

Students' Perceptions of E-learning platforms (Moodle, Microsoft Teams and Zoom platforms) in The University of Jordan Education and its Relation to self-study and Academic Achievement During COVID-19 pandemic.

Jehad Alameri[†], Raja Masadeh [‡], Elham Hamadallah[†], Haifa Bani Ismail[†] and Hussam N. Fakhouri [†]

[†] The University of Jordan, Amman, Jordan

[‡] World Islamic Sciences and Education University

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Abstract

Today, the main focus of education during COVID-19 pandemic is to teach students using E-Learning platforms such as Moodle, Microsoft teams and Zoom platforms, which primarily aim to reach students and teach them at their home during the quarantine, and to give them easy access to education materials 24 hours a day. Many platforms have been used to achieve this aim, this paper examines students' perceptions of e-learning Using Moodle, Microsoft teams and Zoom platforms digital learning platforms in the University of Jordan It also examines students' knowledge about Moodle, Microsoft teams and Zoom platforms and how it contributes to self-study and academic performance. The students had experiences from three months during COVID-19 pandemic quarantine of using e-learning. Students (n =450) led in a questionnaire with closed questions. The answers have been evaluated in a multiple regression model, which focuses on students' expectations about gender, age, prior computer literacy, attitudes towards emerging technology, modes of learning and the way e-learning is applied at the university. The advantages and drawbacks of e-learning in quality content analysis were listed. The study's key finding was that the strategic design of the university's e-learning program using Moodle, Microsoft teams and Zoom platforms was more important than individual context variables in assessing student perception. Students consider e-learning connectivity on campus very efficient. The positive attitude of students with previous computer knowledge and students in the fields of new technologies to e-learning was very optimistic. their self-studying and academic performance were significantly affected by the use of e-platforms during COVID-19 pandemic.

Keywords: Moodle, Microsoft teams and Zoom platforms, E-learning, Education, University, Blended Learning

1- Introduction

Most controversies in higher education during COVID-19 pandemic about e-learning use have concentrated on how the instructors integrates new technology in Learning to reach students and teach them in Home. There appears to be very little conversation, or even understanding,

about e-learning from a student viewpoint in the development countries. E-learning was known to be a valuable resource in the research (Brotherton & Abowd, 2002). The research explores e-learning from the perspective of students in higher education. It addresses their behaviors and e-learning experience used in standard university programs. The emphasis is on e-learning, as an alternative to teacher-controlled on-campus classes, in these programs. Students' views of e-learning may be affected by such individual factors of university education. There are at least three factors in addition to the variables of age and gender: computing expertise, technological tolerance and human skill

Moodle, Microsoft teams and Zoom platforms refers to a range of ways in which students are taught by ICT instruments. Either related or not, information and communication systems are different resources in the learning process and direct contact with people may not occur. Given the ongoing advancement of equipment and programs, this concept continues to be used as the application of technology in the school or in the classroom. Digital learning, in the corporate context, refers to employee training using corporate networks.

The teaching model applies to the use of TV and the Internet, as well as the teaching model of other media, which broke down the space limits and was distinct from the school's conventional needs for classes. Typically amateurs are students who use this training method. You can attend classes anytime, anywhere because you don't have to attend a specific place. Students can also learn face-to-face (correspondence) via a variety of channels (TV, internet), tutors, classrooms (Bielaczyc, 2006).

The effects of modern information technology are increasing rapidly, and the ICTs are part of daily education activity in universities, especially in the education process. New innovative technologies become deeper and deeper. A new trend is the design and online exposure to higher education course content. Over the past two decades, academics and institutes of higher education have diversified their education through ICT systems, including Moodle, Microsoft teams and Zoom Platforms Management Systems (LMS), asynchratic remote learning and online courses and tests, as well as a combination of traditional, face-to - face lectures and tutoring and web-based teaching content.

