**GAUGING LMS AS AN EFFICACIOUS LEARNING MEDIUM:**

**THE CASE OF *STUDI INDEPENDEN VOKASI DIGITAL EKSPOR FESYEN DAN PRODUK KREATIF***

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***Abstract****. The present study examined the efficacy of Learning Management System (LMS) as a popular digital platform in supporting the online learning process, particularly in the context of export-related material delivered in English. The study specifically aimed to explore students’ perceptions of how effectively LMS facilitates their understanding and engagement in the learning activities. A quantitative research method was adopted in this study, using a structured questionnaire to gather relevant data from 45 participants who were voluntarily selected. These participants were involved in an export learning program that integrated English as the medium of instruction.*

*The findings indicated that learners generally held positive perceptions toward the implementation of LMS. They appreciated its accessibility, flexibility, and ease of use in navigating course materials. However, several critical aspects still require improvement. For example, the quality of the learning modules needs enhancement to make the content more interactive and relevant. Furthermore, the learning process should be designed in a more engaging and motivational way to improve students’ focus and learning outcomes in an online environment.*

***Keywords:*** *Gauging, LMS, Efficacious, Learning Medium.*

**Abstrak**. Penelitian ini mengkaji efektivitas Learning Management System (LMS) sebagai platform digital populer dalam mendukung proses pembelajaran daring, khususnya dalam konteks materi ekspor yang disampaikan dalam bahasa Inggris. Studi ini secara khusus bertujuan untuk mengeksplorasi persepsi mahasiswa terhadap seberapa efektif LMS dalam memfasilitasi pemahaman dan keterlibatan mereka dalam aktivitas pembelajaran. Metode penelitian yang digunakan adalah kuantitatif dengan menggunakan kuesioner terstruktur untuk mengumpulkan data dari 45 partisipan yang dipilih secara sukarela. Para partisipan ini mengikuti program pembelajaran ekspor yang mengintegrasikan bahasa Inggris sebagai bahasa pengantar.

Temuan menunjukkan bahwa meskipun ada persepsi positif mengenai penerapan LMS dalam mendukung proses pembelajaran online mereka, beberapa aspek masih perlu ditingkatkan. Misalnya, modul yang disampaikan selama kelas online perlu ditingkatkan, dan proses pembelajaran yang memotivasi perlu diterapkan agar siswa dapat memberikan perhatian lebih pada proses pembelajaran.

**Kata Kunci**: Mengukur, LMS, Berkhasiat, Media Pembelajaran.

**INTRODUCTION**

Admittedly, online learning is currently touted as more efficacious than face-to-face learning (Saliman et al., 2023; Udin et al., 2022; Yu, 2022). The emergence of the online learning model gained recognition during the COVID-19 outbreak, when students were forced to learn without the presence of teachers (Calamlam et al., 2022; Putri et al., 2021).

As one of the learning media supporting the online learning model, the Learning Management System (LMS) is believed to help improve the learning process (Fibriasari et al., 2023; Paradise et al., 2021; Zainuddin et al., 2019). Watson and Watson's findings on the importance of LMSs, for instance, identified that LMSs could affect several learning variables, including a positive trend in teachers' teaching systems and better student performance (Alenezi, 2018).

Previous research by Sumardi et al. (2021) showed a positive perception of the Learning Management System (LMS) as a learning medium, as indicated by the evaluation of experts in media, materials, and potential users (teachers and students), resulting in a very high level of feasibility (more than 88%). These results suggest that the LMS has great potential to support online learning, which is particularly important during the pandemic.

A study by Prasetya (2021) highlighted the use, testing, and feedback features of an English as a Foreign Language (TEFL) LMS in Indonesia. The results provide an initial overview of how the LMS is used and what features are considered necessary by English language teachers.

LMS in English learning or the classroom contributes some positive impacts, such as increasing their independent work, English skills, productivity, and ICT skills (Apoko, 2022). Omika (2023) further elaborates that students who participated in the LMS learning process tended to achieve higher accomplishments. Specifically, 84.3% of the students accomplished high grades.

Unlike the above studies, the present study examined the role of LMS in supporting the English-language export learning program. In summary, the analysis of the present study highlights the role of LMS in the learning process, where English serves as a medium for learning to support the export learning program conducted by Lacorre. So far, scholars have suggested that English is not only used as a means of communication but also as a learning medium for instruction (Lin & Lei, 2021; Richards & Pun, 2023). Therefore, researching LMS in catering the Export on-learning process instructed in English provides more nuances as the nature of English as a means of communication and language for teaching instrument differs.

