

TRANSFORMATION OF STUDENTS' LANGUAGE LEARNING THROUGH LMS EL NINO IN THE POST-PANDEMIC ERA AT POLINES

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ABSTRACT

The shift to digital education during the COVID-19 pandemic has brought about significant changes in student learning behavior, especially in higher vocational education. This study explores how the El Nino Learning Management System (LMS), developed internally at Politeknik Negeri Semarang (POLINES), has transformed students' learning patterns in language education within the Accounting Department during the post-pandemic period. Utilizing a descriptive qualitative approach, data were collected from 144 students through surveys and from lecturers via interviews and observations. Findings indicate a notable transformation from traditional, instructor-dependent learning to a more autonomous, flexible, and technology-integrated model. LMS El Nino enabled students to manage their own learning schedules, revisit materials independently, and develop digital competencies. Despite certain technical issues and limited interaction with lecturers (reported by 19.6% of respondents), students generally perceived the LMS as effective in supporting their language learning goals. The majority found the platform accessible (59.4%), motivating (53.1%), and easy to use (86.9%). Moreover, 75.5% of respondents would recommend LMS El Nino to peers, highlighting its perceived value. The study concludes that LMS El Nino plays a strategic role not only as a digital substitute for in-person learning but also as a catalyst for long-term educational transformation in vocational settings. Continued improvements in interactivity, infrastructure, and digital literacy training are recommended to optimize its effectiveness in supporting language learning outcomes.

Keywords: LMS El Nino, learning patterns, language education, digital transformation, post-pandemic

INTRODUCTION

The digital technology revolution over the past two decades has driven a paradigm shift in the field of education. This development has become increasingly significant since the COVID-19 pandemic forced educational institutions worldwide, including in Indonesia, to rapidly transform toward online learning. One tangible form of the educational response to this situation is the utilization of a Learning Management System (LMS) as a learning solution that not only replaces face-to-face meetings but

also shapes new learning patterns that are more flexible, independent, and collaborative.

At Politeknik Negeri Semarang (POLINES), the LMS El Nino was developed as an internal platform to address the challenges of online learning, particularly during the pandemic. As the transition into the post-pandemic era unfolds, the use of LMS El Nino has been maintained and its functions further enhanced. This reflects a shift in educational practices from emergency measures to being part of a long-term learning strategy. Specifically, in the context of language learning within the Department of Accounting at POLINES, LMS El Nino has played a strategic role in reshaping students' learning patterns.

The transformation of student learning patterns in this context refers to changes in how students access, comprehend, and interact with language learning materials. Students who were previously accustomed to classical classroom systems have begun to show tendencies toward more autonomous learning—making use of digital discussion forums, creating independent study schedules, and revisiting materials on their own. On the other hand, lecturers have also made pedagogical adjustments by applying approaches such as microlearning, flipped classrooms, and multimedia integration to maintain student engagement in online settings.

Several previous studies have highlighted the importance of LMS in supporting modern learning. Haryani and Poniam (2021) found that student satisfaction with LMS correlates with its effective use. Alturki and Aldraiweesh (2021) emphasized users' internal motivation as a key factor in the acceptance of learning technology. Cavus et al. (2021) added that perceived ease of use, availability of facilities, and attitudes toward LMS have a significant influence on the sustainability of online education. Meanwhile, research by McBurnie (2020) and Ye et al. (2023) underscored the importance of sustainability and personalization in the use of LMS for post-pandemic learning. However, specific studies addressing the transformation of student learning patterns in LMS-based language learning within a vocational context, particularly at POLINES, remain relatively limited.

Theoretically, the use of LMS El Nino in language learning can be analyzed through the constructivist framework and second language acquisition theory. Vygotsky (1978) stated that learning occurs optimally when learners construct meaning through experience and social interaction. In this context, LMS can serve as a digital social

space that supports knowledge construction. Similarly, Ellis (2008) explained that successful language learning is determined by both cognitive and environmental aspects, including the learning media used. Educational technology approaches such as the TPACK framework (Mishra & Koehler, 2006) emphasize the importance of balancing content, pedagogy, and technology to create meaningful and effective learning experiences.

