Exploring The Lecturers' Needs of Lms-Based Instruction At The English Department

Nurdin Noni[1], Geminastiti Sakkir[2], Riny Jefri[3]
Universitas Negeri Makassar
Email: nurdinnoni@unm.ac.id

Abstract. This study focuses on the use of learning management system (LMS) as a web-based application that can be used by lecturers to manage and organize their courses, i.e. planning, implementing, evaluating, and giving feedback certain learning processes. This research aims at finding out the needs of English lecturers in implementing LMS-based online instruction. This research uses descriptive qualitative method. The respondents consist of the lecturers of the English Department of Universitas Negeri Makassar who have teaching experiences using LMS application in delivering their courses. The instrument used is a set of interview guide. The data collected through interview were analyzed through transcribing, classifying, and interpreting. The results of this study indicate that the lecturers need comprehensive training to understand the LMS features better. They believe this training will help them optimize the use of LMS in their teaching. In addition, increasing internet capacity and availability of hardware and software is needed. The development of interactive learning content through LMS is also considered important. In addition, institutional policies that support LMS use also play an important role. It ca be concluded that training, better technological infrastructure, and collaboration between lecturers are needed to effectively utilize LMS in their instruction.

Key words: LMS-based instruction, lecturer's need, English language learning

INTRODUCTION

Teaching English as a foreign language has been greatly influenced by advances in information and communication technology (ICT). ICT has triggered a transformation of the teaching of English as a foreign language in many aspects. ICT has shifted the face-to-face learning mode to e-learning. Covid-19 even forced lecturers to deliver lessons completely online. As a result, lecturers become accustomed to using ICT tools in their learning. However, lecturers are often faced with several problems, including limited knowledge of using various online learning platforms and applications and inappropriate pedagogical aspects of ICT use. In the context of English language teaching, English lecturers face challenges in integrating technology into the learning process (Ruangrong, et al., 2014). Some of the challenges are lack of technical support, limited accessibility and network connection, lack of teachers' competency, shortage of class time, and reluctance towards the use of ICT (Sari, Pertiwi, & Sunengsih, 2018; Raman & Yamat, 2014; and Ghavifekr, Kunjappan, & Ramasamy, 2016).

There are quite a lot of ICT devices available today, especially those that can be used to support learning activities. Some of these devices can be used in synchronous mode, such as *Zoom, Google Meet, Webex* and others in asynchronous mode. There are also ICT devices that can be used both synchronously and asynchronously. LMS (learning management system) is one of the platforms that fits the characteristics. LMS is an application that allows educational institutions to manage all aspects of the online learning process (Bouchrika, 2022). LMS is software used to deliver learning content and other resources to end users (students) (Hurix, 2023). LMS is a software application or web-based technology that is used to plan, implement, and evaluate certain learning processes (Brush, 2019). It has several features which enable synchronous and asynchronous learning modes, such as Moodle, Google Classroom, and Edmodo. These platforms have quite a variety of features to make them easier for lecturers to carry out their teaching deliveries. However, not all lecturers have sufficient knowledge and skills to use these tools in their teaching and learning process. A study shows that lecturers are not well prepared to operate LMS (Moodle) before they start implementing it in their teaching and learning process, especially during the COVID-19 pandemic. Institutions do not provide adequate training or provision to lecturers to truly facilitate their learning on an ongoing basis (Hebron, 2020).

Learning management systems (LMS), which offer a flexible platform for the management, delivery, and assessment of learning materials, have transformed education. These digital systems have become integral to both traditional and online learning settings, enabling lecturers to create, organize, and share content efficiently, while offering learners the flexibility to access materials and assessments at their own pace. LMS applications also facilitate real-time communication and collaboration, enhancing the overall learning experience. Furthermore, they enable institutions and organizations to track learner progress, analyze data, and adapt instruction accordingly. In today's increasingly digital and interconnected world, LMS plays a vital role in promoting accessible, personalized, and data-driven education, ensuring that learners have the tools they need to thrive in the 21st century.

