



CHALLENGES IN OPERATING UNIVERSITY MOODLE E-LEARNING: A CASE STUDY FROM LECTURERS' PERCEPTIONS

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Abstrak

Penelitian bertujuan untuk menginvestigasi persepsi tentang kesulitan dosen Pendidikan Bahasa Inggris yang menggunakan E-learning Moodle Undiksha dalam mata kuliah pedagogi, literature, reading dan writing. Penelitian ini menggunakan metode mix dan lebih kepada pendekatan kualitatif. Peneliti menggunakan kuisisioner dan panduan interview saat pengumpulan data. Dosen Pendidikan Bahasa Inggris merupakan partisipan dalam penelitian ini. Hasil penelitian menunjukkan ada enam masalah yang ditemui oleh dosen saat menggunakan E-learning Moodle Undiksha yang di kategorikan menjadi internal dan external. Kesulitan internal yang ditemui berupa tidak adanya fitur auto-refresh, konferensi video, pesan suara dan mengedit secara berkesinambungan. Sedangkan untuk halangan external diantaranya sikap buruk plagiarism dan partisipasi pasif dari mahasiswa.

Abstract

This research aimed to investigate the perceptions about challenges that are encountered by English Language Education lecturers using the Undiksha Moodle e-learning in pedagogy, literature, reading and writing course. This study used embedded mixed method case study with qualitative dominant. Questionnaire and semi-structured interview were used by the researcher in collecting the data. The participants were the lecturers of English Language Education. The findings manifested that there were six challenges that were encountered by the lecturers during operating the Undiksha Moodle e-learning that could be categorized into internal and external. The internal challenges such as the absence of several features like auto-refresh, video conference, voice message recording and editing synchronously. While the external challenges were the bad attitude of plagiarism act and students' passive participation.

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INTRODUCTION

English is the most spoken language around the world, people from different country speak English to bridge their purpose. As the language that is spoken by the country who has different native language, English has a vital role to bridge this situation. In the globalization era, there are some important fields that is connected by English such as economic, science and technology, tourism, business and education (Rao, 2019). In term of education, English strengthen the skills of the students (Rao, 2019). In the field of education and technology, studying English in the university area is integrated with ICT in order to escalate the quality of learning process. ICT promotes and facilitates teacher and students who operate it, integrating ICT with the learning process gives positive impact to the result. Sharma (2011) mentions that ICT help improving learning quality. By these benefits of ICT, the lecturers from university integrated the ICT within the learning process.

E-learning is part of ICT and as the platform that is used by the lecturers to organize learning process. By using e-learning, lecturers can access classroom, share materials to the students or giving assignment. E-learning associates with images, text, audio, video and facilitating with synchronous and asynchronous situation, (Bakia, 2010). E-learning has advantageous such as flexible and can be accessed anytime, on the other hand the disadvantageous of e-learning like lack of interaction as well as lack of communication skills, (Arkorful & Abaidoo, 2015). Based on the advantageous and disadvantageous of using e-learning, the lectures who operates the e-learning will have perceptions regarding the use of e-learning in the learning process. Perceptions is how an individual judging and giving opinions to the situations, (Given, 2008). Different background and will construct different perceptions from an individual. Therefore, the lecturers have perceptions whether it is positive or negative according to their experience in operating e-learning. Moreover, the

disadvantageous on e-learning become challenge when it is utilized by the lecturers.

There are few studies that discuss about the perceptions and challenges in using e-learning platform. Zulfahmi MD et al., (2018) conducted the lecturers perceptions on using e-learning in IAIN Kendari in English teaching, the researcher found that the main concern on the challenges was the limitation of technology in operating e-learning. Utami (2018) investigated the challenges and accelerated learning factors. The researcher found that huge number of stakeholders enjoyed using web-based learning. Furthermore, the researcher also found that internet connection, unfamiliarity with learning software, the huge number assignment that should be finished in limited time. Qureshi, Ilyas, Yasmin, & Whitty (2012) identified the challenges on implementing e-learning, the researchers found that biggest challenge were electricity failure and English proficiency. Another research that was conducted by Zboun & Farrah (2021) about the challenges and benefits of online learning during pandemic, the study revealed that the main challenges were the internet connection and lack of training from both lecturers and students when studying on e-learning. Students get bored because there was no interactions, they prefer traditional classroom where there are face to face interaction.

