

Students' Attitudes Towards The Use Of The Moodle E-Learning Platform: A Field Study At The Faculty Of Social And Human Sciences, University Of Oum El Bouaghi

اتجاهات الطلبة نحو استخدام أرضية التعليم الإلكتروني مودل دراسة ميدانية بكلية العلوم الاجتماعية
والإنسانية بجامعة أم البواقي

Received: 17/11/2024

Accepted: 15/12/2024

Published: 31/12/2024

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Abstract :

The purpose of this study is to explore the perceptions of students in the Department of Social Sciences at Oum El Bouaghi University regarding the use of the Moodle e-learning platform. To achieve this objective, a descriptive research design was employed. A questionnaire was developed to assess the students' perceptions of the e-learning platform. The study utilized a purposive sample of fifty students, consisting of twenty-eight female and twenty-two male participants. The validity of the assumptions was tested using the statistical software SPSS version 24. Data analysis was conducted using the following techniques: one-way analysis of variance (ANOVA), percentages, arithmetic mean, standard deviation, and T-tests to examine differences between groups or within a single group.

The study's findings revealed that:

- 1. Students in the Department of Social Sciences had neutral opinions about using the Moodle e-learning platform.*
- 2. Students' opinions about using the Moodle e-learning platform were the same regardless of their academic standing.*
- 3. There were no regional variations in the opinions of students regarding the use of the Moodle e-learning platform.*
- 4. There were no gender-based differences in the opinions of students regarding the use of the Moodle e-learning platform.*

Keywords: Students' Attitudes, Moodle, E-Learning Platform.

ملخص

هدفت الدراسة الحالية للكشف عن اتجاهات طلبة قسم العلوم الاجتماعية نحو استخدام منصة التعليم الإلكتروني مودل (Moodle) بجامعة أم البواقي، ولتحقيق هذا الهدف: اعتمدنا المنهج الوصفي و لجمع البيانات بنينا استبيان اتجاهات طلبة قسم العلوم الاجتماعية نحو استخدام منصة التعليم الإلكتروني ، و قمنا بتطبيقه على عينة قصدية مكونة من 50 طالب وطالبة، من بينهم 28 إناث و 22 ذكور، وقد وظفت الدراسة البرنامج الإحصائي spss24 للكشف عن صحة الفرضيات، وتمت معالجة بيانات الدراسة بتطبيق:النسب المئوية، المتوسط الحسابي، الانحراف المعياري، اختبار "ت" لدراسة الفروق بين مجموعتين أو لدراسة الفروق لمجموعة واحدة، تحليل التباين الأحادي أظهرت نتائج الدراسة ما يلي:

- ✓ اتجاهات طلبة قسم العلوم الاجتماعية نحو استخدام منصة التعليم الإلكتروني مودل (Moodle) متوسط (حيادي).
- ✓ عدم وجود فروق في اتجاهات طلبة قسم العلوم الاجتماعية نحو استخدام منصة التعليم الإلكتروني مودل (Moodle) بالنسبة للمستوى الدراسي.
- ✓ عدم وجود فروق في اتجاهات طلبة قسم العلوم الاجتماعية نحو استخدام منصة التعليم الإلكتروني مودل (Moodle) بالنسبة للمنطقة.
- ✓ عدم وجود فروق في اتجاهات طلبة قسم العلوم الاجتماعية نحو استخدام منصة التعليم الإلكتروني مودل (Moodle) بالنسبة للجنس.

الكلمات المفتاحية: اتجاهات الطلبة، منصة التعليم الإلكتروني مودل (Moodle).



Journal of research and human studies
Issue 18 N°02 year 2024 p.p. 64-82
ISSN : 1112-8151 EISSN : 2588-2317

1. Introduction:

In general, information technology is used as a source of knowledge and information in all sectors and at all levels. In scientific study, this use can be neutral, constructive, or destructive. The services offered by electronic educational platforms have made them a refuge and a desirable source for researchers, which could influence their opinions in a good way. The continuity of the teaching and learning process, which has been facilitated by such tools, is one of the primary features of educational technology, which seeks to give users a range of knowledge with the least amount of time and price. This method places the education of the individual at the core of the educational process.