The researcher established two central research questions to maintain a clear research direction. They are:

1. What are the independent study program participants' perceptions of LMS as learning media?
2. What are the independent study program participants' perceptions of LMS as a medium to cater to the learning process conducted in English?

**LITERATURE REVIEW**

***Media In Language Learning***

Media plays a crucial role in boosting learners' motivation by fostering an enjoyable atmosphere (Hikmah, 2019). The present study adopted the definition of learning media from Brinton (2001, as cited in Alamsyah, & Harjono, 2020) which defines that any tool can be used for learning media, for the sake of teaching process, for example, replica, toys, or the other teacher-made material, or even the most expensive one such as video cassette, TV, and Laboratory program. From this concept, it can be interpreted that learning media is anything used to support the students’ learning process. Additionally, Winarni et al. (2020) highlight the key functions of learning media, emphasising their role as an effective tool for the learning process. They are considered integral to learning, seamlessly integrated with objectives and subject matter. Furthermore learning has been proven to be important in supporting the learning process, these media play a crucial role in making the learning process more engaging and stimulating (Saputri, 2020) as well as helping individuals access relevant and necessary information (Ghofur, 2022). Ultimately, learning media provide educators with an invaluable alternative for increasing student participation during teaching and learning activities (Zaman & Listiadi, 2022). This is especially true with the integration of information technology, which not only addresses technical learning challenges and serves as a medium, but also tackles substantial learning issues by acting as a teaching resource and promoting computer literacy in Indonesia (Supianti, 2018).

***Learning Management System -LMS***

A Learning Management System (LMS) is software that implements the concept of electronic learning, as mentioned by Andari (2022). In addition, research from Abazi-Bexheti et al. (2018) revealed a positive relationship between student and instructor use of the LMS. However, Alturki & Aldraiweesh (2021) argue that an LMS is an ideal approach to fostering student dedication to educational content, including topics such as sustainability. In line with this, Restianto et al. (2022) found that LMS quality positively impacts perceived ease of use and user satisfaction. Not only that, but the quality of knowledge in the LMS also positively affects the perceived ease of use and satisfaction with the LMS. Ultimately, perceived ease of use and LMS satisfaction significantly influence intention to continue using the system.

***Types of LMS***

Current technological advancements have significantly bolstered online learning applications, primarily through the widespread adoption of Learning Management System (LMS) platforms Mufidah et al. (2022) Consequently, virtual classrooms are increasingly supplanting traditional physical ones, leading to a surge in the popularity of e-learning (Xu, 2023)

According to Raza et al. (2021) numerous LMS examples are utilised across educational institutions globally, including prominent platforms such as Moodle, WebCT, Blackboard, and Desire2Learn (as cited in Iqbal, 2011; Waheed et al., 2016). Furthermore, online courses are commonly implemented on diverse e-learning platforms such as Schoology, TalentLMS, Canvas LMS, Docebo, iSpringLearn, Brightspace, and Absorb LMS (Shurygin et al., 2021). Notably, in Indonesia itself, according to Irfan et al. (2020) the most prevalent LMS-based platforms for learning are Google Classroom and Edmodo.

***LMS Characteristics***

LMS (Learning Management System) as a learning model has great potential, especially in encouraging learning independence in students in the slow learner category. This is in line with the view of (Widodo et al., 2022) this states that self-directed learning is an essential characteristic that an LMS can accommodate. LMS development ideally follows the ADDIE model, which includes the stages of Analysis, Design, Development or Production, Implementation or Delivery, and Evaluation, as revealed by Hardika (2021). According to Shanmuganeethi et al. (2020) a comprehensive LMS should provide pre-defined templates for developing and disseminating electronic content, integrating various multimedia content such as audio, video, images, graphics, and animation.

The main characteristics of an LMS, according to Jaqueline, cited by Surya Listya Yudhana & Andhyka Kusuma (2021) is its ability to offer "self-service " and "self-guided " to users. Furthermore, the LMS must also be able to rapidly aggregate and deliver content or teaching materials and incorporate training programmes on a web platform. Other important characteristics are portability, support for content personalisation standards, and the ability to reuse knowledge. Specifically, Ülker & Yılmaz (2016) analysed the module characteristics and related properties of the LMS from a brand-independent point of view, such as course module, user module, exam module, assignment module, reporting module. In addition to these core modules, Ülker & Yılmaz (2016) other characteristics of LMS, such as support for standard features like live chat, forums, polls, wikis, and video conferencing with live boards, were also highlighted. Integrating these modules and features makes the LMS a multifunctional and comprehensive tool for supporting the learning process.

