

Online Learning Model Based on Learning Management System to Support Student Exchange Program

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ABSTRACT

The objective of this study is to reveal EFL Lecturers' perception of Learning Management Systems (LMS) for Online Learning, to investigate characteristics of the approach used by the lecturer in LMS-based Online Learning, to overview the impact of the implementation of LMS-based online learning on students' affective, behavioral, and cognitive aspects, and to depict the LMS-SPADA-based online learning model used by lecturers in student exchange programs. Researchers applied qualitative methods with ethnographic design. The subjects of this study were 9 lecturers and 23 students. Data collection in this study used observation and interview techniques. The data analysis technique used is transcription, coding, and thematic analysis. The result of this study confirms that EFL Lecturers' perceptions of LMS for Online Learning are (1) strongly supportive of LMS for online learning; (2) fairly supportive of LMS for online learning; and (3) weakly supportive of LMS for online learning. The approach used by the lecturer in LMS-based online learning is characterized by the application of a student-centred view.

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1. INTRODUCTION

In this study, the setting of the research is one of the universities in LLDIKTI Region IX Sultan Bataara. This college continues to strive to improve student competence in the learning process and the quality of graduates who have life skills so that they can compete in the world of work according to their respective fields and face challenges, especially challenges in the digital era. In the field of learning, UKI Toraja, through the study program, has succeeded in collaborating with various partners in terms of implementing *Merdeka Belajar Kampus Merdeka* (Krishnapatria, 2021). Especially for the English Language Education Study Program, there are four MBKM programs that have been successfully implemented and are still running. The programs are Internships (hotels, travel tours, *katokkon* and Wendy bag business units), KEMENDIKBUD teaching assistance in education units,

student exchanges (between study programs and between campuses), and independent studies (collaboration with Google).

Especially in the student exchange program between universities through the Ministry of Education and Culture, the English Language Education Study Program has succeeded in collaborating with five universities in Indonesia, including HKBP Menseh Medan, Budi Luhur Jakarta, IKIP Siliwangi Bandung, Universitas Semarang, Universitas 17 Agustus Surabaya. Meanwhile, the student exchange program is also carried out independently by the English Language Education Study Program by involving collaborative universities, namely UNISMUH Makassar and UKDW Yogyakarta. A total of twenty-three students participated in student exchange programs both implemented by the Ministry of Education and Culture and through independent channels. Likewise, with educators, this program is supported by nine lecturers of the English Language Education Study Program, they teach students online with the collaboration of students from different campuses. The learning model implemented through the Student Exchange program is an online learning model. The online learning model is carried out entirely online by utilizing social media platforms and LMS (Allo, 2020; Ballouk et al., 2022; Graham, 2006; Tayebinik & Puteh, 2013; Valiathan, 2002; Widjaja & Aslan, 2022). The Learning Management System used in the student exchange program at the English Language Education Study Program, UKI Toraja, is a SPADA application.

The application of the online learning model allows students to flexibly attend lectures by utilizing electronic devices such as cellphones, laptops and so on in various places, not only on campus but can be anywhere according to the needs of the students themselves (Bamoallem & Altarteer, 2022; Finlay et al., 2022; Islam et al., 2022). Online learning can also improve students' digital literacy and the achievement of general and specific learning objectives in certain courses (Means et al., 2013; Nagel, 2009; Vesisenaho et al., 2010). This method will certainly be a solution to the challenges faced by students in learning by applying the conventional learning model so far, which limits the interaction of lecturers and students who are only in the classroom (Jost et al., 2021). Of course, this method will reduce students' boredom with learning and can increase their learning motivation. In addition, the online learning model is the most suitable choice for the implementation of student exchange programs because of the consideration of the distance of student locations from various universities that program certain courses.