1.1 Study Problem:

The crisis had a major effect on the education sector after the new coronavirus outbreak immobilized the commercial, economic, and educational sectors. In order to slow the virus's spread, schools, colleges, and other educational facilities had to close, which greatly alarmed industry participants and students getting ready for tests that were seen as essential in the midst of an unpredictable catastrophe.

Because of its direct influence on the process of teaching and learning, as well as the ongoing debate on its importance and incorporation into the educational process, all of these considerations pushed educational institutions to switch to e-learning as an alternative. Accordingly, the researcher asks the following queries:

- What are the perspectives of pupils in the Faculty of Social and Human Sciences regarding the online learning environment Moodle?
- Depending on their academic level—bachelor's, master's—do students' perceptions of the Moodle e-learning platform in the Faculty of Social and Human Sciences statistically substantially vary?
- Does the variable of region—rural, semi-urban, or urban—have a statistically significant effect on the Moodle e-learning platform's impressions on Faculty of Social and Human Sciences' members?
- Depending on their gender, do Faculty of Social and Human Sciences students have statistically significant different opinions on the Moodle e-learning system?

2. Theoretical Framework of the Study:

2.1 Importance of the Study:

- Taking into account the Moodle e-learning platform as a quick educational tool.
- Encouraging students, instructors, and subject-matter experts to communicate in order to share academic knowledge.
- exposing the realities of using the Moodle e-learning platform in the field of higher education, which, in contrast to other educational institutions, was a pioneer in reaping the benefits of this development.
- Using the Moodle e-learning platform to help solve a variety of educational issues.
- Considering the elements and characteristics of Faculty of Social and Human Sciences members about their academic performance.

2.2 Study Objectives:

- To find out the Moodle e-learning platform's reception among the students of the Faculty of Social and Human Sciences.
- To find if students in the Faculty of Social and Human Sciences have statistically significant differences in their views on the Moodle e-learning platform depending on their academic level (bachelor's, master's).
- Whether students' perceptions of the Moodle e-learning platform at the Faculty of Social and Human Sciences change statistically substantially based on their region—rural, semi-urban, or urban?

2.3 Definition of Key Concepts in the Study:

- Students at the Faculty of Social and Human Sciences are considered to have an operational definition of attitudes based on their answers to the statements on the attitude scale about using the Moodle e-learning platform.
- The Moodle Platform is a collection of interactive online services that give students access to data, resources, and tools for managing and facilitating online learning. It is a popular, open, and free virtual learning environment.

2.4 Literature Review:

- First Study: The purpose of this research, "Students' Attitudes Towards the Use of Digital Technology in Higher Education," was to ascertain the

attitudes of students toward the use of digital technology in higher education as well as the ways in which these attitudes differed by gender and major. The study population consisted of one hundred students from the University of Saida. The research's conclusions showed that the study sample's students had positive opinions about the employment of digital technology in higher education. (Lakhal, 2013).

- Second Study: This study addresses "Attitudes of Students of the Institute of Sciences and Techniques of Physical and Sports Activities at Souk Ahras University Towards E-learning". The aim of this research was to ascertain how online learning affected the Institute of Sciences and Techniques of Physical and Sports Activities students of Souk Ahras University. There were fifty students on the research sample. According to the survey, students' opinions toward online education were mostly favorable and unaffected by age, gender, academic standing, parental financial status, computer ownership, or internet access (Khalifi, 2019, p. 320).
- Third Study: The topic of this study is "The Degree of Use of E-learning Platforms by Postgraduate Students in Private Jordanian Universities and Their Attitudes Towards Them." Finding out how much and how postgraduate students at private Jordanian institutions utilize e-learning platforms was the aim of this research. The research sample consisted of 502 postgraduate students who were selected at random throughout the 2018–2019 academic year. The results showed that e-learning platforms were heavily used by postgraduate students at private Jordanian institutions. Furthermore, it showed that while age and major were associated with statistically significant variations in the degree of usage, neither gender nor major was associated with statistically significant differences in the degree of use among research participants.
- Fourth Study: "The Reality of University Students' Attitudes Towards Utilizing Digital Platforms in University Education," this paper addresses. The current study sought to ascertain the actual attitudes of university students on using digital platforms for learning. The sample included 120 Taibah University Medina Faculty of Education students. The most crucial results of the research were that the gender variable favored males and that there were statistically significant variations; the

study site variable had no statistically significant variations. Furthermore, there were statistically significant variations in the first axis of the attitude scale about the use of digital platforms in higher education when study site and gender interacted (Naif & Al-Shareef, 2019, p. 352).

