

Using Canvas in Female-Dominated Bahasa Learning: Perceived Ease of Use, Usefulness, and Barriers

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Abstract:

Background: Since the beginning of 2020, the COVID-19 outbreak has gradually hit nearly all countries, forcing educational institutions of various levels to transfer from classroom learning to online learning. Existing literature shows that using LMS offers tremendous advantages in teaching and learning. In Aceh's context, many lecturers have used many kinds of LMS in teaching in higher education. However, research on the implementation of LMS at universities is relatively few. There has been unknown about the use of LMS in higher education in the Aceh context is students' perceptions about using Canvas LMS.

Materials and Methods: This study investigated the students' perceptions of the ease of use, usefulness, and barriers of using Canvas, an open-source Learning Management System (LMS), in learning Indonesian courses in a higher education institution in Aceh Province, Indonesia. A survey involving 95 students undertaking Indonesian courses that employed Canvas LMS in the learning process through online questionnaires using the Google application, comprising Likert Scales and open-ended questions. The quantitative data analysis was conducted by counting the percentage, whereas the qualitative data was thematic analysis.

Results: Results show that most students felt that using Canvas LMS in learning Indonesian language courses is easy and offers many valuable tools. They perceived that it has easy accessibility, supports collaborative learning, no place and time constraints for the learning process, and a chance to learn from the lecturers' feedback on other students' work. However, some challenges also exist, such as a bad internet connection. This study improves students' blended learning or online learning at the university and motivates them to use LMS to support their learning process better. This study offers new insights into the students' experiences and challenges of integrating LMS into the learning process in Islamic higher education in Aceh, Indonesia.

Key Word: learning management system (LMS), Canvas, online learning, higher education, students' perceptions

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I. Introduction

Since the beginning of 2020, the COVID-19 outbreak has gradually hit nearly all countries, forcing educational institutions of various levels to transfer from classroom learning to online learning. Many schools and universities can keep running academic and other activities using multiple internet-based learning platforms, such as internet-based learning management systems (LMS). Alias and Zainuddin (2005) define LMS as an internet-based software application employed to develop planning, implementation, and assessment of a particular learning process. The most common LMS platforms are Google Classroom, Massive Open Online Courses (MOOC), Canvas, Moodle, Web Clicker, et cetera.

Existing literature shows that using LMS offers tremendous advantages in teaching and learning. They enable to transfer of lecturers' talk, homework, exams, and grading (Black, Beck, Dawson, Jinks, & DiPietro, 2007; Fu, 2013), support dialog and collaborative learning (Domalewska, 2014; O'Sullivan, Krewer, & Frankl, 2017; Gani & van den Berg, 2019; Sonmez & Koc, 2018), develop critical thinking skills (Silviyanti & Yusuf, 2015; Yusuf, Yusuf, Erdiana, & Pratama, 2018), and enhance learners' language skills (Muslem & Abbas, 2017). Besides, using LMS enables learner-centered learning (Gebre, Saroyan, & Bracewell, 2014), allows for blended learning, flexible interactions between student-student, teacher-student, and student-environment, and supporting constructivist learning principles (Cuellar et al., 2011; Lonn et al., 2011). They have interactive tools for accessing learning resources, completing and submitting assignments, working collaboratively with peers online, and helping facilitators monitor student engagement and progress (Alario-Hoyos et al., 2015; Juhary, 2014). However, the advantages of LMS depend on the students' acceptance and satisfaction in using them.

Several theorists have developed many models of technology use. One of them is the Technology Acceptance Model (TAM) (Davis, Bagozzi, & Warshaw, 1989), which is used in this study. TAM aims to investigate technology acceptance, the importance of usefulness, and ease of use. The TAM shows that perceived ease of use and external variables affect the system's perceived usefulness, which is the antecedent of the attitude-intent-behavior chain resulting in system acceptance and use (Sheppard & Vibert, 2019).

Many studies have investigated the importance of user perceptions of how well the system is and the ease with which they can perform tasks (Sheppard & Vibert, 2019). These factors include system quality, information quality, and service quality (Cidral et al., 2018); Delone & McLean, 2003). Another factor is the technology experience (Ghazal et al., 2018). According to Delone and McLean (2003), systems quality refers to the quality of the systems used in terms of their "ease-of-use, functionality, reliability, flexibility, data quality, portability, integration, and importance" (p.13). Information quality refers to the quality of course content provided in LMS "in terms of accuracy, timeliness, completeness, relevance, and consistency" (p. 15). If the students feel that the course content is high quality and meaningful for them, they will accept it. Service quality is the quality of support services provided to the system's end-users. Technology experience means users' experiences using technological tools for their learning. Moreover, Ghazal et al. (2018) argued that their existing IT experience influences their LMS adoption.

