

In-service ELT Teachers' Perception on Learning Management System (LMS) Implementation during Teacher Educational Education Program (PPG)

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ABSTRACT

LMS as learning management software has increasingly utilized to perform online classes mostly in tertiary level of education. Therefore, study is aimed to evaluate how in-service ELT teachers' perception toward Learning Management System (LMS) in online learning during their Teacher Professional Education Study Program (PPG). The total population of 26 in-service teachers was taken as the subject of the research. The methodology used in the study was descriptive quantitative which specified into survey research. The data finding of the study was gotten from 14 items questionnaire and one open-ended question, which were counted using mean value and percentage. From the study it was discovered that in-service PPG students had very good perception on the LMS implementation in online learning. The finding also revealed that the ICT integration in online learning was well-received.

Keywords: *ICT, Learning Management System, and online learning*

ABSTRAK

LMS sebagai sebuah aplikasi perangkat lunak dalam manajemen pembelajaran semakin banyak digunakan untuk melaksanakan kelas online, terutama pada tingkat pendidikan tinggi. Oleh karena itu, penelitian ini bertujuan untuk mengevaluasi bagaimana guru persepsi Bahasa Inggris dalam jabatan terhadap Learning Management System (LMS) dalam pembelajaran online selama program Studi Pendidikan Profesi Guru (PPG). Jumlah populasi sebanyak 26 guru dalam jabatan diambil sebagai subjek penelitian ini. Metodologi yang digunakan dalam penelitian ini adalah deskriptif kuantitatif yang dirinci dalam penelitian survei. Temuan data penelitian diperoleh dari 14 item kuesioner dan satu pertanyaan terbuka, yang dihitung dengan menggunakan nilai rata-rata dan persentase. Dari penelitian diketahui bahwa mahasiswa PPG in-service memiliki persepsi yang sangat baik terhadap implementasi LMS dalam pembelajaran daring. Temuan itu juga mengungkapkan bahwa integrasi TIK dalam pembelajaran daring diterima dengan baik.

Kata Kunci: *ICT, Sistem Manajemen Pembelajaran, pembelajaran daring*

INTRODUCTION

Rapid changes due to some global issues have evolved educational field as one of so many affected sectors. The major change happens to the transformation educational system, which suddenly shift from face to face activities to mostly online classes (Yudiawan et al, 2021). Due to covid-19 pandemic, almost all activities in teaching and learning were simplify and relied on the use of technology. Along with the pandemic, the blooming of 4.0 revolutions even fastens the digital development. As the result the internet use are increased, and the interactive media are massively spread. Whether this situation will bring more challenges or benefits, but the impacts are unavoidable.

From the bright side, the utility of technology, ICT, can support teaching and learning process better than the conventional ways. Pujilestari (2020) mentioned in her article, that ICT is beneficial since it can be used as teaching media, learning resources, and teaching approach. Nowadays, youtube, facebook, blogs, Instagram, google and many more are used both as media and learning resources to provide help for both teacher and students. Other examples of how useful technology is also shown as teaching approach like the implementation of TPACK (Technological Pedagogical Content Knowledge) as the based guidance on how the teaching and learning conducted. Yet, Indonesia is still at the beginning to explore numerous opportunities for the advancement and use of IT in education. The educational process has benefited greatly from the information supplied by computers with internet access as the primary media. Due to this condition, Pujilestari (2020) added in digital era, teachers' roles have changed as well, from transmitting knowledge to encouraging pupils' grow.

Following the Covid-19 outbreak, the Indonesian government announced to temporarily substitute conventional face to face meeting to online activities at both the secondary and higher levels. This decision gave rise to e-learning based platform, known learning management system (LMS) to educational institution like schools or universities manage their teaching and learning process. Mostly in university level, lecture materials online, are made accessible to any students who needs them, provided via the internet using the concept of LMS usage. The Teacher Professional Education Program (PPG), as one which affected by the situation, also shifted and applied LMS to carry out the training. To this day, particularly for the in-service teacher development program is still conducted as online learning. Since 2020 to this day, especially for in-service teacher program, both lecturers and tutors and students did fully online using LMS facilities that have been developed by the Ministry of Education and Culture. The online classes are also held using zoom, WhatsApp Group, and Google Meets (Shanie & Fahrurrozi, 2022).

The Teacher Professional Education Study Program (PPG) is an educational program designed to equip prospective teachers who have the ability and desire to become professional teachers while also understanding teacher skills. It is regulated in UUD No 14 in 2005 related to teachers and lecturer, and UUD No 12 in 2012. The main goal of this program is to produce qualified teachers in order to solve existed educational problems and to face the rapid globalization era (Haq et al., 2019). Therefore the implementation of the efficacy in online classes during programs must be evaluated. Further, the assessment findings can be utilized to improve the quality of future PPG implementations.

