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ENGLISH EDUCATION STUDENTS' EXPERIENCE IN USING LEARNING MANAGEMENT SYSTEM

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Abstract

This research was conducted to investigate students' experiences with using the features in the Learning Management System (LMS). The subjects of this research are fourth-semester students from the English Education Study Program at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Palu. This research uses descriptive qualitative methods. The instruments used were questionnaires, interviews, and observation checklists. Questionnaires are used to guide researchers in administering questionnaires to students or subjects. Furthermore, the interviews are used to strengthen the results obtained from questionnaires administered to students by researchers. The final instrument is an observation checklist. The researchers conducted observations on students directly in the classroom and outside the classroom. The research results show that the LMS features most frequently used by students are the notification feature, the assignment upload feature, the attendance list feature, the search feature, the change account feature, and the 'My Class' feature. Meanwhile, there is a student response to the current LMS display, namely that it needs to be improved for the convenience of future LMS users.

Keywords: Students' experiences, learning management systems, English education.

BACKGROUND

As time passes, the development of digital technology continues to advance. It makes it easier to do many things quickly (Ebadi & Asadi, 2022). Distance is no longer a problem (Rannastu-Avalos & Siiman, 2020). Time is used more for practical things. The world feels smaller, and space no longer seems distant because of technology.

Digital technology plays a vital role in enhancing the efficiency and effectiveness of learning in educational institutions (Haleem et al., 2022). With digital technology, the learning process becomes more interactive and exciting for students. Various online learning platforms enable students to access learning materials flexibly, both inside and outside the classroom.

Additionally, digital technology allows collaboration between teachers and students through various applications and platforms, thus expanding the space for discussion and understanding. Haleem et al. (2022) state that digital technology can help teachers produce learning materials, allowing them to spend more time with students. Meanwhile, Anggraeny (2020) argues that learning with technology can make it easier for students to understand and deepen their learning concepts, thereby increasing their enthusiasm for learning, as the material presented captures students' attention. It also facilitates the use of more diverse learning media, such as videos, animations, and simulations, to help students better understand complex concepts. Thus, digital technology not only increases learning accessibility but also enriches students' educational experiences.

In education, various technologies are used to improve the learning experience (Al-Labadi & Sant, 2021). Computers and

software have become essential tools in the educational process, serving both learning, research, and administrative purposes. The internet provides instant access to educational resources from around the world, while e-learning utilizes online platforms to offer courses, learning videos, and discussion forums. Learning Management Systems (LMS) facilitate online learning by managing learning materials, assignments, and student progress. Augmented Reality (AR) and Virtual Reality (VR) offer interactive and immersive learning experiences, while mobile applications provide easy access to learning materials at any time and from anywhere. Artificial Intelligence (AI) is utilized to tailor learning to individual student needs and deliver personalized feedback. Applications such as Google Classroom and Edmodo are also used in education. All of this reflects the ever-expanding role of technology in changing how we learn and teach. For the sophistication of digital technology created by humans, educational institutions utilize digital technology facilities as systems to input data, manage data, automate processes, and many other purposes. One of them is the Learning Management System (LMS).

LMS is a digital technology-based software designed to manage and deliver learning content in educational institutions, organizations, and companies. According to Sumardi (2021), a Learning Management System (LMS) is software used for administrative purposes, documentation, finding materials, reporting activities, and providing training materials for online teaching and learning activities that are connected to the internet. LMS provides a variety of tools to facilitate services such as uploading and sharing teaching materials, hosting online discussions, chatting, administering quizzes and surveys, and generating reports.

Educational institutions have implemented Learning Management Systems (LMS) in both private and state universities. This system enables lecturers to plan learning, input learning materials, manage student learning activities, create attendance lists, track student absences, and perform various other tasks (Veluvali & Surisetti, 2022). Apart from making it easier for lecturers to plan the online learning process, it also enables students to access learning content from anywhere and at any time.