LMS platforms have several advantages, including: (1) increasing student engagement and performance; (2) makes it easier to measure student progress at each stage of the learning process; (3) save lecturers' time in teaching; (4) enable students to learn according to their own abilities; and (5) save costs (CypherLearning, n.d.). Other advantages are: (1) the ability to monitor user progress and performance; (2) increased accessibility without geographic limitations; (3) the ability to customize online learning and learning experiences; (4) the ability to update learning modules and activities easily and efficiently; (5) the ability to ensure online learning and learning materials are distributed effectively; and (6) use of automation (Brush, 2019).

The integration of Learning Management Systems (LMS) has emerged as a transformative force. It has been reshaping how learning content is delivered and

consumed. In this regard, English language teaching (ELT) has also undergone profound modifications as a result of technology. As institutions around the world embrace LMS platforms like Moodle, Canvas, and Blackboard, the English Department, as a vital part of higher education, has witnessed a paradigm shift in instructional methods. However, for this shift to be not just efficient but also effective, it is crucial to place the lecturers at the forefront of this technological shift of learning process. This research endeavors to delve into the realm of the integration of LMS platform into the English language teaching (ELT) at the English Department. Specifically, this research aims to explore the needs of lecturers in implementing LMS-based teaching with the Moodle platform. By undertaking this exploration, we aim to not only gain insights into the dynamics of technology-driven pedagogy but also contribute to the enhancement of instructional strategies that align with the evolving demands of the contemporary ELT environment.

RESEARCH METHOD

This study uses a descriptive qualitative method. The variable studied, namely the needs of the English lecturers' in the implementation of learning management system (LMS) to support their teaching deliveries. The needs meant in this research is the needs that English lecturers expect to optimize their teaching and learning process which is related to software and hardware as well as ICT literacy in using LMS in their teaching deliveries. The respondents consist of the lecturers of the English Department of Universitas Negeri Makassar who have teaching experiences using LMS application in delivering their courses. The instrument used was an interview guide containing aspects related to the lecturers' needs in implementing LMS-based learning. Interviews were conducted both online via 'video call' and face to face. Data obtained from interviews were analyzed qualitatively. These data were transcribed first. Next, the data were classified based on the aspects investigaed. The next stage was data interpretation which was intended to analyze the data to obtain the required information.

RESULT AND DISCUSSION

Result

The data on the needs of lecturers in implementing LMS-based online learning (syam-ok) was obtained from interviews with lecturers which included aspects of the support needed by lecturers in optimizing LMS-based online learning, training/workshop needs, internet capacity, the need for staff who master the LMS Platform , development of interactive or multimedia learning content, availability and accessibility of technological devices, helpful LMS features, and institutional policies regarding the implementation of LMS-based online learning. The following is a table containing the points of questions asked to lecturers during interviews and a transcription of the summary of the interview results.

Table 1. *Transcription of lecturers' needs in implementing LMS-based learning*

No.	Transcription of leacturers' responses
1	1) We need workshops that ensures us know how to use all the LMS features. 2) Students need to be familiarized with the LMS.
2	We need training that trains us to use important features to support the learning of the courses we teach.
3	The internet network should also be expanded to reach all classrooms.
4	We hope that there will be staff specifically assigned to help us when we encounter problems in using the LMS.
5	We consider interactive learning content to be very necessary today. We need to be introduced and trained on how to develop interactive or multimedia learning content that can be used via LMS.
6	We view the availability and accessibility of technological devices, such as computers or internet connections, as a very important factor in supporting the implementation of online learning via LMS in English courses.
7	The features in the LMS that we think really help convey material more effectively and interact better with students are the file, assignment and Google Meet features. We don't know how important the other features are because we don't know how to use them.
8	In our opinion, one of the concrete steps from the institution that can help increase the implementation of LMS-based online learning is the requirement to upload RPS and SAP and fill in the evaluation assessment and meeting session plan formats in the LMS of Syam-ok. Our recommendation for improvements that can be made is the need for a manual book regarding the use of the LMS of Syam-ok and its features.

