

## Students' Perception Toward Learning Engagement in Learning Management System

**Putri Widya Saldin Paputungan**

[putriwidyasaldinpaputungan@gmail.com](mailto:putriwidyasaldinpaputungan@gmail.com)

Universitas Negeri Makassar

**Haryanto Atmowardoyo**

[haryanto@unm.ac.id](mailto:haryanto@unm.ac.id)

Universitas Negeri Makassar

**Ryan Rayhana Sofyan\***

[ryan.sofyan@unm.ac.id](mailto:ryan.sofyan@unm.ac.id)

Universitas Negeri Makassar

\*corresponding author

### Abstract

*This study aims to investigate students' views on learning participation in the Learning Management System (LMS) at Makassar State University by analysing the obstacles they face and their perceived level of participation during online learning. This study adopts a descriptive qualitative design involving eleven students from the English Education Study Programme, Faculty of Language and Literature, Makassar State University. Data collection was conducted through semi-structured interviews, accompanied by observation, and then analysed through data reduction, data presentation, and conclusion drawing. The findings indicate that students face technological and time management constraints, such as unstable internet connections, server errors, device compatibility limitations, delays, and disruptions during online learning. Students feel that the LMS UNM helps increase their learning participation through social interaction, guidance and feedback from lecturers, and cognitive engagement in understanding learning materials, which reflects social presence, teaching presence, and cognitive presence in accordance with the Community of Inquiry framework. In general, this study concludes that the LMS UNM supports student learning participation, although improvements are still needed in system stability, accessibility, and user support to further enhance the effectiveness of online learning.*

**Keywords:** Students' perception, learning engagement, LMS, UNM, Community of Inquiry.

### INTRODUCTION

Education is a process of shaping character and developing potential, as emphasized by Ki Hajar Dewantara and supported by Law No. 20 of 2003, which underscores its role in fostering intelligence, morals, and skills for individuals and society. In the digital era, technology has transformed learning methods, enabling innovation through online platforms and interactive tools. One influential framework is the Community of Inquiry (CoI) model by Garrison, Anderson, and Archer (2000), which integrates social, cognitive, and teaching presence to create meaningful learning experiences.

E-learning has redefined education by introducing new organizational and pedagogical practices (Peters, 2003; Rosenberg, 2001; Moore & Kearsley, 2007). Learning Management Systems (LMS) function as platforms to deliver, track, and manage content while fostering interaction and improving digital skills (Barking & Gallagher, 2016; Lyashenko & Malinina, 2015). At Universitas Negeri Makassar, LMS UNM was launched to support online and blended learning, aiming to enhance student participation and outcomes.

Nevertheless, challenges persist. Students often face technological barriers such as unstable internet access (Ali et al., 2020) and difficulties in time management due to the flexibility of online learning (Alfalah, 2023). These issues can reduce motivation and engagement, highlighting the importance of technological literacy and self-regulation. Unlike previous studies that examined general LMS impacts (Subiyantoro & Ismail, 2017; Sasmita, 2021), this research adopts a qualitative approach to analyze student perceptions of ease of use, acceptance, and obstacles in LMS UNM, focusing on the 2023 English Education cohort.

Based on this background, the study identifies two main problems: (1) the challenges faced by student learning engagement in LMS UNM, and (2) how students perceive their engagement in this system. The objectives are to examine specific challenges and analyze perceptions of LMS UNM as a learning tool, thereby clarifying its influence on participation and outcomes.

The significance of this research lies in its contributions to multiple stakeholders. For students, it provides insights into the strengths and weaknesses of LMS UNM in supporting learning. For the university, it offers evaluative input to improve online learning practices. For researchers, it enriches perspectives on LMS implementation and digital learning in higher education.

## **LITERATURE REVIEW**

### **Students' Perception**

Perception is the process of receiving, interpreting, and assigning meaning to stimuli, shaped by cognition, past experiences, and context. It varies among individuals (Slameto, 2010; Mulyana, 2007; Desmita, 2009; Suwarno, 1992). In education, perception reflects students' interpretations during learning, influencing engagement and outcomes (Huda, 2022; Irawan & Listyaningsih, 2021). Key elements include emotions, stimuli, impressions, and context (Jayanti & Arsinta, 2018).

### **Factors and Indicators of Perception**

Perception is shaped by sensory input, mainly sight and hearing, with visual and auditory stimuli processed into meaningful experiences (Shandi, 2020). Walgito (2010) identifies three indicators: reception (absorbing stimuli), comprehension (interpreting impressions), and evaluation (comparing understanding to standards). Overall, perception is dynamic, influenced by emotions, experiences, and social context, leading to varied outcomes even with similar stimuli.

### **Learning Challenges**

Online learning challenges involve technology, readiness, and self-regulation. Students face poor connectivity, limited access, and low motivation (Ali et al., 2020; Means et al., 2021). LMS

use adds infrastructure and digital literacy issues (Eliza et al., 2024; Yuniarty et al., 2025). Challenges are grouped into technology, pedagogy, and time management (Lubis et al., 2025). Pedagogical concerns include participation, motivation, and curriculum adaptation (Karaođlan Yılmaz, 2022; Sarrab et al., 2016). Time management difficulties often lead to procrastination and stress (Zabolotniaia et al., 2020; Horst et al., 2020). This study focuses on technological barriers and time management.

