



# STUDENTS' PERCEPTION OF USING LENTERA IN LEARNING ENGLISH

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## ABSTRACT

This research investigated the students' perception of Using LMS Lentera in Learning English. The method used was Mixed Method with Convergent Parallel Design. The respondents of this research were 69 students of English Education Department of a state Islamic university in Makassar. The instruments were closed and open-ended questionnaires and additional data from Forum Group Discussion (FGD). The results indicated that LMS Lentera met students' expectations in Learning English (62.3%); Lentera was effective to use for learning English online (66.7%); Students acquired knowledge through Lentera (65.2%); Features of Lentera covered the needs in learning English (59.4%); The toolbars of Lentera were well-organized (58%); and Lentera was useful for online learning English (58%). The results also revealed that the frequent features used were assignments (46.3%) and quizzes (28.9%). In addition, the students stated the benefits of Lentera, such as it facilitated them with English learning materials provided by lecturers, and weaknesses of using Lentera, like network problems.

**Keywords:** Learning English; learning media

## 1. INTRODUCTION

Higher education in Indonesia continues to use Learning Management System (LMS) after Covid-19 blows over. Learning challenges during the pandemic bring significant changes for educators and students (Aminah, Ardin, & Angraini, 2022). In addition, the traditional teaching process changed after adopting the development of information, multimedia technology, and using the internet as a new way of teaching (Tao & Sun, 2006). The development of the educational process in all countries of the world is a prominent goal and a large strive that can be achieved through the development of

policies, continuous programs, and substantial investments to improve the quality of education (Almarabeh, 2014). Furthermore, Learning Management System is considered a useful option for organizing and distributing any aspect of learning in educational institutions.

Learning Management System (LMS) is a software program or platform that makes it easier to administer, deliver, and track training courses and programs. It is frequently utilized in corporations, organizations, and educational institutions to provide online training and learning opportunities. A learning management system is a collection of software and hardware that cooperates to provide a range of functions, technical and other support services that support the system's primary function of managing the educational process (Alzouman, Alhazzani, & Alwaili, 2017). It has become a reliable tool for teaching and training in higher and general education (Ozdamli, 2007). LMS integrates a high level of strategic planning to manage educational events within an organization to offer online learning in a virtual classroom, allowing the institution to manage students, the kinds of activities taking place, and necessary administrative tasks (Almoslamani, 2018). Therefore, many universities use LMS, which is also regarded as a crucial tool for creating and designing online courses.

Lentera (Learning Centre Area) is a Learning Management System used in UIN Alauddin Makassar. It facilitates student learning online. Lentera was developed using a virtual class model (online class) to assist lecturers in teaching and facilitating students in the lecture process. Additionally, Lentera is linked to the Moodle e-learning course, which may be accessed by web or mobile services, an open-source platform that offers explicitly web-based education services (Aminah et al., 2022). The platform provides learning resources and digital books provided by lecturers so that students can access learning materials. Lentera has several features, such as attendance, quizzes, and other online collaboration features. When students access Lentera, they can view the three forward views, including the list of faculty and department, courses, and class.

Many studies have been conducted by researchers related to the implementation of LMS in education. Aminah et al. (2022) found that the students' barriers in learning using Lentera were network issues, challenges to understanding learning materials, and inaccessible applications, while the advantages encountered were Lentera facilitating the process of teaching and learning, enabling the students to submit their assignments, and providing accessible file storage. In addition, Hirval & Zaim (2020), in their research investigation, indicated that students' perception of learning English through LMS gives a significant opportunity to access the internet to find additional material while learning. In comparison, Zainuddin A. et al. (2019) summarized that LMS has potentially contributed to advancing students' self-directed learning and peer-interaction skills. Thus, Lentera, as an LMS, is used as blended learning media online and offline.

Learning English using Lentera has many challenges for students at State Islamic University of Alauddin Makassar; therefore, several lecturers used Lentera and face-to-face in their teaching process. This study aimed to investigate the students' perception of using Lentera in learning English. Knowing students' points of view regarding the effectiveness and features of Lentera and their experience was interesting to discuss.