- Fifth Study: "The Reality of Using the Moodle E-learning Platform During the COVID-19 Pandemic and Its Impact on Algerian University Students's Attitudes from the Perspective of Students at the Faculty of Economics at the University of Biskra" is the focus of this paper. With an eye on students at the Faculty of Economics, University of Biskra, this study sought to investigate the reality of using the Moodle e-learning platform and its effects on the attitudes of Algerian university students. To achieve the objectives of the study, the researchers developed a questionnaire and distributed it to 400 students at the university's Faculty of Economics. Among the many conclusions drawn from the research was the recognition of the importance of the Moodle e-learning platform from the perspective of the students in the Faculty of Economics at the University of Biskra. The poll also revealed that students had positive perceptions of the Moodle e-learning platform, considering it to be more cost-effective and efficient than conventional education.

3. Concept of E-learning Platforms:

E-learning platforms are educational systems built on the blended learning tenet, which blends online and traditional in-class instruction. By utilizing the educational technologies that are available on these platforms, educators can improve classroom instruction.

3.1 Concept of E-learning:

E-learning is defined as an educational approach aimed at creating an interactive environment rich in applications based on computer and internet technologies, allowing learners to access learning resources anytime and from anywhere.

3.2 Concept of Moodle E-learning:

A free web-based program that offers an integrated learning environment is the Moodle e-learning system. It has capabilities for developing courses, monitoring and guiding students, adding multimedia files and web pages as learning resources, making and grading electronic tests, and sharing results. Additionally, it offers resources like forums and chat rooms to facilitate communication

between students and teachers, which helps to successfully and quickly accomplish learning objectives (Abu Khutwa, 2013, p. 195).

3.3 Features of the Moodle E-learning System:

- Organizations that use it need to have a server.
- It can serve a university with 40,000 students.
- The platform's site hosts 75,000 registered users.
- It supports 45 languages and is fully translated into Arabic.
- Currently used in 138 countries.
- Technically, the system is designed using PHP and MySQL databases.
- It offers the teacher (trainer) the ability to select the most appropriate teaching method for the learners.
- The system supports the global SCORM standard for designing electronic courses.

3.4 Components of the Moodle E-learning System:

One system that meets the majority of the needs of an online learning environment is Moodle, which is made up of a number of components. The following highlights these elements:

3.4.1 System Users:

- Teacher: Is a person designated by the system administrator to instruct a particular course; they may also be given editing rights. Teachers can designate other teachers for their course if they have editing rights.
- Learner: A student who is enrolled in a course has rights within the course, including the ability to access the course, participate in forums, take tests, and finish assignments. However, outside of their enrolled classes, students have no rights.
- Visitor: Is an unregistered user who enters the site through the guest window. This user has the ability to peruse courses that the teacher has granted visitor access to.
- Anonymous: A user who is not registered on the website and has not logged in as a guest. Only the site's main homepage may be viewed by this user.

3.4.2 Course Control Tools:

- Navigation Bar: This displays the user's precise location. Any portion of it can be clicked to direct the user to that area. The Moodle site's main homepage does not display this bar.

- Turn Editing On/Off: a button in the window's upper right corner. Users can add resources and activities to the content area by clicking on it. They can also move, add, remove, or conceal any block to suit their needs..
- Blocks of a Course: You can move, add, or remove these boxes, which are on the left and right sides. The primary blocks of a newly established course are empty, but the instructor or administrator can add them and arrange them however they see fit.
- The course content area is the main location where instructors may add and oversee materials and exercises.
- Administration

3.5 Functions of the Moodle E-learning System:

Among the many features that the Moodle e-learning platform provides, the most crucial ones are (Awad, 2016, p. 50):

- Easy accessibility
- Providing continuous and prompt feedback
- Improving and facilitating communication
- Tracking
- Building skills

3.6 Capabilities of the Moodle E-learning System:

The Moodle system has numerous features, such as:

3.6.1 Capabilities of the Educational Design Provided by the System:

3.6.2 Capabilities for Managing Student Records:

- The system allows the course instructor to form student groups (Haroun, 2019, pp. 238-239).