Alsabawy, Cater-Steel, and Soar (2016) also found that IT infrastructure and quality determine the perceived usefulness of e-learning. Research by Zheng, Wang, Doll, Deng, and Williams (2018) found that organizational support was vital in enhancing the faculty's LMS self-efficacy and technical support. Moreover, Wichadee (2015) found that perceived ease of LMS use and perceived usefulness significantly positively correlate with their attitude. Kobayashi and Little (2011) found that students with good command of English better perceived online learning's usefulness than those with little English command. Woldemichael (2018) found that Web Clicker strongly encourages students to participate in learning activities and motivates them to study.

However, researchers have reported various challenges in integrating ICT into their teaching and learning. Bingimlas (2009, as cited in Muslem et al., 2018) found that the difficulties are "lack of teacher confidence, lack of teacher qualification, resistance to change and negative attitude, lack of time, lack of effective training, lack of accessibility and a lack of technical support as barriers to ICT integration" (p. 4). Yang (2014), for instance, showed that the teachers perceived several problems in using LMS, such as the change of the teachers' and students' roles, less sense of community building, not enough training in using the blended learning, and teachers' inexperience with the new systems. LMS's use depends on the students' beliefs on the benefits of using it and learning satisfaction (Yuen, Cheng, & Chan, 2019). In higher education, Falcone (2018) found, among others, that lecturers like to use Canvas LMS; however, they need training on the course organization using modules and interaction with the students.

In Aceh's context, many lecturers have used many kinds of LMS in teaching in higher education. However, research on the implementation of LMS at universities is relatively few (e.g., Yusuf, Yusuf, Erdiana, & Pratama, 2018; Yusny & Yasa, 2019). Yusuf et al. (2018) researched the use of Edmodo to teach students how to write narrative texts in Bahasa and found that quantitatively the writing quality of narrative texts by students has improved. Most of them also viewed Edmodo's use in learning as positive, even though few still viewed it as unfavorable because of the Internet connection and computers, laptops, or mobile phones to operate Edmodo. Another study by Yusny and Yasa (2019) at Universitas Islam Negeri Ar-Raniry found LMS use related to delivering their lessons was comparatively low. However, according to the study, most lecturers were interested in using LMS if they received sufficient support from the university. What has been unknown about the use of LMS in higher education in the Aceh context is students' perceptions about using Canvas LMS, which has been highly recommended for Islamic higher education there. This study argues that if lecturers who teach the students are still struggling to use LMS to deliver their courses, as found in Yusny and Yasa's (2019) research, their students are likely to deal with problems.

This study explored the use of Canvas LMS in higher education in learning Indonesian language courses in Islamic higher education. Canvas, which is an internet-based learning management system (LMS) developed by the US Instructure company in 2011 (Fernandez et al., 2017), and thousands of universities worldwide have used Canvas LMS for the teaching and learning process, has been adopted by the lecturers at the Indonesian language Education Program in Islamic higher education in Aceh, Indonesia. Therefore, listening from the side of students who use it in learning Indonesian language courses in recent years is indispensable. Knowing how students perceive the ease of use, usefulness, and barriers to learning Indonesian courses is crucial. These findings will help maximize the use of Canvas LMS in the teaching and learning process.

II. Material And Methods

This survey study employed online questionnaires to collect data from students. The survey can be used to reach a quantitative description of a population's trends, attitudes, or perspectives based on a sample taken from the people (Creswell, 2009). The survey, adapted from Juhary's (2014) questionnaires, was carried out through the Google questionnaire application and was composed of four parts:

- students' demography
- questions on the students' perceptions of the ease of use of Canvas LMS
- questions on its usefulness
- the barriers they experienced in using Canvas

The research involved student teachers studying Indonesian language courses in the the Faculty of Education and Teacher Training of a university in Aceh. At the time of the research, they were studying in their second and third years. Their ages range from 20 to 22 years. However, there was no special training on using Canvas LMS conducted for the students. Yet, lecturers provided a brief explanation at the beginning of the learning course. Besides, students need to subscribe to the Canvas as invited by their instructor via their emails.

For the quantitative data survey, Likert scales of four scales were used, including Strong Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The four-point Likert's scale items were developed to measure: 1) how well the Canvas LMS platform is experienced by students in the learning process; 2) how easy or difficult the Canvas LMS was to use in learning Bahasa courses, and 3) respondent demographic information. Thirty questions were composed of multiple-choice, Likert scales, and open-ended questions administered and distributed to 100 students via the WhatsApp application on their mobile phones. The validation of the questions was by using a pilot test. To ensure its confidentiality and make them freely choose their preference without recording their names.