Several researchers in various fields have researched online learning models and LMS. Mapping previous research data related to topics on online learning models and learning management systems using the VOSviewer and Publish and Perish applications. The research conducted by Harahap et al. (2019) found that online learning is more effective than traditional learning models in improving student achievement. Sari and Wahyudin (2019) that students view using the Instagram app positively as it can increase their motivation, engagement, and attitude. Margolis et al. (2017) sum up the ten best instructional practices that lecturers should use in learning. Rianto (2020) found that students considered it very good or positive for the application of blended learning but an important technical question, namely the problem of the availability of a good internet network. In general, when blended learning is exposed in the learning process, it shows a positive trend due to variations in the excellence (McCutcheon et al., 2018) compared to traditional learning. The use of media in online learning can take various forms, including using Google Classroom (Syakur, 2020) and, Edmodo (Sefriani et al., 2021), and Moodle (Bataineh & Mayyas, 2017). The technical thing that is indeed an obstacle is the internet problem (Hosseinpour et al., 2019). Not all learners have good access to online learning (Herliana et al., 2020). In the study of LMS, Jin and Branch (2022) explores learning that is adaptive in nature to the use of LMS in learning. Yeo (2022) used an LMS called a list management system to support the English learning process. Magnaye et al. (2022) researched the quality of LMS use. The following is a VOSviewer visualization on the implementation of online learning models and LMS:

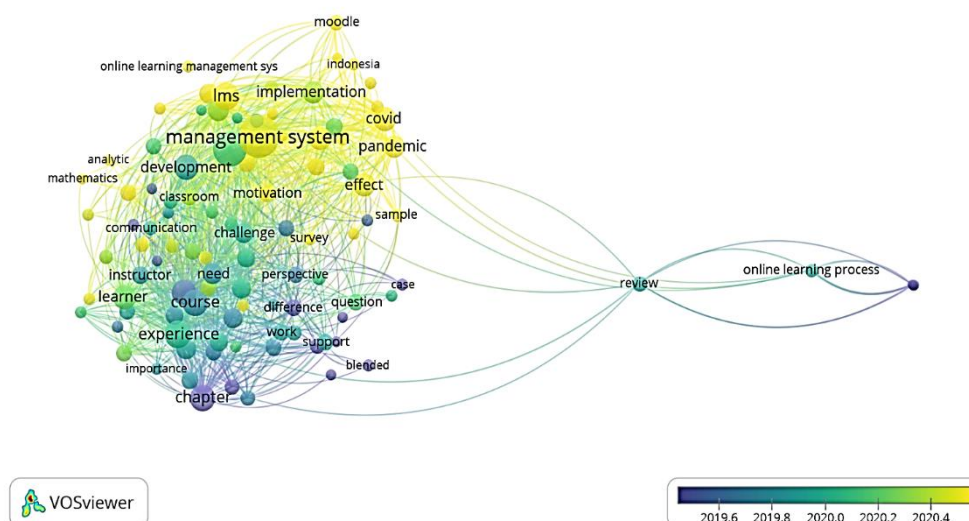


Figure 1. Visualization using VOSviewer in the implementation of online learning models and LMS

Pre-observations made related to the implementation of the MBKM (student exchange) program in the English Language Education Study Program UKI Toraja for two semesters showed significant development. At the beginning of the MBKM program, only student exchanges between study programs were carried out, but along with the evaluation of the program, the study program developed student exchange cooperation between universities in Indonesia. There are 7 universities in Indonesia that are the location of the PBI UKI Toraja student exchange program. Of course, this achievement needs to be further improved in the next semester. So it is considered important to provide input for the progress of the UKI Toraja English Study Program. First, in terms of the implementation of learning that needs special attention related to the LMS used. So far, SPADA as an LMS application is still experiencing technical problems, and application accessibility is still not optimal. Second, the development of the quality of lecturers related to the implementation of student exchange programs is still not optimal, so the English Study Program proactively learns independently through peer-coaching programs. Third, in terms of the impact of student exchange program implementation on the achievement of student learning outcomes (affective, behavioral, and cognitive) has not been comprehensively evaluated. From a cognitive point of view, it has been seen from the student's KHS data, but the other two aspects have not been touched. Thus, based on this background, the objective of this study is to reveal EFL Lecturers' perception of LMS for Online Learning, to investigate characteristics of the approach used by the lecturer in LMS-based Online Learning, to overview the impact of the implementation of LMS-based online learning for on students' affective, behavioral, and cognitive aspects, and to depict the LMS-SPADA-based online learning model used by lecturers in student exchange programs.

