

# Student Appreciation towards Online Learning Management System:

A Study in Universitas Padjadjaran Indonesia

(1) Ira Mirawati

*Communication Management Dept.  
Communication Science Faculty, Universitas  
Padjadjaran  
Indonesia  
iramirawa@yahoo.com*

(2) Jenny Ratna Suminar

*Communication Management Dept.  
Communication Science Faculty, Universitas  
Padjadjaran  
Indonesia  
elearning@unpad.ac.id*

**Abstract-** Online Learning Management System (LMS) has been widely applied in Indonesian universities, but not all optimally managed. That is one of the reasons why students do not appreciate and access it.

Universitas Padjadjaran is one of the universities in Indonesia who realize the importance of e-learning. It is then Unpad e-Learning Centre need to take measurements for student appreciation about their online Learning Management system.

This study is an exploratory survey on student appreciation toward online learning management system in the University of Padjadjaran. One hundred and eight students participated. They filled out a survey which explore their appreciation of the LMS that have been used in Universitas Padjadjaran.

The results show that almost half of students have a high appreciation toward online learning system which has been implemented. This means that they are able to understand, have a high sense of contentment, and know the benefits of this learning method for them.

**Keywords:** *Appreciation, Learning Management System, e-Learning*

## I. INTRODUCTION

Research in the field of information and communication technology in education shows a positive effect of e-learning application in learning activities. That is the result of Singh research "A Study into the Effects of eLearning on Higher Education"(Handal, 2009: 50).

e-Learning is applied using online learning management system. Online learning management system (LMS) or virtual learning environment (VLE), is a software application which used to design, implement, and evaluate teaching and learning process through online media. Various things can be done with the LMS include online discussion group activities, course material downloads, electronically gathering tasks, personal work tests and quizzes, learning calendars, announcements, and access to external weblink (Applebee, 2004:58 - 66).

LMS devices create relationships between teachers and students on a reciprocal basis, and may involve two directions participation. Furthermore, LMS guides student and academic staff in producing a better learning environment. But, LMS can't replace face-to-face learning in the classroom. It is a supportive tool that will greatly help to achieve the maximum learning outcomes. In addition, according to the social constructionist pedagogy, LMS will help educators to connect with students individually, to understand their learning needs, also to conduct discussions and other learning activities, in order to lead students to achieve the learning objectives.

Universitas Padjadjaran (Unpad) is one of the universities in Indonesia which already implement online LMS activities. The university which located in Bandung and Jatinangor, West Java, Indonesia, uses LMS Moodle as their learning application software. There are currently 345 existing courses from 16 faculties distributed to students by using this software, and at least 15,800 students who already take advantage of this service (Unpad e-learning Centre, January 2013). To access the courses, students only need to login from <http://elearning-dev.unpad.ac.id>.

"*Learning everywhere, every time.*" Is the tag line of Unpad e-Learning Centre team. To bring this slogan into reality, besides using desktop version website, they also began to socialize their web-based mobile phone, whether it's for android-based phone or blackberry, as the most used cellular phone in Indonesia.

For their program development and continuity, Unpad e-Learning Centre realize the importance of evaluation. This research, about student appreciation toward Unpad online learning management system, will help them to evaluate and improve their program.

This research objectives is to know: "How Unpad student appreciation toward online learning management system?". Specifically, it will answer: How do students' (1) cognitive aspects, (2) emotive aspects, And (3) evaluative aspects toward online learning management system?

Previous research related to the implementation of learning management systems ever undertaken by B. Handal, C. Groenlund, and T. Gerzina, entitled "Dentistry Students' Perceptions of Learning Management System". Research conducted in 2009 at the University of Sydney is seeking out student beliefs and attitudes, as well as their convenience, using e-learning tools. The results showed that the students were very interested and comfortable using the LMS as a tool to get their lecture materials, such as course material from the lecturer, web links, and books (European Journal of Dental Education, 2010:50-54).

A.S. Hornby defined appreciation as: Judgment; evaluation, proper understanding and recognition, giving evaluation statements (Rusyana, 1979: 35). To appreciate something, people need an ability to understand its' worth, quality, or importance. Appreciation usually begins with someone who introduction about something (an object, objects, people, and information etc.). Someone will give you a positive appreciation towards something which he considers interesting and has an advantage for him. Based on studies conducted by Squire and Taba, F. B. Davis and Harris, there are three aspects that affect the appreciation:

1. Cognitive aspect (knowledge); the ability to know something that would be appreciated.
2. Emotive aspect (feeling); the ability to give a value.
3. Evaluative aspect (assessment) is the ability to deliver judgment or award against the values or elements.

Appreciation can gradually from the lowest stage to the highest level, from the narrow to the broad level (Azmaazaki, 1991: 134). Appreciation is a mental or physical activity in response to something.

In the socio-constructivist view, cognition is seen as an adaptive and experiential process where knowledge is not just a commodity that can be transferred. This perspective suggests learning strategies orientation through situation-based learning, reflective and exploratory learning, compared to education in one direction (Handal, 2010: 50-54).

## II. METHODS

Exploratory methods was used in the research of Unpad student appreciation toward LMS. Population size (N) in this study was all students who had access Padjadjaran University online learning management system, 15,800 persons. Then, 108 respondents (n) was chosen using simple random sampling. The respondents of this study 81% were non-exact school students, also 81% respondents is the fifth semester students. Respondents were predominantly V semester students because the majority of e-Learning courses are semester V courses.

From the financial side, nearly half (43%) of respondents received an allowance of more than IDR 1.000.000 per month. Allowance is correlated with their gadget and internet operator in accessing the courses. The greater their allowance, more "sophisticated" their devices to access the internet. With allowance more than IDR 1.000.000

per month, they do not have difficulty in accessing online lectures. More than half (54%) of respondents using a variety internet source: wifi, mobile phone internet operator, and internet cafe.

