

Management of the Main Course Learning Management System (LMS) By Lecturers in Promoting a Quality Class: A Study in English Literature Study Program, STBA Sebelas April Sumedang

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Distance learning or education is a hot issue discussed by educators (McVay and Rockers, 2007). The use of Information and Communication Technology (ICT) is introduced by the government and other stakeholders. The study investigates how the lecturers use the Learning Management System (LMS) in conducting a quality class. The study used a qualitative approach with a descriptive method. This approach is aimed at uncovering phenomena experienced by lecturers (Moleong, 2005). The researcher becomes a key instrument who cannot be delegated (Creswell, 1998; Sugiyono, 2005). The finding then is sufficiently reconstructed by keeping a natural setting, so the finding data can be depicted as the aims of the research are expected. The study was conducted at the English Literature Study Program, STBA Sebelas April Sumedang. In-depth interviews were performed with 5 (five) lecturers who are in charge of the main subject/course in the study program. The result is the use of LMS needs lecturers' creativity and a new mindset, then the course objective can be obtained and the student's center paradigm is maintained.

Keywords: Education management, Learning management system, Mindset

Pembelajaran atau Pendidikan Jarak Jauh (PJJ) menjadi perhatian utama para pendidik (McVay dan Rockers, 2007). Penggunaan teknologi informasi dan komunikasi (TIK) diperkenalkan oleh pemerintah dan pemangku kepentingan. Penelitian ini mengkaji bagaimana dosen menggunakan Learning Management System (LMS) dalam melaksanakan perkuliahan yang bermutu. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Pendekatan ini ditujukan untuk membuka fenomena yang dialami oleh dosen (Moleong, 2005). Peneliti menjadi instrumen kunci yang tidak dapat diwakilkan (Creswell, 1998; Sugiyono, 2005). Temuan penelitian kemudian direkonstruksi dengan cara mempertahankan situasi natural. Data temuan kemudian digambarkan sesuai dengan tujuan penelitian yang diharapkan. Penelitian ini dilakukan di Program Studi Sastra Inggris, STBA Sebelas April Sumedang. Wawancara mendalam dilakukan terhadap 5 (lima) dosen yang menguasai mata kuliah inti program studi. Hasil penelitian menunjukkan bahwa penggunaan LMS mengharuskan kreativitas dan mindset baru para dosen, sehingga tujuan perkuliahan dapat tercapai dan paradigma belajar bertumpu pada mahasiswa dapat dilaksanakan.

INTRODUCTION

Learning in the pandemic Covid 19 situation changes an academic atmosphere. Learning from home or distance learning is introduced. Blended learning becomes also one of the alternative teaching strategies performed by lecturers to obtain quality educational service. Paper becomes paperless. Lecturers make presentations and teaching materials by using a soft file, e-books, and e-mail. The student's attendance list uses a google form link, not a checklist paper. In conducting teaching-learning activities, a classroom is no longer used. Zoom meeting is proceeded, completing synchronous and asynchronous activities in the Learning Management System (LMS). In short, this situation has never been imagined before.

Industry revolution 4.0 has been introduced since 2018. Even, the use of Information Communication Technology (ICT) in education was encouraged by the government in the 2000s. The national examination was computer/internet-based. However, no one thinks that pandemic changes revolutionarily and educational life. The flexibility and adjustment of technology as a mindset of technology are employed (Yulistiana, 2020). The lecturers are familiar with many applications like Zoom meetings, Google Meeting, Google classroom. They have to deal with the LMS as an active response toward revolution industry 4.0 (Trilling and Fadel, 2009; Kinzel, 2012) or they will be left behind.

Distance or online learning requires students and lecturers are separated. The lecturers cannot monitor students' right in front of their eyes. Students can do everything they wish without being known by their lecturers. This becomes a hot issue among educators (McVay and Rockers, 2007), particularly how distance learning can be managed as similar to classroom learning. Lecturers have a crucial responsibility in shaping their students to be independent learners (Kodrat, 2020b) and to have a growth mindset (Kodrat, 2020a). At the same time, learning in a higher school should promote student center and concern with the institutional learning outcome, while learning with LMS has become something new for some lecturers.