Regarding the previous study about the challenges in using e-learning in education, Universitas Pendidikan Ganesha (Undiksha) is one of University in Bali which apply the learning process with e-learning. Undiksha Moodle E-learning has been integrated with the learning process. The lecturers apply the Undiksha Moodle e-learning with blended learning system. English Language Department (ELE) is one of the departments that several lecturers integrated the Undiksha Moodle E-learning platform. There four courses category such as Skills (reading, writing, speaking, listening), Literature, Pedagogy and Linguistics. In this study focus on the use of Undiksha Moodle E-learning in reading, writing, literature and pedagogy courses. Moreover, the researcher

use five predetermined dimension as the key term to identify the lecturers' perceptions on the use of Undiksha Moodle E-learning. These five dimensions are derived from the previous studies namely Cakrawati (2017), Isik, (2009), Mamattah (2016), Zulfahmi MD et al., (2018). Furthermore, there are expert who defined of these five dimensions as follows.

Effectiveness is the capability to construct the desired result. Wilson et al., (2018) states that effectiveness is defined as the ability to do something or build something without wasting materials, time, or energy. It means that effectiveness as a way to do something without a drawback. Supriadi & Sa (2017) describes effectiveness illustrates how task is well completed and to what scope resulted from works meet the intention. Usefulness can be defined as something that capable to use advantageously and can enhance person's performance in their job, usefulness also means ease of use and credibility of something (Davis, 1989)., (Anolu, 2019). Strength is the characteristic that adds value to something and makes it more special than others. Strength means that something is more advantageous when compared to something else. On the other hand, strength is to encourage an individual instead of being harmed (Ege, 2017)., (Lopez & Louis, 2009). Weakness means that something is more disadvantageous when compared to something else (Ege, 2017). Thompson & Strickland (1989) mentions the weaknesses is limitation in source, skills, capabilities that seriously impedes effective performance. Institutional support deals with an operational of system which includes the information of technology, measurement of policy, human resources and vision Heffernan (2019) & Jung (2011)

Based on the previous study that was conducted by the researcher regarding the perceptions and challenges using the e-learning platform. However, not many researchers identify about the lecturers' perceptions in the context of writing, reading, literature and

pedagogy course through e-learning. Therefore, the aim of this study is to analyze the lecturers' perceptions about the challenges that are encountered during the learning process using the Undiksha Moodle e-learning platform by using the approach of five dimensions namely effectiveness, usefulness, strength, weaknesses and institutional support to enrich the instruments.

METHOD

This study was investigated the lecturers' perceptions about the challenges of English Language Education lecturers in using Undiksha Moodle e-learning. Case study was proposed in this research, "A case study focuses on a single unit to produce an in-depth description that is rich and holistic" (Ary, 2010). The research design used in this study is a mixed-method design that utilized combination in collecting the data and analysis method in it. Embedded mixed-method qualitative is dominant. Embedded mixed-method used one form of data that support a second form of data for a single research (Ary, 2010).

QUAL (quan)

Figure 1. The Embedded Design Ary (2010)

Convenience sampling was used to determine the participants, convenience sampling was sampling that require of ease availability and willing to become the participants (Given, 2008). The setting of this study taken place in English Language Department, Universitas Pendidikan Ganesha. There were 8 lecturers who teach pedagogy, literature, reading and writing. The study used 5 predetermined dimensions (effectiveness, usefulness, strengths, weaknesses, and institutional support) to develop the indicators of instruments There were 25 statements from the questionnaire and 16 questions on the semi-structured interview. There are two method of data analysis in this research such as quantitative and qualitative analysis.

Table 1. Guideline for Qualification of Perception adopted from Koyan (2012)

No	Guideline for the Qualification of Perceptions		
	Criteria	Interval	Qualification
1	$M_i + 1.5$ $SD_i \leq M \leq M_i + 3.0$ SD_i	$4.0005 \leq M \leq 5.001$	Very strong
2	$M_i + 0.5$ $SD_i \leq M < M_i + 1.5$ SD_i	$3.3335 \leq M < 4.0005$	Strong
3	$M_i - 0.5$ $SD_i \leq M < M_i + 0.5$ SD_i	$2.6665 \leq M < 3.3335$	Neutral
4	$M_i - 1.5$ $SD_i \leq M < M_i - 0.5$ SD_i	$1.9995 \leq M < 2.6665$	Weak
5	$M_i - 3.0$ $SD_i \leq X < M_i - 1.5$ SD_i	$0.999 \leq M < 1.9995$	Very weak

Quantitative data analysis was used to calculate the average score of the lecturers' perceptions in order to see the challenges from the use of Undiksha Moodle e-learning looking from five predetermined dimensions. Ideal Mean (M_i) and Ideal Standard Deviation (SD_i) were used to decide the categorization and qualification of average lecturers' perceptions that was proposed by Koyan (2012). The maximum score was 5 and the minimum score was 1. The table of M_i and SD_i formulas were manifested as follows in table 1.