Descriptive analysis of the research data is done by entering data into the single tabulation.

## III. RESULTS AND DISCUSSION

Research result show that Nearly half of students accessing online lectures is when they need the materials, especially when midterms or final exams will be held. This data is positively correlated with the current trend of the majority of lecturer who use e-learning facility only to upload teaching materials. A total of 42.59% among the respondents is access to teaching materials for self-awareness, but 24% percent of them accessing learning materials if it is instructed by their lecturer. Also, 25.9% percent of online college access only when they had to collect assignment or to do a quiz.

Nearly half (31%) of the respondents found that the teaching materials which posted in e-Learning were complete. All components are accessible source of teaching, including slide materials, supporting material as well as a link books, materials from the web, and video support. However, the majority (63%) of respondents considered that the content of material submitted by lecturer need to be more complete. E-book, podcast, video, weblink should be submitted too.

A total of more than 46% of respondents considered online lecture material presented systematically. All materials presented sistematically by topic or meetings. In addition, there is a systematic alignment between online materials to the topics discussed in class.

However, 20% of them consider that the online course can fulfill all their needs for teaching materials. This condition may be because e-learning is applied in Unpad is not designed to meet all the needs of students. E-Learning was designed as a completion of blended learning methods, which mixing the online and face to face learning. Unpad still assume that the class meetings (face to face) is the main learning method which should be applied.

A total of 57.78% of the students considered that e-Learning help improve their learning outcomes. They are so much easier to understand than if teaching materials are described in the class only.

Most respondents said that the interface design of Unpad e-Learning portal, [www.elearning-dev.unpad.ac.id](http://www.elearning-dev.unpad.ac.id), is less attractive. They hope the design will use the appropriate bright color with various shades and pictures.

Most (76%) of respondents felt that the process of user registration and activation in e-learning portal can be easily and quickly. The students only need to write down their name, student number, and their email address as the primary data to become the users of e-learning. Furthermore, non-Unpad students also can access Unpad e-Learning portal, as a guest. They can participating in some courses that are deliberately opened to outsiders by the lecturer.

There was 76% of students stated it is easy to access the courses. In this case the student was very easy to log in and register as a participant (Enroll). There were 78% students found that collecting assignments and quiz online is an easy thing to do. In this case, the instructions are clear and they are successfully uploaded the assignment or quiz. In some quizzes even they can find reviews or their score, after they submit their answers.

One good news is that very few (only 4%) students who do not like online learning activities, who think that classroom learning (face to face) is the only effective way to learn. Most of the student said that the online course is an important complement of classroom learning activities.

In addition, nearly all (93%) of respondents stated that they want to access back if there are other courses suggested by their lecturer. As many as 80% of them are have willing to support the sustainability of an online college that had they follow.

Tabel 1  
Student Appreciation

Student Appreciation	F	%
High	53	49.07
Moderate	40	37.04
Low	15	13.89
Total	108	100.00

Table 1 shows that nearly half the students (49.7%) gave a high appreciation of the online learning system, while respondents in the category of "moderate" is 37.04% and the low category only 13.89%. It can be interpreted that students have a high level of:

- Enjoyment. They can read, listening, watching the course material easily.
- Award. They able to take the value, to feel a benefit, and found an influence.
- Understanding. They seeking understanding, and look for cause and effect.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

Research shows that nearly half the students appreciate the high management of online learning has been applied by their teachers through Unpad e-Learning portal. They able to observe and discover the benefits of online lectures, from the emotive they can categorize their feelings toward online lectures, and in terms of their evaluative able to give a high appraisal of the importance of these lectures. High appreciation also show that students regard online lectures as something interesting. It can be applied by following or taking advantage of the continuous object

There are several aspects that need to be improved by Unpad e-Learning Centre: It would be better if lecturer provides additional teaching materials to enrich their online teaching materials so that students can learn independently or in groups with their friends. Interface design of e-Learning portal need to be improved, so that students will interested to access and explore it.

#### References

- [1] Applebee AA, Ellis RA, sheely S, 2004, Developing a Blended Learning Community at The University of Sydney: Broadening the Comfort Zone. In: Atkinson R, McBeath C, Jonas-Dwyer D, Philips R, eds. Proceedings of 21<sup>st</sup> annual ASCILITE conference: Beyond the Comfort Zone. Perth: Australasian Society for Computers in Learning in Tertiary Education, Western Australia.
- [2] Handal, et al., 2010. *Dentistry Students' Perceptions of Learning Management Systems*. Eur Jurnal Dentistry Education.
- [3] Rusyana, Rus. 1979. *Kegiatan Apresiasi Sastra Indonesia*. Jakarta : Depdikbud.
- [4] Singh G, O'Donoghue J, Worton H., 2005, A Study into the Effects of Elearning in Higher Education, J Univer Teach Learn Pract

**Ira Mirawati** was born in West Kalimantan, Indonesia, May 15th 1982. She received the M.Si degree in Communication Science from Universitas Padjadjaran (Unpad) Bandung, Indonesia in 2007. In the same year, 2007, she joined the Communication Management Department, Faculty of Communication Science, Unpad as a lecturer. Since 2010, she is the public relations officer of Unpad e-Learning centre.

**Jenny Ratna Suminar** was born in Bandung, Indonesia, January 28, 1964. She received the Doctoral degree in Communication Science from Universitas Padjadjaran (Unpad) Bandung, Indonesia in 2011. She joined the Communication Management Department, Faculty of Communication Science, Unpad as a lecturer in 1988. Since 2009 until now, she is the Head of Unpad e-Learning centre.