3.6.3 Capabilities of the System in Continuous Student Evaluation:

The system has the ability to generate self-assessment exams for students and automatically record grades based on instructor-established standards. This holds true for true/false, multiple-choice, and short-answer questions. It also allows the instructor to explain relevant material, give feedback on responses, and provide all the features associated with electronic assessments.

3.6.4 Capabilities for Communication Between Instructors and Students:

From the moment the trainee logs in until they log out each time, the system allows you to track them at every step, including how long they stay.

Additionally, it enables each trainee's specific notes to be recorded in a separate section.

3.6.5 Capabilities for Control and System Management:

The use of a course agenda feature (Abdel Qader, 2008, p. 140).

4. Utilization of the Moodle E-learning System:

- Techniques for interacting with students, creating surveys, assessing them, and creating assessments.

4.1 Applied Framework of the Study:

- The research used a descriptive-analytical method to examine the factors impacting students' opinions about using the Moodle e-learning platform.
- A purposive sample of eighty students from the Department of Social Sciences at the University of Larbi Ben M'hidi in Oum El Bouaghi was selected from the study population.

Table 1. Demonstrates the final study sample by level

Level	Frequency	Percentage
Bachelor	29	0.58
Master	21	0.42
Total	50	1

4.2 Place and Time of Conducting the Final Study:

The final research was conducted in the Department of Social Sciences at the University of Larbi Ben M'hidi in Oum El Bouaghi during the 2023–2024 academic year.

4.3 Tools Used in the Final Study:

Students in the Department of Social Sciences were asked to complete a questionnaire to gauge their opinions on utilizing the Moodle e-learning platform. It had 30 items on the "Levels of Attitudes of Students in the Department of Social Sciences Towards Using the Moodle E-learning Platform" that had been validated for reliability and validity. Eighty students in the University of Larbi Ben M'hidi's Department of Social Sciences in Oum El Bouaghi were given the questionnaire along with guidelines on how to answer it. 50 students made up the final sample after incomplete questionnaires were eliminated, and the SPSS20 statistical software was used to statistically analyze their answers.

4.4 Study Hypotheses:

- The opinions of students in the Faculty of Social and Human Sciences on the Moodle e-learning platform were moderate.
- Regardless of their academic level (bachelor's or master's), students at the Faculty of Social and Human Sciences expressed comparable opinions on the Moodle e-learning platform.
- Students at the Faculty of Social and Human Sciences do not significantly vary in their opinions of the Moodle e-learning platform according to whether they live in an urban, semi-rural, or rural area.
- Regardless of gender, students from the Faculty of Social and Human Sciences had similar views on the Moodle e-learning platform.

4.5 Presentation, Discussion, and Interpretation of the First Hypothesis

Results:

- Students at the Faculty of Social and Human Sciences posted mild remarks on the Moodle e-learning platform during the COVID-19 pandemic.

Table 2. Shows the arithmetic means, standard deviations, relative evaluation, and ranking of the responses of the sample members