Most universities in Jordan have invested in teaching systems and technology in order to provide the students with modest resources. This will allow teaching staff to add to their teaching and instructive training programs and to use a traditional open source platform such as Moodle, Microsoft Teams and Zoom platforms, which is used for e-learning at the University of Jordan, for the online material hosted on university Web servers (Fakhouri, Hamtini, 2012). Everybody is affected by factors in Moodle, Microsoft teams and Zoom platforms 's tolerance. One student's behavior and Moodle, Microsoft teams and Zoom platforms decisions are all influenced by self-efficiency, age, training and workforce status (Lu, 2010.). Moreover, physical and psychological factors in the Moodle, Microsoft teams and Zoom platforms environment may either encourage or impede the attitude and performance of students (Zandvliet 2003). It should be considered, as a number of social factors in e-learning, as values which students and instructors share in education, and not focus just on technological tools. According to recent studies. The behavioral components are three: affect, cognitive and compartmental in Triandis (1971). The affective aspect concerns statements concerning certain things that are like and dislike. The mental part refers to an argument of a student or teacher that makes the interpretation of an object rational. The dimensions of the compartment describe what a student or an educator actually does. All these Moodle, Microsoft teams and Zoom platforms components help to build an awareness of e-learning among students, which affects

their decision to continue or end a Moodle, Microsoft teams and Zoom Platforms Program significantly. Alabdullaziz et al , 2011.

1.2 Moodle, Microsoft teams and Zoom platforms priorities, targets and content–analysis on the basis of digital and interaction technologies developed-scenarios.

The instructor produces a script that contains materials deciding the intent of learning, up to control methods. This means, for example, CBT devices not only online but offline. Moodle, Microsoft teams and Zoom platforms can be understood to be reading, ICT-based, more Specifically-Moodle, Microsoft teams and Zoom platforms resources developed on the infrasound network (e-books, interactive courses, research programs, integrated training platforms).

Application Moodle, Microsoft teams and Zoom platforms contributes to a wide variety of didactic, methodological and organizational scenarios by effectively leveraging information, communication and media technology.

The goal of Moodle, Microsoft teams and Zoom platforms is for university students and teaching staff in individual technical and humanitarian disciplines in innovative technologies to learn more expertise, productivity and performance of their training. The objectives of the Moodle, Microsoft teams and Zoom platforms is: development of theoretical bases and practical skills in the field of innovations in education; development and use of innovative technologies in education; development and use of Moodle, Microsoft teams and Zoom platforms tools. Hubert, N. & Wilhelm, M. (2009). (Timepiece, H. 2008).

1.3 E-learning Models

E-learning options are diverse: The use of digital modules to conduct the research can expand traditional teaching resources. At your fingertips, the trainee has the necessary information. The exercise is focused on time and room; self-organized research sponsored by the media. This does not include a student teacher. Components of unit shall be separated separately from the network. The analyzes are space-related and time-related. This research approach supports both pre-food and learning phases.

The latter is especially important with regard to the amount of self-control of content, as it ensures gradually that growth in autonomy, responsibility, organization and competence considers its strengths and makes informed decisions that do not enable successful activities to be understood. Yet Moodle, Microsoft teams and Zoom platforms's "earlier degree in Communication Technology allows for a significant increase in the effective use of know-how in the industry" (Charlesworth, A. 2002).

Moodle, Microsoft teams and Zoom platforms now contributes with an unprecedented acceleration in the output of information to the abundance and the availability of fully real knowledge. With Moodle, Microsoft teams and Zoom platforms, culture and iteration are encouraged to take up the challenges of new globalisation. In education, the paradigm changes very quickly. The transfer of knowledge, especially for students without geography can only be accomplished through e-learning. The fact that sound, graphics, animation, gipertext, replication service, delivery, and modernisation, background scan also helps make it important to help young people join work at an early level, which is necessary to address the job issue. These advantages include: independence in the function of personal computers in electronic equipment, the use of PDAs, mobile phones, imaging, DVD players, television; advice,

supervision, remote (territorial) evaluation; the development of a decentralised user community (social networks) and the implementation of typical virtual learning expertise. Knowing the attitudes of learners towards Moodle, Microsoft teams and Zoom platforms has been the subject of the research of information system (Bishop, 2006). Jones and Issroff (2005) agree that in the research of emotional communication, there are still social issues to tackle, states Smith, Caputi and Rawstorne (2000) that the 'computer behavior is defined as a general evaluation or feeling of favorability or disadvantage for computer technology (i.e. the attitudes of objects) and particular computer activities (i.e. the behavior of behaviors).'