The data analysis was conducted by calculating the percentage of the quantitative data, whereas the qualitative data of the survey was analyzed thematically by looking at the patterns in the categories (Jansen, 2010). According to Miles and Huberman (1994, cited by Costa, Breda, Pinho, Bakas, & Durão, 2016), the thematic analysis involves the use of a method for identifying and reporting patterns in which researchers can use theory-based themes or generate emerging themes.

III. Result

After having analyzed the data, this research reveals several findings in the following ways.

Student Demography

95 students out of 100 answered the questionnaires, 75 or 86.2 % are females, whereas males are 13.8%. Hence, the majority are female students' experiences and voices that color up the research findings.

The use of LMS Canvas

The Indonesian language Department students studying various Indonesian courses accessed LMS Canvas through their mobile phones during the classroom learning process. It took time for many students to access their Canvas via their mobile phones, as they could not quickly go to the intended part. Students need to wait for several minutes to read the contents, reply, comment, and send their assignments.

The students' frequency of using Canvas

Regarding the frequency of using Canvas in learning, 50% of the students used it when they needed to do their assignments, 45.5% weekly, and the rest daily. In short, the majority of the students use Canvas for learning when they "have to," such as weekly (because of weekly meetings for studying the course) or when doing assignments. This finding may suggest that students are not interested in using LMS Canvas, which is due to the service's low quality (Delone & McLean, 2003) in using it for their learning.

The perceived use of Canvas

Even though 95 students participated in this research, not all students successfully submitted their responses through the online questionnaires. 88 to 89 students provided their answers, as indicated in Table 1 below.

Table no1: Students' perceived ease of use and usefulness of LMS Canvas for EFL learning

No	Items	Responses				
		Number of Participants	1 (SD)	2 (D)	3 (A)	4 (SA)
1	Canvas is easily used to see the course content.	89	1 1.1%	5 5.6%	77 86.5	6 6.7%
2	Canvas can be easily used to take the tests.	89	3	14	70	2

3	Canvas can support to communicate with the lecturer and other students.	88	3.4%	15.7%	78.7%	2.2%
			3	18	60	7
4	It is easy to use Canvas to learn collaboratively with other students.	89	3.4%	20.5%	68.2	8%
			1	13	70	5
5	It is easy to submit assignment through Canvas.	89	1.1%	14.6%	78.7	5.6%
			1	13	62	13
6	It is easy to post and reply messages on forum in Canvas.	89	1.1%	14.6%	69.7%	14.6%
			2	11	65	11
7	It is easy to chat with other students and lecturer through Canvas.	89	2.2%	12.4%	73%	12.4%
			2	7	71	9
8	It is easy to do exercises or quizzes through Canvas.	89	2.2%	7.9%	79.8%	10.1%
			1	17	65	6
9	It is easy to edit the assignment in the allocated time.	89	1.1%	19.1%	73%	6.7%
			3	15	61	10
10	It is easy to put a link to website sources in Canvas.	88	3.4%	16.9%	68.5%	11.2%
			0	13	65	10
11	It is easy to contact students or lecturer through Canvas emails.	88	0%	14.8%	73.9%	11.4%
			2	20	65	1
12	Using Canvas can support learning from other students' work or comments.	89	2.3%	22.7%	73.9%	1.1%
			0	5	77	7
13	The use of Canvas provides the students with many different tools to learning.	89	0%	5.6%	86.5%	7.9%
			0	11	75	3
14	The use of Canvas enables the material to be organized in a structure planned by the instructor.	89	0%	12.4%	84.3%	3.4%
			0	6	81	2
15	The use of Canvas makes communication more convenient.	89	0%	6.7%	91%	2.2%
			3	25	61	0
16	The use of Canvas provides a space where learning can take place independently.	89	3.4%	28.1%	68.5%	0%
			0	5	74	10
17	The use of Canvas makes learning easier.	89	0%	5.6%	83.1%	11.2%
			1	23	61	4
18	The use of Canvas increases interaction among students and instructor.	89	1.1%	25.8%	68.5%	4.5%
			4	31	54	0
19	The use of Canvas increases motivation for learning Indonesian language.	88	4.5%	34.8	60.7%	0%
			1	26	57	4
20	The use of LMS Canvas produces new models of teaching and learning.	89	1.1%	29.5%	64.8%	4.5%
			0	4	74	11
			0%	4.5%	83.1%	12.4%

Note: 1 = strongly disagree, 2= disagree, 3=agree, 4=strongly agree

Table 1 shows that most of the students (from 68% to 86%) agreed that LMS Canvas could be easily used for many learning purposes (items 1-11), such as to see the lesson contents, take tests, communicate with other students and teachers, and learn collaboratively. Moreover, for most of them (60% above), LMS Canvas has usefulness in supporting their learning, increasing interaction and motivation, and enabling them to contact each other. In conclusion, most students perceived that it is easy to use LMS Canvas to support their Indonesian language learning.