The age span of lecturers is about the 1950s until the 1980s. They have three categories of lecturers: (1). Baby boomers; (2). Generation X; and (3). Millennial. For baby boomers, learning with LMS becomes more complicated than generation X and millennials. They try so hard to comply with distance learning. On the other hand, generation X and millennials who are familiar with gadgets do not have a serious problem with operating LMS. They expand their ability in making learning videos or combining with social media such as *Youtube*, *Anchor*, and other platforms.

The study is aimed at identifying the preparation, implementation, problem, and improvement of the use of LMS done by lecturers in the English Literature Study Program, STBA Sebelas April Sumedang. The expected result of the study is that the innovation or novelty can be reached when the study reveals how the lecturers who have different age span and generation gap overcome the problems and manage their class by using LMS. The phenomena and critical discussions towards the finding data are analyzed, it is expected that the study makes a good contribution in developing distance learning. In other words, distance learning by using LMS is

not something to be afraid of. Since the learning can still gain the course objective or learning outcome. It is not merely an emergency exit in facing the pandemic, but it can be used as one of the strategies in learning of higher school students.

METHOD(S)

Research Design

The study used a qualitative approach with a descriptive method. This approach is aimed at uncovering phenomena experienced by lecturers (Moleong, 2005). The researcher becomes a key instrument who cannot be delegated (Creswell, 1998; Sugiyono, 2005). The findings were sufficiently reconstructed to achieve the objective of the study.

Setting and Participants

The study was conducted in English Literature Study Program (Sarjana degree), STBA Sebelas April Sumedang, Jl. Angkrek Situ No. 19 Kabupaten Sumedang, West Java. The program has been accredited B from BAN-PT and has 186 students. The study program has a vision, “Terwujudnya Program Studi Sastra Inggris yang handal, unggul dan profesional berbasis pariwisata di wilayah Jawa Barat pada tahun 2024”. Then, the learning outcome is focused on English literature competence and hospitality. The study was held from October, 26 until December 11th, 2020. Five lecturers from 30 years old to 45 years old were interviewed. They became key informants and were in charge of the main course in the study program, such as Paragraph Writing, Basic Grammar, Speaking, Functional Grammar.

Data Collection Method(s) and Analysis

The data were gathered through in-depth interviews. The interviews were transcribed. The verbatim transcriptions then were identified, categorized, and analyzed in terms of the issues in the interviews. The snowing ball technique brought the researcher to five key informants. The observation and the library research were also carried out to confirm in-depth interviews. The findings data were analyzed by using the concept of cyber pedagogy (Kodrat, 2020b), mindset (Kodrat, 2020a; Dweck, 2006), and total quality management in education suggested by Salis (2002) and Kodrat (2019). After doing a critical analysis of the findings data, the conclusion was carefully drawn.

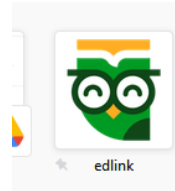
FINDINGS AND DISCUSSION

English Literature Study Program, STBA Sebelas April Sumedang uses *Edlink* as LMS. It is made by *PT. SEVIMA*. From the interview, it is found that *Edlink* is a friendly user, easy to operate by lecturers. The study program uses *Edlink* for the community (free program), so there are some limitations in the menu and facilities, especially data storage. *SEVIMA* also provides services for lecturers including workshops, conferences, and technical assistance of the higher education issues. Another *SEVIMA* application used by STBA Sebelas April Sumedang is academic system

information which supports the regular academic report to *PDDIKTI*. *Edlink* can be accessed in *Android*, *IOS*, and also *Windows* operating system.