Moreover, the data analysis of qualitative used steps of systematic activities suggested by (Ary, 2010) to interpret the result of questionnaire descriptively as well as the result of interview session. In this stage, there were three steps namely familiarizing and organizing, coding and reducing, interpreting and representing. Besides, the researchers also used trustworthiness to reassure the readers based on the result of this study by using data triangulation, investigator triangulation, method

triangulation and theory triangulation (Denzin, 2010) to confirm the findings.

RESULT

The following analysis was formed to answer the research questions regarding the ELE lecturers' perceptions about the challenges that are encountered during using the Undiksha Moodle e-learning. Answering the research problem of this study, the researcher found 6 challenges that are encountered by ELE Lecturers on learning process of Pedagogy, Literature, Reading and Writing courses in using Undiksha Moodle E-Learning Platform. Two challenges were obtained through questionnaire items then interpreted through semi-structured interview, such as the absence of auto-refresh feature and video conference feature. Further, the rest of the four challenges were found during the semi-structured interview, such as the absence of voice recording message, the absence of editing synchronously, students' passive participation and the negative attitude of plagiarism act.

The challenges that were encountered by the lecturers in operating Undiksha Moodle e-learning

During operating the Undiksha Moodle e-learning, the lecturers of English Language Education found six challenges. 4 challenges were derived from the Undiksha Moodle e-learning and two challenges were obtained by lecturers from the students. The participants were classified as L2 and L5.

The first challenge was the absence of auto refresh feature which related to the statement of questionnaire "*Undiksha Moodle e-learning could not do auto-refresh which affects to the latest update of discussion session*". During the discussion session the lecturers could not receive the instant messages from the students, the lecturers had to reload the page and WhatsApp was an alternative to solve this problem. The L2 said "*But no for Undiksha Moodle e-learning does not have that feature so every time I want to make sure that the students answer my questions in the chat forum I have to reload the page*". The L2 conveyed that L2 could not see the latest information from the student if L2 did

not reload the page from the e-learning, it was not effective since the discussion session must be synchronized between the students and lecturers. L2 also added *“Yeah it’s not like WhatsApp you know in way because WhatsApp have this auto refresh every time the students answer I will know that they will answer immediately at that second”*. L2 mentioned WhatsApp could tackle this problem by providing instant respond among the students. Therefore, Undiksha Moodle e-learning must be upgraded the feature to solve this problem that was encountered by the lecturers.

The second challenge was the absence of video conference. Undiksha Moodle e-learning did not have this feature and lecturers could not conduct face to face interaction with the students. This challenge related with the statement *“Undiksha Moodle e-learning platform does not associate with any particular video conference”* from the questionnaire. The L2 said *“I’m not going to put it as difficult but I’m going to put it as if I can say something can be improved. Many students asking me different questions and when I try answer student, other students have another question. So, in a way I tend to have more video conference through zoom or Google meet if I want to explain something”* the statement from the lecturers preferred another video conference platform since Undiksha Moodle e-learning did not have it, this video conference was used by the lecturers to explain and answering students’ questions clearly. Second lecturers as L5 said *“At the first time I found a challenge when utilizing Undiksha Moodle e-learning platform that is about virtual conference because there was not a feature for that. I decided to use another kind of virtual conference like BigBlueButton”* the L2 preferred using another video conference platform since Undiksha Moodle e-learning did not have it. Undiksha Moodle e-learning was not flexible enough for the lecturers because they needed to open another platform for video conference.