2. METHODS

In this study, researchers applied qualitative methods. Creswell (2012) states that the first thing a researcher does is to draw up a protocol or guideline for collecting data from the research subject. Ethnographic design is used to achieve related research objectives: EFL Lecturers' perception of LMS for Online Learning, characteristics of the approach used by the lecturer in LMS-based Online Learning, the impact of the implementation of LMS-based online learning on students' affective, behavioral, and cognitive aspects, and the LMS-SPADA-based online learning model used by lecturers in student exchange programs. Creswell (2012) states that ethnographic design is a qualitative research measure

that elaborates, studies, and discusses patterns of cultural habits of a particular group (including in the context of learning) that continue to evolve over time. Spradley (1979) views ethnographic research as a cultural study (lifestyle) to describe and produce an understanding of his way of life. The way of subject selection used is purposive. In accordance with Creswell (2014), the researcher understands very well the subject chosen in the study and believes that the subject can provide the data desired by the researcher. The subjects of this study were 9 lecturers of the MBKM student exchange program and 23 students who took part in the student exchange program of the UKI Toraja English language education study program.

Data collection in this study used observation and interview techniques. Researchers prefer direct observation as a data collection technique and follow up with interviews. Related to direct observation, Dawson (2002) states that in-person observations use assistive tools such as recorders to aid researchers' observations. The researcher is not directly involved in the activities of the subject under study. Meanwhile, Cohen et al. (2007) stated that an interview is a flexible tool for data collection, allowing multi-sensory channels to be used: verbal, non-verbal, oral, and listening. The interview sequence can be controlled while still providing room for spontaneity, and the interviewer can press not only for complete answers but also for responses on complex and profound issues. The data analysis technique used is for observation of researchers' data using transcription and coding (Creswell & Clark, 2010), while the interviews were analyzed using thematic analysis (Braun & Clarke, 2006).

3. FINDINGS AND DISCUSSION

This section presents the result and discussion data of EFL Lecturers' perception of LMS for Online Learning and characteristics of the approach used by the lecturer in LMS-based Online Learning used by lecturers in student exchange programs. Here is the elaboration:

3.1. EFL Lecturers' Perception of LMS for Online Learning

In this section, researchers explain the differences in perception provided by six EFL lecturers in LMS for Blended Learning. Their perceptions are divided into three dimensions, namely (1) strongly supportive of LMS for online learning; (2) fairly supportive of LMS for online learning; and (3) weakly supportive of LMS for online learning. As depicted in the following column:

Table 1. Lecturers' Perception of LMS for Online Learning

Group	Lecturers pseudonym	Classification	Description
1	Aldrich	Strongly supportive of LMS	<ul style="list-style-type: none"> - LMS is more effective than other platforms and, with blended learning can answer the challenges of changing the curriculum, MBKM (<i>Merdeka Belajar-Kampus Merdeka</i>). - Suppose that LMS if used with the right steps, then the results will be maximum. Learning objectives in terms of attitude (affection, behavior, and cognition) can be achieved. - Supporting LMS used in the learning process and blended learning in accordance with the development of technology and information.
2	Axton and Brylee	Transitionally supportive of LMS	They recognize that LMS is good for learning but they are more supportive of traditional learning in terms of learners' character development.
3	Brent, Casey, and Freedy	Presentation, Practice, and Production model Oriented	They participated in training on the use of LMS for Blended Learning but preferred to use other platforms due to inadequate internet availability and the preparation of learning tools that took a long time.

3.1.1 Strongly supportive of LMS for Online Learning (SSLMSOL)

Differences in lecturers' perceptions on the use of LMS for blended learning are categorized in three dimensions. The lecturer's perception indicators are the definition, types, and significance of LMS for blended learning. Aldrich is categorized in the strongly supportive dimension of LMS for Online Learning (SSLMSOL) because he interprets LMS as a platform that suits the learning and learning needs of UKI Toraja today that applies online learning for students exchange program, as he said as follows:

"I suppose, LMS is suitable for use for the learning and learning process at UKI Toraja which is currently re-applying blended learning in learning process, in this case the use of the SPADA application"

In addition, Aldrich also linked the application of blended learning with the adjustment of the old curriculum. He revealed that the application of LMS for blended learning can answer the demands and changes in the curriculum that is being used, namely MBKM. Here is a statement from Aldrich:

"The use of LMS for blended learning in my opinion, can answer the concept of MBKM. Learning can be carried out effectively, not limited by space (online learning), creative and innovative".