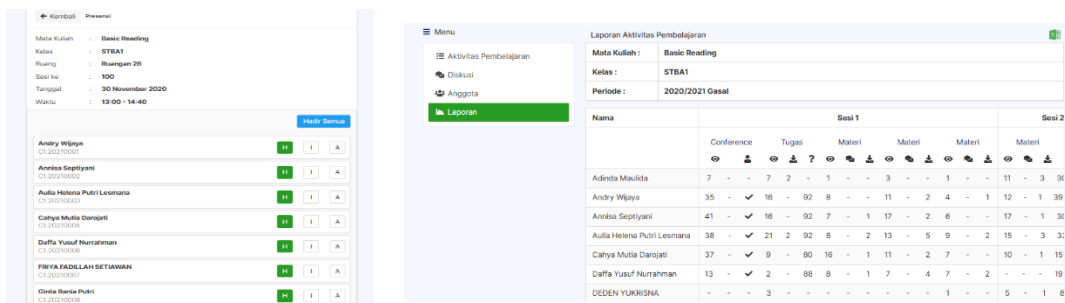
Students of STBA Sebelas April Sumedang commonly use the application on their mobile handphone and the internet voucher is supported by the government or they find public wifi to open a file, upload the assignment or attend the video conference.

Figure 1: Edlink Logo



As LMS, *Edlink* also provides the attendance list menu for every subject. The attendance list is checked by examining their activities which can be observed in the student's learning activities report menu. Lecturers are assisted by an operator to assign the attendance list menu if in case a technical problem has occurred.

Figure 2: Attendance List Menu and Learning Activities Report



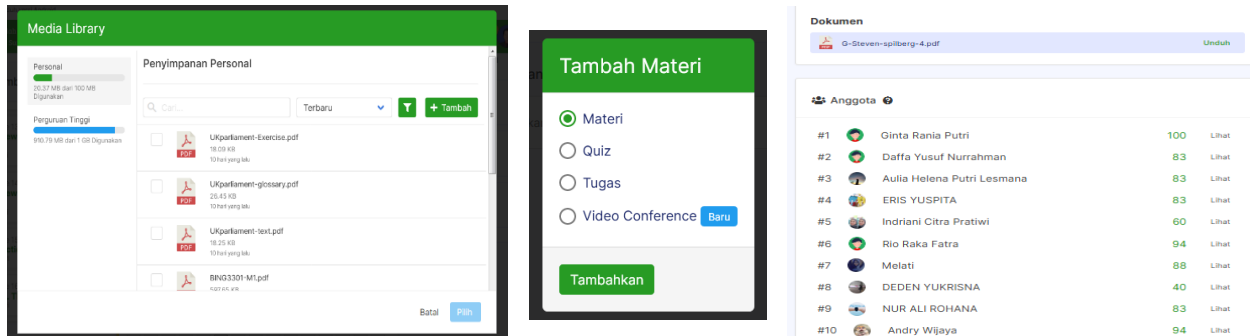
Edlink has a synchronous facility, which uses *Zoom* application in the video conference. The conference can be live streaming on the *Youtube* channel or *Facebook* account. So, after the conference is over, the students can watch the record on social media.

Figure 3. Video Conference and Comment Menu



generate the new comments from students, the lecturers should reload or refresh, not like *Whatsapp* which automatically shows the comments in real-time. In every lecturer's account, *Edlink* provides 100 MB storage for files—since it is a free program. So, lecturers should compress the file or only provide a link to save the data storage.

Figure 4. Data Storage and Student's Score



Preparation: Teaching Design

Designing online learning needs adjustments by lecturers since the situation is different. The adjustment covers the objective of the course. Basic competence which should be mastered by students should be achieved, while advanced competence or enrichments can be options. The lecturers make a clear syllabus and lesson plans. Even, one of the lecturers uses what is called “explicit teaching” in her design. Meaning that the lecturers provide mandatory materials and supplements with the learning objective which is understood by students. Since the students' centers become a great concern of the institution and it is a requirement to shape independent/autonomous learners, the lecturers use a project-based or mini-research project during the online learning. Students can collaborate with others to do the projects.

The syllabus and lesson plan is a must in preparation. The documents have been reviewed in the context of the pandemic or an emergency. The adjustment occurs in the standard of learning outcome. The teaching method is customized to promote a student learning center. The lecturers try to avoid giving many tasks to their students without any feedbacks. Even though *Edlink* is used in engaging students, the lecturers make a *Whatsapp* group. The reason is *Whatsapp* application is familiar and provides many modes in sending messages from texts to voice notes. *Edlink* is sometimes difficult to be signed in when a technical problem happens.