Item Number	Item Statement	A.M.	S.D.	R.	E.	D.
1	During the COVID-19 epidemic, I feel that studying takes longer when using the Moodle e-learning platform..	2.42	0.859	6	High	Positive
2	During the COVID-19 pandemic, I found that the Moodle e-learning platform aids students in finishing their coursework..	2.34	0.872	10	High	Positive
3	During the COVID-19 epidemic, I believe that using the Moodle e-learning platform improves my interactions with my coworkers.	1.96	0.925	24	Medium	Neutral
4	During the COVID-19 epidemic, I was able to share my experiences with academics through the Moodle e-learning platform.	1.66	0.798	27	Low	Negative
5	During the COVID-19 epidemic, using the Moodle e-learning platform produces better results than in-person instruction.	2.08	0.9	20	Medium	Neutral
6	Using the Moodle e-learning platform for extended periods of time during the COVID-19 pandemic causes worry in me.	2.12	0.895	17	Medium	Neutral
7	The cost of the Moodle e-learning platform is lower than the cost of in-person training during the COVID-19 epidemic.	2.36	0.827	8	High	Positive
8	During the COVID-19 epidemic, using the Moodle e-learning platform decreases face-to-face engagement during the learning process.	1.52	0.814	30	Low	Negative
9	During the COVID-19 epidemic, traditional schooling will be progressively replaced by the Moodle e-learning platform.	2.3	0.863	12	Medium	Neutral
10	I think that during the COVID-19 pandemic, the Moodle e-learning platform emphasizes cognitive skills.	2.42	0.702	5	High	Positive
11	I think that during the COVID-19 epidemic, the Moodle e-learning platform does not emphasize the skill component.	1.56	0.787	28	Low	Negative

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12	The Moodle e-learning platform, in my opinion, improves the quality of instruction during the COVID-19 epidemic.	2.22	0.93 2	15	Medium	Neutral
13	Using the Moodle e-learning platform, in my opinion, makes it easier to build instructional strategies during the COVID-19 epidemic.	2.5	0.76 3	4	High	Positive
14	I think that during the COVID-19 pandemic, the devoted sessions on the Moodle e-learning platform cause boredom.	1.92	0.82 9	25	Medium	Neutral
15	The Moodle e-learning platform, in my opinion, facilitates student communication throughout the COVID-19 program.	2.2	0.83 3	16	Medium	Neutral
16	I think that during the COVID-19 pandemic, there is a shortage of human engagement on the Moodle e-learning platform.	1.54	0.70 6	29	Low	Negative
17	The Moodle e-learning platform, in my opinion, makes it more difficult to think during the COVID-19 pandemic..	2.02	0.93 7	23	Medium	Neutral
18	It is difficult to use the Moodle e-learning platform for teaching during the COVID-19 outbreak.	2.1	0.86 3	19	Medium	Neutral
19	I believe that the Moodle e-learning platform is accessible at any time and from any location during the COVID-19 pandemic.	2.62	0.72 5	3	High	Positive
20	During the COVID-19 pandemic, using the Moodle e-learning platform for instruction is challenging.	2.22	0.86 4	14	Medium	Neutral
21	During the COVID-19 epidemic, I discovered that using the Moodle e-learning platform helped me improve my problem-solving abilities.	1.92	0.9	26	Medium	Neutral
22	The Moodle e-learning platform, in my opinion, saves time during the COVID-19 epidemic.	2.72	0.60 7	1	High	Positive
23	In my experience, self-learning during the COVID-19 epidemic is efficiently facilitated by using the Moodle e-learning	2.3	0.78 9	11	Medium	Neutral

	platform.					
24	During the COVID-19 epidemic, students can obtain information rapidly by using the Moodle e-learning platform.	2.34	0.84 8	9	High	Positive
25	During the COVID-19 epidemic, I feel that using the Moodle e-learning platform results in total happiness.	2.06	0.86 7	21	Medium	Neutral
26	Students can avoid going to college during the COVID-19 pandemic by using the Moodle e-learning platform.	2.1	0.83 9	18	Medium	Neutral
27	During the COVID-19 epidemic, I feel that using the Moodle e-learning platform doubles the effort.	2.02	0.86 9	22	Medium	Neutral
28	Students can systematically plan their studies during the COVID-19 epidemic by using the Moodle e-learning platform.	2.4	0.80 8	7	High	Positive
29	During the COVID-19 pandemic, I think the Moodle e-learning platform offers interesting scientific content.	2.24	0.84 7	13	Medium	Neutral
30	During the COVID-19 pandemic, I hope that digital platforms will extend their services to additional educational stages.	2.64	0.72 2	2	High	Positive
Overall Score		2.16	Medium	Neutral Direction		

Arithmetic Mean = A.M; Standard Deviation = S.D; Ranking = R; Evaluation = E; Decision = D.