### **Learning Engagement**

Engagement fosters active participation and collaboration (Farizka, Santihastuti, & Suharjito, 2020), supported by technology and teacher guidance (Darmawansah & Indartono, 2019). Effective LMS use depends on student–student, student–teacher, and student–content interaction (Abou-Khalil et al., 2021). Engagement spans behavioural, cognitive, and emotional dimensions (Fredricks et al., 2004; Gibbs & Poskitt, 2010), with emotional connection deepening involvement (Meyer & Turner, 2006). Social interaction, feedback, and lecturer support enhance engagement (Ahsan, 2021).

### **Community of Inquiry (CoI)**

The CoI framework (Garrison et al., 2000), rooted in Dewey’s philosophy, integrates cognitive, social, and teaching presence. Cognitive presence enables meaning-making through reflection; social presence fosters emotional and interpersonal connections; teaching presence involves planning and guidance. These dimensions are critical for meaningful online learning (Akyol & Garrison, 2008; Arbaugh, 2008; Moskal, Dziuban, & Hartman, 2013).

### **Learning Management System (LMS)**

An LMS supports online teaching by delivering content, monitoring engagement, and assessing achievement. It enables interaction despite physical separation (Wardhana et al., 2020). Effective LMS use requires interactive features such as forums, video conferencing, and multimedia content. Alturk & Aldraiweesh (2021) highlight its flexibility in providing access without time or location constraints.

### **LMS UNM**

LMS UNM, launched on 19 August 2020, supports online and blended learning at Universitas Negeri Makassar. It integrates applications for content delivery, communication, and evaluation (Haris et al., 2021), offering features like forums, assessments, and multimedia to create interactive environments.

### **Online Learning**

Online learning enables remote interaction via internet platforms (Honeyman & Miller in Army, 2014). While flexible, it faces challenges such as bandwidth limitations and reduced nonverbal communication (Short, Williams, & Christie, 1976). Despite this, it provides opportunities for independent access to materials and discussions.

This study integrates student perceptions of engagement in LMS UNM through indicators of acceptance, understanding, and evaluation, linked to the CoI model (Garrison et al., 2000). It also

considers two common challenges: technological barriers and time management as the basis for assessing engagement and perceived learning outcomes.

## **METHOD**

This study applied a descriptive qualitative approach to examine the challenges and perceptions of student engagement in the Learning Management System (LMS) at Universitas Negeri Makassar. The method was chosen to provide systematic and detailed insights into the phenomenon without relying on complex theoretical models. Research was conducted at Universitas Negeri Makassar, Jl. Malengkeri Raya, Parang Tambung, Tamalate, Makassar, South Sulawesi, between September and November 2025.

Participants were selected through random sampling from the English Study Program. Eleven students were interviewed, as qualitative research prioritizes depth over sample size. Their responses revealed recurring themes, indicating data saturation and sufficient representation of student perspectives on LMS UNM. Data collection involved interviews and observations, focusing on students' perceptions of engagement, challenges, and opportunities in digital learning.

Analysis followed Miles and Huberman's (2014) framework, consisting of three stages: data reduction, where information from transcripts and notes was simplified and organized; data presentation, where findings were arranged narratively for interpretation; and conclusion/verification, where statements were formulated and tested for validity through repeated checks. This process ensured that the results authentically reflected the phenomenon under study.

## **FINDINGS**

This study presents findings from interviews conducted to address the research questions outlined in the first chapter: (1) What challenges are faced in learning engagement within the Learning Management System at Universitas Negeri Makassar? and (2) How do students perceive engagement in the LMS UNM? The research was carried out in the Department of English, Faculty of Language and Literature, involving 11 students from the 2023 English Education Study Programme as respondents. The selection of participants followed the qualitative nature of the study, prioritizing depth of understanding over sample size. Eleven respondents were deemed sufficient, as recurring themes and responses indicated that data saturation had been reached. All participants shared the same programme and year of enrolment, ensuring consistency in their learning context and experiences with LMS UNM. Each interview consisted of 12 questions and lasted approximately 10 minutes.

In collecting data, the researcher applied indicators of Learning Challenges, specifically Technology and Time Management, while perception indicators were drawn from Comprehension and Evaluation, linked to the Community of Inquiry framework: social presence, teaching presence, and cognitive presence. These indicators provided the basis for analyzing both the challenges students encountered and their perceptions of engagement in LMS UNM.

## Student Experiences with the Challenges of Online Learning Using the LMS UNM

### a. Technical Challenges in Learning Using the LMS UNM

#### 1) Access to LMS and Network Quality

The result of the interview for this section is as follow:

##### **Extract 1**

*“Bagi saya ini lebih ke pertama itu masalah jaringan mungkin atau device dan terkadang ada kondisi di mana LMS UNM itu kayak terjadi error, mungkin disebabkan kalau terlalu banyak yang mengakses dan selain itu tantangan teknisnya itu yang kedua jika mahasiswa ini belum mempelajari lebih dalam fitur-fitur yang ada di dalam LMS itu sendiri.”* (AI 14/11/25)

“For me, it's more about the network or device, and sometimes there are conditions where the UNM LMS experiences errors, possibly due to too many people accessing it. The second technical challenge is that students had not yet learned more about the features available in the LMS itself.”