## **2. METHODS**

The method used was Mixed Method with Convergent Parallel Design. This method involves collecting and analyzing qualitative and quantitative data to comprehend the research topic thoroughly. The respondents of this research were 69 students of English Education Department of UIN Alauddin Makassar. The instruments were closed and open-ended questionnaires administered through Microsoft Forms. The closed-ended question consisted of 6 statements of the Five-Point-Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree), 2 other questions related to 'yes' and 'no' answers, and 2 open-ended questions. In addition, Focus Group Discussion (FGD) was also conducted as additional information on students' responses. Six students were randomly selected to get qualitative data. The quantitative data were then analyzed statistically through percentages, and qualitative data were described by thematic analysis and interpretation.

## **3. RESULTS AND DISCUSSION**

### *Students' Perception of Using Lentera in Learning English*

Several lecturers at English Education Department of UIN Alauddin Makassar have used Lentera. However, only a few of them used it in teaching English courses. Thus, the data gained from this research is based on students' perceptions regarding their experience of using Lentera in learning English. The results are illustrated as follows:

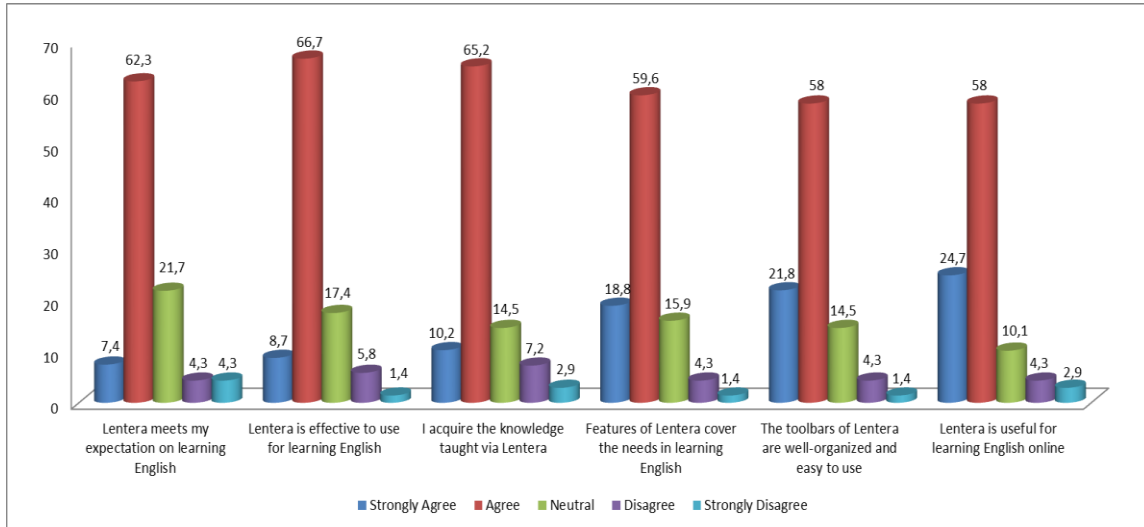


Figure 1. Percentage of Students' Perception of Using Lentera in Learning English

The results described in Figure 1 indicated six statements regarding students' perception of using Lentera in learning English. First, Lentera met students' Learning English expectations, indicating that most students (62.3%) chose 'agree.' The rest, 7.4% of students, responded 'strongly agree,' 21.7% were 'neutral,' and 4.3% were for each 'disagree' and 'strongly disagree.' One of the reasons for that result was lecturers' activeness in giving them English sources through Lentera made students get various learning sources. Moreover, the students also had time to do their tasks because they did not need to submit them directly. This result is in line with research conducted by Multazam, Korompot, & Munir (2022); they found that the students had plenty of time to complete the assignment by using LMS; lecturers acknowledged that the information was comprehensive in the file form that must be read or in the video they taught; also, when giving an assignment, they did not just specify 24 hours but sometimes three days or even a whole week. Afi & Naidu (2020) also found that LMS provided accessing online materials allowing teachers and students to have easy, fast, and constant access to the materials. In addition, during the focus group discussion, students clarified their reason related to the statement. The results, as mentioned by students B and E, are as follows:

*"Lentera connect other application, such as YouTube, and reading material provided by lecturers. If using Lentera, lecturers give more time to collect assignments for writing. I do not need to worry about late submission."*

*"Lecturers use Lentera for giving learning materials. I can read it again when I need. Just open Lentera again; moreover, I rarely write down material given."*

The second statement was regarding the effectiveness of Lentera in learning English. Most students (66.7%) responded 'agree,' 17.4 % were 'neutral,' 8.7% were 'strongly agree,' 5.8% were 'disagree,' and 1.4% were 'strongly disagree.' The effectiveness of using Lentera for students was influenced by the lecturers' learning materials, tasks, assignments, quizzes, etc. Student F said that he could improve his English grammar through quizzes given by lecturers but having difficulties regarding listening. In addition, student C stated that writing English using Lentera gave her time to explore ideas because when the lecturer used Lentera, she had several days for the submission deadline, but when writing offline, she had to submit on the same day. In line with this finding, Aminah et al. (2022) also found that Lentera had three benefits for utilizing writing classes: it facilitated the teaching and learning process, helped students submit their assignments, and offered enough file storage. A key element in encouraging students to participate in online learning activities apart from class continually is the activity and material provided on LMS (Zainuddin et al., 2019). Thus, Lentera is appropriate for online learning since it greatly simplifies the students' experience in doing their English tasks.

The next finding was related to comprehension using Lentera in learning English. Students that responded 'agree' acquiring knowledge through Lentera were 65.2%. Other 10.2% were 'strongly agree,' 14.5% were 'neutral,' 7.2% were 'disagree,' and 2.9% were 'strongly disagree.' Most lecturers gave English learning materials through reading text, website links, and YouTube channels. The learning sources were based on the learning focus. Dulkaman & Afiza (2016) stated that students benefited from using innovative collaboration technologies in LMS since they experienced an extra "real" classroom environment. Lentera can be used by integrating other websites or learning sources. The result indicated that lecturers should play a bigger part in inspiring students to use Lentera as LMS through original and creative strategies. The following is the statement from students A and D during the focus group discussion:

*"Only a few lecturers use Lentera in teaching English. Some..., most of them, only use it for attendance. However..., some use it properly, like providing materials, contents, or well-explanation through YouTube link, and then tasks."*

*"I like if lecturers give videos in Lentera, I can see it. The explanation is better than just reading from other website links lecturers give. I understand if there are examples too, and lecturers use interesting English quizzes or games."*

The fourth was about features in Lentera. There 59.4% of students responded 'agree' that features of Lentera covered their needs in learning English. Other 18.8% of students were 'strongly agree,' 15.9% were 'neutral,' 4.3% were 'disagree,' and 1.4% were 'strongly disagree.' Even though there might be different features of Lentera between lecturers and students, this study only focused on students' Lentera. The features of Lentera were

attendance, assignment, glosarium, forum, quiz, chatbox, choice/voting, survey, BigBlueButton, wiki, book, G-meet for Moodle, etc. Those features can facilitate students in completing their tasks via Lentera and enrich their English learning sources through lecturers' uploaded files. Lentera as Learning Management System (LMS) is a software or Web-based technology used to facilitate learning by providing a platform enabling easy access to learning content and resources by learners (Hirval & Zain, 2020). According to Cavus et al. (2007), LMS is more effective if it has innovative built-in collaboration features. However, whether or not LMS features are useful still depends on how they are used in a given course and how the feature aids the user in achieving the desired course outcomes. Student D noticed related to the features of Lentera in a forum group discussion:

*"More lecturers use assignment feature. Providing questions using quiz... using multiple choice is good; sometimes, I can see my correct and false answers directly. Sometimes also Zoom meetings, lecturer puts the link in Lentera or WhatsApp group."*

Fifth is relating toolbars of Lentera. Most students (58%) chose 'agree' that the toolbars of Lentera were well-organized. Other 21.8% of students were 'strongly agree,' 14.5% were 'neutral,' 4.3% were 'disagree,' and 1.4% were 'strongly disagree.' The main page of Lentera shows Menu Sidebar, User Profile, and Course Overview. The dashboard of courses shows several sub-menus regarding lectures, such as quizzes, sources, attendance, etc., based on what lecturers have set for students. Student E mentioned that the course overview tool helped her quickly find past and present courses when she needed to read learning materials. This statement is supported by Aminah et al. (2022) that even if the course is over, Lentera provides file storage. Therefore, the lecture materials and the assignment file are saved in Lentera, and students can access them anytime.