Source: Prepared by the researcher

With an arithmetic mean of 2.16 and a standard deviation of 0.823 for the scale's total score, Table (02) clearly shows that the sample members from the Department of Social Sciences had a moderate degree of attitudes. Students in the Department of Social Sciences had neutral sentiments on 16 out of 30 questions, or 53.33% of the total; positive attitudes on 10 items, or 33.33%; and negative attitudes on 4 items, or 13.34%. Consequently, the broad hypothesis was validated.

These outcomes are explained by the fact that students in the Department of Social Sciences were not dependent on electronic learning through the Moodle digital platform because they were used to in-person instruction. As a result, they were suddenly switched to the Moodle e-learning system. The results of the

survey, which showed that postgraduate students had very positive perceptions of e-learning platforms, are in conflict with this conclusion.

4.6 Presentation, Discussion, and Interpretation of the Results of the Second Hypothesis:

- Regarding the variable of academic level (bachelor's, master's), there are no statistically significant differences in the opinions of students in the Faculty of Social and Human Sciences regarding the Moodle e-learning platform.

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Table 3. Displays the arithmetic means, standard deviations, and T-test values for the responses of the sample members based on the variable of academic level

Academic Level	Frequency	Arithmetic Mean	Standard Deviation	T Value	SIG Value	Significance Level
Bachelor	29	2.06	0.391	0.963	0.331	0.05
Master	21	2.28	0.46			

Source: Prepared by the researcher.

The table indicates that the arithmetic mean values for the bachelor's and master's degrees are identical. This is further supported by the SIG value of 0.331, which is greater than the significance threshold of 0.05 and indicates no statistically significant changes at the 0.05 significance level. Thus, the hypothesis is confirmed and the T value is not statistically significant.

As students in the Department of Social Sciences view the Moodle e-learning platform, it is evident from the findings that there are no statistically significant variations between the two groups based on the academic level variable (Bachelor and Master). The T value of 0.963 and the absence of significant variations indicate that the Department of Social Sciences students' perceptions of the Moodle e-learning platform during the COVID-19 epidemic were generally similar.

These results confirm that there are no statistically significant differences in the attitudes of students in the Department of Social Sciences on the Moodle e-learning platform based on the variable of academic level (Bachelor, Master). This proves the validity of the study's premise that this outcome.

The findings may be explained by the fact that, despite the differences in their educational backgrounds, the Department of Social Sciences students' opinions

toward the Moodle e-learning platform during the COVID-19 pandemic were rather comparable. This implies that academic rank had little impact on students' perceptions of the Moodle e-learning platform.

4.7 Presentation, Discussion, and Interpretation of the Results of the Third Hypothesis:

- The perceptions of the Moodle e-learning platform among the Social and Human Sciences Faculty's students are not statistically different according to whether they are urban, semi-rural, or rural.

Table 4. Displays the arithmetic means, standard deviations, and T-test values for the responses of the sample members based on the region variable

Region	F	A.M	S.D	T Value	SIG Value	Sig.Level
Urban	38	2.12	0.456	0.129	0.727	0.05
Semi-Urban	9	2.27	0.386			

Source: Prepared by the researcher.

The table indicates that there are no differences between the urban and semi-urban zones since their arithmetic mean values are near. This is further supported by the SIG value of 0.727, which is greater than the significance threshold of 0.05 and indicates no statistically significant changes at the 0.05 significance level. Thus, the hypothesis is confirmed and the T value is not statistically significant.

It is evident from the results of the differences according to the region variable (urban, semi-urban) from the perspective of students in the Department of Social Sciences regarding the Moodle e-learning platform that there are no statistically significant differences between the two regions, as the T value was 0.129 and no significant differences were found. This illustrates the same views that students in the Department of Social Sciences have on the Moodle e-learning platform across all dimensions.

4.8 Presentation, Discussion, and Interpretation of the Results of the Fourth Hypothesis:

- The views of students in the Faculty of Social and Human Sciences on the Moodle e-learning platform do not vary statistically significantly based on gender (male or female).