***English as a Medium of Instruction***

English Medium Instruction (EMI) refers to teaching school subjects, excluding the English language itself, in English in regions where English is not the primary language of most people (Macaro, 2018 as cited in British Council). English-Medium Instruction (EMI) has become prominent in policy-making and academic study. According to Rose et al. (2022), there is a growing advocacy within EMI for the promotion of multilingual pedagogies, a challenge to native speaker hegemony, and an emphasis on the crucial role of multilingual teachers. The variations of EMI are categorized into three areas: differences in content quantity, content selection, and rhetorical devices employed (Zuaro, 2023)

British Council (2021) suggests that the application of English as a medium of instruction in Indonesia is considered essential for several reasons, such as preparing students for the global labour market, improve the international profile of my HEI (Higher Education Institutions), improve the students English, provide for international students, part of collaboration with international HEI, improve the students subject learning, improve the national profile of my HEI, develop staff careers, boost recruitment of home students, demand by government, and other.

However, studies suggest that the students require specific English language proficiency thresholds across all academic skills—reading, listening, speaking, and writing—to minimize linguistic difficulties in EMI environments (Aizawa et al., 2023) Despite potential linguistic hurdles, students generally exhibit high motivation for EMI, though anxiety levels may decrease the students’ motivation over time (Zhang & Pladevall-Ballester, 2023). Institutional factors, such as the availability of EMI lectures, and learner variables, including L2 strategy use and motivation, are significant predictors of English language proficiency in EMI contexts (Tai & Zhao, 2024)

**RESEARCH METHOD**

This research aims to measure and describe students' perceptions of using the Learning Management System (LMS) and the role of English as a learning medium in the Independent Study Programme in Export. According to Watson (2015), quantitative methods involve systematically investigating social phenomena using statistical or numerical data.

As for the data collection process, this study began with distributing questionnaires to students. The questionnaire was chosen as the primary data collection instrument due to its benefits in efficiently collecting quantitative data. As Hajesmaeel-Gohari & Bahaadinbeigy (2021) stated, questionnaires are commonly used tools to evaluate various aspects. Furthermore, the type of questionnaire used in this study is a self-administered questionnaire distributed through electronic media (Sharma, 2022). Meanwhile, respondents were selected using purposive sampling techniques (Frankel & Wallen, 2006 as cited in Alamsyah et al. (2019)), ensuring that the selected respondents were relevant to the research objectives.

**RESULTS AND DISCUSSION**

***Validity Test Result***

1. **Validity Test of Student Perceptions of LMS as a learning Medium**

Using the product-moment correlation formula, the validity test was conducted on all 15 statement items (S1-S15). The calculations yielded r\_count values ranging from 0,29 to 0,52. For this study, with a sample size of N=45 (degrees of freedom df=43), the r\_table value at a 5% significance level α=0,05) was found to be 0,294. Since all calculated r\_count values were greater than or equal to the r\_table value (r\_count≥r\_table), we can conclude that all items in the instrument are statistically valid and appropriate for data collection.

1. **Validity Test of Students’ perceptions of LMS as a medium to cater to the learning process conducted in English**

The validity test was rigorously conducted using the product-moment correlation formula on all statement items. The analysis showed that all items yielded an $r\_{count}$ value greater than 0,29. Specifically, the calculated $r $values for all items ranged from 0,29 to 0,69. This demonstrates that every item within the instrument is valid. Each statement effectively and significantly measures the same underlying dimension or construct as the entire instrument, ensuring the robustness of our data.

***Reliability Test Result***

1. **Reliability Test of Student Perceptions of LMS as a learning medium**

The reliability test was carried out using Cronbach's Alpha formula. Based on the calculation results, an Alpha value of 0.87 was obtained. This value indicates that the instrument has a high level of reliability (> 0.70), so it is considered consistent and reliable in measuring the research variables.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variable | Number of Valid Items | Cronbach's Alpha Value | Reliability Criteria | Description |
| Students' perceptions of the LMS as a learning medium | 15 | 0,87 | >0,70 | Reliable |

*Table 4. 7 Reliability Test Result of LMS as a Learning Medium*

1. **Test of Students’ perceptions of LMS as a medium to cater to the learning process conducted in English**

With a Cronbach's Alpha value of 0.94, the instrument has a very high and consistent level of reliability. This means the instrument is stable and can be relied upon to produce consistent results if used repeatedly. Also, at this level of reliability, it can show excellent internal consistency in its measurement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variable | Number of Valid Items | Cronbach's Alpha Value | Reliability Criteria | Description |
| Students' perceptions of the LMS as an English language learning medium | 15 | 0.94 | >0,70 | Reliable |