To create an independent learner, the lecturers plan to encourage students to do self-learning and reflection. The learning commitment is made. The students set their goals in the course, achieving the expected learning outcome. The flexibility is arranged and gives more space for students to do their projects or materials. The lecturers regularly conduct a video conference to discuss certain materials or to examine the ongoing project. In brief, it is planned by lecturers to combine synchronous and asynchronous provided in LMS as effectively as can be.

In general, the learning design follows the student's needs and is based on need analysis conducted by lecturers. The signals, internet voucher, and access and gadget are highly considered. The academic advisors also give beneficial inputs to lecturers to consider the students' condition. Not all students are independent learners and have adequate facilities for doing online learning. The fresh graduate students (semester one) are treated differently since they are the newcomer in

learning English, then the additional guidance and learning service is provided. The students from higher semesters are requested to supply more academic information to them.

Back up Planning in Learning Activities

In a video conference, the lecturers sometimes find a technical problem, such as not responding to LMS or Zoom meetings. The electricity is suddenly off or there is no internet service in the lecturers' or students' area, then the group discussion cannot be conducted. This problem needs to be anticipated. The lecturers make back up planning, an alternative or worst scenario. The communication by using voice notes in the *Whatsapp* group can substitute the video conference. The lecturers change the scenario of learning activities with other activities, for example, a video conference in discussing a text is changed with observing learning video or using another meeting application.

The video conference can be combined with *Youtube*, so the students who miss the class can still follow the material and discussions. The lecturers as a problem can happen anytime can be more flexible in conducting learning activities. This situation is explained earlier when the first meeting is started. The lecturers should be well prepared in delivering the lessons. They are not panic when the scenario does not run well. Collaboration among lecturers is needed to fix the technical problems.

In the perspective of total quality management, the learning activities should be standardized since the objective of the course is also stated in a formal document (Salis, 2002). Then, the troubleshooting should also be prepared on purpose. The problem with electricity, internet access, and another unpredictable situation should be managed and prepared. The lecturers cannot decide other plans which are not planned in learning activities since the objective of the course is determined. The learning activities should be arranged including the alternative plans long before the teaching-learning activity happens. The lecturers provide plans A, B, or C in every meeting. The quality management should cover the learning activities as an integrated part of obtaining the course objective.

Improvement: Growth Mindset

As technical problems occur in online learning such as internet access, voucher, and gadgets, a growth mindset is required in lecturers. They are willing to learn new techniques to support their job (Kasali, 2017, Covey, 2010). The quality management cycle can be tightly followed. They are plan, do, and check. Their teaching activity should be well planned, measured, and believed to achieve the learning outcome. The plan is executed effectively. The problems are solved based on the guidance which is set in the planning stage. The activities are evaluated and improved in the next cycle.

The lecturers with a growth mindset will see online learning as a learning atmosphere to upgrade their knowledge and skills, particularly in digital literacy. They also learn cyber pedagogy which is concerned with students' needs. Teaching students online needs a different touch of teaching. Lecturers should be more wise and patient to face with an undisciplined student. They also have to deal with students with low motivation.

The materials they share and teach can probably be ignored, not be read. The students do not follow the lecturers' instructions. The lecturers should think of how to handle the situation as they are difficult to monitor their students. They should learn how to make an interesting and challenging learning material. The gradation level of difficulties and complexity is greatly

considered. The lecturers also should expand their knowledge with the strategy to shape autonomous learners in their course. They should research the issues of motivation and learning strategy.

Without a growth mindset, a creative lecturer never happens. Online learning will be like offline learning with a box of the assignment given to the students. Consequently, the learning objective and outcome are never achieved and the quality class will be difficult to realize. The students will feel dissatisfied with the service while online learning has already become a new part of education.

CONCLUSIONS

From the description, it can be concluded that the management of LMS done by lecturers needs creativity and a growth mindset. The course objective is achieved after the lecturers follow the stages of management, plan, do, and check. Quality management in learning activities is fulfilled by making a standard in online learning. The lecturers use mini projects or other student's center methods in promoting the student's center paradigm.

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