The use of LMS El Nino in the Department of Accounting at POLINES has been ongoing since the start of the pandemic and continues to be developed as part of a targeted research agenda to create a hybrid learning model that aligns with the characteristics of vocational education. The research roadmap aims to design a language learning system that is more effective, efficient, and adaptive to developments in educational digitalization.

Based on this background, this study aims to reveal how LMS El Nino has contributed to transforming student learning patterns in language learning. The urgency of this research lies in its contribution to developing technology-based learning policies and strategies that are not only academically relevant but also practical in supporting digital literacy, learning autonomy, and competencies in vocational education settings..

METHODOLOGY

This study employed a descriptive qualitative approach to explore in depth the processes and dynamics of the transformation of students' learning patterns in language learning through LMS El Nino in the post-pandemic period. This approach was chosen as it allows the researcher to investigate students' subjective experiences contextually, particularly in examining changes in learning strategies, digital engagement, and student adaptation to technology-based learning.

The research subjects were active students from the Department of Accounting at Politeknik Negeri Semarang (POLINES) who had participated in language learning using LMS El Nino. A total of 160 students were involved in the general survey. In addition, five lecturers of language courses were included to provide a comprehensive perspective from the teaching side.

The research object was the transformation of students' learning patterns, encompassing dimensions of learning autonomy, flexibility, collaboration, and changes in how they interact with materials and lecturers on the LMS El Nino platform.

To obtain accurate and in-depth data, this study employed three primary techniques:

- 1) Semi-structured interviews with students and lecturers to explore their understanding, experiences, and perceptions of changes in learning patterns during and after the use of LMS.
- 2) Participant observation, involving direct observation of student activities within LMS El Nino, including interactions in discussion forums, frequency of material access, and responses to assignments and quizzes.
- 3) Documentation, which included screenshots of interactions, LMS activity reports, and teaching materials used during the learning process.

Data were analyzed using thematic analysis, as developed by Braun and Clarke (2006), comprising six key stages: (1) reading and comprehensively familiarizing oneself with the data, (2) generating initial codes from emerging patterns, (3) grouping codes into potential themes, (4) reviewing and verifying theme coherence, (5) defining and clearly explaining each theme, and (6) constructing a logically organized and argumentatively sound scientific narrative.

To ensure data validity, the researchers applied technique and source triangulation, as well as member checking with informants, to confirm that the interpretations truly reflected the participants' original experiences.

The results of this research are intended not only as a scientific contribution in the form of a journal publication but also as a basis for: (1) developing LMS-based language learning modules that are responsive to the needs of vocational students, (2) designing digital training strategies for lecturers, and (3) providing academic policy recommendations for POLINES to integrate learning technology into the curriculum in a more systematic and sustainable manner.

DISCUSSION

The transformation of students' learning patterns is one of the tangible impacts of the shift in the learning system that occurred in the post-COVID-19 pandemic era. At Politeknik Negeri Semarang (POLINES), the use of the Learning Management System (LMS) El Nino as the primary medium for language learning has changed the way

students interact with learning materials, lecturers, and the learning process itself. Based on survey results from 144 students in the Department of Accounting and interviews with several lecturers, a comprehensive picture was obtained of how LMS El Nino has substantially influenced students' learning patterns.