Friedrich (2000). Friedrich. Federico. "Students with assimilative and welcoming learning styles were much better off than students with convergent and diverse study types" (Phederico, 2000: 359) and were more aware of various aspect of network-based education. Regardless of the technological progress, whatever learners are aware of a new technology, they have direct consequences for actions and thus the use of technology (Liaw, Huang & Chen, 2007).

Dunbar (2004) identified and examined the conversion of a classroom to an online course through the WebCT online learning program. The survey asked students to use or take the course online to have a live instructor. Most of the students replied they prefer to take the course online. The new online evaluation system introduced and effectively improved by Aisbitt and Sangster (2005) in a basic accounting course was designed to support and improve basic principles. Aisbitt and Sangster There was a strong connection between student success in the online evaluations and in the final exams. The students' views on the significance of the student ACS package in terms of concept and its impact on academia of students have been examined by Mcdowall and Jackling (2006).

Paul G. Paris, 2004 analyzed 52 years old 10 students at Adelaide Public Secondary School's affective, emotional and cognitive attitudes towards a person type of online e-learning, and online assistant learning Adewole-Odeshi, Egbe, 2013 researched Moodle, Microsoft teams and Zoom platforms at selected Nigerian universities in the South West. In general, the study examined the relation between attitude and Moodle, Microsoft teams and Zoom platforms with the application of a TAM. Questionnaire has been used to collect data from a 387 student survey. Results show that students have a positive approach to Moodle, Microsoft teams and Zoom platforms, when they consider the Lily Wong and Michelle Fong model in 2014, and in a first-year accounting unit in a variety of key areas, student expectations of those two approaches are tested. These include their understanding of learning performance, motivation and effect on test results. The importance and choice of social interaction for online learning is also included. This preliminary student attitudes analyzes whether the difference in online learning options between gender groups is statistically significant and whether there are preferences between the online learning technologies. We also analyzed whether the correlation between traditional or online learning choices and the preference for online learning techniques in sex groups is statistically significant.

While Moodle, Microsoft teams and Zoom platforms environments are common, there is limited research on the attitudes of instructors and learners towards these kinds of learning environments (Liaw, 2007) Usefulness and ease of use have proven to be key determinants of the acceptance and use of e-learning. Alternatively, they are little aware of students ' expectations within a mixed learning environment (Tselios, 2011). University students in developing countries have a different understanding of Moodle, Microsoft teams and Zoom platforms, but generally their positive views. This was discussed in the article Nassura in 2012. (El-Gamal & El-Aziz, 2011). (Nassoura, 2012). Afzaal et al. conducted a study in 2017 on how students perceive their attitudes towards e-learning: evidence on the basis of bruneian



education, research investigates their attitudes towards e-learning amongst 220 students in technical and vocational institutions. The study was carried out in one of Brunei Darussalam's academic institutions. The research utilizes the methods used by Moodle, Microsoft teams and Zoom platforms to analyze its attitudes towards Moodle, Microsoft teams and Zoom platforms and recognize any demographic factors which are relevant to the use of e-learning by the students. The questionnaire is randomly distributed to the students. The result shows that most students have a good Moodle, Microsoft teams and Zoom platforms disposition of a mean of 3.67. The factor analyzes proposed a two-factor approach for nine items from the 20 item scale that initially was used to test the behavior of the students. Liaw and Huang (2011) have studied attitudes and behaviors of individuals when using Moodle, Microsoft teams and Zoom platforms in terms of gender differences, machine knowledge, auto efficiency and motivation. In a study conducted in Ding Aixia and Dan Wang in 2011 the factors influencing Learner attitudes towards the mood and Moodle, Microsoft teams and Zoom platforms environment based on integrated Moodle, Microsoft teams and Zoom platforms system, the results of which show that Moodle, Microsoft teams and Zoom platforms's perception has a positive effect on its versatility in the management and management of knowledge and on the broadening of access to information. In addition, the integrated Moodle, Microsoft teams and Zoom platforms framework, which provides several multiplatform web-based resources, is based on the management of information.