In Central Sulawesi, especially in the city of Palu, several institutions have used the Learning Management System. One of the institutions is Universitas Muhammadiyah Palu. The Learning Management System used at Universitas Muhammadiyah Palu is called Si-elok. Although it has a different name from other institutions, its function is similar.

Si-elok, the Learning Management System (LMS) at Universitas Muhammadiyah Palu, was created in 2019. However, it has been actively utilized by students since 2020. Although it has been used for almost four years, this system has yet to be evaluated from the students' perspectives. In response to the situation, the researcher aims to investigate the students' experiences with using the Si-elok Learning Management System (LMS). This investigation aims to assess students' satisfaction with learning through Learning Management Systems (LMS).

LITERATURE REVIEW

Learning Management System (LMS)

Universities and schools use several applications as the media for learning. They are Google Classroom, Edmodo, Schoology, Moodle, etc. Individual teachers and lecturers typically use Google Classroom. Edmodo and Schoology are intended for teachers in school to create an online classroom. Moodle, an online learning management system (LMS), was designed to enable educational institutions to create private websites featuring courses that

extend learning and can be utilized by teachers and lecturers.

Teachers and lecturers can utilize Learning Management Systems (LMS) for various purposes. Putra et al. (2020) explain that LMS is a term for an online system that is applied to manage online classes, such as providing materials and evaluations, checking the progress achieved by students in working on materials and tests, interacting audio-visually with students, and various other learning activities that are integrated into the system. Apart from that, LMS also makes it easier for students to access content and lecture materials.

Due to the existence of LMS, difficulties related to time and distance are alleviated. Students can access syllabi, learning materials, discussion rooms, and follow-up quizzes provided by the lecturers. Moreover, all these activities are performed from their cellular phone.

Challenges in Using LMS

LMS has the advantage of helping universities to manage data. It has also become an essential tool for learning in the digital era. Additionally, it offers various benefits, such as flexibility, efficiency, and ease of learning.

However, using LMS also gives several challenges for users in higher education. Regita (2023) explains that instructors often face several challenges or problems, such as:

a. Data Integration Issues
   This challenge arises when combining data from the Academic System (SIAKAD) with the Learning Management System (LMS). These two systems have different data formats, making data synchronization complicated and time-consuming.
b. Difficulty Entering Grades and Attendance
   Lecturers must update grades and attendance in two places because the Learning Management System (LMS) must still be well-connected to the academic information system. It increases the workload and wastes lecturers' time.
c. Implementation of Payment Policy
   Sometimes, students who still owe tuition fees can still access exams or learning materials. This occurs because the LMS is not designed to limit access based on student payment status.
d. Technical Difficulties and Adaptation
   Technical challenges and difficulty in adapting are often the primary problems associated with using an LMS. An unstable internet connection or limited devices can be an obstacle. Additionally, adapting new technology can also take time.

The Advantages and Disadvantages of Using LMS

The use of Learning Management Systems (LMS) has significant advantages. For example, with LMS, we can learn anytime and anywhere, according to students' needs. Teachers can also monitor students' progress and provide feedback quickly. However, there are also drawbacks. Some people have difficulty accessing the LMS due to unstable internet or inadequate devices. Several ways can solve those problems. Firstly, improving internet access and secondly, providing printed books or offline platforms. Thirdly, training on the use of LMS can help reduce technical issues. In an article by anynomous (2021), there are lists of advantages and disadvantages of using LMS. They are explained as follows.

a. The Advantages of LMS
   1. Economics: Utilizing Learning Management Systems (LMS) in schools is more cost-effective compared to monthly student tuition fees, such as SmartSchool from MySCH.id, which costs only Rp 2,000 per student per month.
   2. Time-efficient: LMS ensures smooth scheduling of lessons, even when teachers and schools have other agendas.

