CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1   Conclusion

The purpose of this study is to explore the application of Learning Managements in the learning process at the English Language Education Study Program of Widya Mandala Surabaya Catholic University, more specifically, this study is to find out: (i) what kind of Learning Management System have been used so far, (ii) why the lecturers prefer certain kind of Learning Management System, (iii) how the lecturers use the Learning Management System in the learning process, and (iv) to what extent the lecturers use the facilities provided in the Learning Management System. In total of 19 lecturers, from the scaling age of 31 up to 61 years, were participating in this study as the respondents by filling out the online questionnaire distributed in a link provided. Then, the answers of the questionnaire were analyzed. As previously presented, the findings of the study shows that in regard with the types of Learning Management System, the lecturers of the English Language Education Study Program of Widya Mandala Surabaya Catholic University mostly preferred to choose a non-commercial open-source LMS (Bella/Moodle) with the main reasons being that Moodle is easier to operate and also provides complete facilities to conduct teaching and learning process. It is in line with the suggestions given by Ülker & Yılmaz (2016) concerning important issues to be considered in choosing a proper LMS.

Furthermore, all the lecturers used Learning Management System in their learning process at that time, due to the pandemic season of Covid-19. There is a Learning Management System called Bella which is officially used by all the lecturers in the teaching and learning process at the English Language Education Study Program of Widya Mandala Surabaya Catholic University. However, before Bella was officially used by the lecturers, they had used other kinds of LMS (such as Schoology, Google Classroom, Edmodo, Moodle, and Nicenet). According to the lecturers, they preferred Bella because this LMS provides more complete facilities and interfaces, besides it is easy to use. Basically, the lecturers used the LMS to take the students' attendance, make announcements, give materials, conduct teaching and learning activities (giving instructions and conducting discussion), give the students assignments, collect the students' assignments, and give feedbacks to the students. However, the extent to which the lecturers used the facilities (tools) provided in the LMS to conduct at the teaching and learning activities varied. For example, "Attendance" tool was rarely used by the lecturers due to their unfamiliarity with this tool. Instead they used "Forum" to take the students' attendance. "Chat" and "Announcement" were also rarely used; they preferred to use "Forum", WhatsApp group, and emails to make announcements. For discussion they often used "Forum" and WhatsApp group.

Besides using the LMS as the basic platform the lecturers basically used other applications in conjunction with the LMS, such as WhatsApp group, Zoom, Google Meet, YouTube, and emails. All the lecturers put the course materials in the LMS from which the students could get the materials. In giving instructions,

assignments, scores, and feedbacks, most of the lecturers used the LMS (in combination with other applications), yet there seemed to be one lecturer using the LMS simply for distributing the course materials, and "feedbacks" were seldom given through the LMS. In regard with "survey", "questionnaire", and "self-reflections', these activities were rarely done by the lecturers using the LMS, and some of them even never gave "self-reflection" activity. "Score" and "gradebook" provided in the LMS were also seldom used by the lecturers.

In conclusion, during this Covid-19 pandemic season, it is difficult to hold education face by face. However, it does not end the process of learning. As suggested by Moallem (2015) several settings of e-learning to support teaching activities in this modern era. Learning Management System is one of the media to help conducting online teaching learning activities.

5.2 Suggestions

The suggestions are addressed to some parties. The first is for the Department and the lecturers of the English Language Education Study Program of Widya Mandala Surabaya Catholic University. The second is for future research related to the application of Learning Management System.

5.2.1 Suggestion for the Department and Lecturers

Referring to the findings of this study, it is recommended that lecturers should be aware to the use of LMS which could help the learning process in this era. According to Landsberger (as cited in Chen & Almunawar (2019) the function of LMS in higher education are classified as: 1) A course-organizing

tool, a replacement to a traditional syllabus, course materials and testing tools; 2) A dynamic tool to facilitate the process of learning, such as synchronous and asynchronous discussion groups; 3) A space to enhance student collaboration through forum or chat provided in the Learning Management System. There exist some features to help managing the learning system from the instructor to the learners, such as providing useful tools to make announcement, check the attendance list, create a Forum, make Quizzes, make Questionnaire, create Survey, give feedback, score the students work, and share URL link to the students. These functions could be found within Learning Management System.