Some studies had been conducted to find the evaluation of online learning implementation. One of it form, Kafrawi, et al., (2021) in the investigation of PPG program in 2020 level of satisfactory found that is in good level, though some hindrances were found in LMS use. In addition, Rawan and Listyaningsih (2021) highlighted that online learning should be investigated deeper, from students' perception, so the most appropriate type of online learning for students can be identified. The two previous studies had explained how online

leaning were taken, but neither of them are focused on the investigation of the LMS use, as the platform to run the learning process itself. To fill this gap, this study is addressed to examine the use of LMS, specifically from PPG in-service students view point. Based on the problem presented above, the aims of the research are formulated to find out: 1) in-service ELT teachers' perception on the learning management using LMS, and 2) in-service ELT teachers' perception on the learning activities using LMS.

METHODOLOGY

This study was designed as descriptive quantitative research. The approach is a method of data analysis that involves summarizing or explaining the data that has been obtained in its entirety without the intention of drawing broad generalizations (Sugiyono, 2015). The descriptive analysis in the form of a survey technique was chosen because it is considered the appropriate for determining the phenomena occurring.

The study was conducted by including 26 total respondents; consist of English teachers who are currently in professional education program (PPG) batch II in 2022 in Bengkulu University. The random sampling was used to determine the sample of the populations.

Table 1. Characteristics of the Respondent

Criteria	Group	Total	Percentage
Age	21-25	0	0
	26-30	21	80.7%
	31-35	3	11.5%
	36-40	2	7.76%
	>40	0	0
Gender	Male	0	0%
	Female	26	100%
		N = 26	

The data of total respondent were obtained using questionnaire. There are 14 items of questionnaire divided in two sections, the perception on learning management and learning activities using LMS and one open question related to discover the type of LMS used. The instruments are adopted from Prisudan & Budiyo (2021) which had been validated using expert judgment validation. Likert scale using four options are applied for questionnaire's answer to range the satisfactions' level, mentioned as: Very Good (VG), Good (G), Fair (F), and Not Good (NG). The data finding were counted using data frequency and mean score, and interpreted using interval value range from 1 to 4 score value, from the least to the most higher indication of satisfaction.

FINDINGS AND DISCUSSION

Rindings

This study is aimed to find the perspective of in-service English teachers of PPG programs at University Bengkulu in 2022 in online learning using ICT. The focused of the finding in this study is categorized by the perception on learning management and leaning activities using LMS in online learning. From the questionnaire distribution, the data are presented as below:

Tabel 2. Learning Management in LMS

No Item	Assessment Aspect	Mean
1	The use of online platforms as online learning media adapts to the characteristics of lecture material	3.59
2	The efficiency of accessing storage and delivery of material, assignments, and exam questions in online learning	3.58
3	The relevance of the content offered by lecturers for each online lesson in relation to the Semester Learning Plan (RPS)	3.74
4	The clarity of assignments given by lecturers in online learning	3.56
5	The punctuality of the lecturers starting online learning (<i>ontime</i>)	3.72
6	The punctuality of the lecturers ending online learning (<i>ontime</i>).	3.67
7	The innovation of lectures when delivering material on online learning	3.25
Average		3.59

First result show by the finding on learning management category, which had seven items. The Table 2 shows the highest score on the assessment of in-service PPG students are shown by the item no 3, 3.74 points, followed by item no 3, 3.72 points with slightly below. The statement no 3 indicates that the content in online lesson are relevance to the semester learning plans they are given, it proved by the answer of 21 respondents who gave *Very Good* on the answer options. The item no 3, also implies that the lecturer are good time management. In contrast in the category of learning management the item no 7 is places the last compared to the other statements. It was supported by the answers of the respondents that was cited 18 chose the option *Good*, 4 respondents chose *Fair* option. These finding probably means that the lectures did not really concern of their variation of teaching. In general, the Table 2 is concluded as higher, which means the learning management in LMS implementation is very good.

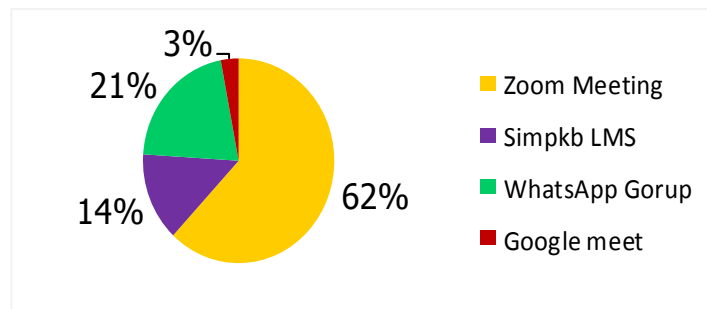
The second finding in this study is under LMS learning activities, which defined into seven items. Here are the results:

Tabel 3. Learning Activities in LMS

No Item	Assessment Aspect	Mean
8	Lecturers provide opportunities for students to ask questions and provide opinions during online learning	3.78
9	Lecturers respond to questions that arise during online learning	3.75
10	Online learning encourages students to actively participate in giving opinions during the learning process.	3.56
11	Online learning makes it easy to collaborate with fellow students	3.50
12	Online learning allows students to think more critically	3.81
13	Online learning makes students more independent in exploring information related to teaching materials	3.47
14	Online learning allows students to hear the delivery of material clearly	3.17
Average		3.55