In addition, Aldrich admitted and suggested to lecturers to implement all stages and facilities of the SPADA LMS so that they could support the learning process. He revealed that during this time, when he used the LMS, it had shown positive results. The application of LMS has succeeded in increasing student affection, behavior, and cognition. Here is an excerpt from the interview with Aldrich:

"I am very satisfied with the use of the SPADA LMS because it has shown significant changes in the affection, behavior, and cognition aspects of students. I recommend that lecturers use this application and of course follow the right steps and take advantage of the facilities in this application".

Aldrich sees LMS as a beneficial tool for facilitating online learning, specifically for the purpose of student exchange programs at UKI Toraja. It implies that Aldrich likely believes that LMS can effectively support the learning process, allowing students to engage in online learning activities that are conducive to the goals and requirements of the student exchange program. Furthermore, the finding implies that Aldrich perceives the LMS as being well-suited to the current learning needs and demands of UKI Toraja. It suggests that Aldrich may view LMS as a relevant and appropriate platform for delivering online education in the specific context of UKI Toraja, and that he considers it to be a valuable resource for meeting the educational needs of the students participating in the student exchange program. Overall, this research finding characterizes Aldrich's perspective on LMS as strongly supportive, suggesting that he believes LMS is well-suited for online learning and aligns with the learning needs of UKI Toraja in the context of the student exchange program.

3.1.2 Fairly supportive of LMS for Online Learning (FSLMSOL)

Axton and Brylee are categorized as fairly supportive lecturers of LMS for online learning because they think that LMS has a positive impact on learning. They observed the changes that occurred, namely the achievement of learning objectives, as expressed by Axton as follows:

"When compared to full face-to-face learning, blended learning has its advantages. During the time I used it, it seemed that students were activated and the interest in learning increased. However, sometimes ethics are difficult to control when online learning".

The same was conveyed by Brylee. He observed that students tend to ignore lecture rules when online learning. In terms of dress ethics, he revealed that most students do not dress modestly and do not pay attention to the right place setting. Sometimes, they lecture online in a place that is not conducive, crowd and forget to unmute their microphone. Here is an opinion from Brylee:

"I highlight student ethics when studying online. There are those in crowded places, in bed, and very annoying. It takes time to discipline students".

One of the challenges mentioned is the organization of online lectures. According to the findings, the lecturers submit notes for the lecture at the beginning of the class. This indicates that they provide a common guideline for the students to follow throughout the lecture. This practice may be used as a way to ensure that the lecture proceeds smoothly and that the students have a clear understanding of the content being presented. The fact that these lecturers are still facing challenges in organizing online learning classes despite their support for LMS indicates that there may be complexities or difficulties associated with using LMS for online instruction. These challenges could include technical issues, difficulties in engaging students' online or adapting teaching methods to an online environment. Overall, this finding suggests that while the two lecturers are supportive of using LMS for online learning, they still encounter challenges in effectively organizing their online classes and may use strategies such as providing lecture notes at the beginning of the class to help mitigate these challenges.

3.1.3 Weakly supportive of LMS for Online Learning (WSLMSOL)

Brent, Casey, and Freedy are categorized as lecturers who are weakly supportive of LMS for online learning (WSLMSOL) because they do not use LMS for blended learning. In addition, they consider that using LMS in learning can take a long time in terms of preparation, implementation, and evaluation. They still apply blended learning but use other platforms such as Zoom, Google Meet, and WhatsApp. As stated by Brent in the following interview excerpt:

"I don't use LMS in blended learning because of internet network constraints. Not all students have adequate internet access. Meanwhile, the LMS in its application is real-time. There is a time limit for working on assignments and access to teaching materials. When compared to WhatsApp, students can download materials and assignments within the given grace period. We also have an agreement on the grace time for sending tasks".

