UTILIZATION OF LMS EL NINO FOR ENHANCING LANGUAGE LEARNING QUALITY IN THE ACCOUNTING DEPARTMENT POST-COVID-19 AT POLINES

Author : **[1]Suko Raharjo, [2]Toni Hartono, [3]Nurul Hamida, [4]Yusuf Hendrawanto**
e-mail: [1]suko.raharjo@polines.ac.id, [2]miljangki@gmail.com, [3]nurulpolines@gmail.com, [4]yusuf.hendrawanto@polines.ac.id
[1/2/3/4] Politeknik Negeri Semarang

ABSTRACT

The COVID-19 pandemic has accelerated the adoption of Learning Management Systems (LMS) in educational institutions, highlighting their potential and challenges. This study examines the utilization of LMS EL Nino to enhance language learning quality in the Accounting Department at Politeknik Negeri Semarang (POLINES) post-pandemic. Using a descriptive qualitative approach, data were collected through in-depth interviews and participant observations from 168 students and 5 instructors. Thematic analysis identified key challenges, including technical issues (80%), lack of interaction (70%), and academic dishonesty concerns (60%). Significant opportunities were also found, such as flexible learning schedules (90%), access to diverse resources (85%), and self-paced learning (80%). Students generally viewed LMS EL Nino positively, appreciating its convenience and structured platform. Addressing the identified challenges and leveraging the opportunities can optimize LMS EL Nino for improved language education in the post-pandemic era.

Keywords: LMS EL Nino, challenges, Opportunity, Language Learning

INTRODUCTION

Learning Management Systems (LMS) have become integral tools in modern education, facilitating online learning and providing a structured platform for course delivery, assessment, and communication. The COVID-19 pandemic has further accelerated the adoption of LMS across educational institutions, highlighting both its potential and challenges. Learning Management System (LMS) or Course Management System (CMS), also known as Virtual Learning Environment (VLE) is a software that can be used by teachers/lecturers such as in universities/colleges or in schools as online learning media using the internet (Amiroh, 2012: 1). According to Ellis (2009: 1) that LMS is software that is used for administrative purposes, activity reports, teaching and learning activities online, e-learning and training materials that are all done online.

Based on the above understanding, it can be synthesized that the Learning Management System or abbreviated as LMS is a software tool or software that is used in various kinds of activities such as administration, documentation, making an activity report, also including the process in online learning connected to the internet. In the learning LMS there are features that are used during the learning process, so that admins, teachers and students can send or share material or information, and they can access it to download or upload material.

The characteristics of learning management system according to Ellis (2009:1) is a software for administration, documentation, activity reports, teaching and learning activities online, e-learning and training materials conducted online.

This study focuses on the utilization of the LMS EL Nino in enhancing the quality of language learning in the Accounting Department at Politeknik Negeri Semarang (POLINES) post-pandemic. Previous research, such as Brenden (2023), has explored the neoliberal implications of LMS and the need for critical literacy methods in higher education. Kocer and Koksal (2023) examined the benefits and challenges of online language teaching and assessment, while Immanuel and Hameed (2024) discussed the role of ICT tools in post-pandemic ESL learning through sustainable development. Miller (2024) highlighted the digital divide affecting LMS adoption, and Mumrikoh et al. (2022) analyzed the pandemic's impact on elementary literacy learning. This study seeks to build upon these findings by addressing the specific context of POLINES, where the unique challenges and opportunities of using LMS EL Nino for language learning in a post-pandemic environment are investigated. The research aims to identify the effectiveness of LMS EL Nino in improving language learning outcomes, exploring the perspectives of both students and instructors, and offering recommendations for optimizing LMS usage in similar educational settings. The primary objectives are to evaluate the impact of LMS EL Nino on language learning quality and to propose strategies for its effective implementation in the Accounting Department at POLINES.

METHODOLOGY

This study employs a descriptive qualitative approach to evaluate the utilization of the LMS EL Nino in enhancing the quality of language learning in the Accounting

Department at Politeknik Negeri Semarang (POLINES). According to Sugiyono (2017), descriptive qualitative research is a method used to describe phenomena in detail and comprehensively, aiming to gain a better understanding of the research subjects. This approach is chosen because it provides an in-depth description of the perceptions and experiences of students and lecturers using the LMS EL Nino.

The research subjects are 168 students from the Accounting Department at POLINES. These students are selected using purposive sampling, focusing on those who actively use the LMS EL Nino and are involved in language learning.

The object of this study is the LMS EL Nino itself and its use in the context of language learning post-COVID-19 pandemic. The study focuses on the effectiveness, strengths, and weaknesses of the LMS in the language learning process.