*Table 4. 8 Reliability Test Result of LMS as an English Learning Medium*

***Description of Data***

1. **Description of Respondent Characteristics**

Data on respondents' characteristics were obtained through questionnaires distributed to 45 Export Independent Study Programme students. Respondent characteristics are presented based on gender and age.

|  |  |  |
| --- | --- | --- |
| Gender | Frequency (n) | Persentase (%) |
| Male | 13 | 28.3% |
| Female | 32 | 71.7% |
| Total | 45 | 100.00% |

*Table 4. 1 Respondent Characteristics based on Gender*

Table 4.1 shows that the research respondents were dominated by female gender, with 32 people (71.7%), while 13 male respondents (28.3%).

|  |  |  |
| --- | --- | --- |
| Age | Frequency (n) | Persentase (&) |
| 19-20 | 10 | 21.8% |
| 21-22 | 32 | 71.7% |
| 23-24 | 3 | 6.5% |
| Total | 45 | 100.00% |

*Tabel 4. 2 Respondent Characteristics based on Age*

Based on Table 4.2, it can be seen that most of the research respondents were in the 21-22 age group, with a total of 32 people (71.7%). The age group 19-20 years, with a total of 10 people (21.8%), and 23-24, with a total of 3 people (6.5%).

1. **Data Processing Results**
2. **Students’ Perceptions of LMS as a Learning Medium**

|  |  |
| --- | --- |
| N0. | Frequency (N=45) |
| SD | D | N | A | SA |
| S1 |  |  | 2 (4,4%) | 12 (26,7%) | 31 (68,9%) |
| S2 |  | 2 (4,4%) | 11 (24,4%) | 15 (33,3%) | 17 (37,8%) |
| S3 |  |  | 5 (11,1%) | 22 (48,9%) | 18 (40%) |
| S4 |  |  | 4 (8,9%) | 17 (37,8%) | 24 (53,3%) |
| S5 |  |  | 2 (4,4%) | 15 (33,3%) | 28 (62,2%) |
| S6 |  |  | 5 (11,1%) | 14 (31,1%) | 26 (57,8%) |
| S7 |  |  |  | 17 (37,8%) | 28 (62,2%) |
| S8 |  |  | 3 (6,7%) | 17 (37,8%) | 25 (55,6%) |
| S9 |  |  | 2 (4,4%) | 19 (42,2%) | 24 (53,3%) |
| S10 |  |  | 4 (8,9%) | 16 (35,6%) | 25 (55,6%) |
| S11 |  | 4 (8,9%) | 10 (22,2%) | 18 (40%) | 13 (28,9%) |
| S12 |  |  | 4 (8,9%) | 15 (33,3%) | 26 (57,8%) |
| S13 |  | 1 (2,2%) | 4 (8,9%) | 18 (40%) | 22 (48,9%) |
| S14 | 1 (2,2%) | 1 (2,2%) | 10 (22,2%) | 16 (35,6%) | 17 (37,8%) |
| S15 | 1 (2,2%) | 1 (2,2%) | 9 (20%) | 19 (42,2%) | 15 (33,3%) |

*Table 4.3 Frequency of Student Responses LMS As a Learning Medium*

This section describes the frequency and percentage of student responses to 15 statements regarding their perceptions of the LMS as a learning medium. The response scale used includes SD (Strongly Disagree), D (Disagree), N (Neutral), A(Agree), and SA (Strongly Agree).

In general, the majority of respondents showed a positive perception towards the use of the LMS. For example, for Statement 1, "I think that the use of the LMS is essential in supporting the learning process of the Export Independent Study Programme," 68.9% of respondents strongly agreed and 26.7% agreed, indicating a high acceptance of the importance of the LMS. Similarly, on Statement 7, "I think that learning through the LMS site makes it easier for me," 62.2% of respondents strongly agreed and 37.8% agreed, indicating that the LMS is perceived to facilitate the learning process.

Positive perceptions were also seen in the ease of use and organisation of self-study. For Statement 6, "I find learning using the LMS easy," 57.8% strongly agreed and 31.1% agreed. Similarly, Statement 4, "I think that using the LMS helps me organise my learning independently," shows 53.3% strongly agree and 37.8% agree. This indicates that the LMS supports students' learning flexibility and autonomy.