Based on the summary of the interview results above, the following is a description of each aspect related to the needs of lecturers in implementing LMS (syam-ok) based online learning in the FBS UNM English Department.

1. The need of support to optimize LMS-based learning: Lecturers said that they needed workshop activities that could equip them with the knowledge and skills to use all the features of LMS (Syam-ok). They also hope that students need to be given ICT literacy regarding the use of LMS (Syam-ok) features.

2. The need for LMS (Syam-ok) training/workshop: The training/workshop model they need is a training/workshop that thoroughly guides the lecturers to use the features of the LMS and is product-based. Regarding the schedule, the lecturers want the training/workshop to be carried out flexibly.

3. The need for internet capacity: The lecturers of the English Language Department consider that the internet capacity still needs to be increased. Apart from that, they

also hope that the internet network will be expanded so that it can reach all classrooms.

4. The need to develop interactive or multimedia learning content via LMS: Interactive learning content is one of the very important aspects to consider when using an LMS platform. Currently, lecturers often only upload learning materials to the *file* feature. They said that they needed to be introduced to and trained in how to develop interactive or multimedia learning content that could be used through an LMS. It is very rare for the lecturers to take advantage of the LMS (Syam-ok) features which can be used to develop online materials, such as Books, Lessons, Hot Pots and Interactive Content. Therefore, they suggest that if there is training, these features are included.

5. The availability and accessibility of technological devices: The technological devices in this regard are the hardware and software. According to the lecturers, the availability of hardware in the form of computers and LCD projectors is still very limited. Likewise, software in the form of the LMS (Syam-ok) application is sometimes difficult to access. Internet connection is still often slow.

6. The very helpful LMS features: The LMS features that are considered very helpful in delivering material more effectively and interacting better with students are files, assignments, and Google Meet. Perhaps they consider these important because these are the features they know about.

7. Policies of the institution regarding the use of LMS (Syam-ok): One of the favorable policies is the requirement for lecturers to upload their semester lesson plan (RPS) and learning contract (SAP) and fill in the evaluation assessment format in the LMS (Syam-ok). They recommended that a manual book be provided regarding the use of the LMS (Syam-ok) and its features which could help increase the implementation of LMS-based online learning.

Discussion

This section contains a discussion related to the results of the data analysis presented in the previous section which focuses on aspects of lecturers' needs in implementing LMS (Moodle) based online learning. It discusses the needs of lecturers in optimizing LMS-based learning. Lecturers stated that they needed support in the form of increasing lecturer capacity in the form of workshops or training activities that could equip them with the knowledge and skills to use most if not all of the LMS (syam-ok) features. This activity is important for several reasons, (1) Time and cost savings: using an LMS can save time because it can be accessed by lecturers and students anytime and anywhere and further saves costs because teaching materials can be downloaded for free by students and learning settings can be used repeatedly; (2) Consistent learning environment: LMS helps create a consistent learning environment through centralized content; (3) Simplify and revolutionize learning; and (4)

Assessment and evaluation: LMS provides opportunities for lecturers to assess and evaluate student performance (Edly, 2021; ProProf, 2023; Bradley, 2021).

The explanation above indicates the need for training/workshops on LMS (Syam-ok) to be held. It is further explained that the training/workshop model they need is the one which offers thorough practices on the use of the LMS features and is product-based which means that the participants of the training are demanded to produce products in the forms of preparing materials, providing exercises and assignments, activities, and using other LMS features. Regarding the schedule, the lecturers expect that the training/workshop will flexibly be carried out according to the agreement and available time of the participants. This can be understood as lecturers have different activities so they need scheduling that can accommodate their needs.

The internet bandwidth capacity still need to be increased. The lecturers found that at certain times the internet network is difficult to access. Apart from that, they also hope that the internet network will be extended to reach all classrooms. Expanding internet network access is really needed so that it can reach all places used by lecturers and students to carry out learning activities.