Table 5. Displays the arithmetic means, standard deviations, and T-test values for the responses of the sample members based on the gender variable

Region	F	A.M	S.D	T Value	SIG Value	Sig.Level
Urban	22	2.36	0.382	0.298	0.588	0.05
Semi-Urban	28	2	0.406			

Source: Prepared by the researcher.

The table demonstrates that there are no differences in the arithmetic mean values for the male and female genders. The SIG value of 0.588, which is higher than the significance threshold of 0.05 and shows no statistically significant changes at the 0.05 significance level, provides more support for this. Consequently, the T value is not statistically significant, and the hypothesis is validated.

Based on the gender variable (male, female) differences from the perspective of students in the Department of Social Sciences regarding the Moodle e-learning platform during the COVID-19 pandemic, the T value was 0.298 and no significant differences were found, indicating that there are no statistically significant differences between the genders. This suggests that during the COVID-19 epidemic, students in the Department of Social Sciences had similar opinions on the Moodle e-learning platform. This outcome may be explained by the same educational experiences that male and female university students have, which shows how they interact with one another and how they both believe that using the Moodle e-learning platform is crucial to saving time, effort, and maintaining credibility. This result is consistent with the research by.

5. General Results:

The most significant findings of the study are:

- During the COVID-19 epidemic, students in the Department of Social Sciences had a neutral (moderate) attitude on utilizing the Moodle e-learning platform.
- Based on the academic level variable, there are no statistically significant changes in the opinions of students in the Department of Social Sciences on the use of the Moodle e-learning platform during the COVID-19 pandemic.

- According to the variable of area, there is no statistically significant difference in the opinions of students in the Department of Social Sciences on the use of the Moodle e-learning platform during the COVID-19 pandemic.
- The views of students in the Department of Social Sciences on the usage of the Moodle e-learning platform during the COVID-19 pandemic do not differ statistically significantly based on the variable of gender.

4. Conclusion

In conclusion, the purpose of this research was to determine the primary benefits of utilizing the Moodle e-learning platform during the COVID-19 epidemic and to find out how Oum El Bouaghi University students felt about it, and incentives that came from it in order to produce accurate and impartial results. We came to the conclusion that university students use the Moodle educational platform as a new learning method that has been imposed by the numerous changes taking place throughout the world.

This study effectively validated all of the hypotheses about the attitudes of Department of Social Sciences students toward using the Moodle e-learning platform during the COVID-19 pandemic, based on variables like academic level, region, and gender, through meticulous research, analysis, and labor. Based on the academic level variable, the study supported the first hypothesis, which claimed that students in the Faculty of Social and Human Sciences had moderate attitudes on the Moodle e-learning platform. The study also confirmed the second hypothesis, according to which students at the Faculty of Social and Human Sciences' opinions on the Moodle e-learning platform are not significantly influenced by the geographical variable. The study also supported the third hypothesis, which states that there are no gender-based statistically significant differences in the opinions of Faculty of Social and Human Sciences students on the Moodle e-learning platform.

In conclusion, this study remains a step in the ongoing cycle of research, and we hope that its results serve as a starting point for more accurate and comprehensive future studies.

4.1 Recommendations:

- Researchers intending to pursue this study should address certain gaps not covered in this research.
- The current study is highly significant and has a substantial impact on the academic community, making it essential to study it at present.
- Reconsider the current study by involving both professors and students.
- Every researcher should have a thorough understanding of all aspects of the topic and assign it great importance within the academic environment.
- Develop programs to train students to maximize the benefits of these technological tools and modern means.

- Encourage students to use digital technologies and support their availability across various academic institutions.
- Establish computer labs in universities and provide sufficient time for students to utilize them.
- Ensure high-speed internet availability to deliver quality service to students.
- Train students on the skills necessary to use the Moodle e-learning platform effectively.
- Work on incorporating multimedia (audio, images, video, etc.) into the educational process.
- Pay attention to modern technological advancements and integrate them into the educational process.
- Establish agreements with internet service providers (e.g., Algeria Telecom, Mobilis, Ooredoo, and Djezzy).
- Improve coverage quality to ensure internet access for all (urban, semi-urban, and rural areas).

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