The third challenge was the absence of voice message recording, Undiksha Moodle e-learning platform did not integrate with this feature where the lecturers or students could send voice over through the discussion session. It was a limitation from the platform since, this feature helped the lecturers to inform long information without typing it. The lecturers said *“So, the discussion platform that Undiksha Moodle el-learning have it’s not just like WhatsApp discussion, it’s not more than that and I think it has no voice recording feature if I’m not mistaken because I haven’t seen any button to allow me to record my voice in the e-learning chat or discussion or forum”* L2 conveyed that L2 had not had seen any button for the voice message recording. L2 added *“I’m going to use video conference or WhatsApp chat. WhatsApp chat is better in that way because it also has voice recording”* L2 preferred using the WhatsApp or video conference if there was important information that needed to be delivered to the students.

The fourth challenge was the absence of editing synchronously. This feature helped the lecturers to edit certain document from the students, L2 said that *“That is the feature of editing, for example, one student submits documents to me and I want to edit the document. For example, adding “s” in this word or I advise to correct the grammar. I cannot edit students’ document without download it first in Undiksha Moodle e-learning, I have to download it first and then edit the document in my laptop and it sent it back, upload it to my student or sometime share into WhatsApp immediately to students’ Undiksha Moodle account”* It was not flexible for the lecturers since L2 had to download it first to give feedback to the students. Unlike the Schoology or google drive that can be editing synchronously between the lecturers and learners. This situation slowed the lecturers to give feedback to the students and it could be time consuming for the lecturers to download and check one by one students’ document.

The fifth challenge was performed by the students like the bad attitude of plagiarism act. Plagiarism from the student was noticed by the lecturers when the students submit their assignment or task to the Undiksha Moodle e-learning. L2 mentioned “...Students not only plagiarize other students work that may be more difficult but the easier way is that student plagiarize what already exist from the internet. So, plagiarism is not only about copying and paste their classmate’s work but also copying and paste without giving any credit to somebody else’ work...” The students often copied and paste what already exist from the internet without giving any credit or citation the author, this plagiarism issue was detected by the lecturers when the students submit their homework to the Undiksha Moodle e-learning. L5 said that “Once or twice I think I found student plagiarized from others student, especially in in submitting their task. So, I found out that the tasks were completely the same and the student forgot to change the name. It was so obvious actually and another case. In this case is when I asked the student to create an essay. Yeah, we know that I at that time I have red version and then the next one. I found out the same exactly the same paragraph. So, I reminded them to all of them are not only one because I reminded all of them who had the same the similar work to give them chance to resubmit their tasks if they want to me to grade their task so I give them chance or opportunity of course with any consequences” L5 experienced that the students were completely plagiarized other students’ work when submitting the assignment to Undiksha Moodle e-learning platform. It was found by the lecturers that the whole task was completely same with other students’ work. Solving this issues can teach the students about the plagiarism, the negative effect of plagiarism and punishment if the students have done the plagiarism.

The sixth challenge was students’ passive participation. This problem was encountered by the lecturers during the discussion session through Undiksha Moodle e-learning. There

were some students passive and some students were active in the discussion session, L2 said “you know yeah and my part as lecturers so I always know which students get in only in and never answer my questions, also some of the students who have not participate I think they are silent reader so they just read other friends answer or the questions” the Undiksha Moodle e-learning showed the online students so the lecturers knew who was online and did not participate during the discussion session. L5 had similar opinion on students’ passiveness during the discussion session, L5 said “It is really common, because I was teaching several classes, so I can give this comparison but there must be some student who are who were very active in the discussion and some of them decided not to be that active. It’s really common. So yeah, the key is how we encourage them to participate actively in the discussion by giving let’s say guided question or triggering any questions” L5 suggested to encourage the students to be more active by giving triggering questions and guided questions. Reinforcement the students was good because they would try to participate with other students.

Even though the lecturers had strong perceptions of using Undiksha Moodle e-learning for English learning process, there were challenges that was encountered by the lecturers during using the e-learning. In order to solve these challenges, the institution should continuously maintenance and upgrade the feature from the Undiksha Moodle e-learning platform. Updating the Undiksha Moodle e-learning continuously will solve the problems that were encountered by the lecturers. On the other hand, medium and long terms update should be done by the institution in order to fix bug or issues regarding the operation of Undiksha Moodle e-learning platform.

DISCUSSION

Regarding the use of Undiksha Moodle e-learning for teaching pedagogy, literature, reading and writing, it gains perceptions from English Language Education lecturers in utilizing it. From the result of the questionnaire

and semi-structured interview guide, the researcher found six challenges that are encountered by the lecturers.