The findings indicate that students encounter significant technical problems when using LMS UNM. These include unstable internet connections, limited or inadequate devices, and frequent disruptions to the LMS server, especially during peak usage when many users access the system simultaneously. In addition, some students expressed confusion about navigating and understanding the various features provided by the LMS. Overall, technological obstacles such as server instability and unfamiliar platform functions remain major barriers to effective student learning and engagement.

##### **Extract 2**

*“Eee bagi saya hanya satu dan cukup mengganggu yaitu kadang server nya down sehingga tidak bisa di akses sama sekali. Kita jadi terhambat untuk mengakses materi dan mengetahui instruksi dosen untuk mengerjakan tugas.”* (MA 14/11/25)

“Eee for me, there is only one thing that is quite annoying, which was that sometimes the server goes down so that it cannot be accessed at all. This hinders us from accessing materials and finding out the lecturer's instructions for completing assignments.”

Based on these responses, the LMS UNM server sometimes experiences disruptions, making it inaccessible to students. This directly affects the smooth running of the learning process, as students encountered difficulties in accessing materials, following instructions from lecturers, and completing assignments on time.

##### **Extract 3**

*“Tentu saja itu yang gaptek tadi, Kak. Yang saya maksud dengan gap teknologi itu karena tidak semua mahasiswa terbiasa menggunakan platform digital seperti LMS. Ada yang baru pertama kali pakai sistem seperti ini, jadi butuh waktu untuk memahami cara login, upload tugas, atau membuka materi. Kalau tidak ada panduan yang jelas, kita jadi bingung dan takut salah. ini membuat proses belajar jadi tidak maksimal, apalagi kalau ditambah masalah jaringan atau error di website Terus jaringan juga, dan kadangkannya web LMS itu tidak bisa dibuka. Yah itu sebagai tantangannya.”* (AN 14/11/25)

“Of course, that's the tech gap I mentioned earlier. What I mean by the technology gap is that not all students are familiar with using digital platforms such as LMS. Some are using this kind of system for the first time, so they need time to understand how to log in, upload assignments, or open materials. Without clear instructions, we get confused and afraid of making mistakes. This makes the learning process less than optimal, especially when combined with network issues or website errors. Then there's the network, and sometimes the LMS website can't be accessed. Well, that's the challenge.”

Based on these answers, there are still students who face a technology gap because they are not familiar with the use of digital platforms such as LMS. Some students need time to understand how to perform basic activities, such as logging in, uploading assignments, or accessing materials, especially when usage guidelines are not clearly provided. This situation was exacerbated by technical problems, such as unstable connections and LMS sites that are sometimes inaccessible. These obstacles hindered the learning process and reduced the effectiveness of the LMS as a learning tool.

## 2) Device compatibility and interface display issues

### Extract 4

*“Pertama itu tentunya karena biasanya jaringan yang jelek jadi tidak dapat diakses dan kemudian sebelumnya ini itu kalau pengguna IOS yang tidak bisa juga menggunakan LMS. Eeh Jadi harus mencari perangkat lain, eh membuat proses belajar jadi terhambat dan kadang membuat saya terlambat mengumpulkan tugas ataupun untuk mengisi presensi.”* (AQ 14/11/25)

“Firstly, it's because the network is usually poor, so it can't be accessed, and previously, iOS users couldn't use the LMS either. So, I had to find another device. Eh it hindered the learning process and sometimes caused me to be late in submitting assignments or filling in attendance.”

Based on these answers, Students are still experiencing various technical problems that prevent them from using the LMS optimally. Inconsistent network connections make the platform difficult to access, thereby hindered the learning process. There are compatibility issues on some devices, especially for iOS users who previously could not use the LMS UNM and had to find other devices. These obstacles result in delays in collecting assignments and filling out attendance, as well as reducing the effectiveness of the LMS UNM as a learning tool.

### Extract 5

*“Menurut saya, mempengaruhi. Apalagi di beberapa perangkat, biasanya terkadang susah atau tidak bisa diakses. Kayak penggunaan HP, kadang tidak bisa diakses. Jadi, kadang beralih ke komputer atau laptop, supaya bisa mengakses LMS dengan lancar. ini kadang merepotkan kalau tidak selalu membawa laptop kemana mana.”* (AM 14/11/25)

“In my opinion, it does had an impact. Especially on some devices, it is usually difficult or impossible to access. Like using a cell phone, sometimes it cannot be accessed. So, sometimes I switch to a computer or laptop so I can access the LMS smoothly. This can be inconvenient if I don't always carry my laptop everywhere.”

Based on these answers, some students still faced obstacles in accessing the LMS because the devices they use are not always compatible. On some types of mobile phones, especially when the connection is unstable or the application cannot be opened, students are forced to use a

computer or laptop in order to access the LMS more effectively. This poses a challenge, especially when students do not always carry a laptop, making the learning process and use of the LMS uncomfortable and less than optimal.