It is also desperately needed to produce interactive or multimedia instructional materials via LMS. When utilizing an LMS platform, one of the most crucial things to take into account is the interactive learning content. At the moment, instructors frequently post just course materials using the *file* feature. They claimed that in order to create interactive or multimedia learning materials that could be used with an LMS program, they specifically required to become acquainted with and trained in the use of LMS. Additionally, the data demonstrates how infrequently lecturers use the LMS (Syam-ok) features that may be used to create online resources like books, lessons, interactive content, and hotpots. As a result, they recommend to include the LMS features in any training provided.

Additionally, LMS features that are considered very beneficial in delivering material more effectively and interacting better with students are files, assignments, and Google Meet. It is very possible that this consideration is given because they are familiar with these features. The lecturers who possess the necessary skills to utilize these features ought to be able to impart knowledge to lecturers who lack such skills. In order to maximize the utilization of the LMS in their learning activities, both parties must be able to work collaboratively.

CONCLUSION

This section contains conclusions regarding lecturers' needs in implementing LMS-based online learning. Based on the result and discussion in the previous section, it can be concluded that the lecturers expect comprehensive training in order that they can better understand the LMS features. They articulated that this training will help them optimize the use of LMS in teaching delivery. In addition, increasing internet capacity and availability of hardware and software is badly needed. The development

of interactive learning content through LMS is also considered important. The lecturers who have more experiences in using LMS platform can collaborate with those who are unfamiliar to maximize the use of it. Institutional policies that support LMS use also play an important role in enhancing students' learning and target language acquisition. Therefore, it can be affirmed that comprehensive training, better technological infrastructure and facilities, and collaboration among lecturers are needed to effectively disseminate LMS in teaching and learning process.

ACKNOWLEDGMENT

REFERENCES

Bouchrika, I. (2022, September 26). *Learning Management Systems for Education: Features, Benefits, and Challenges*. Retrieved from Research.com: https://research.com/software/learning-management-systems-for-education

Brush, K. (2019). *Learning Management System (LMS)*. Retrieved from TechTarget: https://www.techtarget.com/searchcio/definition/learning-management-system

CypherLearning. (n.d.). *Cypher Learning*. Retrieved from https://www.cypherlearning.com/what-is-an-lms

Ghavifekr, S., Kunjappan, T., & Ramasamy, L. (2016). Teaching and Learning with ICT Tools: Issues and Challenges from Teachers' Perceptions. *Malaysian Online Journal of Educational Technology, 4*(2), 38-57. Retrieved from https://files.eric.ed.gov/fulltext/EJ1096028.pdf

Hebron, N. A. (2020). *University Lecturers' Perspectives of Moodle Usage in Teaching Postgraduate Modules: A Case Study of the School of Education.* Thesis, University of Kwazulu-Natal.

Hurix. (2023). *Understanding the Use of LMS in Education*. Retrieved from hurixdigital: https://www.hurix.com/use-of-lms-in-education/

Raman, K., & Yamat, H. (2014). Barriers Teachers Face in Integrating ICT. *The Malaysian Online Journal of Educational Technology, 2*(3), 11-19. Retrieved from https://files.eric.ed.gov/fulltext/EJ1086402.pdf

Ruangrong, P., Jirawongphong, P., Manyum, W., Somyarone, W., Muendetch, S., & Srisurat, C. (2014). Educational Technology vs Thai Teachers in 21st Century. *Panyapiwat Journal, 5*(1), 195-207.

Sari, S. N., Pertiwi, I., & Sunengsih, S. (2018). The Advantages and Challenges of ICT Integration in EFL. *Proceedings of the Tenth Conference on Applied Linguistics and the Second English Language Teaching and Technology Conference* (pp. 352-358). SCITEPRESS – Science and Technology Publications, Lda. doi:10.5220/0007167203520358