Data is collected through in-depth interviews and participant observations. Semi-structured interviews will be conducted with 20 students and 5 lecturers who actively use the LMS EL Nino. These interviews aim to explore the experiences, perceptions, and suggestions for improvement from the LMS users. Participant observations will also be carried out to directly observe how the LMS is used in daily learning activities. Additionally, relevant documents such as usage records and learning activity reports will be collected as supplementary data.

Data analysis is conducted using thematic analysis. Data obtained from interviews and observations will be transcribed and coded to identify key themes. This analysis aims to find patterns and meanings from the collected data. The analysis process involves several stages: familiarization with the data, initial coding, searching for themes, reviewing themes, defining and naming themes, and writing the final report.

The analyzed data will be presented in detailed descriptive narratives. Data presentation will include direct quotes from interviews to provide context and support key findings. Additionally, observation results will be integrated into the narrative to provide a more holistic view of the LMS EL Nino usage. These findings will be systematically presented, starting from a general description to an in-depth analysis of each identified theme. This study aims to provide in-depth insights into the utilization of the LMS EL Nino in language learning at POLINES, as well as to identify challenges and opportunities to enhance the quality of learning in the future.

DISCUSSION

1. Challenges

Based on the qualitative interviews conducted with the 20 sample students from the Accounting Department at POLINES, several common challenges were identified. The percentage of students facing each challenge is also provided to give a clearer picture of the prevalence of each issue.

Challenge	Number of Students	Percentage (%)
Technical Issues	16	80%
Lack of Interaction	14	70%
Difficulty in Understanding Material	13	65%
Academic Dishonesty Concerns	12	60%
Time Management Issues	11	55%
Access to Resources	10	45%
Motivational Decline	9	40%
Navigation and Usability Issues	8	40%

Table. 1 Challenges Faced by Student

The findings indicate that technical issues are the most prevalent challenge, affecting 80% of the respondents. This highlights the need for improved infrastructure and support to ensure reliable internet access and availability of necessary devices. The lack of interaction, experienced by 70% of students, underscores the importance of incorporating interactive elements and real-time communication tools within the LMS to enhance engagement. Understanding the material, a challenge for 65% of students, suggests that additional support mechanisms such as virtual office hours or detailed explanatory videos could be beneficial. Addressing these challenges comprehensively will be crucial in optimizing the use of LMS EL Nino for language learning in the post-pandemic era.

Based on the qualitative interviews conducted with the 5 instructors from the Accounting Department at POLINES, several common challenges were identified. The percentage of instructors facing each challenge is also provided to illustrate the prevalence of each issue.

Challenge	Number of Instructors	Percentage (%)
Technical Issues	3	60%
Lack of Student Engagement	4	80%
Assessment Integrity	3	60%
Adapting Teaching Methods	2	40%
Time Management	2	40%

Table 2. Challenges Faced by Instructors

The findings indicate that the most prevalent challenge faced by instructors is the lack of student engagement, with 80% of the instructors reporting this issue. This highlights the need for more interactive and engaging online teaching strategies to keep students motivated. Technical issues and concerns about assessment integrity, each affecting 60% of the instructors, underscore the importance of reliable technology infrastructure and effective online proctoring solutions. The adaptation of teaching methods to fit the online format and time management challenges, each faced by 40% of the instructors, suggest that additional training and support in online pedagogy could help instructors transition more smoothly to online teaching. Addressing these challenges comprehensively will be crucial in optimizing the use of LMS EL Nino for effective language instruction in the post-pandemic era.

2. **Opportunities for Enhancing Language Learning**

Based on the qualitative interviews conducted with the 20 sample students from the Accounting Department at POLINES, several opportunities were identified regarding the use of LMS EL Nino for improving the quality of language learning. 18 out of 20 students appreciated the flexibility that LMS EL Nino offers, allowing them to access course materials and complete assignments at their convenience. This flexibility helps students manage their time better and balance academic responsibilities with personal commitments. 17 students highlighted the availability of various multimedia resources, such as videos, interactive exercises, and online quizzes, which can enhance engagement and improve understanding of language concepts. These resources provide different ways to learn and reinforce material. 16 students valued the ability to learn at their own pace. The asynchronous nature of LMS EL Nino enables students to revisit difficult topics and ensure they fully understand the material before moving on. 13 students identified the potential for better collaboration through online forums, group projects, and discussion boards. These tools can facilitate communication and

peer learning, even when students are not physically together. 12 students recognized the opportunity for more timely and personalized feedback from instructors. Digital submission and grading tools can streamline the feedback process, helping students understand their progress and areas for improvement more quickly. 13 students saw the benefit of data analytics features within LMS EL Nino. These tools can track student performance and provide insights that help instructors tailor their teaching strategies to meet individual student needs.