Casey also continues to use blended learning by applying google meet in learning. He does not use SPADA for reasons of preparation, implementation, and evaluation that require good time management. He also admitted that he has limited ability constraints in using technological tools in learning. He added that there are other applications that he can use in the learning process than having to use SPADA. As he outlines the following:

"I heard that it takes a lot of precision and time in terms of preparation, implementation, and evaluation of learning using SPADA. I'm a little less capable in terms of using the app so just use the power that's easy to use, zoom and google meet".

So it was conveyed by Freedy. He experienced unstable internet network problems and did not have the ability to use blended-learning learning applications.

"I only use WhatsApp in learning because I am limited. Unstable internet access and minimal ability to use applications such as SPADA in learning".

Brent, Casey, and Freedy are identified as not actively utilizing an LMS for their online learning activities. They may have concerns regarding the time required for preparation, implementation, and evaluation when using an LMS, which they perceive as being lengthy. This suggests that these lecturers may have reservations about the practicality and efficiency of using an LMS for blended learning. Instead of using an LMS, the three lecturers prefer to use other platforms such as Zoom, Google Meet, and WhatsApp for their blended learning activities. These alternative platforms may offer more immediate and accessible options for conducting online learning, without the perceived overhead of using an LMS. It is important to note that this research finding does not necessarily imply that Brent, Casey, and Freedy are completely opposed to using an LMS for online learning. They are categorized as weakly supportive, indicating that they may have reservations or limitations in their use of LMS specifically for blended learning, and have chosen to use other platforms instead. The reasons for their preference for other platforms may be related to their perceptions of time efficiency or ease of use, among other factors.

The present study result is different from the previous ones. The differences lay in the subject who provides perception. The present study confirms the perception of educators while the previous ones view the learners' point of view. Rianto (2020) found that students considered it very good or positive for the application of blended learning, but an important technical question, namely the problem of the availability of a good internet network. In addition, Not all learners have good access to online learning (Herliana et al., 2020).

3.2. Characteristics of the approach used by the lecturer in LMS-based Online Learning in Student Exchange Program

Based on data from the previous EFL Lecturers' perception of LMS for Online Learning, there is only one lecturer who is strongly supportive of the LMS for Online Learning (SSLMSOL) category. Thus, lecturers with the SSLMSOL category are the focus of data collection related to research variables on the characteristics of the approach used by lecturers in LMS-based Online Learning in the Student Exchange Program.

Aldrich uses the SPADA application as part of the LMS for online learning for exchange students. This SPADA application is provided by the campus where he teaches. When using SPADA, Aldrich uses tools at SPADA to support the teaching and learning process so that it runs optimally and can achieve learning goals. Here is an overview of the approach, SPADA facilities and additional media assistance used by Aldrich:

Table 2. Characteristics of the approach, SPADA Tools, and Media platform in LMS-based Online Learning in student Exchange Program

Approach Characteristics	SPADA Tools		Media platform
	Teaching Material Management	Activity Management	
<ul style="list-style-type: none"> The constructivist approach to LMS-based Online Learning in student Exchange Program: 	Book	Assignments	Zoom
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Peer feedback, group work, problem solving, and self-directed learning 	File	Chatting	WhatsApp
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Provide technical assistance and guidance on how to set up and use an LMS 	Label	Forum	Google Drive
<ul style="list-style-type: none"> Using creative and innovative activities 	Page	Quiz	YouTube
	URL		

The lecturer, Aldrich, is strongly supportive of LMS for online learning (SSLMSOL) applying a student-centered view in LMS-based Online Learning in Student Exchange Program. The student-centered view approach is the same as the constructivist approach. The constructivist approach to LMS-based online learning in student exchange refers to a teaching and learning philosophy that emphasizes student-centered and collaborative learning. In this approach, students are viewed as active participants in their learning process and are encouraged to construct their knowledge through interaction with others and with the learning environment.

Learning Management Systems (LMS) are digital platforms that provide tools and resources to support teaching and learning activities. They offer various features such as content management, communication tools, assessment, and tracking progress. The constructivist approach to online learning in student exchange takes advantage of these features to create a collaborative and interactive learning environment.