3. Easy Material Management: Learning materials on LMS are easy to organize and locate.
4. Flexibility: LMS can be accessed from anywhere, avoiding missed lessons.
5. Engaging Learning: Various learning media, such as images, animations, and videos, make learning more engaging.
6. Independent Learning: LMS encourages students to learn independently through mobile access.
7. Documentation: All teaching and learning activities are digitally documented.
8. Easy Administrative Management: Administration can be handled digitally, avoiding paper stacks.
9. Convenient Interaction: Interaction via mobile devices makes students more comfortable and expressive.
10. Technology Education: LMS provides an opportunity to educate students and parents about the beneficial use of technology.

b. The Disadvantage of LMS
1. Requires internet access to access learning materials on the LMS, yet not all areas in Indonesia have extensive internet coverage.
2. Reduces direct interaction between teachers and students as well as among students, which can impact the psychological aspects of social interaction.
3. Requires devices such as computers, laptops, or smartphones, which not everyone possesses.
4. Requires parental guidance for the use of mobile devices and the internet to prevent technology misuse by teenagers or younger children.

In summary, although LMS has many benefits, accessibility challenges must be overcome so that everyone can benefit from it.

METHOD OF THE RESEARCH

This research employed a qualitative descriptive design. Sugiyono (2016) explains that qualitative descriptive is a research method based on postpositivist philosophy used to investigate natural object conditions (as opposed to experiments) where the researcher acts as the key instrument, data collection techniques are performed through triangulation (combination), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning over-generalization. The research aims to describe students' experiences using the Si-elok Learning Management System (LMS) in the English Education Study Program of the Teacher Training and Education Faculty at Universitas Muhammadiyah Palu.

FINDING AND DISCUSSION

The researchers collected three types of data: questionnaires, interviews, and observations. The researcher then gave the questionnaire to the students. After conducting the questionnaire, the researcher conducted interviews with the lecturers. Then, the researcher carried out the observations.

Findings

Questionnaire Results

The questionnaire was administered to 11 fourth-semester students of the English Education Study Program. The responses to the questionnaire items are summarized in the tables below.

The following table presents data on how students use the Learning Management System (LMS), their primary reasons for using it, where they typically access the LMS, their actions when encountering problems, and their suggestions for future LMS improvements based on questionnaire responses.

Table 1. Student LMS Usage Patterns

Questionnaire Item	Response Category	Percentage of Students	Number of Students (out of 11)
1. LMS Usage Frequency	Only during class/material provided by lecturers	36.4%	4
	Directly use LMS when lecturers ask	63.6%	7
4. Primary Reason for LMS Usage	When the internet quota is still a lot	0%	0
	Only during the lecture, not used anymore	36,.4%	4
	Just when I finish the task and then upload it	63.6%	7
16. Location of LMS Usage	At home	18.2%	2
	In the classroom	36,.3%	4
	In the gazebo	45.5%	5
17. Seeking Help for LMS Problems	Not asking and looking for information	0%	0
	Directly ask the lecturer	100%	11
18. Suggestions for LMS Improvement	No suggestions	18.2%	2
	Suggestions for improving the LMS in the future	81.8%	9

Table 1 indicates that a majority of students (63.6%) use the LMS directly when instructed by lecturers, while a smaller group (36.4%) uses it only when material is provided or during class. The primary reason for usage is that 63.6% of students use the LMS specifically for completing and uploading tasks. Students most frequently use LMS in the gazebo (45.5%), followed by the classroom (36.3%). Notably, all students (100%) seek help directly from lecturers when facing LMS problems. Furthermore, 81.8% of students expressed suggestions for future improvements to the LMS.

The following table presents students' perceptions of the Learning Management System (LMS) 's appearance, design, and speed, including their preference for the current or previous interface, as gathered from questionnaire responses.