The rest of this paper covers section two with related work, section three with research methodology including test population and sample population, results, questionnaire design and data analysis process, section four with R The students are sufficient to be consciously informed about Moodle, Microsoft teams and Zoom platforms and its relationship with their self-study and academic achievement.

2. Aim of the study

The overall aim of this analysis was to examine aspects that are critical for solving challenges in the area of e-learning education using Moodle, Microsoft teams and Zoom platforms platform during COVID-19 pandemic from the perspective of students. Three different research goals were met.

- First to examine the general e-learning behavior of students during COVID-19 pandemic.
- Second, examine the association between these attitudes and other relevant student context influences, such as class, age, previous computing experience, digital technology attitudes and learning style during COVID-19 pandemic.
- Third, to discuss the main benefits and drawbacks of Students of e-learning during COVID-19 pandemic and its relation to self-study and academic achievement.

This research analyzes the degree of Moodle, Microsoft teams and Zoom platforms and its relationship to self-study and academic achievement among students. An initial sample of 450 students using methodological methods. The key elements of the approach covered by this report. The collection and response rate of data, population and sample analysis, the production of questionnaires and statistical techniques are discussed below.

3. Methodologies



A survey was developed, reviewed by experts and scholars, and piloted prior to implementation with a sample of the target audience. This online survey was done. Pre-survey e-mail notes, invites and survey confirmation were sent to approximately 720 students graduate and undergraduate. The survey was available for one week on the internet. This led to 450 surveys completed, with a response rate of 62.5 percent. with true response rate of 100% (because of using required field option).

3.1 The Participants:

The characteristics of the participants are summarized in Table 1, As seen, the total sample was distributed relatively similarly by gender (52% female and 48% male). students are divided into two groups of undergraduates and graduates of various schools. The online questioner form used has been checked for random samples. The equal opportunities to be chosen as a subject also were granted to every element of society. Out of 30,000 University of Jordan graduates, the quota has been determined using a representative sample of 250 students.

Table 1. Participant Characteristics

Gender		
	Male	48%
	Female	52%
Student Rank	4th Year	27%
	3rd Year	22%
	2nd Year	25%
	1st Year	26%
Major		
	Scientific	57%
	Humanities	43%
Prior awareness of e-learning Pltoforms (Moodle, Microsoft teams and Zoom)		
	Yes	92%
	No	8%
Prior experience completing an Elearning course	Yes	82%
	No	18%
Prior experience completing a web-based course at another platforms	Yes	43%
	No	57%

The survey contains two parts; the first Part of the questionnaire used to obtain demographic data. The second Part has questions students are preparing to assess knowledge of e-learning using Moodle, Microsoft teams and Zoom platforms, while other questions are measuring factors influencing students ' understanding of using Moodle, Microsoft teams and Zoom platforms elements in education. Assessment by respondents of the Moodle, Microsoft teams and Zoom platforms's efficacy in the educational process. Students ' e-learning usage issues. The number of disciplines covered in e-learning. The amount of time students has spent on e-learning. Activities / tasks that participants perform directly in the e-learning environment. Students ' view on the use of e-courses in the learning process. And assessment of the impact of e-learning on self-study and motivation by the respondents

3.2 Data collection



Data collected through Google form questionnaire and a questionnaire guide were given to students. 250 questionnaires were provided by a random sample of graduates and undergraduate students, and all questionnaires were completed and evaluated using the google questioner and SPSS software. This is because the required questionnaire can be completed in a short time and any questions can be answered online with ease. The questionnaire can be selected.

For the static analysis, consistency analysis and regression analysis, SPSS was used for the collection of data from the respondents. The Cronbach alpha calculation was used for the test questionnaire accuracy. A value in excess of 0.7 is very consistent. The value for all Cronbach alpha paragraphs is higher than 0.7, indicating acceptable study test values, reasonable quality range of 70% and perfect for people above 80% (Sekaran , 2003). A number of observations were used for the purpose of explaining descriptive statistics, in order to give people a sense of the fundamental characteristics of the data. Frequency, average, standard deviation and simple linear regression test are the most common descriptive used for data analysis for model building.