## b. Time Management Challenges During Online Learning

### 1) Independent Strategies for Time Management

The result of the interview for this section is as follow:

#### **Extract 6**

*“Ehm Saya biasa membuat jadwal sendiri, mencatat deadline di kalender, dan mengatur waktu di jam HP untuk membuka LMS setiap hari supaya tugas tidak menumpuk. Sejauh ini effective saja bagi saya acara ini karena untuk diri saya pribadi terbantu agar tidak lupa.”* (MH 14/11/25)

“Um, I usually make my own schedule, note deadlines on my calendar, and set a reminder on my phone to open the LMS every day so that my assignments don't pile up. So far, this has been effective for me because it helped me personally to not forget.”

Based on these answers, Students demonstrated effective efforts in managing their learning through independent time management strategies. They made plans, noted assignment deadlines on their calendars, and set daily reminders on their cell phones to ensure regular access to the LMS. This approach helped them avoid accumulating tasks and reduced the likelihood of forgetting to fulfil their academic obligations. The ability to manage one's own time is very important in supporting the smooth use of the LMS and improving learning discipline.

#### **Extract 7**

*“Membuka kembali LMS setelah pembelajaran daring selesai. Jadi kalau selesai google meet-nya, dibuka LMS-nya, apakah ada materi tambahan, tugas, atau pengumuman dari dosen. Ini membantu saya supaya tidak ketinggalan informasi penting.”* (AN 14/11/25)

“Reopening the LMS after online learning is complete. So, when Google Meet is finished, I open the LMS to see if there are any additional material, assignments, or announcements from the lecturer. This helps me to not miss any important information.”

Based on these responses, students demonstrated a pattern that supports maximum use of the LMS by regularly opening the platform after online learning sessions have ended. When Google Meet ends, students check the LMS to see if there is additional material, new assignments, or important announcements from lecturers. This pattern helped students stay up to date and reduced the possibility of falling behind in the learning process.

### 2) Responding to Academic Deadlines

#### **Extract 8**

*“Dalam mengatur itu, bagi saya sendiri ketika dosen telah memberikan penugasan tersebut atau adaption tersebut kelas dimulai sebaiknya mahasiswa segera melakukan apa yang dari penugasan tersebut meskipun mungkin deadline-nya terkadang 3 hari atau sepekan tapi agar lebih baiknya itu dilakukan sesegera mungkin agar masih ada waktu luang untuk melakukan eksplorasi dalam hal lain.”* (AI 14/11/25)

“In my opinion, when a lecturer has given an assignment or adaptation at the start of a class, students should immediately begin working on it, even though the deadline may be three days or a week away. It is better to do it as soon as possible so that there is still time to explore other things.”

Based on these responses, students had a specific approach to completing assignments given through the online learning system. When lecturers give assignments or instructions at the beginning of the lecture, students should start working on them immediately without delaying until the deadline, even if the deadline is still three days to a week away. This step is taken so that there is still time to explore other activities outside of the assignment. The key point is that completing assignments early is an effective method for students to reduced time-related stress and improve the quality of learning.

### **Extract 9**

*“Kalau dari saya ketika menggunakan LMS lebih melihat jadwal kuliah dan deadline tugas yang diberikan dosen agar saya tidak terlambat mengumpulkan tugas dan bisa mengatur waktu belajar dengan lebih baik dan bisa mengerjakan aktivitas lainnya lagi.”*

(FN 14/11/25)

“For me, when using the LMS, I pay more attention to the class schedule and assignment deadlines given by the lecturer so that I don't submit my assignments late and can manage my study time better and do other activities as well.”

Based on these responses, students use the LMS as a means to manage their study time in a more planned manner. By paying attention to class schedules and assignment deadlines set by instructors, students can prevent delays in submitting assignments and manage their academic and non-academic activities in a more balanced manner. Regularly checking the information on the LMS is very important in supporting study discipline and efficient time management.

### 3) Distractions in the Learning Environment

#### **Extract 10**

*“Ee kalau saya cuma satu, kesibukan lain diluar perkuliahan seperti organisasi dan volunteering. Banyaknya kegiatan dalam organisasi kan bikin eeh kita lupa belajar, eeh apalagi kalau kita terlalu asik jadi gampang melupakan tugas-tugas yang dikasih dosen di LMS”* (MA 14/11/25)

“Ee, if I only had one, it's other activities outside of class, such as organizations and volunteering. The many activities in organizations can make us forget to study, especially if we get too carried away and easily forget the assignments given by lecturers on the LMS.”

Based on these responses, students also faced challenges in time management due to activities outside the classroom. Participation in organizations and volunteer activities often interferes with study schedules and the completion of assignments on the LMS. This requires students to divide their focus between academic responsibilities and non-academic activities. These activities often cause students to neglect or forget to study, so that assignments given through the LMS had the potential to be neglected. Activities outside the campus can had an impact on the smoothness and effectiveness of student participation in the learning process.

### **Extract 11**

*“Ee yang pertama kemalasan mager, yang kedua notif dari IG, WA dan lain sebagainya, dan yang ketiga itu ajakan teman untuk keluar. Yang seperti ini sering mengalihkan perhatian saya, sehingga saya jadi menunda belajar atau mengerjakan tugas.” (FN 14/11/25)*

“Ee first is laziness, second is notifications from Instagram, WhatsApp, and so on, and third is invitations from friends to go out. These things often distract me, so I end up putting off studying or doing my assignments.”