Table 2. Student Perceptions on LMS Display and Performance

Questionnaire Item	Response Category	Percentage of Students	Number of Students (out of 11)
2. Perceived LMS Appearance & Access Speed	Accessing it was slow	18.2%	2
	The current LMS appearance makes students feel constrained	27.3%	3
	Understand LMS easily, and the lecturer provides instructions	54.5%	6
11. Preference for LMS Display	Disappointed with the current LMS view	0%	0
	Preferred current LMS appearance compared to before	27.2%	3
	Preferred the appearance of the previous LMS	72.7%	8
12. LMS Speed	Option B (specific unknown option)	0%	0
	LMS speed was excellent	18.2%	2
	Chose answers A and B (specific unknown options)	81.8%	9

Table 2 shows that 54.5% of students find the LMS easy to understand, especially with lecturer instructions; however, 27.3% feel constrained by its current appearance, and 18.2% experience slow access. A significant majority (72.7%) expressed a preference for the previous LMS appearance over the current one. Regarding LMS speed, 81.8% of students selected options suggesting good speed.

Next, a table presents students' experiences and perceptions related to downloading learning materials, online attendance, the effectiveness and utilization of various Learning Management System (LMS) features (including calendar, search, and profile editing), and their use of the English mode within the LMS.

Table 3. Student Perceptions on Learning Material and Features

Questionnaire Item	Response Category	Percentage of Students	Number of Students (out of 11)
3. Material Download Difficulty	Material is rigid to download	0%	0
	Still confused	36,.4%	4
	Understand material is very easy to download	63.6%	7
5. Online Attendance Experience	Lecturers usually do not have active online attendance	0%	0
	Lecturers provide a short duration of deadline	45.5%	5
	Sometimes, online attendance does not work properly	54.5%	6
6. Effectiveness of LMS Features	Features in LMS are easy to learn	0%	0
	Not effective because the feature is still less good	18.2%	2
	It is very effective because the information is conveyed online	81.8%	9
7. Feature Utilization	Used all features of LMS	0%	0
	Not all features are used	27.3%	3
	Have not studied all features; too many features	72.7%	8
8. Calender Feature) Usage	I have seen it but never tried to use it	9.1%	1
	It was never used because students had not studied this feature	90.9%	10
9. Search Feature Interest/Usage	I am less interested in the features of the LMS	9.1%	1
	Never been taught by a lecturer using the search feature	18.2%	2
	Very helpful when searching for data quickly	72.7%	8
10. Profile Editing Usage	Use this feature to help me change my profile and my data	54.5%	6
	never used it because I do not know and have never been taught to use this feature	54.5%	6
15. Use English mode	Do not use English mode	9.1%	1
	Automatic English due to the phone language setting	36,.4%	4
	Use Englihs mode to enrich my English vicabulary	54.5%	6

This table indicates that 63.6% of students find learning materials easy to download. For online attendance, a significant portion (54.5%) reported issues with it not working correctly, and 45.5% noted the fast pace of deadlines. A substantial majority (81.8%) found the LMS features very effective due to their online information delivery capabilities. However, 72.7% acknowledged that they had not studied all the features. The search feature was highly valued by 72.7% of students, while 90.9% had never used the calendar feature because it was not taught to them. Regarding profile editing, responses were split evenly, with 54.5% using it and 54.5% never using it due to lack of knowledge or instruction. Lastly, 54.5% of students use the English mode feature to enrich their English vocabulary.

The following table illustrates students' perceptions of whether the Learning Management System (LMS) contributes to the improvement of their English language skills based on questionnaire responses.

Table 4. Impact of LMS on English Language Skills

Questionnaire Item	Response Category	Percentage of Students	Number of Students (out of 11)
14. LMS Improvement in English Skills	LMS did not improve their English language skills	9.1%	1
	LMS helps students' English language skills	90.9%	10

This table clearly shows that a large majority of students (90.9%) believe the LMS helps improve their English language skills, while only 9.1% indicate that it does not.

Interview Results

Interviews were conducted with four lecturers (LK, RP, DA, and IM) on May 28th and 29th, 2024, to gather data on their experiences with students' LMS usage. The interview process was recorded and documented.