In the constructivist approach implemented by the lecturer (Aldrich), students are encouraged to engage in online discussions, share their ideas, and provide feedback to their peers. They are also provided with opportunities to collaborate on projects and assignments, and to use different multimedia tools to create and share their work. The lecturer's role in this approach is to facilitate the learning process, rather than to provide all the answers.

Aldrich assumed that one advantage of the constructivist approach to LMS-based online learning in student exchange is that it promotes active learning and encourages students to take responsibility for their learning. It also provides opportunities for students to develop their critical thinking, problem-solving, and collaboration skills, which are essential in today's digital world.

The constructivist approach to LMS-based online learning in student exchange is a powerful way to engage students and promote meaningful learning. By creating a collaborative and interactive learning environment, students can construct their knowledge, develop their skills, and prepare for success in the 21st century.

Another characteristic of the constructivism approach applied by Aldrich is the creative and innovative activities in online learning. SPADA has very useful tools, including Teaching Material Management and Activity Management. Aldrich uses Teaching Material Management to create teaching materials in the classrooms he manages. In the Teaching Material Management section, the resources used are Books, Files, Labels, Pages, and URLs. At the time of the interview session, Aldrich said that Teaching Material Management is an essential feature of any Learning Management System (LMS) that enables him to organize and share educational resources with his students. The use of different types of teaching materials in an LMS-SPADA by Aldrich elaborated as follows:

Initially, Aldrich used "book" as teaching material. A book is a collection of related web pages that are used to provide detailed information about a topic. He created a new book and add pages to it, then add text, images, videos, and other multimedia content to each page. He said that Books are useful for presenting in-depth information that students can read at their own pace. In the second place, he utilized the "file". The file types of documents he used such as PDF, Word document, or PowerPoint presentations. He uploaded it to the system and attached it to a course or activity. Students can then download the file and view it on their devices. Aldrich assumed that files are useful for providing additional information, such as handouts, worksheets, or assignments. Next is the label, a label is a piece of text that can be used to provide a brief description or instruction. Aldrich used this label by creating a new label and adding it to a course or activity. Labels are useful for highlighting important information, such as the title of a section, the due date of an assignment, or a link to an external resource. In addition, Aldrich used a page. A page is a standalone web page that can be used to provide information or instructions. To use a page in your LMS, Aldrich created a new page and add it to a course or activity. Pages are useful for presenting information that is related to a specific topic, such as a list of frequently asked questions or a summary of key concepts. Lastly is the URL. The URL is a link to an external website or resource. To use a URL in LMS, Aldrich created a new URL resource and enter the web address of the external site or resource. His students can then click on the link to access the

resource. URLs are useful for providing additional information or resources that are not available within the LMS.

Teaching Material Management in an LMS allows instructors to provide a variety of educational resources to their students, such as books, files, labels, pages, and URLs. By organizing these resources effectively, instructors can enhance the learning experience and make it easier for students to access the information they need. In addition to Teaching Material Management, Aldrich also utilizes Activity Management in LMS-SPADA implementation in online learning in student exchange programs. Activity Management is an essential feature of a Learning Management System (LMS), which enables the lecturer to create and manage various activities to enhance the learning experience of their students. Here are how to use different activity management tools in an LMS implemented in online learning in-exchange program by Aldrich:

Assignments are used by Aldrich to assess student learning and provide feedback. He created assignments with specific instructions and deadlines, and students can submit their work online through the LMS. He can then review and grade the assignments within the LMS and provide feedback to students. Next is *chatting*, Chatting is used to facilitate communication between students and the lecturer. It can be used for real-time discussions, questions and answers, and peer-to-peer collaboration. Lecturers can set up chat rooms for different topics or groups, and students can participate in discussions from any location. In addition, is the *forum*, forums provided opportunities for students to collaborate, discuss, and exchange ideas on specific topics. Lecturer, Aldrich, created discussion threads on various topics, and students can post their thoughts, questions, and responses. Additionally, Aldrich used forums to gauge student understanding of course content and provide feedback. The last is *Quiz*, Quizzes used by Aldrich to assess student knowledge and comprehension of course material. He created quizzes with different question types, including multiple-choice, true/false, and short answer.