Students face personal and external distractions that reduce participation in LMS learning. Laziness, low motivation, and procrastination often interfere, while notifications from apps like Instagram or WhatsApp and invitations to socialize disrupt focus. These internal and external factors make it hard to stay consistent, lowering overall learning effectiveness.

## **Students' Perceptions of Engagement in Learning through the Use of the UNM LMS**

### **a. Students' Understanding of Learning Materials**

#### **1) Social Interaction in the Learning Process**

### **Extract 12**

*“Menurut saya, ee komunikasi dan kerjasama dengan teman dapat memperkuat pemahaman terhadap isi pembelajaran. Terutama di komunikasi. Komunikasi eh itu sangat berperan penting ketika siswa kurang paham dengan materi. Dan kerjasama sangat bermanfaat dalam pengumpulan tugas dengan tingkat waktu yang lumayan terbatas.” (AI 14/11/25)*

“In my opinion, ee communication and cooperation with friends can strengthen understanding of the learning content. Especially in communication. Communication plays a very important role when students do not fully understand the material. And cooperation is very useful in completing assignments with a fairly limited amount of time.”

Based on these answers, social interaction is an important aspect in supporting the learning process of students. Communication with friends can help strengthen understanding when the material is difficult to understand independently. Cooperation is also considered very helpful in completing assignments, especially when the deadline is quite short. Support among students has a major influence on the smooth running of learning and assignment collection.

### **Extract 13**

*“Yahh hal itu dengan fitur komentar LMS bisa membangun komunikasi online, kami bisa membagikan pertanyaan serta melihat pendapat teman diskusi di kolom komentar LMS. “ (AA 14/11/25)*

“Yes, the LMS comment feature can build online communication. We can share questions and see the opinions of discussion partners in the LMS comment section.”

Based on these answers, the comment feature in LMS also contributed to academic communication among students. With the comment column, they can ask questions and see answers from their peers. This function supports the creation of online discussion interactions. Digital communication through LMS serves to deepen understanding of the material.

#### **Extract 14**

*“Oh, sangat memperkuat kak, karena ee jika melakukan komunikasi atau kerjasama dengan teman secara langsung, itu otomatis bakalan lebih paham dengan materi yang sedang didiskusikan, dengan melakukan komunikasi atau kerjasama secara online, misalnya melalui grup WhatsApp gitu, bakalan lebih paham langsung.” (A 14/11/25)*

“Oh, it really helps, because ee if you communicate or collaborate with friends directly, you would automatically understand the material being discussed better. By communicating or collaborating online, for example through a WhatsApp group, you would understand it better straight away.”

Students reported that direct communication and collaboration greatly strengthen their understanding of learning materials. Group discussions with peers make explanations easier to grasp, and the knowledge gained through face-to-face interaction is more effective than online communication. While platforms like WhatsApp groups help provide similar support, students emphasized that in-person discussions remain the most impactful method of collaboration.

## 2) The Role of Lecturers in Learning Management

#### **Extract 15**

*“Eeh, dengan bimbingan dan umpan balik dari dosen, saya bisa mengetahui kesalahan atau kekurangan dalam pemahaman, saya bisa mendapatkan arahan yang lebih jelas tentang apa yang harus diperbaiki agar pemahaman saya ini semakin kuat.” (AR 14/11/25)*

“Eeh, with guidance and feedback from lecturers, I can identify mistakes or gaps in my understanding, and I can get clearer directions on what needed to be improved so that my understanding becomes stronger.”

Based on these answers, guidance and feedback from lecturers are crucial in improving students' understanding. With clear instructions, they can identify aspects that need improvement. Such feedback serves to deepen their mastery of the material being taught. The role of teachers is vital in providing explanations and assistance in academic matters.

#### **Extract 16**

*“Emm, Arahan dari dosen membuat materi lebih jelas, terutama jika ada bagian yang sulit dipahami di LMS. Penjelasan dosen biasanya membuka hal-hal yang sebelumnya membingungkan, sehingga saya bisa menangkap maksud materi dengan lebih tepat dan tidak salah memahaminya.” (MH 14/11/25)*

“Well, the instructor's guidance makes the material clearer, especially if there are parts that are difficult to understand in the LMS. The instructor's explanations usually clarify things that were previously confusing, so I can grasp the meaning of the material more accurately and avoid misunderstanding.”

Based on these answers, the guidance provided by teachers is very influential in helped students understand the learning content. The explanations provided by teachers play a role in clarifying aspects that are difficult to understand in the LMS. This kind of assistance makes learning easier to understand. Guidance from teachers also contributed to reduce the uncertainty that arises when studying independently. The role of teachers remains a crucial element in improving student understanding.

### **Extract 17**

*“Nah Dengan feedback dari dosen, saya sebagai mahasiswa tentu sangat terbantu. Contoh, ketika ada kesalahan pada presentasi atau pembawaan materi dari saya, saya bisa menemukan titik kesalahan saya di mana, sehingga saya bisa mengevaluasi” (MA 14/11/25)*

“Well, feedback from lecturers is certainly very helpful for me as a student. For example, when there are mistakes in my presentation or delivery of material, I can identify where I went wrong so that I can evaluate myself.”