4. Results

The results clearly show that respondents are very conscious of the use of Moodle, Microsoft teams and Zoom platforms. In the educational process of the university the vast majority of students studied the Moodle, Microsoft teams and Zoom platforms components.

The students' understanding of Moodle, Microsoft teams and Zoom platform's application and the efficiency of Moodle, Microsoft teams and Zoom platform's application in education is defined in Table 1. This indicates that the vast majority of students agree that e-learning is a requirement now, and in the future, and will become an integral part of the educational process, leading to modern models of education, interaction and IT (97%).

Yet despite the high expectation of e-learning students, just under half of the students surveyed agree that the full time use of Moodle, Microsoft teams and Zoom platforms is inappropriate (a total number of 67.3%), and smaller participants than 1% see negative use of Moodle, Microsoft teams and Zoom platforms in the university's education process. Results show that the majority of those who have participated in the study, by means of online courses (98 percent), are ready to learn (or have already studied).

Table 2. The awareness of students towards the use of elements of Moodle, Microsoft teams and Zoom platforms in the teaching process (at rates, in percent)

Statement	Yes	No
Moodle, Microsoft teams and Zoom platforms Helps you turn to additional educational material	83.8%	16.7%
Moodle, Microsoft teams and Zoom platforms enhanced The educational process by enhancing the communication between the teacher and the student	80.7%	19.3%
Working with the electronic course is a valuable of time and useful	84.2%	15.8%
the quality of the Moodle, Microsoft teams and Zoom platforms course match today's level of education.	90.2%	9.8%
Moodle, Microsoft teams and Zoom platforms can replace laboratory, practical with a lot of practice and lecture	82.2%	17.8%

eLearning platform in your university is inconvenient to handle	72.3%	27.7%
eLearning can be used in all subjects	70.3	29.7%
In eLearning The quantity and quality of the knowledge obtained does correspond to the spent Time	90.5%	9.5%
Moodle, Microsoft teams and Zoom platforms provide access to teaching materials and assignments in 24/7 mode,	92.3%	7.7%
There is a need now, and in the future for eLearning, and it will become an integral part of the educational process	85.4%	14.6%
eLearning Is expedient for what I study	88.6%	11.4%
Allows you to more effectively organize learning process	81.4%	18.6%
Allows the use of modern teaching resources	89.7%	10.3%
Increases the level of my ICT competencies	88.1%	11.9%
Corresponds to modern models communication and work with information	83.1%	16.9%
I am ready to be trained (already trained) with using Moodle, Microsoft teams and Zoom platforms courses	92.2%	7.8%
Use of Moodle, Microsoft teams and Zoom platforms elements in full-time educational form not preferable	71.3%	28.7%
I prefer using of Moodle, Microsoft teams and Zoom platforms elements as partially with educational method	86.4%	13.6%

It was demonstrated that 89.7% of participants saw that Moodle, Microsoft teams and Zoom platforms permits them to use modern teaching skills and increases their ICT skills by a rate of 88.1%. Studies have shown that eLearning corresponds to modern communication models and operates with 88.1 percent frequency. And 83.8 percent see that Moodle, Microsoft teams and Zoom platforms is helping them get further training. Nearly all the participants showed they were prepared to be taught (ready trained) with high-rate Moodle, Microsoft teams and Zoom platforms courses of 92.2%. Nevertheless, the study results have shown that the use of Moodle, Microsoft teams and Zoom platforms is perceived to be additional or extra work for a 65.1% participant.

The results indicated that the participants agreed that eLearning is needed now and in future and will be part of the educational process at 85.4%. It also showed that the majority of participants agree that eLearning is relevant for their studies and allows them to coordinate the learning process more effectively.

Some participants find that using Moodle, Microsoft teams and Zoom platforms components in their full-time learning process is not optimal at a rate of 71.3% and prefer to be implemented as a part-time approach with an 86.4% level of traditional education. 80.7 per cent agree that Moodle, Microsoft teams and Zoom platforms has improved learning by improving contact between teachers and students, while 84.2 per cent feel it's a valuable time and a useful thing to work with technology. And 65.7% see that eLearning is appropriate for all subjects.

