Economic Students' Perceptions Towards Learning Management System (LMS)

Irene Brainnita Oktarin[1], Kristina Estisari[2], Tyas Desita Wengrum[3], Adhi Nurhantanto[4]

irenebrainnita.ib@gmail.com[1], kristinaestisari@gmail.com[2], tyaswengrum@umitra.ac.id[3], nurhartanto@umitra.ac.id[4]

STIE Gentiaras[12]
Universitas Mitra Indonesia[34]

Abstract

 The objectives of this study is to determine the perceptions of Economic students towards online learning by using Learning Management System (LMS). This study used qualitative descriptive method. The data was obtained by distributing questionnaires to 30 students in Management study program after completing 8 meetings learning process. The result of this study shows that (1) the use of Learning Management System (LMS) provides new experiences in online learning activities; (2) students can operate some features of Learning Management System (LMS) easily; (3) students use Learning Management System (LMS) because the learning process expects them to use it; (4) Learning Management System (LMS) is one of platform that can support online learning activities; (5) the use of Learning Management System (LMS) is because students classmates agree to use it; and (6) students can use Learning Management System (LMS) easily in carrying out online learning activities.

Keywords : students, perceptions, Learning Management System (LMS)

Introduction

The current industrial revolution 4.0 has led to unlimited technological developments. It can support online learning to run effectively so that the learning process can be carried out even though teacher and students are in different places (Verawardina et al., 2020). Online learning has also developed for a long time, especially for higher education, students are seen as having maturity and independence in the learning process so that able to carry out online learning. In addition, online learning is carried out as an alternative when face-to-face learning cannot be carried out directly but the learning process can run well and students can still study as usual (Herliandry et al, 2020). It is expected to be able to solve the problem of students' delays in acquiring knowledge and more flexible.

Some colleges that previously carried out face-to-face learning now also have to adapt to online learning models. Online learning can be done by utilizing internet, technology, and media. The advantages of using online learning are the teaching learning process can be independent and has high interactivity, can improve memory, can provide more learning experiences with video, text, audio, and animation which can all be used to convey information, and also can provide convenience in delivery, update content, download (Arnesti & Hamid, 2015). In addition, students can also send electronic messages to their peers, use chat rooms, exchange comments on discussion forums, and share video conference links that can be used to communicate face-to-face (Arnesti & Hamid, 2015). Online learning emerges as a learning alternative for students because it does not require them to be present in class. In addition, online learning can also encourage students to be more interactive and can create independence in learning. Whereas for lecturers the online learning process can have an impact on work professionalism due to changes in conventional face-to-face teaching styles. The online learning model also provides an opportunity for lecturers to be more efficient in providing assessments and evaluating the learning progress of each student (Zhafira et al, 2020).

Adaptations that can be applied in online or online learning (in networks) are by utilizing platforms in the form of applications, websites, social networks and Learning Management Systems (Gunawan et al, 2020). Learning Management System (LMS) is an integrated online learning management system, e-learning which does not just include teaching materials but is more comprehensive, e-learning which is able to accommodate the learning systems that regulate the roles of lecturers and students, e-learning which is use learning resources, learning management, evaluation system and learning monitoring. Learning Management System (LMS) contains the materials in pedagogical and professional competence, made with multimedia packaging (text, animation, video, sound), given as a supplement and enrichment for learner competence development (Munir, 2010). Fitriyani (2020) says that Learning Management System (LMS) is a developed information technology system to manage and support the learning process, to distribute the learning material, and to enable collaboration between lecturers and student. Through the Learning Management System (LMS) students can access the materials that are given by lectures, conduct discussions with lecturers through discussion forum, as well as access tasks that are given by the lecturer. Lecturers are also encouraged to make learning materials that more creative through videos that can be uploaded in Learning Management System (LMS).

Perception refers to the process of receiving stimuli in objects, qualities, relationships between symptoms and events, until the stimuli are realized and understood by individuals (Irwanto in Hammi, 2017). Perception is not just a sense but also an interpretation of experience, after the sensing process. The interpretation is insightful when it is used for certain purposes. Towards virtual-learning practices, students' perceptions are an expression of responses after having online learning experience. The perception might appear differently from every student due to different interpretations of each individual.