Although perceptions were mainly positive, there were some variations. For example, on Statement 2, "I have no difficulty in understanding the material delivered in the Export Independent Study Programme via the LMS site." However, the majority agreed or strongly agreed (33.3% agreed, 37.8% strongly agreed); still, 4.4% disagreed, suggesting that some students may still encounter challenges in understanding the material via the LMS. Similarly, Statement 11, "I actively participate in discussion forums or other communication features on the LMS for this programme," showed a more even distribution, with 28.9% strongly agreeing, 40% agreeing, 22.2% neutral, and 8.9% disagreeing, indicating variations in the level of active participation in communication features.

Regarding the use and development of English language skills, the data shows that students frequently interact with English language materials. On Statement 15, "I regularly watch or listen to multimedia learning materials (video, audio) available on the LMS for this programme," 35.6% strongly agreed and 26.7% agreed, and 31.1% were neutral. Overall, the data shows that most students positively perceive the LMS as a learning medium, especially in terms of ease of use, ability to organise self-study, and support for understanding the material.

1. **Students’ perceptions of LMS as a medium to cater to the learning process conducted in English**

|  |  |
| --- | --- |
| 1. No.
 | Frequency (N=45) |
| SD | D | N | A | SA |
| S1 | 1 (2,2%) | 4 (8,9%) | 17 (37,8%) | 12 (26,7%) | 11 (24,4%) |
| S2 |  | 1 (2,2%) | 5 (11,1%) | 12 (26,7%) | 27 (60%) |
| S3 |  | 2 (4,4%) | 16 (35,6%) | 14 (31,1%) | 13 (28,9%) |
| S4 |  | 5 (11,1%) | 8 (17,8%) | 18 (40%) | 14 (31,1%) |
| S5 | 1 (2,2%) | 4 (8,9%) | 7 (15,6%) | 16 (35,6%) | 17 (37,8%) |
| S6 |  | 4 (8,9%) | 12 (26,7%) | 17 (37,8%) | 12 (26,7%) |
| S7 |  | 1 (2,2%) | 3 (6,7%) | 21 (46,7%) | 20 (44,4%) |
| S8 |  | 4 (8,9%) | 10 (22,2%) | 20 (44,4%) | 11 (24,4%) |
| S9 | 1 (2,2%) | 3 (6,7%) | 8 (17,8%) | 20 (44,4%) | 13 (28,9%) |
| S10 | 3 (6,7%) | 8 (17,8%) | 17 (37,8%) | 12 (26,7%) | 5 (11,1%) |
| S11 | 1 (2,2%) | 7 (15,6%) | 13 (28,9%) | 15 (33,3%) | 9 (20%) |
| S12 |  | 2 (4,4%) | 11(24,4%) | 13 (28,9%) | 19 (42,2%) |
| S13 |  | 1 (2,2%) | 11 (24,4%) | 18 (40%) | 15 (33,3%) |
| S14 |  | 2 (4,4%) | 12 (26,7%) | 15 (33,3%) | 16 (35,6%) |
| S15 |  | 3 (6,7%) | 14 (31,1%) | 12 (26,7%) | 16 (35,6%) |

 *Tabel 4. 4 Frequency of Student Responses LMS As a English Learning Medium*

Based on Table 4.4, students' perceptions of the LMS as an English language learning medium show variation. In general, most respondents showed a positive perception of the role of English in the Export Independent Study Programme. For example, for Statement 2, "In my opinion, the English language skills I learnt in the Export Independent Study Programme are critical," 60% of respondents strongly agreed and 26.7% agreed. This underscores students' high recognition of the urgency of mastering English in the context of export studies. Similarly, Statement 7, "I very often seek help or references to improve my English," showed 44.4% strongly agreeing and 46.7% agreeing, indicating students' proactive initiative in improving their English language skills.

Ease of comprehension of English materials also showed mixed responses but tended to be positive. For Statement 8, "I find it very easy to understand English explanations or materials related to the study programme," 44.4% of respondents agreed and 24.4% strongly agreed. However, it should be noted that 8.9% disagreed, indicating that not all students found it very easy. Similarly, on Statement 4, "I find it very easy to understand the English learning materials provided on the LMS," 40% agreed and 31.1% strongly agreed, however 11.1% disagreed, indicating that there is still a small proportion of students who encounter challenges in understanding the English materials on the LMS.

According to statement 10, Participation in speaking English also shows opportunities for improvement, with 26.7% agreeing and 11.1% strongly agreeing, but 37.8% neutral and 17.8% disagreeing. This indicates that the opportunity and comfort of speaking English in the programme still vary between students.

Overall, although English is recognised as very important and students generally have a positive perception of it in learning, there are indications that the level of ease in understanding English materials and the opportunity and comfort to speak English could still be improved.