The results showed that the qualities of the Moodle, Microsoft teams and Zoom platforms course suit the educational level of today at 84,2%. And 61.5% see Moodle, Microsoft teams and Zoom platforms as able to replace laboratory, realistic that had a lot of tests and study. 72.3 percent of your University's eLearning program look uncomfortable to treat. 65,7% of participants see that eLearning can be used in all subjects and 84,2% see that the amount of knowledge gained in eLearning is the amount that is invested.

Table 3. The relation of Moodle, Microsoft teams and Zoom platforms and its effect to self-studying and academic achievement

Statements	Yes	No
e-learning using Moodle, Microsoft teams and Zoom platforms contributes to make my learning faster.	82.5%	17.5%
When I study online using Moodle, Microsoft teams and Zoom platforms alone I remember things better.	82.6%	17.4%
I am relieved to know that I will be studying online alone.	83.2%	16.8%
I love my online work more when I do it on my own without any help from others.	85.5%	14.5%
I don't face difficulties in answering online exams	84.6%	85.4%
I have good relations inside and outside the university and e-learning positively affected my relations.	82.8%	17.2%
In Moodle, Microsoft teams and Zoom platforms I can understand the lessons easily.	87.4%	12.6%
Moodle, Microsoft teams and Zoom platforms gave increased my ability to manage time of studying.	87.0%	13.0%
In Moodle, Microsoft teams and Zoom platforms I have the ability to solve my homework using online resources without the need of any help from anyone.	79.7%	20.3%
e-learning using Moodle, Microsoft teams and Zoom platforms increased my motivation for studying	88.8%	11.2%
e-learning using Moodle, Microsoft teams and Zoom platforms increased my Self-learning and made me study by myself and I can achieve progress suitable for my ability.	82.6%	17.4%
When I study alone using Moodle, Microsoft teams and Zoom platforms I remember lessons better.	81.7%	18.3%
e-learning using Moodle, Microsoft teams and Zoom platforms contributes to making learning enjoyable.	86.6%	13.4%
e-learning using Moodle, Microsoft teams and Zoom platforms contributes to make my learning faster.	84.5%	15.5%
e-learning using Moodle, Microsoft teams and Zoom platforms to improve their self-challenge	79.5	20.5%

Table 3 shows 81.1% of participants that e-learning with Moodle, Microsoft teams and Zoom platforms helps to improve the speed of learning and 82.6% of the students find that they remember details better while they are online training with Moodle, Microsoft teams and Zoom platforms alone. You can also see that Moodle, Microsoft teams and Zoom platforms 's participants are relieved to learn they are learning online alone, and 84.6 state that their response to Online Learning isn't difficult without support of 85.5 per cent and 83.2 percent.

The findings suggest that the majority of people can understand the lessons in the Moodle, Microsoft teams and Zoom platforms e-learning program, and their time management ability has been strengthened. The findings also show Moodle, Microsoft teams and Zoom platforms 's research motivation has improved by 88.8 percent and Moodle, Microsoft teams and Zoom platforms has improved its self-study, so that its skills are adjusted to 82.6. The results have been obtained. 82.7 better remember lessons for the students when they themselves study by e-learning and more enjoyable by e-learning with art 86.6. The results also demonstrate that many

participants feel able to remember more when studying online with Moodle, Microsoft teams and Zoom platforms alone and reassure themselves that they will be studying online. Table 3 also reveals that 79.5 participants found Moodle, Microsoft teams and Zoom platforms to be best for themselves.

5. Discussion

The objective of the study was to determine the students' opinions on the effectiveness of Moodle, Microsoft teams and Zoom platforms e-learning and its effects on self-learning and academic achievement.