Some studies about the implementation of online-learning are flowering with various concerns like students' perception (Nasution & Ahmad, 2020; Rakhmanina, et. al, 2020; Agung, Sukartini, & Op, 2020), students' responses (Wargadinata, Maimunah, Rofiq, 2020; Krishnapatria, 2020), teacher strategies in using virtual platforms (Lestiyanawati, 2020), online-learning satisfaction (Basith, Rosmaiyadi, Triani, & Fitri, 2020). These studies are academic responses to the online learning seen from either student perspectives.

However, it seems that these studies have not discussed more specific on one platform such as the Learning Management System (LMS) which is used for online learning as well as specifically discussing online learning for Economics students. Therefore, this research was conducted to determine the perceptions of Economics students towards online learning by using Learning Management System (LMS).

Method

This is a qualitative descriptive study aiming at exploring the students' perceptions of online learning by using Learning Management System (LMS). A qualitative approach is a research method used to naturally examine objects' conditions where researchers act as a critical instrument (Sugiyono, 2016). Descriptive research is a study that systematically describes the facts and characteristics of the research population to collect detailed information and determine what the research subjects are doing in the face of naturally researched conditions without engineering (Sukmadinata, 2012).

The subjects of this study were 30 students of the Management Study Program at STIE Gentiaras Bandar Lampung in the 1st semester who had been completing 8 meetings learning process.

Data collection was carried out by distributing questionnaires with a total of 22 questions sent to students via WhatsApp messages. Students were asked to fill a questionnaire that was distributed after the learning process was carried out online. The questionnaire uses a five-point Likert scale, namely Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). The data obtained from the questionnaire is presented to determine the students' perceptions of online lectures using Learning Management System (LMS).

Data analysis from the results of this study used a qualitative interactive model which consisted of three phases, that are data reduction, data display, and drawing and verifying conclusions. First, the data reduction is the phase when collecting all the information needed from the results of the questionnaire and then grouping the data. Second, the data display, the phase of data exposure required in the study. Third, the phase of drawing and verifying conclusions is the interpretation of the research data and then drawn conclusions based on the phenomena that have been obtained (Saldana et al, 2014).

Findings and Discussion

From the results of questionnaire based on the performance expectancy criteria in using Learning Management System (LMS), 56.6% of students agreed that the Learning Management System (LMS) can make online learning activities easier. Then as much as 40% agreed that Learning Management System (LMS) is suitable to use in online learning activities. As many as 53.3% agreed that Learning Management System (LMS) provides many benefits in online learning activities. Then, 83.3% of students agreed that Learning Management System (LMS) provides a new experience in online learning activities. As many as 56.6% of students agreed that using Learning Management System (LMS) establishes more efficient communication between lecturers and students. Whereas 43.3% of students chose neutral if using Learning Management System (LMS) can increase the chances of successful learning that has been planned. Then as many as 53.3% of students agreed that information technology skills is important to be able to use Learning Management System (LMS). While 40% of students chose neutral that Learning Management System (LMS) can make the students being more creative in online learning. It shows that the performance expectations in using Learning Management System (LMS) has positive response because the highest percentage stated that many students agreed the using of Learning Management System (LMS) for online learning.

Then, the results of questionnaire based on the effort expectancy criteria in using Learning Management System (LMS). As much as 66.6% of students agreed that they can operate some features of Learning Management System (LMS) easily. Whereas 46.6% of students disagreed that using Learning Management System (LMS) can make learning activities more complicated. As many as 56.6% of students stated neutral that using Learning Management System (LMS) allowed them to complete several courses more effectively. These results show that the effort expectation criteria in using Learning Management System (LMS) is positive because students chose agree with a high percentage about the use of Learning Management System (LMS) for online learning.