- *Question 1 (LMS Operation Instruction):* Lecturers LK, DA, and RP did not

explicitly teach LMS operation, as students had taught it in the first semester. Lecturer IM stated that students were informed about LMS usage in their initial lecture contract.

- *Question 2 (Student Problems with LMS):* Lecturers LK, RP, and IM reported that students frequently asked about problems such as attendance and assignment uploads, and they provided solutions to these issues. Conversely, Lecturer DA stated that students never experienced problems.
- *Question 3 (Main Difficulties for Students):* Lecturer LK identified unstable internet networks or quotas as the main difficulty. Lecturer RP noted that students often forgot to access the LMS or register attendance, and she always reminded them. Lecturer DA maintained that students had no difficulties. Lecturer IM explained that new students struggled with adapting to the Learning Management System (LMS), especially those in remote areas, and lecturers provided them with assistance.
- *Question 4 (Lecturer-Student Interaction on LMS):* All lecturers (LK, RP, DA, IM) confirmed interaction with students on the LMS, including providing materials, assigning tasks, and communicating via the chat feature.
- *Question 5 (Assignment Submission Timeliness):* Lecturers RP and DA observed that students consistently uploaded assignments on time. Lecturers LK and IM noted that some students uploaded on time while others were inconsistent.
- *Question 6 (Ease of Student LMS Use):* Lecturers RP and DA believed students used the LMS efficiently. Lecturer IM stated that it was not easy initially, but they helped students understand it better. Lecturer LK was unsure about students' ease of use.
- *Question 7 (LMS Usage Location):* Lecturers LK and RP stated that students used the LMS in the classroom. Lecturer DA observed usage in the classroom and at home. Lecturer IM reported that students used LMS whenever necessary.
- *Question 8 (LMS Features Taught by Lecturers):* Lecturers LK and RP did not teach LMS features to students. Lecturer DA mentioned that students commonly used features connected directly to YouTube. Lecturer IM taught "blue bottom features" such as Zoom, Documentation, and Link features that connect to Google Drive and other links.
- *Question 9 (Attendance List Filling Consistency):* Lecturers IM and DA stated that students consistently filled in the attendance list and were constantly reminded. Lecturers LK and RP noted inconsistency, possibly due to forgetfulness or unstable networks.
- *Question 10 (Frequency of Student LMS Usage):* Lecturer LK noted that students used the LMS when they were active during lectures. Lecturers IM, RP, and DA stated that students often used the LMS, for example, to fill attendance lists and enter lecture notes.

Observation Results

Observations were conducted both in the classroom and outside to understand their behavior and comprehension regarding LMS usage. Observations were conducted on all the students studied. The result is shown in the following table. It presents observed student activities when interacting with the LMS, including their use of the English mode and various features such as learning materials, assignment uploads, search, and notifications, along with their usage patterns.

Table 5. Observed Student Activities on LMS

Activities Observed	Percentage of Students
Students use the English mode	90.9%
Students use the learning material features (my courses)	100%
Students use the assignment upload feature	100%
Students use the calendar feature	0%

Students use the search feature	72.7%
Students use the change profile feature (edit profile)	45.5%
Students use the information feature (notification)	100%
Students use the attendance feature	100%
Students use the LMS only when learning is taking place	100%
Students access LMS anywhere and anytime	100%

Observations revealed that a very high percentage of students (90.9% or higher) consistently engaged with core Learning Management System (LMS) functions. Specifically, 100% of students utilized learning material features, assignment upload, notification, and attendance features and accessed the LMS only when learning was taking place or anywhere and anytime. A notable 90.9% used English mode. While the search feature was used by 72.7% of students and the change profile feature by 45.5%, the calendar feature was not used by any observed students (0%).

Discussion

This research explored the experiences of English Education Study Program students at Universitas Muhammadiyah Palu in using Learning Management System (LMS) features. The findings, derived from questionnaires, interviews, and observations, shed light on student interaction with the LMS, perceived difficulties, and its impact on their learning.