Feedback from lecturers plays a crucial role in improving students' learning quality. Corrections on presentations or material delivery help students recognize their mistakes and guide them toward more focused self-evaluation. This process strengthens their abilities and deepens understanding, making lecturer feedback an essential element in supporting effective learning through LMS.

### 3) Cognitive Involvement in Processing Material

### **Extract 18**

*“Hmm Seperti bertukar pikiran tentang pemahaman masing-masing dari materi yang dipelajari. Saya bisa melihat perbedaan cara berpikir, meluruskan bagian yang masih salah, dan memperdalam pemahaman saya karena setiap orang punya sudut pandang yang bisa saling melengkapi.” (AK 14/11/25)*

“Hmm, it's like exchanging ideas about each person's understanding of the material being studied. I can see differences in ways of thinking, correct parts that are still wrong, and deepen my understanding because everyone has perspectives that can complement each other.”

Based on these answers, Interaction between students also contributed to strengthening their understanding of the material being studied. Sharing ideas allows each student to express their own understanding. They could help each other and clarify aspects that are not yet understood. Discussions provide opportunities to gain new perspectives that deepen understanding. Cooperation among students plays a vital role in supporting the learning process.

### **Extract 19**

*“Dengan berdiskusi terlebih dahulu, memberikan pendapat untuk masing-masing ide yang dikemukakan, kemudian melihat lagi umpan balik dari dosen.” (FN 14/11/25)*

“By discussing it first, giving opinions on each idea that is put forward, then reviewing the feedback from the lecturer. “

Based on these answers, Students use discussion as an initial stage to improve their understanding of the material in LMS. By exchanging opinions, each idea proposed can be evaluated and considered together. Students also review the lecturer's responses to ensure that their understanding is correct. This method helped to combine the viewed of peers and the guidance of lecturers. The combination of discussion and feedback from lecturers contributed significantly to improving the quality of learning.

### **Extract 20**

*“Mengenai hal ini, bagi saya itu ketika dosen telah memberikan materi tersebut terkadang yang kami lakukan dan yang saya lakukan dengan teman saya yaitu kami menuliskan atau mencatat hal-hal yang kami pahami misalnya dari saya ini yang berikut yang saya pahami lalu teman saya juga ini yang mereka pahami nah setelah kelas atau saat sesi mengerjakan tugas berlangsung nah kami melakukan sharing menurut saya tadi ini lalu kami berusaha untuk mencapai kesepakatan bersama mengenai ini opsi yang terbaik.” (AI 14/11/25)*

“Regarding this matter, for me, when the lecturer has presented the material, sometimes what my friends and I do is write down or take notes on the things we understand. For example, I write down what I understand, and my friends write down what they understand. Then, after class or during the assignment session, we share what we had written and try to reach a mutual agreement on the best option.”

Based on these answers, students had their own ways of understanding the material provided by lecturers. After receiving the material, they would note down the points they understand individually. Each student writes down their own understanding as a basis for the next discussion process. After class or when the assignment session begins, they share their understanding with each other. They discuss each other's notes and then try to reach an agreement on the understanding or answer that is considered most appropriate. The process of sharing and negotiating understanding is an important strategy in collaborative learning.

## **Evaluation of Engagement-Based Learning: Cognitive, Social, and Teaching Presence Perspectives**

### **a. Learning Assessment through Peer Interaction**

#### **Extract 21**

*“Ehm pengaruhnya, disini juga perlu refleksi dari teman, bagaimana penilaiannya teman sama kinerja, supaya bisa lagi upgrade, bukan kayak stuck disitu saja.” (NA 14/11/25)*

“Ehm Well, the influence here also requires reflection from friends, how they assess performance, so that we can upgrade, not just stay stuck there.”

Based on these answers, viewing peer reflection as an important element in improving learning quality. Peer assessment or feedback helped students understand how their performance is viewed by others. This feedback makes it easier for them to improve and develop themselves, so that they do not remain stuck at the same level of ability. Peer evaluation plays an important role in encouraging the continuous improvement of students' abilities.

#### **Extract 22**

*“Eeh Menurut saya, berkomunikasi dengan teman sebaya ini sangat membantu menilai sejauh mana pemahaman kita. Karena dengan berkomunikasi dengan teman sebaya, kita tidak mendapat tekanan sehingga kita bisa belajar dengan lebih enjoy dan ini bisa membantu kita memahami evaluasi pembelajaran dengan lebih baik.” (AR 14/11/25)*

“Eeh, in my opinion, communicating with peers is very helpful in assessing the extent of our understanding. Because by communicating with peers, we don't feel pressured, so we can learn more enjoyably, and this can help us understand learning evaluations better.”

Based on these answers, communication with peers is considered very helpful in assessing the extent of students' understanding of the material. It feels more comfortable with friends because it does not cause pressure. It makes the learning process more relaxed and enjoyable. Such interaction helped students better understand learning evaluation. Peer support plays an important role in improving the quality of understanding and self-evaluation.

### **Extract 23**

*“E Karena ee berkomunikasi dengan teman sebaya, yang artinya umurnya tidak terlalu jauh dengan kita, jadi nyaman untuk berkomunikasi, sehingga kita bisa menilai pemahaman dan hasil pembelajaran yang sudah kita dapatkan” (AK 14/11/25)*

“E because we communicate with peers, who are not too far apart in age from us, it is comfortable to communicate, so we can assess our understanding and the learning outcomes we have achieved.”

