect data on the students' actual learning outcomes. Future studies may collect such data. Secondly, future studies may include the students' demographics, such as locations, gender, or level of study. Such data can be used to examine whether these factors affect their acceptance of using Moodle. As this study mainly collected quantitative data, future studies may use more qualitative exploration, such as case studies and narrative inquiry, to gain more in-depth insights into the students' learning processes and experiences regarding their acceptance of Moodle for online EFL instruction. Nonetheless, this study sheds light on the acceptance of Moodle and its effects on their perceived learning outcomes and satisfaction. Yet, perceived learning outcomes depend more on instructional clarity than ease of use per se, which highlights the importance of vivid pedagogical instructions for the sake of our students' learning.

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Appendix

Questionnaire (English Version)

Technology Acceptance Model (TAM) and Moodle for Online English Instruction

Items used in this study

Perceived Ease of Use (PEU)

- PEU1: I found Moodle easy to use for learning English online in the age of New Normal
- PEU2: Learning to use Moodle for learning English online learning English in the age of New Normal would be easy for me
- PEU3: My interaction using Moodle for learning English online in the age of New Normal was clear and understandable
- PEU4: It would be easy for me to find information using Moodle for learning English online in the age of New Normal

Perceived Usefulness (PU)

- PU1: Using Moodle would enhance my effectiveness in learning English online in the age of New Normal
- PU2: Using Moodle would enhance my course performance for learning English online in the age of New Normal
- PU3: Using Moodle would enhance my productivity in learning English online in the age of New Normal
- PU4: I found Moodle useful for learning English online in the age of New Normal

Perceived Attitude Toward Use (ATU)

- ATU1: I dislike the idea of using Moodle for learning English online in the age of New Normal (R)
- ATU2: I have generally a positive attitude toward using Moodle for learning English online in the age of New Normal
- ATU3: I believe using Moodle would be a good idea for learning English online in the age of New Normal
- ATU4: Using Moodle for learning English online in the age of New Normal is a foolish idea (R)

Perceived Intention to Use (ITU)

- ITU1: I intend to use Moodle for learning English online in the age of New Normal
- ITU2: I will return to use Moodle for learning English online in the age of New Normal

ITU3: I intend to frequently visit Moodle for learning English online in the age of New Normal

Perceived Learning Outcomes (PLO)

PLO1: The academic quality of this online English class using Moodle is on par with face-to-face classes I have taken.

PLO2: I feel that I have learned as much English from this online class using Moodle as I might have from face-to-face version of this course.

PLO3: I feel that I have learned more English in this online class using Moodle than in face-to-face courses

PLO4: The quality of the learning experience in this online English class using Moodle is better than in face-to-face classes.

Perceived Satisfaction (PSC)

PSC1: I would recommend this English language lecturer to other students

PSC2: I would recommend this online class using Moodle for learning English in the age of New Normal to other students

PSC3: I would take online classes using Moodle for learning English during in case of an emergency in the future.

PSC4: I was very satisfied with this online class English class using Moodle in the age of New Normal.

Note. (R)= reversed item

Open-ended question:

What learning challenges or barriers did you encounter during the online English classes using Moodle in the age of New Normal?

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Questionnaire (Indonesian Version)

Model Penerimaan Teknologi dan Moodle untuk Pengajaran Bahasa Inggris Secara Daring

Item-item yang diukur dalam penelitian ini

Persepsi Kemudahan Penggunaan

PEU1: Saya rasa menggunakan Moodle mudah dalam belajar Bahasa Inggris secara online selama periode New Normal

-
- PEU2: Belajar menggunakan Moodle dalam belajar Bahasa Inggris secara online selama periode New Normal akan mudah bagi saya
- PEU3: Interaksi saya menggunakan Moodle untuk belajar Bahasa Inggris secara online selama periode New Normal jelas dan dapat dimengerti
- PEU4: Akan mudah bagi saya mendapatkan informasi dalam menggunakan Moodle untuk belajar Bahasa Inggris secara online selama periode New Normal
-

Persepsi Kegunaan

- PU1: Menggunakan Moodle akan meningkatkan efektifitas saya dalam belajar Bahasa Inggris secara online selama periode New Normal
- PU2: Menggunakan Moodle akan meningkatkan kemampuan akademis saya untuk belajar Bahasa Inggris secara online selama periode New Normal
- PU3: Menggunakan Moodle akan meningkatkan produktifitas saya dalam belajar Bahasa Inggris secara online selama periode New Normal
- PU4: Saya rasa Moodle berguna untuk belajar Bahasa Inggris secara online selama periode New Normal
-

Persepsi Niat Perilaku untuk Menggunakan

- ATU1: Saya tidak suka menggunakan Moodle untuk belajar Bahasa Inggris secara online selama periode New Normal (R)
- ATU2: Saya umumnya memiliki sikap positif terhadap penggunaan Moodle untuk belajar Bahasa Inggris secara online selama periode New Normal
- ATU3: Saya meyakini menggunakan Moodle adalah sebuah ide yang bagus untuk belajar Bahasa Inggris secara online selama periode New Normal
- ATU4: Menggunakan Moodle dalam belajar Bahasa Inggris secara online selama periode New Normal adalah sebuah ide yang buruk (R)
-

Persepsi Minat Menggunakan

- ITU1: Saya berniat menggunakan Moodle untuk belajar Bahasa Inggris secara online selama periode New Normal
- ITU2: Saya akan kembali menggunakan Moodle belajar Bahasa Inggris secara online selama periode New Normal
- ITU3: Saya berniat untuk sering kali mengunjungi Moodle untuk belajar Bahasa Inggris secara online selama periode New Normal
-

Persepsi Tingkat Hasil Pembelajaran

- PLO1: Kualitas pembelajaran Bahasa Inggris secara online menggunakan Moodle ini setara dengan kelas-kelas tatap muka yang telah saya ikut

-
- PLO2: Saya rasa saya telah belajar banyak Bahasa Inggris dari kelas online ini menggunakan Moodle sebanyak saya belajar dengan kelas tatap muka lainnya
- PLO3: Saya rasa saya telah belajar lebih banyak Bahasa Inggris secara online menggunakan Moodle dibandingkan dengan kelas tatap muka
- PLO4: Kualitas pengalaman belajar dalam kelas Bahasa Inggris online menggunakan Moodle lebih baik ketimbang kelas-kelas tatap muka
-

Persepsi Kepuasan Pembelajaran

- PSC1: Saya akan merekomendasikan dosen Bahasa Inggris ini kepada mahasiswa lainnya
- PSC2: Saya akan merekomendasikan kelas online ini menggunakan Moodle untuk belajar Bahasa Inggris secara online selama periode New Normal kepada mahasiswa lainnya
- PSC3: Saya akan mengambil kelas online menggunakan Moodle untuk belajar Bahasa Inggris jika terjadi kondisi darurat di masa depan
- PSC4: Saya sangat puas dengan pembelajaran online Bahasa Inggris menggunakan Moodle selama periode New Normal
-

Note. (R)= Item terbalik

Kuesioner terbuka:

Apa saja tantangan atau hambatan yang anda hadapi selama belajar Bahasa Inggris Menggunakan MOODLE selama periode New Normal?

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