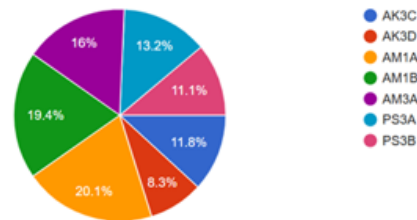


Figure 1. Respondent Profile

The 144 respondents came from seven classes: Accounting 3C (AK3C), Accounting 3D (AK3D), Managerial Accounting (AM1A, AM1B, AM3A), and Islamic Banking (PS3A, PS3B), with participation percentages as shown in the figure above. This relatively large number of respondents also provided a rich variety of perspectives, enabling the analysis to identify both common patterns and differences in experiences with the use of LMS El Nino. Consequently, the findings of this study offer in-depth insights into the transformation of post-COVID-19 pandemic learning within the Department of Accounting at POLINES

1. Changes in Student Learning Patterns

LMS El Nino has encouraged students to develop more independent, flexible, and digitally oriented learning patterns. The majority of students reported that they have become accustomed to setting their own study schedules, accessing materials asynchronously, and revisiting certain topics as needed. In the context of language learning, this provides students with greater opportunities to practice individually, particularly in skills such as reading and listening.

This transformation reflects a shift from conventional learning patterns that rely heavily on direct instruction from lecturers toward more active and reflective self-regulated learning. Through features such as material uploads, discussion forums, and online quizzes, LMS El Nino has served as a platform that enables students to take greater responsibility for their own learning process.

2. Challenges in Learning Transformation

Based on questionnaires collected from 144 respondents, several obstacles emerged during this learning transformation, including:

- a) Technical difficulties: 3.6% of students experienced technical barriers such as slow access, login issues, or incompatible devices

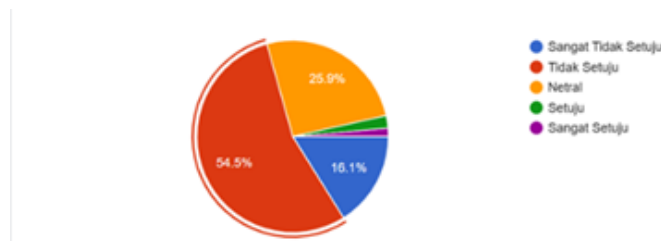


Figure 2. Technical Difficulties

A total of 3.6% of respondents acknowledged experiencing technical difficulties in using LMS El Nino, including challenges in accessing certain features, device compatibility issues, and system disruptions when logging in or using specific modules. These technical difficulties may be influenced by the limited capacity of the LMS server or incompatibility between students' devices and the LMS system. Meanwhile, 25% of respondents were neutral, and 54.5% reported not experiencing such difficulties. These findings indicate that although the majority of students did not face technical problems and were able to use the platform without significant obstacles, better handling of technical issues may be needed to further enhance their learning experience.

- b) Internet access

8% of respondents reported frequently experiencing network problems, while the majority experienced disruptions only occasionally or rarely.

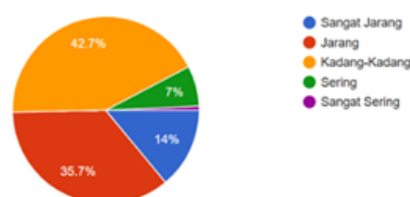


Figure 3. Internet Limitations

Internet accessibility is no longer a major obstacle in online learning. Based on the questionnaire results, only 8% of respondents stated that they often or very often experienced disruptions in internet access. Meanwhile, 42.7% reported experiencing them occasionally, 35.7% rarely, and 14% very rarely. These findings indicate that network infrastructure in most areas has been adequate to optimally support online learning activities. Nevertheless, some students still face connectivity issues, which have the potential to disrupt learning

effectiveness, particularly when accessing materials or participating in online assessments.

c) Limited interaction

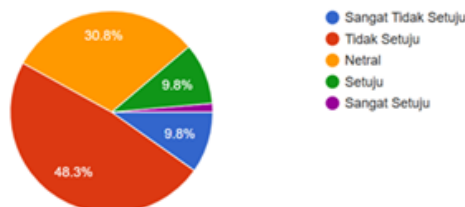


Figure 4.Limited Interaction

Although, in general, network infrastructure has been adequate, internet access remains a challenge for some students in the online learning process. Questionnaire results show that only 8% of respondents consistently experienced internet access problems, while 42.7% reported occasional disruptions, 35.7% rarely, and 14% very rarely encountered such issues.