Based on these answers, communication with peers creates comfort while studying because their age ranges are similar, so interactions are smoother and less stressful. This makes it easier for students to assess their understanding of the material. These interactions helped them evaluate their learning outcomes. Support and relationships with peers greatly influence the process of evaluating and understanding the material being taught.

### **b. Academic Evaluation through Lecturer Feedback**

#### **Extract 24**

*“Sejauh ini, umpan balik dari dosen sangat membantu saya dalam pencapaian pembelajaran. Dengan mengevaluasi hasil pembelajaran yang telah dikerjakan disitu saya bisa tau untuk selanjutnya.” (A 14/11/25)*

“So far, feedback from lecturers has been very helpful in my learning achievements. By evaluating the learning outcomes that have been worked on, I can know what to do next.”

Based on these answers, the role of feedback provided by lecturers in the evaluation process is very important in supporting students to achieve their learning objectives. By assessing their learning outcomes, students can understand which aspects need improvement for the next step. Feedback from lecturers serves as a key guideline for students to improve the quality of their learning.

#### **Extract 25**

*“Ehm cukup penting sih kak, karena sejujurnya kadang ada yang belum dipahami tapi kan kurang waktu untuk bertanya, jadi sangat berpengaruh sih itu penilaian umpan balik dosen, dan itu feedback.” (AN 14/11/25)*

“Ehm, it's quite important, because honestly, sometimes there are things that I don't understand but don't have time to ask about, so the lecturer's feedback and assessment are very influential.”

Based on these answers, feedback from lecturers is considered very important in the student learning process. There is still material that is not fully understood, but time constraints make it difficult to ask questions directly. Assessment and feedback from lecturers are very helpful in explaining the parts that are not yet understood. This feedback provides the additional clarity that

students need in learning using LMS feedback. Lecturers had a major influence on improving understanding and evaluating learning.

#### **Extract 26**

*“Karena pencapaian pembelajaran pastinya itu dosen yang tahu, jadi umpan baliknya juga fokus ke apa saja yang kurang tercapai dalam pembelajaran, dan sangat membantu untuk meningkatkan motivasi kita belajar daring menggunakan LMS.” (A 14/11/25)*

“Since lecturers are the ones who know the learning outcomes, their feedback also focuses on what has not been achieved in learning, and is very helpful in increasing our motivation to study online using LMS.”

Based on these answers, students view lecturers as the people who know the most about their learning progress. The feedback provided by lecturers generally focuses on areas that had not been achieved during the learning process. This feedback provides clear guidance on what needed to be improved. It is also considered to boost students' enthusiasm for participating in online learning through the LMS. Lecturers play a crucial role in guiding and encouraging students' learning success.

#### c. Self-evaluation and Cognitive Reflection

#### **Extract 27**

*“Dengan refleksi mahasiswa akan lebih mengetahui dan ehm dengan refleksi mahasiswa bisa tahu sampai mana mahasiswa tersebut pahami atau mengerti dan ada dampak perubahan yang bisa dilakukan.” (AA 14/11/25)*

“Through reflection, students will gain greater insight and, through reflection, students can understand how much they understand or comprehend and what changes can be made.”

Based on these answers, as an important step for students, reflection is essential in understanding their learning progress in the LMS. Through the reflection process, students can determine the extent of their understanding. Reflection also helped them identify areas that still need improvement. Students can then make the necessary changes or adjustments. Reflection greatly contributed to improving the quality of learning in using the LMS.

#### **Extract 27**

*“Jadi, kalau menurut saya itu mungkin pernah kita telat atau lalai dalam tengah waktunya di LMS, kita tidak memperhatikan, jadi kayak perlu lebih memperhatikan begitu, apa saja kayak arahan, apa saja yang sudah ditetapkan sama dosen supaya tidak terulang lagi.” (NA 14/11/25)*

“So, in my opinion, if we have ever been late or negligent in the middle of the LMS, we did not pay attention, so we need to pay more attention to things like instructions and anything that has been determined by the lecturer so that it does not happen again.”

Based on these answers, it is important to pay attention to the instructions and rules provided by lecturers on the LMS. Non-compliance or forgetting deadlines has occurred due to a lack of attention. We believe that students must be more careful in listening to all information provided by lecturers so that the same mistakes are not repeated. Discipline in following instructions on the LMS has a major impact on the success of the learning process.

### **Extract 28**

*“Tentu saja dengan mengetahui hasil dari penilaian dosen, dari situ saya bisa memperbaiki cara belajar. bagian mana yang masih sulit. intinya, saya bisa memperbaiki cara belajar ketika selesai mengerjakan tugas di LMS.” (MH 14/11/25)*

“Of course, by knowing the results of the lecturer's assessment, I can improve my learning methods. I can identify which parts are still difficult. In essence, I can improve my learning methods after completing assignments on the LMS.”

Based on these answers, providing important guidance to students on how to improve their learning methods. Through these evaluation results, students can identify which aspects they still find difficult to understand. This data is then used to adjust and improve their learning methods. After completing assignments on the LMS platform, assessments from lecturers play a vital role in the improvement process. Feedback from assessments has a significant influence on the development of students' learning strategies.”