The barriers

The students experienced many technical issues that became barriers for them in using Canvas for learning EFL courses. The data of technical problems can be analyzed and depicted in Table 2 below:

Table 2: Students' perceived barriers of using Canvas

No	Significant expressions	Themes
1	"When I want to embed my video and the big problem is the internet connection." "I think it is about the network, sometimes we don't have a good network and it is make me difficult to submit the task on time, especially the task that has a limited time." "The problem was difficult to use LMS Canvas because of low connection of internet." "Signal and connection."	No good internet connection
2	"Low battery of mobile phone."	Phone device problems
3	"The lecturers should have trained students well in the beginning of course." "At first, it is not easy to use Canvas, but it become easily used after having used it several times."	Lack of training
4	"Student will not know the information if they do not check their email regularly."	Students' attitude on using LMS Canvas

Table 2 above shows four main themes of barriers to using Canvas, according to the students' perceptions. The majority of the students felt the internet connection is the biggest problem hindering their learning through LMS Canvas. Other problems that impede their learning through Canvas are mobile device problems and complicated use of Canvas due to its reliance on other applications, such as email reminders. In short, the biggest obstacle the students felt when using Canvas is an internet connection. Therefore, the university must support e-learning by providing a good internet connection.

IV. Discussion

This study has explored Islamic higher education students' perceptions of the ease of use, usefulness, and barriers of using Canvas LMS in learning several Indonesian language courses. The findings show that the students studying at the Islamic university felt the positive benefits of using LMS Canvas in learning several Indonesian language courses, even though their perceptions mainly were derived from female students, as female students dominated the Indonesian language classes at the university during the research.

There are many things revealed from the students' experiences in using Canvas. The first one is that they felt it easy-to-use Canvas, as shown in the students' high responses' frequencies to Agree (A) and Strongly Agree (SA) in the Likert's scale questionnaires in such items as Canvas is easily used to see the course contents, to learn from other students' work or comments, to learn independently, and so forth. The ease of using Canvas LMS is likely due to their excellent understanding of the English language as the prerequisite to using the tool. Canvas LMS uses English as its direction. This finding corroborates Kobayashi and Little's (2011) research that the students with good command of English perceived better online learning, unlike those with a poor command of English.

In the second one, the students felt supported by learning many Indonesian language courses using Canvas LMS. This finding is apparent from the questions concerning their experiences using Canvas LMS, which is likely due to Canvas's excellent system quality.

The ease of using Canvas and students' perceived function of Canvas to support their learning process was also a factor that supported the students' feeling that the LMS Canvas is in learning Indonesian language courses. This can be understood from the high percentage of an agreement to the options that Canvas supports their learning from other students' comments, provides many different learning tools, provides space for independent learning, et cetera. This finding corroborates previous studies by Cidral et al. (2018) and Ghazal et al. 's (2018) studies on using LMS in learning.

Thirdly, the student's responses were lower for the options related to user interaction and motivation to use it, as stated in options 18 and 19. The percentages of these responses are not as high as those for other items, showing that many students rarely used it even though it is flexible to use in social interaction and meaning negotiation (Egbert & Hanson-Smith, 1999). It is likely inseparable from other practical and commonly used information and technological communication tools for interaction, such as WhatsApp, Facebook, and Instagram. As found in Ghazal et al. 's (2018) research, technology experience is among the factors influencing students to accept and be satisfied with using LMS. Another reason is that the information provided in the LMS is not of high quality. Ghazal et al. (2018) also found that information is among the factors that attract students to use it.

Unfortunately, students' positive perceptions about the usefulness of LMS Canvas did not receive strong support from internet connections and other issues related to technological devices. This is so because most students experienced several barriers, mainly the poor internet connection, as indicated in the questionnaire's open-ended questions. The findings on the perceived prominent technical barriers are similar to some of the research findings by Muslem et al. (2018) on the ICT use at schools in Aceh and research findings by Yusuf et al. (2018) in teaching English writing using Edmodo in public higher education in Aceh.

V. Conclusion

After having analyzed and discussed the data, there are several conclusions drawn. Firstly, LMS Canvas in Indonesian Language learning in the Islamic university was highly challenging. This finding was not because of the students' inability or unwillingness to use it in learning Indonesian language but because of the classical problems, such as poor internet connection. Therefore, as Zhang et al. (2018) suggested, there should be strong organizational support to improve the internet connection in Islamic higher education in Aceh to support students using LMS in the blended learning environment.

Even though many efforts have been made, this research still has some limitations, such as only Indonesian Language Department students involved as the participants and female-dominated students. Therefore, further studies should involve more comparable students from all university departments to find more comprehensive students' perceptions. This study provides more clues for improving LMS integration's quality to the university's teaching and learning process.

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