Meanwhile the results of questionnaire based on the social factor criteria in using Learning Management System (LMS), the highest percentage shows that as many as 40% of students agreed that they use Learning Management System (LMS) because of the influence of other people. Whereas as many as 33.3% of students chose neutral when they use Learning Management System (LMS), there were several people who helped them in using it. Then 56.6% of students strongly agree that they use Learning Management System (LMS) because the learning process expects them to use it. It shows that students use Learning Management System (LMS) because of the influence of certain subjects that expect them to use Learning Management System (LMS).

The results of questionnaire based on the facilitating conditions criteria in using Learning Management System (LMS) show that 50% of students agreed to use Learning Management System (LMS) because they have the ability to use it. As much as 30% of students agreed to use Learning Management System (LMS) because the functions provided by Learning Management System (LMS) are in accordance with the needs of online learning activities.In addition, 66.6% of students agreed that Learning Management System (LMS) is one of platform that can support online learning activities. Then 56.6% agreed that the use of Learning Management System (LMS) suggested by lecturers is important to support their IT skill. These results show that the facilitating condition criteria of Learning Management System (LMS) has positive response because students state that Learning Management System (LMS) is one of the media that can be used to support activities in online learning.

Then, the results of questionnaire based on interest criteria in using Learning Management System (LMS). The highest percentage stated that as many as 33.3% of students chose neutral if they use Learning Management System (LMS) for online learning activities contiuosly. In addition, 40% of students also chose neutral with the statement that they use Learning Management System (LMS) because their classmates agreed to use it. These results indicate that the interest criteria in using Learning Management System (LMS) show less positive response because students prefer to be neutral in using Learning Management System (LMS) for online learning.

The results of questionnaire based on usage behavior criteria in using Learning Management System (LMS), the highest percentage stated that 46.6% of students agreed that they can use Learning Management System (LMS) easily in carrying out online learning activities. Then 40% of students chose neutral and 33.3% said they did not agree if Learning Management System (LMS) is confusing when the first time it was used. These results indicate that the usage behavior criteria in using Learning Management System (LMS) has positive response because students state that the Learning Management System (LMS) is easy to use and it is not confusing.

From the results of research data that has been carried out, it shows positive response from the perceptions of Management students towards the use of Learning Management System (LMS). It is known from each questionnaire item, the average percentage of student responses shows above 30%. This is in line with the statement of Fakhruddin et al (2022) that Learning Management System brings a lot of good and positive influence in teaching and learning conditioning and can be said to be effective in its use in Distance Learning. Moreover, Fitriyani (2020) states that Learning Management System applications such as Google Classroom, Edmodo, Moodle, and SEVIMA Edlink and LMS developed by universities as well as provided by the government are very useful as online learning media. By this LMS application, the learning and communication system continue to run properly by utilizing the facilities which available in the LMS application.

Therefore, there are some efforts to improve online education quality on an ongoing basis, among which is the need to improve the advice and infrastructure supporting Learning Management System. In addition, there is also the need to increase the capacity of the teacher who masters technology to support the implementation of online learning, and also the expansion of technology platform support for online learning activities as an effort to improve the insights implementation of online learning to face the rapid development of information and communication technology.

Conclusion

The results of this study indicate that the use of Learning Management System (LMS) provides new experiences in online learning activities (83.3%). Students agree that they can operate some features of Learning Management System (LMS) easily (66.6%). Students strongly agree that that they use Learning Management System (LMS) because the learning process expects them to use it (56.6%). Learning Management System (LMS) is one of platform that can support online learning activities (66.6%). The use of Learning Management System (LMS) is because students classmates agree to use it (40%) and students can use Learning Management System (LMS) easily in carrying out online learning activities (46.6%). From knowing student perceptions, it can be seen that Learning Management System (LMS) can be used as a learning media so that online learning can run smoothly. For further research, it can be done about the perception of the use of Learning Management System (LMS) for lecturers. So that the perceptions of both parties, that are educators and students, will be known.

References

Agung, A. S. N., Surtikanti, M. W., & Quinones, C. A. (2020). Students' Perception of

Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino. SOSHUM: Jurnal Sosial Dan Humaniora, 10(2), 225-235.