The findings indicate that flexible learning schedules are the most appreciated opportunity, with 90% of the students recognizing its benefits. This highlights the importance of offering flexible learning options that allow students to manage their time effectively. Access to diverse learning resources and self-paced learning, recognized by 85% and 80% of the students respectively, underscore the value of multimedia content and the ability to learn at an individual pace. Improved collaboration tools and enhanced instructor feedback, each noted by 75% and 70% of the students, suggest that fostering interaction and timely support can significantly enhance the learning experience. Finally, the use of data analytics to personalize learning, identified by 65% of the students, indicates the potential for leveraging technology to address individual learning needs. By optimizing these opportunities, LMS EL Nino can greatly enhance the quality of language education in the post-pandemic era.

3. Students' Perspectives

The perspectives of students on the effectiveness of LMS EL Nino in supporting language learning were generally positive, albeit with some reservations. Many students appreciated the convenience and accessibility of the LMS, noting that it allowed them to balance their academic responsibilities with other commitments. The ability to access course content and participate in discussions from anywhere was particularly beneficial for students with varying schedules. However, some students expressed concerns about the lack of immediate feedback and the impersonal nature of online learning. They felt that the absence of real-time interaction with instructors and peers sometimes led to a feeling of detachment and hindered their language development. Despite these concerns, most students acknowledged that the LMS provided a structured and organized platform for learning, which helped them stay on

track with their studies. The availability of diverse learning resources and the ability to review materials multiple times were also seen as significant benefits.

CONCLUSION

In conclusion, the use of LMS EL Nino in the Accounting Department at POLINES has brought about both challenges and opportunities in the realm of language learning post-COVID-19. While technical issues and the lack of face-to-face interaction pose significant challenges, the flexibility, accessibility, and multimedia support offered by the LMS present valuable opportunities for enhancing learning outcomes. Students generally view the LMS as an effective tool for supporting their language learning, despite some concerns about the lack of real-time feedback and personal interaction. By addressing these challenges and leveraging the opportunities, educators can optimize the use of LMS EL Nino to improve the quality of language education in the post-pandemic era.

REFERENCES

Amiroh. (2012). Under E-Learning, Edmodo, Moodle and Schoology. (Online). Sumber http://amiroh.web.id. Diunduh 1 Februari 2024.

Alturki, U. T., & Aldraiweesh, A. (2021). Application of Learning Management System (LMS) during the COVID-19 Pandemic: A Sustainable Acceptance Model of the Expansion Technology Approach.

Brenden, M. (2023). Learning and Management during and after the Pandemic. Pedagogy: Critical Approaches To Teaching Literature, Language, Composition, and Culture.

Cavus, N., Mohammed, Y. B., & Yakubu, M. (2021). Determinants of Learning Management Systems during COVID-19 Pandemic for Sustainable Education.

Darwan Syah, dkk, Strategi Belajar mengajar, (Jakarta : Diadit Media, 2009), hlm. 47". n.d

Ellis, K. Ryann. (2009). A Field Guide to Learning Management System. American Society For Training and Development (ASTD)

Ellis, Rod. (2008). Second Language Acquisition. New York: Oxford University Pres.

Haryani, F., & Poniam, B. (2021). Evaluation of Learning Management System (LMS) Canvas amidst Pandemic: Students' Perspectives

Immanuel, J. S., & Hameed, M. S. (2024). Resilient Pedagogical Advancements: Fostering ICT Tools for Post-Pandemic ESL Learning Through Sustainable Development – A Review. RGSA: Revista de Gestão Social e Ambiental.

Koçer, P., & Köksal, D. (2023). An Investigation into the Online Language Teaching and Assessment Practices during Covid-19. International Journal of Educational Spectrum.

Mumrikoh, L., Djono, D., & Drajati, N. A. (2022). Pandemic and Language Education: Lessons for Literacy Learning in Elementary School. Journal of International Conference Proceedings.

Miller, G. (2024). Faculty Use of a Learning Management System During and After the COVID-19 Pandemic. Journal of Education and Development.

Mumrikoh, L., Djono, D., & Drajati, N. A. (2022). Pandemic and Language Education: Lessons for Literacy Learning in Elementary School. Journal of International Conference Proceedings.

Sugiyono, (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: CV. Alfabeta.