Using Moodle Learning Management System in Teaching from Distance Learning to the E-learning 5.0 of New Technology

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Abstract. The use of distance learning technology in the organization of the educational process, as well as the rapid acquisition of new scientific knowledge, results in high effectiveness. Virtual training techniques make it possible to obtain additional knowledge about a topic easily. Any of the most significant science and technological topics are the incorporation of distance technology into the educational process and the investigation of strategies for their successful use, as well as the creation of distance learning courses. Based on the above, the use of Moodle in Teaching from distance learning to the E-learning 5.0 of new technology are complete enough to enable the user to work optimally on the assignment questions provided.

Keywords: learning, student’s perceptions, new communication, technologies

1. Introduction

National philosophy and state policy are focused on the central ideas of raising a better citizen and interfaith unity, [13]. The realization of this mission in social life is a challenge for government departments, institutions, and public associations. After all, the millennial generation is not only our prospect, but also a participant in forward-thinking solutions to existing issues, [15]. It is well established that an integrated school system and trained educators guarantee the upbringing of religiously mature, well-educated, critical thinkers and physically offspring. Information and communication technology are one of the most important industries in ensuring the country's socioeconomic growth [2]. The use of information and communication technology in the educational process, in particular, greatly increases its efficiency and efficacy, [17].

In the region, all legal, science, technological, and organizational structures for training and successful application of information and communication technology in the educational process are being developed, [11]. So far, the lack of cognitive ability of students has become a concern, particularly at the level of comprehension, implementation, analysis, synthesis, and assessment in the Marketing Research Techniques course, as well as subjects relevant to research problems in general, [19]. Furthermore, today's job environment necessitates a wide range of skill sets, including communication qualities, the ability to work effectively in organizations, and the ability to learn, interpret, and apply knowledge (big data) in the modern world, [9]. Universities should make an attempt to promote computer and technology awareness by offering elective courses [4].
New pedagogical tools play an important role in influencing today's youth outlook; services of multimedia information are provided as the primary way of maximizing the efficacy of the lecture. Internet and information technology are widely used in the online industry [6]. Capability to more reliably reflect the representation of a specific object in elements of digital media of historical buildings and monuments, multimedia in the field of religious studies, and multimedia in the field of Islamic studies, [7]. All of these efforts seek to introduce new pedagogical and information technology into the republic's education system, especially in the field of religious studies and Islamic studies, such as electronic education, electronic forums, video conferences, the development of electronic textbooks and manuals, and their use in the educational process, [5]. Based on the challenges and needs mentioned above, it is important that this Marketing Research Strategies course be developed more innovatively and improve its efficiency through student-centered learning (SCL) through the use of information and communication technology, so that it can solve current learning difficulties and satisfy the demands of college graduates in the age of the Industrial Revolution 4.0. [8]

2. Methodology

The virtualization of the instructional process in disciplines, as well as the organization of multimedia and network networks, act as the framework for the implementation of information and communication technology in the educational process, [3]. Currently, a vast number of e-learning tools on subjects taught in many educational institutions are being created. It should be remembered that using Moodle to teach "Information Technology and Process Modeling" allows for autonomous work. Independent work is critical to increasing the effectiveness of curriculum. Lectures with theoretical content, activities and preparation to focus on, and supplementary questions and feedback are all possibilities for arranging independent work in the Moodle method [21].

The assessment method has been automated. There are two kinds. Score and ranking are two types of valuation schemes that can be found in Moodle. An automatic testing machine, which evaluates requirements, is an example. In Moodle, there is a "Seminar" feature that can be used to decide the degree of production of each segment. Remembering the method of learning. The more electronic the learning process, the better memorable its history and results will be. Lectures, consultations, conferences, practical experiments, lab practice, regulation and autonomous work, and so on are common forms of training. Many aspects affect training technology, [20]. The choice of technology is taken by the university instructor from the perspective of instructional process management, [1]. Furthermore, the selection of didactic instruments chosen to fulfill the learning goal is determined by the type of school [14].

3. Result and Discussion

Distance learning encompasses the fundamental forms of conventional learning method organization. Among them are lectures, conferences, and workshops, experimental practice, control systems, student study, and independent work, [16]. The use of both of these methods of teaching students in Islamic studies makes for easy and comprehensive incorporation of student self-knowledge practices with different sources of learning, [18].

Figure 1. VOS Viewer
Differences in the selection and arrangement of lecture materials and reporting methods are dictated not only by scientific peculiarities, but also by Islamic studies peculiarities. The mode of lecture teaching is determined by the stage of the subject's study and the general training of the students, as well as the type of the lecture. Depending on the learned science and didactic purposes, problematic lectures, lecture-visualization, lecture news conferences, previously incorrect lectures, and other types of lectures can be used [10].

Figure 2. VOS Viewer

The Felder and Silverman Learning Style Model showed students answered a questionnaire that contained 33 questions. The questionnaire asks students about their preferred learning styles. The Felder and Silverman Learning Styles Model is used to process the data, [12].

| Components                  |
|-----------------------------|
| a) Students who are receptive tend to study information and concrete learning content. Students who feel like to solve problems using a standard solution and dislike complex problems while learning from concrete content. |
| b) Intuitive students are more at home with abstract content. |
| c) Active learners are described as those who retain and appreciate knowledge better by doing something about it, such as discussing, applying, or explaining it to others. |
| d) Reflective students prefer to learn about topics quietly at first and prefer to work independently. |
| e) Visual learners remember what they like the most, such as photographs, graphs, and videos. |
| f) Verbal learners learn more easily than literary and verbal explanations. |
| g) Sequential learners like to learn in a sequential manner, and in order to discover answers, they strive to take a rational, incremental learning direction. Details are more important to sequential learners. |
| h) Global learners prefer to learn in large strides and digest random learning material; they are involved in overviews and finding connections between different fields. |

Table 1 showed illustrates the mechanism and form of a student's learning style as defined by the Felder and Silverman Learning Style Model. The variations in learning patterns in each learning type are explained in the left and right columns above, and what is the most efficient form of learning for each kind.

4. Conclusion

The material's importance to the assignment given must be analyzed, as well as whether the assignment given has been assisted by appropriate learning materials/resources. Whether it is in the form of material with examples of practice questions fitted with input or learning materials in the form
of video/audio/animation that are complete enough to enable the user to work optimally on the
assignment questions provided

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