These data indicate that internet access is no longer a major obstacle on a broad scale, but it remains a factor to be considered, particularly for students living in areas with limited connectivity. Network disruptions still experienced by some students have the potential to hinder the effectiveness of language learning, especially in accessing learning materials or participating in online assessments in a timely manner.

In language learning, this limitation in communication poses a particular challenge, as language acquisition requires direct and intensive practice in speaking and listening.

3. Opportunities for Strengthening Adaptive Learning Patterns

Despite the challenges, most students view LMS El Nino as offering significant opportunities to support positive changes in their learning patterns. Survey results show that 59.4% of students stated that it was easier to access materials, 58% reported becoming more independent, and 69.9% felt that their flexibility in managing study time had increased.

Students can learn at their own pace, revisit language materials such as listening or grammar lessons, and arrange schedules that align with other activities. LMS El Nino also facilitates the development of digital skills, with 79% of students stating

that they have become more accustomed to using digital platforms – an ability that will be valuable in their future professional careers.

4. Students' Perceptions of LMS Effectiveness

Survey results indicate that students generally hold a positive perception of using LMS El Nino in language learning. Most respondents expressed satisfaction with its ease of access, flexibility, and user interface, which supports a comfortable learning experience.

Regarding overall learning satisfaction, 76.2% of students stated that they were satisfied or very satisfied with the learning process through LMS El Nino. They considered the platform helpful in providing easy access to materials and supporting flexible study schedules. However, 22.4% of respondents remained neutral, largely due to existing technical issues and limited direct interaction, which reduced optimal engagement.

From the perspective of learning motivation, 53.1% of students reported feeling more motivated when using LMS El Nino. Nevertheless, around 35.7% were neutral, and 4.2% felt that the platform did not provide sufficient motivational stimulus. The low level of social interaction and minimal verbal stimuli are likely factors contributing to decreased enthusiasm among some students, particularly given that language learning generally requires direct and repeated responses.

In terms of learning quality, 52.1% of respondents believed that the use of LMS El Nino had improved the quality of language learning, mainly due to the flexibility in accessing materials and the opportunity for independent study. Meanwhile, 45.5% provided a neutral assessment, and 6.3% felt that quality remained unchanged or had declined. This suggests that improvements in learning quality through LMS largely depend on individual initiative and self-study habits.

Regarding ease of use, LMS El Nino was considered highly user-friendly. As many as 86.9% of students stated that the platform was easy to use, featuring intuitive functions and straightforward navigation. Only a small proportion of students still encountered technical difficulties in operating the platform.

Support for using LMS El Nino was also evident from the recommendation aspect. A total of 75.5% of respondents said they were willing to recommend the platform to their peers, indicating that LMS El Nino has had a positive impact on language

learning. However, about 4.2% of respondents did not recommend its widespread use, citing limited social interaction and occasional technical challenges.

Overall, these findings suggest that students have a relatively strong perception of the effectiveness of LMS El Nino in driving the transformation of their learning patterns, particularly in terms of flexibility, autonomy, and technological proficiency. Nonetheless, optimizing pedagogical interaction and technical support remains essential to further enhance the language learning experience through this digital platform.

CONCLUSION

Based on the research findings, it can be concluded that the use of LMS El Nino has driven a transformation in the learning patterns of students in the Department of Accounting at Politeknik Negeri Semarang, particularly in the context of language learning in the post-COVID-19 pandemic era. This transformation encompasses a shift from conventional learning patterns to those that are more independent, flexible, collaborative, and digitally based.

Students have demonstrated improvements in learning autonomy, flexible use of time, and the ability to access and manage materials independently. LMS El Nino is also perceived as capable of enhancing students' digital skills and providing an effective platform for language learning, despite the persistence of some technical challenges and limited direct interaction.

These findings indicate that LMS El Nino has not only served as an alternative learning medium during the pandemic but has also become an integral part of the vocational learning system, particularly in fostering a transformation of students' learning culture toward a more adaptive and independent approach

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