The questionnaire results indicated varied student engagement with the Learning Management System (LMS). While a majority (63.6%) directly used the LMS when instructed by lecturers, a significant portion (36.4%) only used it during class or when material was provided. This suggests a reactive rather than proactive engagement for some students. The user interface presented some challenges, with 27.3% of students finding the current Learning Management System (LMS) appearance constraining; however, 54.5% found it easy to understand, especially with the support of lecturer instructions. Notably, a significant portion (72.7%) preferred the previous LMS appearance, indicating a potential area for improvement in the current design. Issues with internet connectivity and speed were also apparent, with 18.2% experiencing slow access and 81.8% agreeing that the LMS speed was good (implying some issues for the remaining students).

Regarding content accessibility, 63.6% of students found the materials easy to download, while 36.4% were still confused. This could be influenced by external factors, such as internet stability, as highlighted by lecturer LK, who identified unstable internet networks or quotas as the primary difficulty for students. Student usage patterns also varied; 63.6% used the LMS primarily to finish and upload tasks, while 36.4% used it only during lectures and not afterward. Online attendance presented its challenges; 54.5% reported that it sometimes did not work correctly, and 45.5% noted that deadlines for online attendance were too fast. This aligns with lecturers LK and RP's observation that students inconsistently filled out attendance, possibly due to forgetting or unstable internet connections. However, lecturers IM and DA reported that students consistently filled in the attendance list, and they always reminded students to do so.

The perceived effectiveness of LMS features was largely positive, with 81.8% finding it very effective due to its capabilities for online information delivery. The most frequently used features identified in the research were notification, assignment upload, attendance list, search, changing account, and 'My Class' features. Observation results confirmed that 100% of students use learning material features, assignment upload, and notification features. The search feature was beneficial for 72.7% of students in quickly finding data, contrasting with 18.2% who had never been taught to use it. This highlights the importance of comprehensive instruction on

all available features. While 72.7% of students acknowledged not having explored all features due to their number, 90.9% had never used the calendar feature because they had not studied it. Interestingly, 100% of students indicated they directly asked lecturers for help when facing LMS problems.

Lecturer interviews provided further insights. Lecturers LK, DA, and RP indicated that students had already learned how to operate the Learning Management System (LMS) by the end of the first semester. At the same time, Lecturer IM explained that initial lecture contracts covered the usage of the LMS. Most lecturers (LK, RP, IM) confirmed that students asked about problems such as attendance and assignment uploads, reinforcing the need for ongoing support. Lecturer IM also noted that new students faced adaptation difficulties, especially those in remote areas with limited access, and lecturers would provide assistance. All interviewed lecturers interacted with students on the Learning Management System (LMS) by providing materials and assignments and communicating via chat. Lecturers RP and DA reported that students were committed to uploading assignments on time, while LK and IM observed inconsistency in timely submissions from some students. The ease of use varied among lecturers' perceptions; RP and DA found it easy for students, IM noted initial difficulties but provided help, and LK was unsure.

Previous research consistently emphasizes the benefits and challenges of LMS implementation in education. For instance, Anggraeny (2020) highlighted the importance of learning technology in primary education, and Putra et al. (2020) discussed Learning Management Systems (LMS) as a digital learning medium. The findings regarding internet connectivity issues and adaptation difficulties resonate with challenges identified by Regita (2023) concerning LMS usage in higher education. Similarly, the observation that students mainly use the LMS for specific tasks, such as uploading assignments, aligns with studies suggesting that students often leverage the LMS for their most immediate needs (Sumardi et al., 2021). The student preference for a previous Learning Management System (LMS) display and the suggestion for improvement are consistent with the idea that user interface and experience are critical for effective adoption, as highlighted by Irawan (2019) in their work on service quality.

The impact of the LMS on English learning is mainly positive. A significant 90.9% of students believed the LMS helped their English language skills. This suggests that despite the technical and usability challenges, the platform generally serves as a valuable tool for language acquisition. The ability to access learning materials, submit assignments, and receive notifications through the Learning Management System (LMS) likely facilitates consistent engagement with English content and tasks, thereby supporting the development of skills. The fact that 54.5% of students use English mode to enrich their English vocabulary further supports this positive impact.