The last is regarding the usefulness of Lentera in learning English online. There 58% of students gave a response 'agree.' Other 24.7% were 'strongly agree,' 10.1% were 'neutral,' 4.3% were 'disagree,' and 2.9% were 'strongly disagree.' This result proved that utilizing e-learning in the educational process allows teachers and students access to an enormous amount of useful resources, encompassing technology, websites, and internet access (Rahmawati, 2016). The features of Lentera allowed rapid access to the specific resources and random hyperlinks provided by lecturers. Student C mentioned that Lentera is useful if lecturers cannot attend the class meeting as follows:

*"Lecturers are busy. Because she/he cannot come to teach in the class, she/he gives English learning material through Lentera. We get... must read them, then answer questions based n what we read."*

Besides students' perceptions related to the use of Lentera, they also provided information regarding features used by lecturers as follows:

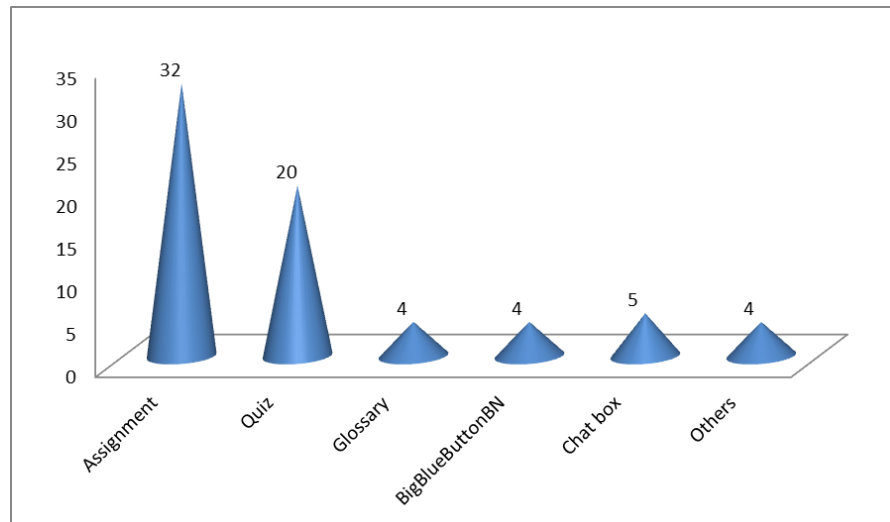


Figure 2. Features of Lentera

Figure 2 illustrates the features used by lecturers. The results revealed that the frequent features used were assignments (46.3%) and quizzes (28.9%). In line with these findings, a study conducted by Multazam et al. (2022) showed that LMS is complete, easy to use, has good features, is effective in designing meetings and assignments, reduces the use of internet quota, and has extensive time to do the task.

### *The Benefit of Using Lentera in Learning English*

Using Lentera in the teaching and learning process has several benefits. It allows students to quickly get information, learning material, and assignment from lecturers. Besides, the features of Lentera allowed a simple way of delivery. Since Lentera enables teachers to monitor each student's progress individually or concerning particular topics, lecturers are more aware of students' participation (Dulkaman & Afiza, 2016). Additionally, the lecturers can control activities through the calendar and distribute them to students. The students are able to read up on the subject beforehand and be prepared for the class discussion as a result.