Activity management tools such as assignments, chatting, forums, and quizzes can enhance the learning experience in an LMS. Lecturers should use these tools effectively, set clear expectations and guidelines, and provide feedback to students to ensure that they are successful in their learning journey. The application and use of the Media platform used by the lecturer, Aldrich, in online learning are very important to facilitate the learning process between lecturers and students. Some of the media platforms used by lecturers (Aldrich) in online learning are Zoom, WhatsApp, Google Drive, and YouTube.

Zoom is a video conferencing platform that allows faculty and students to meet virtually. On observation, Aldrich used Zoom to hold online lectures, tutorials, group discussions, and online exams. Next is the WhatsApp application, this application is an instant messaging platform used by Aldrich to communicate with students directly. She creates WhatsApp groups for each class or group and uses the broadcast feature to send messages to all college students. In addition, WhatsApp is also used to send files or documents related to lecture materials. Furthermore, Aldrich also uses Google Drive. The platform is an online storage and collaboration service that provides free storage space for each user. Aldrich uses Google Drive to store and share documents, presentations, or multimedia files to share with students. Last but not least is YouTube, this application is an online video platform used by lecturers (Aldrich) to share lecture materials in the form of videos. She records lectures and uploads them to her YouTube channel for her students to access anytime and anywhere.

The use of Learning Management Systems (LMS) and media platforms can enhance online learning by facilitating access to educational content, improving effectiveness and efficiency, and fostering interaction and collaboration between lecturers and students. These tools can create a more engaging, flexible, and learner-centric online learning environment, ultimately leading to improved learning outcomes. This present study confirms the uniqueness namely the use of SPADA application as one of the LMS types. The approach used by the lecturer in LMS-based Online Learning is characterized by applying a student-centered view in LMS-based Online Learning in the student Exchange Program. The student-centered view approach is the same as the constructivist approach. The constructivist

approach to LMS-based online learning in student exchange refers to a teaching and learning philosophy that emphasizes student-centered and collaborative learning. This finding is supported by research claims that the utilization of the evidence-based learning management system (LMS) on the SPADA yielded positive outcomes in terms of the participants' summative learning of the pedagogical material (Saputro & Susilowati, 2019).

This present study claims that activity management tools such as assignments, chatting, forums, and quizzes can enhance the learning experience in an LMS. Lecturers should use these tools effectively, set clear expectations and guidelines, and provide feedback to students to ensure that they are successful in their learning journey. The findings of this study are also supported by research claims that in the same case using SPADA as part of the LMS which states that teachers have embraced Quizizz with a positive attitude because of its effectiveness, practicality, user-friendly interface, and ability to inspire and engage learners (Lim & Yunus, 2021)

Regarding the application of constructivist approach in this present study that confirms the positive impact on learning, this is also in line with the claim that administrators and educators can create interactive and engaging environments by employing constructivist methods that promote communication and foster a sense of community (Covelli, 2017). While the others researcher saw the different ones such as in the study of LMS, Jin and Branch (2022) explore learning that is adaptive in nature to the use of LMS in learning. Yeo (2022) used an LMS called a list management system to support the English learning process. Magnaye et al. (2022) researched the quality of LMS use.

4. CONCLUSION

Considering the previous section, the result of this study confirms that EFL Lecturers' perceptions of LMS for Online Learning are divided into three dimensions, namely (1) strongly supportive of LMS for online learning; (2) fairly supportive of LMS for online learning; and (3) weakly supportive of LMS for online learning. The approach used by the lecturer in LMS-based online learning is characterized by applying a student-centred view in the student exchange program. The student-centred view approach is the same as the constructivist approach. The constructivist approach to LMS-based online learning in student exchange refers to a teaching and learning philosophy that emphasizes student-centred and collaborative learning. The results of the study are only limited to qualitative studies using ethnographic design. With this method, the research results have not measured the impact of applying the finding model quantitatively. Thus, researchers are further recommended to test the model and also develop development guidelines/books for online learning.

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