1. **Student Perception on LMS As Learning Media**

To get a comprehensive picture of student perceptions of the LMS, each respondent answered 15 statements. The total scores obtained by each individual were summed to produce a total score (XT). The details of the descriptive statistics are as follows:

1. Minimum score: 49
2. Maximum score: 75
3. Total score of all respondents: 2734
4. Average (mean): 60.76
5. Total variance: 42.1818
6. Standard deviation: $\sqrt{42.1818^{ }}≈6.5$

Furthermore, these total scores were categorised to provide an overview of the distribution of student perceptions, as presented in Table 4.3.

|  |  |  |  |
| --- | --- | --- | --- |
| Score Interval | Category | Frequency | Percentage |
| 34-42 | Very Poor | 5 | 11.11% |
| 43-51 | Less | 9 | 20% |
| 52-60 | Fair | 11 | 24.44% |
| 61-69 | Good | 12 | 26.67% |
| 70-78 | Very good | 8 | 17.78% |
| Total | 45 | 100.00% |

*Table 4. 5 Interval score of LMS as a Learning Medium*

Based on Table 4.5, most respondent’s positively perceived the LMS as a learning medium. 42.2% of respondents were in the "Fair" category, and 33.3% were in the "Good" category. 75.5% of respondents had perceptions in the "Fair" or "Good" category. In addition, 11.1% of respondents showed a perception of "Very Good". Only 13.3% of respondents were in the "Poor" category. The average overall score of 60.76, in the "Fair" category range (57-63), further strengthens the finding that students' perceptions of using LMS in the learning process tend to be positive.

1. **Student Perception on LMS as a medium to cater to the learning process conducted in English**

Each respondent answered 15 statements. The total score obtained by each individual was summed up to produce a total score (XT). The details of the descriptive statistics are as follows:

1. Minimum score: 34
2. Maximum score: 75
3. Total score of all respondents: 2619
4. Average (mean): 58,2
5. Total variance: 102,51
6. Standar deviasi: $\sqrt{102.511^{ }}≈10.12$

Furthermore, these total scores were categorised to provide an overview of the distribution of student perceptions, as presented in Table 4.6.

|  |  |  |  |
| --- | --- | --- | --- |
| Score Interval | Category | Frequency | Percentage |
| 34-42 | Very Poor | 5 | 11.11% |
| 43-51 | Less | 9 | 20% |
| 52-60 | Fair | 11 | 24.44% |
| 61-69 | Good | 12 | 26.67% |
| 70-78 | Very good | 8 | 17.78% |
| Total | 45 | 100.00% |

*Table 4. 6 Interval score of LMS as an medium to cater to the learning process conducted in English*

Based on the data in the Table 4.6 distribution of students' perceptions of the LMS as an English learning medium shows a varied pattern. The average score of 58.2 is in the "Fair" category (interval 52-60). The "Good" category had the highest frequency (12 respondents or 26.67%), followed by the "Fair" category (11 respondents or 24.44%), and the "Very Good" category (8 respondents or 17.78%).

Cumulatively, 68.89% of respondents (Fair, Good, and Very Good categories combined) had a positive or neutral-positive perception of the LMS in English language learning. However, it is essential to note that 11.11% of respondents were in the "Very Poor" category and 20% in the "Poor" category, which together accounted for 31.11% of the total respondents. This indicates that while most students have fair to good perceptions, a significant segment may face challenges or have less than optimal experiences in using the LMS for English language learning purposes. This interpretation suggests that most respondents were in the "fair" to "good" category in response to the instrument, but with a more substantial proportion in the low category compared to the general LMS perception.

**Analysis**

1. **Students' Perception Towards The Use Of LMS As Learning Media**

This research explicitly examines how students perceive using LMS to support the Export Independent Study Programme in Lacorre. Based on the results of descriptive data processing, student perceptions of the LMS as a learning medium are generally positive. Most respondents rated the LMS in the "Fair" to "Good" category, with an average score of 60.76. This suggests that the LMS is well accepted as a learning tool.

However, perceptions vary on some items, indicating that certain aspects of the LMS may still need to be optimised to reach the "Excellent" level for all students in several aspects, such as the quality of module content presented through the LMS, and encouraging students in the programme to be more courageous in participating in the discussion forum interface.

This finding aligns with several previous studies highlighting positive LMS perceptions. For example, Furqon et al. (2023) found that LMS utilisation benefited students' academic performance and fostered favourable perceptions towards LMS implementation. Similarly, Alturki & Aldraiweesh (2021) showed that students' desire to use an LMS positively affects learning during the COVID-19 pandemic and sustainability engagement. The results of this study also support Wiragunawan's (2022) findings that LMS is a highly desirable medium in web-based learning, with a significant level of trust and full features that make learning more varied.