Furthermore, the LMS provides a structured environment for independent learning and practice, which is crucial for language learners. The features enabling material access and assignment submission allow students to reinforce classroom learning at their own pace and convenience. While some students only use the LMS when prompted, the overall positive perception of its contribution to English skills suggests that even reactive engagement can lead to beneficial learning outcomes, especially when lecturers provide clear instructions and support. The consistent use of English mode by a majority of students also suggests a direct application of the LMS for language enhancement, extending beyond merely content consumption.

CONCLUSION AND SUGGESTION

Conclusion

This study examines the experiences of students in the English Education Study Program at Muhammadiyah University of Palu, utilizing a Learning Management System (LMS). The findings indicate that while the majority of students (63.6%) use the LMS directly as instructed by their instructors, a smaller group is more reactive in its use. Students generally face challenges related to the interface design, which is perceived as limiting (27.3%) and slow internet connectivity issues (18.2%). A strong preference (72.7%) for the previous LMS interface indicates the need for a redesign. Although learning materials are generally easy to download (63.6%), online attendance features often malfunction (54.5%) with short deadlines (45.5%), which is also confirmed by instructors' observations regarding inconsistent attendance submissions.

LMS features are considered very effective (81.8%) in delivering information online, with notifications, assignment uploads, attendance lists, searches, and "My Classes" being the most frequently used features. Observations confirm that 100% of students utilize learning materials, assignment uploads, and notifications. The search feature is beneficial (72.7%), but there are indications that not all features are comprehensively learned or taught. Lecturers are generally aware of the technical issues and adaptation problems experienced by students, especially those in remote areas, and they interact actively with the Learning Management System (LMS). Finally, key findings indicate that the majority of students (90.9%) perceive the LMS as helping to improve their English language skills, which is reinforced by the use of the English mode by 54.5% of students to enrich their vocabulary.

Overall, the LMS at Muhammadiyah University Palu has been an effective tool in supporting English language learning; however, there is still room for significant improvement in technical aspects, interface design, and training in the use of features to optimize the learning experience for students.

Suggestion

Based on the findings and conclusions of this study, here are some suggestions that can be made:

- Improvements to the User Interface and System Stability: LMS administrators are advised to consider student feedback regarding the LMS display, which is perceived as limiting, and their preferences for the previous display. Optimizing the user interface design can improve comfort and learning experience. In addition, efforts should be made to improve system stability, especially the online attendance feature, which is often problematic, and ensure faster access for all students.
- More Comprehensive Training and Socialization of LMS Features: Although students are familiar with the basics of the LMS, many features remain unexplored (72.7%), such as the calendar feature, which is not used at all. Lecturers or the IT team need to organize more comprehensive training sessions or guides on the functions and benefits of each LMS feature, especially for new students and those who may not have been taught certain features (e.g., the search feature).
- Improved Infrastructure and Technical Support: Given that internet connectivity and data quotas pose significant challenges for students, universities should consider upgrading their campus network infrastructure or providing adequate internet data quotas if online learning remains a significant component. Responsive and accessible technical support mechanisms are also crucial, given that 100% of students directly ask their instructors when they encounter problems.
- Optimization of Language Learning Support Features: Given the positive impact of LMS on English language skills

(90.9% of students reported benefits) and the use of the English mode to enrich vocabulary (54.5% of students), LMS developers or lecturers can further optimize features that directly support language acquisition. This could include integrating dictionary features, interactive exercises, or additional language learning resources within the Learning Management System (LMS).

- Strengthening Instructor Communication and Consistency: Instructors can improve consistency in reminding students about online attendance and assignment deadlines, given the observed inconsistencies. Clear and consistent communication from instructors will help students manage their use of the Learning Management System (LMS) more effectively.

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