Another suggesstion is for Department. Based on the findings, there few times the official LMS provided by the department was unstable. It is suggested that the Department prepare high capacity bandwidth to operate the LMS, while trainings for the lecturers to make sure that they know about the features of the LMS well is also important to perform teaching learning activities to the fullest using LMS. To get clear assumption about the use of LMS in the learning process, the Department can distribute questionnaire to see the students' perception on it.

5.2.2 Suggestion for Future Studies

It is suggested that the future study be conducted exploring any difficulties which appear to the instructors either while making, distributing, or conducting the teaching learning activities. Besides, since this study involved only how the lecturers applied the LMS in the learning process, it is also beneficial to find out the perception of the students who used it. Hopefully, kind of research like that could improve the way of teaching learning activities using LMS conducted.

REFERENCES

Chen, C. K., & Almunawar, M. N. (2019). Cloud Learning Management System in Higher Education, (September 2015), 29–51. https://doi.org/10.4018/978-1-5225-7473-6.ch002

Chiu, T. K. F., & Hew, T. K. F. (2018). Factors influencing peer learning and performance in MOOC asynchronous online discussion forum. *Australasian Journal of Educational Technology*, *34*(4), 16–28. https://doi.org/10.14742/ajet.3240

Goh, W. W., Hong, J. L., & Gunawan, W. (2014). Exploring Lecturers' Perceptions of Learning Management System: An Empirical Study Based on TAM. *International Journal of Engineering Pedagogy (IJEP)*, *4*(3), 48. https://doi.org/10.3991/ijep.v4i3.3497

Hariri, M. M. (2013). Effective use of LMS (Learning Management System) in teaching graduate geology course at KFUPM, Saudi Arabia. *Proceedings - 2013 4th International Conference on e-Learning Best Practices in Management, Design and Development of e-Courses: Standards of Excellence and Creativity, ECONF 2013*, (May 2013), 342–347. https://doi.org/10.1109/ECONF.2013.27

Jokinen, P., & Mikkonen, I. (2013). Teachers' experiences of teaching in a blended learning environment. *Nurse Education in Practice*, *13*(6), 524–528. https://doi.org/10.1016/j.nepr.2013.03.014

Kasim, N. N. M., & Khalid, F. (2016). Choosing the right learning management system (LMS) for the higher education institution context: A systematic review. *International Journal of Emerging Technologies in Learning*, *11*(6), 55–61. https://doi.org/10.3991/ijet.v11i06.5644

Kintu, M. J., Zhu, C., & Kagambe, E. (2017). Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. *International Journal of Educational Technology in Higher Education*, *14*(1). https://doi.org/10.1186/s41239-017-0043-4

Koohang, A., Riley, L., Smith, T., & Schreurs, J. (2009). E-Learning and Constructivism : From Theory to Application E-Learning and E-Learning Design What is Constructivism ? *Elearning*, *5*, 91–109. Retrieved from http://www.mendeley.com/research/elearning-constructivism-theory-application-elearning-elearning-design-constructivism/

Lloyd-smith, L. (2010). Exploring the Advantages of Blended Instruction at Community Colleges and Technical Schools. *Learning*, *6*(2), 508–515. Retrieved from http://jolt.merlot.org/vol6no2/lloyd-smith_0610.htm

Moallem, M. (2015). The Impact Of Synchronous And Asynchronous Communication Tools On Learner Self-Regulation, Social Presence, Immediacy, Intimacy And Satisfaction In Collaborative Online Learning.

The Online Journal of Distance Education and E-Learning, *3*(3), 55–77.

Ruíz, A. A. B. (2015). *Handbook of Research on Educational Communications and Technology*. (J. M. Spector, M. D. Merrill, J. Van Merrienboer, & M. P. Driscoll, Eds.) (Third Edit, Vol. 3). Taylor & Francis Group. Retrieved from http://repositorio.unan.edu.ni/2986/1/5624.pdf

Ülker, D., & Yılmaz, Y. (2016). Learning Management Systems and Comparison of Open Source Learning Management Systems and Proprietary Learning Management Systems. *Journal of Systems Integration*, 18–24. https://doi.org/10.20470/jsi.v7i2.255