However, this study also identified an interesting nuance that could be a significant gap compared to previous studies. Although most students found it comfortable and easy to use the LMS, there were indications in statement 2 that a minority of respondents still felt difficulty in understanding the material. In addition, in statement 11, active participation in discussion forums showed greater variation, with some students less actively involved. This suggests that while the LMS is generally well received, optimisation of the learning experience still needs attention, particularly in presenting material to make it more universally understandable and encourage active interaction outside formal lecture hours.

This gap distinguishes this research from previous studies focusing on the general acceptance or global impact of LMS. While studies such as Raza et al. (2021), highlight the need to improve the LMS experience to increase students' behavioural intentions, defined as A person's intention to utilise a particular technology in carrying out various tasks (Ain et al., 2016 as cited in Raza, 2021), this study specifically highlights the aspects of material comprehension and participation as areas that need to be improved, which may be less emphasized in other studies. While Kasim & Khalid (2016) provides information to help you select an LMS platform based on the institution's needs, this study focuses more on the user experience once the platform is implemented and how it can be further optimised.

This study also highlights statement 12, that while the materials on the LMS are helpful, statement 14, that students regularly read text materials and watch or listen to multimedia materials, and statement 15, how they are presented to more evenly promote understanding, remain an area that needs further exploration. This contrasts with studies such as da Silveira Fleck & Zhu (2024), which focused on participation in online discussion forums and their relationship with quiz grades; this study more broadly encompasses the overall perception of LMS materials and features.

In summary, the use of the LMS in support of the Export Independent Study Programme has been well received by students, indicating that the LMS is effective as a self-learning medium. However, the findings also reveal specific areas that require further attention, namely the presentation of materials that are more easily understood by all students and strategies to increase active participation in the interactive features of the LMS. This gap makes a unique contribution to the existing literature, shifting the focus from mere general acceptance to optimizing a more immersive and inclusive learning experience in the context of specific courses such as the Export Independent Study Programme

1. **Students' Perception Toward The Use Of LMS As a medium to cater to the learning process conducted in English**

Based on descriptive statistical analysis, it was found that the role of English in supporting the learning process of the Independent Export Study Program presents a complex picture. Although in statement 2, students acknowledge the importance of English language skills and show initiatives to improve them in statement 7, in statement 1, the frequency of active use and the perception of skill improvement that are shown in statement 3, particularly in speaking skills in statements 10 and 11, still vary.

These findings align with several previous studies highlighting the importance of English in learning. For example, Bi et al. (2023) found that the e-learning group participating through the LMS platform showed higher learning outcomes and vocabulary retention levels in English compared to the face-to-face group and a higher interest in learning. This study emphasizes the effectiveness of e-learning in mastering English. Similarly, Terzioğlu & Kurt (2022) demonstrated that using LMS significantly improves English speaking fluency and listening skills, which aligns with students' positive perceptions of skill enhancement through this program, such as reading, listening, and speaking skills.

However, this study also reveals several significant gaps that distinguish it from previous studies. Although students acknowledge the importance of English and most feel supported, the ease of understanding English-language material in the LMS remains a challenge for a small portion of respondents. This is different from the findings of Azzahra Ramadania (2021), which stated that students feel comfortable using the LMS because of its user-friendly features. Despite being comfortable in terms of features, the data from this study suggests that the ease of understanding English-language material needs to be further addressed. This indicates that the presentation of material in English in the LMS may require adjustments or additional support to ensure equitable understanding for all students.

Next, the data shows quite a significant variation regarding the opportunities and comfort of speaking in English. Most students still fall into the neutral or disagree category, indicating limited opportunities and confidence for oral interaction in English. This creates a gap with He & Wang’s (2024) research, which focuses on the Assessment as Learning (AaL) strategy in online English writing through LMS, which implicitly encourages interaction and feedback. While AaL focuses on writing and feedback, this study highlights the need for more opportunities and supportive environments for practicing spoken English, which may not always be inherently available in LMS-based learning formats. Nasim’s et al. (2024) study also supports that EFL instructors have diverse responses, suggesting that writing skills and grammar are better taught face-to-face. This indirectly supports the idea that oral skills may also require different interventions and support in an online environment.