The first challenge was the absence of auto-refresh feature on Undiksha Moodle E-learning in the discussion session. Auto-refresh is a feature where the lecturers are able to see the latest information during the discussion session without reload the page of Undiksha Moodle e-learning. Undiksha Moodle E-learning does not have an auto-refresh feature which affect to delaying information during the discussion session. When the lecturers teach pedagogy, literature, reading and writing, the lecturers cannot see the newest information of what is being discussed with the students, the lecturers need to reload the page in order to see the news information. This situation makes the learning process is not effective because the students may ask many questions and lecturers cannot answers specifically. To solve this problem, the English language education lecturers prefer using WhatsApp for discussion session, WhatsApp is the chat platform that has auto-refresh feature. The lecturers use WhatsApp because there is no delay happen when the discussion session. This in line with the statement from Barhoumi (2020) mentions that WhatsApp support instant messaging that let the user to receive message without any delay. In addition Barhoumi (2020) add that the information exchange is fast.

The absence of video conference was the second challenge. Video conference allow the lecturer to conduct online meeting with the students. During the covid-19 outbreak video conference is important for the lecturers since there is no regular classroom. Video conference help the lecturers to explain material clearly or having interaction with the students. Undiksha Moodle E-learning does not have this feature that limit the lecturers to interact with the students, the lecturers need to use other platform such as Zoom and Google Meet in order to have online meeting. This is not flexible enough for the lecturers because they could not explain material to the students that affect student's understanding regarding the lesson. As Lestiyawanawati & Widyantoro (2020) states that

teacher use video conference in order to explain material clearly and having interaction with the students. Sharing with the students also can encourage the students to be more active as Qureshi et al., (2012) mentions that sharing knowledge and different competency with the student is helpful. Moreover, Nedeva, Dineva, & Atanasov (2014) illustrates that using video conference can transfer information in real time without any delay. Therefore a video conference feature will be adequate in Undiksha Moodle e-learning and make the learning process is more effective.

The third challenge was the absence of voice message recording feature. Voice message recording allow the lecturers to send voice note during the discussion session, this happen when there is long text and it need immediate reply from the lecturers. Because Undiksha Moodle E-learning does not have this feature, the lecturers prefer WhatsApp to send certain long information with voice message recording feature. WhatsApp has this feature and it is often used by the English Language Education during the discussion session. Both lecturers and student can access this feature as long as using WhatsApp, as Barhoumi (2020) states that WhatsApp features integrates with video, voice audio, text, images and document when the user operate it. WhatsApp also simpler than any other e-learning where the lecturers and students can understand easily if the lecturers send a voice message through WhatsApp. The students simply can play the audio without being told, Rahayu & Wirza (2020) mentions on their findings that using WhatsApp is easy and WhatsApp could be a replacement for the teacher when teaching using online platform.

The absence of editing synchronously feature was the fourth challenge that was encountered by the English Language Education lecturers. In this case, the editing synchronously is big issues for the lecturers when the students submit assignments and the lecturers want to give feedbacks or suggestions. Editing synchronously allow the lecturers to edit the document right in the e-learning, giving feedback or suggestions without download it

first and reupload it again. There are many students who submit assignments from pedagogy, literature, writing and reading course in Undiksha Moodle E-learning, the lecturers need to check all of them with quick ways. Undiksha Moodle E-learning does not have this feature that can overwhelm the lecturer to download and upload one by one document that need to be checked. This is time consuming for the lecturers since there are many tasks that should be finished. Editing synchronously is saving time from the lecturers, adding comments or giving feedback will be faster without downloading the documents first. Google document support the editing synchronously As Yan (2021) mentions that teacher could give comments or teaching the lesson and at the same time students can see what is being taught on their own screens. Students can follow the lesson synchronously from their mobile devices. Other e-learning which support the editing synchronously is Schoology has this feature as Byrd (2013) as cited in Astuti (2019) states that Schoology is easier and use efficient tool, it means that Schoology will be more efficient when editing student's document. Moreover, the lecturers can track the progress with Schoology and give mark in the document (Çepik, Gönen, & Sazak, 2016). According to this issue, editing synchronously feature will be benefits for the lecturers when checking student's assignment in Undiksha Moodle E-learning platform.