9. What benefits did you acquire using Lentera on learning English online?

69 Responses

24	anonymous	the benefits are having various forms of learning processes such as videos, online discussions, and online quizzes.
25	anonymous	Tugas tertata rapi, bisa mengupload vidio,tugas2 dgn word, dll.
26	anonymous	Easy to understand
27	anonymous	.
28	anonymous	I am very happy to use a lentera because it is easier to work on a lantern
29	anonymous	Give attendant easier and more accurate, it can share video, video call, etc
30	anonymous	I could easier to do the assigment
31	anonymous	Lentera are easy to use and lentera also include features needed when online learning
32	anonymous	The toolbar is complete and materials are easy to get
33	anonymous	we can immediately see our value:)
34	anonymous	The benefit that I get while using a lantern is where I can access and find out how to study using a lantern.

Figure 3. Students' Response Regarding Obstacles Using Lentera

Figure 3 describes the students' perception of the benefits of using Lentera. One of them is the students have various learning features such as videos, discussions, quizzes, and assignments that can be used in learning English. In addition, in a focus group discussion, student B stated that the students could access their assignments and learning materials from the previous semester. This is indicated that Lentera has good learning storage for students. Hirval & Zain (2020) stated that the benefits of using e-learning include managing and storing large amounts of data safely, monitoring students' development and performance, allocating more material, providing individualized online instruction, and expanding the reach of e-learning.

### *Students' Obstacles of Using Lentera in Learning English*

UIN Alauddin Makassar has applied to Lentera (Learning Center Area) since 2019. It is e-learning with a virtual classroom setup, which is supposed to simplify the learning process for lecturers and students. Additionally, if the lecturers want to use Lentera, both lecturers and students can use their accounts administered in the academic portal account. However, students faced several problems learning English through Lentera, especially network problems. Volery's (2000) study identified that while being involved in e-learning was considered rewarding, most of his respondents did not fully participate in the e-learning due to technical problems, which led to frustrations in trying to connect and utilize the network systems. In addition, Ku & Lohr (2003) assert that technological problems commonly faced by students in e-learning include frequent disruption to the internet connection, slow loading, and incompatibility of software and hardware.



8. What obstacles did you find using Lentera in learning English online?

69 Responses

39	anonymous	only one obstacle is the lack of network support
40	anonymous	I'm not sure. Maybe the toolbars that make you confused
41	anonymous	only one obstacle is bad network.
42	anonymous	Sometimes I cannot edit my text (assignment) in lentera.
43	anonymous	signal
44	anonymous	The network id a bit of a problem of you are accessing a lantern account
45	anonymous	when the lentera gives me a task through a lentera , the notification does not appear, so I recommend that there be a notification that appears either the tasks , attendance. and I think that's all
46	anonymous	Can't communicate with other people properly.
47	anonymous	The obstacle that I found during online learning in the lantern was from the network factor so that sometimes it took a long time to get into the lantern and also it hampered the learning process that was in the lantern
48	anonymous	The only obstacle is the network, apart from that in my opinion there is no

Figure 4. Students' Response Regarding Obstacles Using Lentera

Aside from internet connection, students also complained about the notification that they could not get early relating to assignments or quizzes. Student B, in a focus group discussion, suggested connecting their smartphone or other ways to get notifications related to new English materials or assignments provided by lecturers. This aligns with Alenesi's (2018) statement that three factors prevent people from utilizing LMS: a lack of technical assistance from institutions, a distrust of technology, and insufficient instruction on using the LMS platform. Thus, even if e-learning has many potentials and benefits, students cannot fully use all of its benefits and potential until the e-learning obstacles are resolved (Rahmawati, 2016).

## CONCLUSION

The results of this research indicated that LMS Lentera met students' expectations in Learning English (62.3%); Lentera was effective to use for learning English online (66.7%); Students acquired knowledge through Lentera (65.2%); Features of Lentera covered the needs in learning English (59.4%); The toolbars of Lentera were well-organized (58%); and Lentera was useful for online learning English (58%). The results also revealed that the frequent features used were assignments (46.3%) and quizzes (28.9%). In addition, the students stated the benefits of Lentera, such as it facilitated them with English learning materials provided by lecturers, and weaknesses of using Lentera, like network problems when learning was running in.

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