The finding of the Table 3 shows more variation of mean score compare the previous category. It is revealed that the highest score is cited on the item no 12 followed by item no 8 and no 9. The highest score on the data is indication that in-service PPG students are developing more critical thinking during learning process. There are 19 respondents were noted choosing *Very Good* options, which might imply that the activities during the online class promoting problem-based solutions to encourage students think critically. The other two higher points seems to indicating that the classroom interaction among the in-service PPG students and lectures are very good. It showed from the statements that lectures provided students sufficient time asks and to answers the students' question. Meanwhile, the item 14 exposes different result, 3.17 mean score. The PPG students seem not able to provide clearer material delivery. It might be because online learning is relied on internet connections, therefore technical issue probably happened. Based on the general mean point, the in-service teacher of PPG students' on the learning activities in implementing LMS is classified as higher.

Below is the diagram showed the answer of open question which is aimed to find out the platforms used by the in-service PPG students.



The diagram displayed four applications used in LMS implementation during online classes in in-service PPG program. It shows that *Zoom Meeting* is the most frequent used platform to conduct the online classes. Followed by *WhatsApps Group*, and *SIMPKB LMS*, the last platform used is *Google Meet*.

Discussion

From the data finding the two research questions about the implementation of LMS in online learning have been answered. The first, in-service PPG students' perceptions toward in implementation of learning management higher level of satisfactions. The finding indicates that University of Bengkulu's lectures are very competent in teaching using online learning and are capable in organizing the class. The result for the questionnaire also presents the students' agreement to this statement. In the theory of of relationship between teacher-students in class, Wubble and Brekelmans (2005) said that lecturers have to interpersonal skill to be able to establish and effective environment that is not only limited to the ability to teaching. A successful implementation of teaching process is achieved by the active participation of the lectures, or teacher in properly designing conducting, and assessing (Tjabolo & Erwin, 2020; Wudayani & Erwin, 2021). Additionally, good classroom management techniques used by lecturers establish an environment in which students respond positively to learning, support one another, enjoy their own learning environment, and are willing to collaborate constructively with both lecturers and other students (Quarto & Arellino, 2015).

Secondly, from the finding the online learning activities in in-service PPG program are categorized to be very good. The result is proven by the higher interaction among the students and the lecturers. Moreover, the in-service PPG students agree the online learning activities

promote critical thinking skills for the students. The capacity of lecturers to engage with students during studying is critical for fostering a positive learning environment (Hassan et al., 2018). In the relation to the platform used in LMS, the online classes conducted using Zoom, for mostly material delivery from lectures and presentation, WhatsApps Group and SIMPKB LMS for mostly group discussion, meanwhile the use of Google Meet is the last frequent used since students and lecturers are more familiar with Zoom application. Herwin et al. (2022) explained that LMS did not affect students' satisfaction toward their learning, but rather supported online learning itself. Some studies also proved the benefits of LMS use in online learning, such as it is contribution to provide stable online learning regardless time and place (Rhode el al, 2017), and to encourage technological and pedagogical integration understanding and ICT utilization (Khan et al., 2017). To sum up, LMS is an online learning innovation that is utilized for knowledge building, competency evaluation, accomplishment monitoring, support for online social communities, communication tools, and crucial for security systems in online learning (Turnbull, 2019).

Compared to the previous study, there is more likely the similarity in findings than different result. Saputro & Susilowati (2019), discovered that LSM in professional teacher training showing great effectivity and support the learning process of PPG students. The same goes to the study by Prisuna & Budiyo (2021) about the effectivity of online learning in the implementation of LMS-Space, showing the learning and teaching process were effectively conducted. In term of positive perceptions, the total averages of the current study are higher in number compared to the two. This might be caused the improvement of the platform and the familiarity of the program so the integration of ICT in learning is well received by in-service teacher of PPG University of Bengkulu. On the other hand, Eric et al. (2021) in the investigation of University students' perception on LMS, specifically to promote self-regulated learning in online learning showed that it was underutilized. This happened due to the lack of feedback on students' progress, lack of interactions with course instructors and interaction among peers. Based on this result it can be concluded that, the current study showing progressive improvement on the technological integration in this country.

CONCLUSION

The study is purposefully done to investigate perception of in-service ELT teachers on the LSM implementation in Teacher Professional Education Study Program (PPG) of in University of Bengkulu. From the study it was found that they have positive attitude toward the implementation of ICT especially in LSM models, since platform like Zoom, Google Meets, WhatsApps, and SIMPKB LSM can be utilized in online learning. The indication of this finding by the answers given by the students, showed satisfaction on the category learning management and learning activity in the implementation of online learning using LMS. This might imply that online learning is well-adopt and integrated to the needs of globalization era. However, the finding of this study cannot be overgeneralized since there are limited time, subjects of the research, and source. So, the future study on this matter is still necessary.

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