Data review allows us to conclude that Moodle, Microsoft teams and Zoom platforms is special to the use of participants in the educational phase. Most students believe Moodle, Microsoft teams and Zoom platforms is important to all universities today and in the future and is going to be an integral part of the educational process. And Moodle, Microsoft teams and Zoom platforms is a tool for them to use for their education activities, so that Moodle, Microsoft teams and Zoom platforms can help them handle learning processes more effectively by using traditional learning resources as described in Moodle, Microsoft teams and Zoom platforms (ADEWOLE 2014).

The findings show that eLearning is useful in the context of study and relates to current prototype communication and information research, even though there are participants who do not want to use Moodle, Microsoft teams and Zoom platforms in full time but in part time or in conventional methods of learning.

Examination of the results has also found that most students are prepared to receive additional (ready-trained) educational materials via Moodle, Microsoft teams and Zoom platforms courses, and they are supported by Moodle, Microsoft teams and Zoom platforms. Moodle, Microsoft teams and Zoom platforms has been strengthened by increased communication between teachers and students and by engaging with the online curriculum in the recent process of Jordan Moodle, Microsoft teams and Zoom platforms. Moodle, Microsoft teams and Zoom platforms is now wide-ranging and effective and is a viable form of training for ICT development and increasing the level of ICT skills. The study findings showed that ICT students are more likely than students with low ICT skills to use their skills (Dr. inż. Colin and Dr. Barbara 2013).

Results showed that the quality of the Moodle, Microsoft teams and Zoom platforms curriculum reflects today's educational level and can be used in all topics and that the information obtained is not proportionate to the time spent. Participants in the University of Jordan can easily navigate Moodle, Microsoft teams and Zoom platforms method. Moodle, Microsoft teams and Zoom platforms offers access to instructional resources and events 24/7 for the vast majority of students

The results indicate that Moodle, Microsoft teams and Zoom platforms helps students develop their own self-study abilities and improves and encourages them to advance in line with their abilities. This develops their time management skills and motivates them to learn. It has been able to solve your homework through the use of online resources, and the majority of students tend to use Moodle, Microsoft teams and Zoom platforms for themselves, which helps them remember their lessons better and prefer to study at home with Moodle, Microsoft teams and Zoom platforms.

According to the respondents, however, the use of Moodle, Microsoft teams and Zoom platforms and good relations in and outside the school have had a positive influence on their friendships, making it more amusing to learn. According to (Nassoura, 2012), most students



had positive motivating and positive self-esteem attitudes towards Moodle, Microsoft teams and Zoom platforms.

The results indicate that Moodle, Microsoft teams and Zoom platforms prompted them to make an effort to learn how to concentrate. Most participants also do not want to work with Moodle, Microsoft teams and Zoom platforms colleagues to boost Moodle, Microsoft teams and Zoom platforms 's independence and learn to the maximum degree possible prior to the analysis. Nevertheless, the findings have shown that it is difficult to study with a community of men. So, when researching Moodle, Microsoft teams and Zoom platforms, they pause every now and then, make sure they understand what they are doing. The findings have also shown that people are happy to learn that they research online for themselves, and that other people benefit from their work online. However, the respondent doesn't find it difficult to answer online questions, can read lessons quickly and Moodle, Microsoft teams and Zoom platforms helps to improve learning and recall more by using Moodle, Microsoft teams and Zoom platforms alone on-line.

6. Conclusions

The results of the study and study show that e-learning using Moodle, Microsoft teams and Zoom platforms during COVID-19 pandemic is highly known to respondents and has a positive effect on their self-study and academic achievement. In general, high knowledge shows, in some degree, that Moodle, Microsoft teams and Zoom platforms has a major impact on students' actions. The reason is that Moodle, Microsoft teams and Zoom platforms was successfully implemented at the University of Jordan. And university students use Moodle, Microsoft teams and Zoom platforms to construct visual presentations, to submit papers and to look at topics for their assignments. Offer and connect with students online through the Moodle, Microsoft teams and Zoom platforms application. They work more efficiently and can have an impact on self-employment as a result of Moodle, Microsoft teams and Zoom platforms, as the findings demonstrate that students can rely on themselves more effectively. We may assume that students at the university typically have a clear understanding and are prepared to study with several courses on the Moodle, Microsoft teams and Zoom platforms platform.

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