Arnesti, N., & Hamid, A. (2015). Penggunaan media pembelajaran online – offline dan

komunikasi interpersonal terhadap hasil belajar bahasa inggris. Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan, 2(1). doi: 10.24114/jtikp.v2i1.3284

Basith, A., Rosmaiyadi, R., Triani, S. N., & Fitri, F. (2020). Investigation of Online Learning

Satisfaction During COVID 19: In Relation to Academic Achievement. Journal of Educational Science and Technology (EST), 1(1).

Fakhruddin, A.M. , Putri, L., Sudirman, P.R. , Annisa, R., Berlian R. (2022). Efektivitas LMS

(Learning Management System) untuk Mengelola Pembelajaran Jarak Jauh pada Satuan Pendidikan. Jurnal Pendidikan Tambusai, 6 (2), 10026-10033.

Fitriyani, Yuni. (2020). Analisa pemanfaatan Learning Management System (LMS)

sebagai media pembelajaran online selama pandemi covid-19. Journal of Information System, Informatics, and Computing, 4 (2)

Gunawan, G., Suranti, N. M. Y., & Fathoroni, F. (2020). Variations of models and

learning platforms for prospective teachers during the covid-19 pandemic period. Indonesian Journal of Teacher Education, 1(2), 61–70.

Hammi, Z. (2017). Implementasi Google Classroom pada Kelas XI IPA MAN2 Kudus. Semarang.

Herliandry, L. D., Nurhasanah, N., Suban, M. E., & Kuswanto, H. (2020).

Pembelajaran pada masa pandemi covid-19. JTP - Jurnal Teknologi Pendidikan, 22(1), 65–70. doi: 10.21009/jtp.v22i1.15286.

Krishnapatria, K. (2020). From 'Lockdown'to Letdown: Students' Perception of E-learning amid the COVID-19 Outbreak. ELT in Focus, 3(1), 1-8.

Lestiyanawati, R. (2020). The Strategies and Problems Faced by Indonesian Teachers in Conducting e-learning during COVID-19 Outbreak. CLLIENT (Culture, Literature, Linguistics, English Teaching), 2(1), 71-82.

Munir. (2010). Penggunaan Learning Management System (LMS) di Perguruan Tinggi : Studi Kasus di Universitas Pendidikan Indonesia. Cakrawala Pendidikan, 29 (1)

Nasution, A. K. P., & Ahmad, N. Q. (2020). Student Perceptions of Online Learning during the Covid-19 Pandemic. Jurnal As-Salam, 4(2), 195–204. https://doi.org/10.37249/as-salam.v4i2.219

Rakhmanina, L., Martina, F., Halolo, F. B., Syafryadin, S., & Noermanzah, N. (2020). Students' Perception on Online English Learning during Covid19 Pandemic Era.

Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing, 3(2), 428-439

Saldana, Miles, & Huberman. (2014). Qualitative data analysis. Amerika: SAGE Publications.

Sugiyono. (2016). Metode penelitian kuantitatif, kualitatif dan r&d, Cetakan ke-24. Bandung: Alfabeta.

Sukmadinata, N.S. (2012). Metode penelitian pendidikan. Bandung: Remaja Rosdakarya.

Verawardina, U., Asnur, L., Lubis, A. L., Hendriyan, Y., Ramadhani, D., Dewi, I. P. Sriwahyuni, T. (2020). Reviewing online learning facing the covid-19 outbreak. Talent Development & Excellence, 12(3), 385–392.

Wargadinata, W., Maimunah, I., Eva, D., & Rofiq, Z. (2020). Student's responses on learning in the early COVID-19 pandemic. Tadris: Journal of Education and Teacher Training, 5(1), 141-153.

Zhafira, N. H., Ertika, Y., & Chairiyaton, C. (2020). Persepsi mahasiswa terhadap perkuliahan daring sebagai sarana pembelajaran. Jurnal Bisnis Dan Kajian Strategi Manajemen, 4(1).