Another difference arises regarding technical and non-technical challenges. Although Suriaman et al. (2023) mentions that LMS has both practical and impractical sides, including network instability and limitations in real-time discussions, this research highlights challenges in terms of language comprehension and speaking opportunities as major issues from the students' perspective. This indicates that regardless of the LMS infrastructure, linguistic factors and opportunities for active practice become crucial in English-based programs. Sriwichai (2020) also identifies issues such as losing focus, limited access to online lessons due to LMS crashes, difficulties in online interaction, and lack of experience with digital tools and time management. On the other hand, this research is more specific to the challenges related to understanding English language content and speaking practice, which are core problems in English language programs.

Overall, it can be concluded that English plays a crucial role in supporting the Independent Export Study Program's learning process, with most students acknowledging its importance. However, this study found that optimizing the understanding of English-language materials presented in the LMS and providing more opportunities and a supportive environment for practicing spoken English are important areas for improvement. This gap emphasizes that the success of English language learning in the context of the study program relies not only on the availability of materials and LMS features but also on pedagogical strategies designed to address challenges in linguistic comprehension and facilitate more active oral interaction.

**Implication**

1. **Theoretical And Practical Implications**

This research significantly enriches the literature on user perceptions of digital learning systems, particularly in study programmes such as Export. While many previous studies (such as Furqon, 2023; Alturki, 2021; Wiragunawan, 2022) show a general positive perception of LMSs, this research adds an important nuance. It shows that the ease of use of LMS features alone is insufficient to optimize the learning experience. Ideally, an optimal learning experience should be supported by a comprehensive range of factors, including the quality of teachers, relevant learning media, and effective learning methods.

According to Fredy et al (2024), many factors affect the success of implementing online learning, specifically for higher education students. These factors, namely:

1. Anxiety

Student anxiety was positively related to computer and internet use self-efficacy, motivation, and self-directed learning. This means that students with low anxiety tend to have higher confidence in their ability to use technology and are more motivated and self-directed in their learning. High anxiety can create uncertainty of success and reduce motivation, as well as cause difficulties in monitoring and evaluating learning progress. Therefore, managing students' anxiety is crucial to improving the quality of their learning experience.

1. Computer Internet Self-Efficacy

This factor refers to students' belief in their ability to use computers and the Internet. High self-efficacy in this aspect implies students' ease in handling online learning, including managing, controlling, and maintaining their learning progress. These beliefs also affect students' learning motivation. Self-efficacy in using computers and the internet itself is influenced by students' views of the role of computers and previous experience in using them.

1. Motivation for Learning

Learning motivation is a student's internal or external drive to engage in the learning process. Research shows that students' anxiety affects their learning motivation; low anxiety is associated with high motivation. Motivated students tend to have more effective learning strategies, leading to better learning outcomes and satisfaction. Motivation is also influenced by academic and social support.

1. Self-Directed Learning/SDL

Self-directed learning is the ability of students to manage, monitor, and evaluate their learning progress. High anxiety can inhibit SDL ability, while controlled anxiety enhances this ability. Good SDL is positively correlated with high computer and internet use self-efficacy, suggesting that students who are confident with technology will more easily manage their independent learning. Motivation also influenced SDL and was strongly correlated with a positive attitude towards online learning.

1. Online Learning Attitude

Attitude refers to students' positive or negative views and feelings towards online learning. Positive attitudes make online learning feel less threatening and easier to cope with. This attitude is strongly influenced by previous online experiences (e.g., experience of informal English learning online) and external factors such as location and learning support (e.g., availability of adequate technology in urban areas). These positive attitudes influence motivation and lead to a more satisfying online learning experience.

1. Online Learning Experiences

It is students' overall interactions, perceptions, and feelings during online learning. A positive experience is related to good self-directed learning, a positive attitude towards online learning, and high motivation. Factors such as student demographics (gender and location), previous online experience, and level of course readiness also influence this experience. The results show low anxiety correlates with a more enjoyable online learning experience.

**CONCLUSION AND SUGGESTION**

**Conclusion**

The present study highlights the use of LMS, which is commonly applied in online learning platforms. Based on the findings, it can be concluded that using LMS as one of the learning platforms can significantly improve the students’ learning process. However, it also identified some factors that should be improved, such as improving the learning module and students’ motivation when learning online.

In fact, despite providing a sophisticated learning experience, the ideal learning experience should also be supported by other factors such as competent teachers, quality learning material, and a supportive and interactive learning process that allows the students to improve their interaction and motivation.

**Suggestion**

Further study should be conducted on more varied data (e.g., the different LMS applications used by different institutions) so that the LMS data is not the only one to be analyzed. Besides, the number of participants who participated in the study was also limited. Further study should involve more participants to elicit more valid and reliable data.

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