The fifth challenge was the bad attitude of plagiarism act from the students. This challenge came from the students who submit their assignment to Undiksha Moodle E-learning. Plagiarism is bad for the students because student won't appreciate others author who create the work. Less knowledge of plagiarism from the students can lead the students to do the plagiarism. This supported by the result of the study from Nugraha, Santosa, & Paramartha (2020) states that from the lecturers' perceptions highly agreed that the student is lack of knowledge of plagiarism and the students do not understand what plagiarism is. Furthermore, the students plagiarized from the internet for their assignment without any citation to the article or paper. The lecturers of English Language

Education found this issue when the students submitted their assignment in Undiksha Moodle E-learning platform, the student plagiarized the whole document from their friends' work and copying from the internet without giving any citation to the author. Students should paraphrase first before use the certain information in their assignment nor the students will plagiarize. As Nwosu & Chukwuere (2020) states that copying friends work or copying from the internet is hard to identify but students can avoid this by paraphrasing the information or cited properly. Copying from the internet is forbidden for the students, taking sources form the internet without giving any citation will considered as online plagiarism or electronic cheating (Nwosu & Chukwuere, 2020). Moreover, Kocdar, Karadeniz, Peytcheva-Forsyth, & Stoeva, (2018) states that online plagiarism is the use of technology to copy author's work without giving any citation. It means that student should cite the sources if they want to use the sources from the internet.

The sixth challenge was the students' passive participation when the lecturers conduct a discussion session with the students using Undiksha Moodle E-learning. When the lecturers conduct a discussion session using Undiksha Moodle E-learning, some students are active and some students are passive. This in line with findings from Efriana (2021) even if the students are provided with the proper facilities like computer, smartphone and gadgets, they still reluctant to participate in online learning. The outcome of this situation such as the students is late when submitting the assignment. Another researcher from Utami (2018) mentions that types of students in online learning. There are students who are active and passive but also there are students who do not want to participate at all during the discussion session with the lecturers. The students who are active will gain benefits and for the students who wait others or the lecturers to ask them. Speaking of passive participation from the students cannot be separated from learning situation where it use online learning. The students are reluctant to involve in the discussion session as Aldowah,

Ghazal, & Muniandy (2015) states that engaging students in online learning is one of challenge, a lack of self-motivation from the students can cause this phenomenon. Lack of interaction can be the factor because using online learning and there is face to face interaction between lecturers and students. Arkorful & Abaidoo (2015) supported that learning process is easier combining with face-to-face interaction between teacher and students. Since it is online learning, encouraging the students to be more active is quite challenging for the lecturers, the students might bore since there is no interaction and they do not quite understand when learning through e-learning. This statement in line with the previous research that was conducted by Ningsih (2020) states that the students declare online learning is lack of interaction and there is limitation when the lecturers explain some material to the students.

The implication of this research is the challenges that are encountered by the lecturers could affect the lecturers' attitude in teaching. the Institution should update the features continuously along with the needs of the lecturers for teaching process. Moreover, the Institution manage to create endless review of the e-learning from the lecturers. It will be good for the Undiksha Moodle e-learning gives a better service for the lecturers according to the challenges that are encountered by the lecturers in certain features.

All in all, there were six challenges that are encountered by the English Language Education lecturers on utilizing Undiksha Moodle E-learning in teaching pedagogy, literature, reading and writing courses. From the result of this study, the researcher gives a contribution to the lecturers about the challenges that are encountered during learning process using the Undiksha Moodle E-learning. Moreover, the study implies that there are few things that need to be addressed on the problems. Concerning that Undiksha Moodle E-learning still lack feature, the Institution should consider to upgrade the feature that is not exist yet on Undiksha Moodle E-learning. The lack of certain

features affects to the lecturers' behaviour in teaching the students. Concerning the absence of certain features, it is need endless review continuously to the Undiksha Moodle E-learning in order to develop the Undiksha Moodle E-learning even better.

CONCUSION

Regarding the research problem of this study, there were 6 challenges that are encountered by the lecturers of English Language Education when operating Undiksha Moodle e-learning on pedagogy, literature, reading and writing courses. The challenges could be categorized into two: internal challenges and external challenges. There were four internal challenges namely the absence of auto-refresh feature, the absence of video conference, the absence of voice recording message and the absence of editing synchronously. While the external challenges namely the bad attitude of plagiarism act and the student passive participation during the learning process using Undiksha Moodle e-learning platform.

The researcher has a suggestion for the other researcher to analyze the use of Undiksha Moodle E-learning in other courses like challenges that are encountered by the lecturers who teach linguistics.

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