### **DISCUSSIONS**

In this discussion section, the researcher would present information obtained from interviews with 11 sources or respondents. The data presented in this section is a summary of all the answers provided by the participants. The researcher would present the points according to two indicators, namely challenges in learning and students' perception.

#### **Student Experiences with LMS UNM Challenges**

LMS UNM is routinely used for attendance, materials, and assignments, yet students consistently reported two main challenges: technological barriers and time management difficulties, echoing Ali et al. (2020) and Means et al. (2021).

##### **a. Technical Challenges in Learning Using LMS UNM**

Connectivity problems such as unstable networks, limited quotas, and server disruptions were common (Sun et al., 2008; Dhawan, 2020). Upload failures and device incompatibility, particularly with iOS or low-spec smartphones, forced reliance on laptops (Park & Choi, 2009; Selwyn, 2016). Server overloads during peak usage further disrupted concentration. Digital literacy gaps also hindered basic LMS functions, creating anxiety and unequal learning experiences (Ng, 2012; Larson & Miller, 2011). These findings confirm that stable internet, device compatibility, reliable infrastructure, and digital skills are critical for effective e-learning.

##### **b. Time Management Challenges During Online Learning**

Students struggled with overlapping assignments, deadlines, and sudden schedule changes, often leading to late submissions (Van der Meer, 2012). External demands such as family responsibilities and organizational activities (Britton & Tesser, 1991), combined with internal issues like procrastination (Steel, 2007), worsened the problem. Coping strategies included daily schedules, reminders, and early submissions (Macan, 1994). Effective time management thus emerges as essential for participation, achievement, and mental health, requiring institutional support alongside technological readiness.

### **Learning Engagement in the Use of LMS UNM**

Student perceptions were evaluated through the Community of Inquiry (CoI) framework (Garrison et al., 2000), focusing on social, teaching, and cognitive presence.

#### **a. Students' Understanding of Learning Materials**

Time management remained a major challenge, compounded by external and internal distractions (Van der Meer, 2012; Britton & Tesser, 1991; Steel, 2007). Strategies such as reminders and early submissions helped reduce stress (Macan, 1994). Technical barriers also affected motivation and consistency (Sun et al., 2008; Dhawan, 2020; Park & Choi, 2009; Selwyn, 2016; Ng, 2012; Larson & Miller, 2011).

#### **b. Evaluation of Engagement-Based Learning: Social, Teaching, and Cognitive Presence Perspectives**

Social presence was evident in peer feedback, which enhanced reflection and metacognitive awareness (Topping, 1998). Teaching presence appeared in lecturer feedback, guiding improvement and strategy development (Black & Wiliam, 1998). Cognitive presence emerged through reflection, error analysis, and repetition (Garrison et al., 2001; Kolb, 1984). The synergy of these three dimensions increased engagement, though technological barriers still limited effectiveness.

### **CONCLUSION**

The study concludes that students using LMS UNM face both technical and non-technical challenges. Technical issues include digital literacy gaps, unclear instructions, and platform difficulties, while non-technical problems center on time management, with students struggling to balance assignments, deadlines, and personal responsibilities in flexible online settings. Despite these obstacles, engagement remains visible through the Community of Inquiry framework: cognitive presence is built through active understanding, social presence through peer interaction, and teaching presence through lecturer guidance and feedback. Together, these elements sustain meaningful learning even amid persistent challenges.

### **REFERENCES**

- Abou-Khalil, V., Helou, S., Khalifé, E., Chen, M. A., Majumdar, R., & Ogata, H. (2021). *Pembelajaran daring darurat di lingkungan dengan sumber daya terbatas: Strategi keterlibatan siswa yang efektif*. *Education Sciences*, 11(1), 1–18.  
<https://doi.org/10.3390/educsci11010024>
- Akyol, Z., & Garrison, D. R. (2008). Development of communities of enquiry over time in online learning courses: Understanding the development and integration of social, cognitive, and instructional presence. *Journal of Asynchronous Learning Networks*, 12(3), 3–22.  
<https://doi.org/10.24059/olj.v12i3.66>
- Alfalah, A. A. (2023). Factors influencing students' adoption and use of mobile learning management systems (m-LMSs): A quantitative study of Saudi Arabia. *International Journal of Information Management Data Insights*, 3(1), 100143.
- Alturki, U., & Aldraiweesh, A. (2021). Application of learning management system (LMS) during the COVID-19 pandemic: A sustainable acceptance model of the expansion

- technology approach. *Sustainability*, 13(12), 1–18.
- Atmowardoyo, H., Sakkir, G., & Sakkir, R. I. (2023). Students' English skills and their ways of learning. *Celebes Journal of Language Studies*, 333-338.
- Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology*, 83(3), 405–410.
- Darmawansah, & Indartono, S. (2019). *Pengaruh sintaksis pembelajaran terhadap keterlibatan mahasiswa EFL dalam lingkungan pembelajaran daring. Jurnal Bahasa Inggris dan Linguistik Terapan*, 4(1), 121–132.
- Dhawan, S. (2020). *Online learning: A panacea in the time of COVID-19 crisis*. *Journal of Educational Technology Systems*, 49(1), 5–22.
- Dollah, S., Sehuddin, F., & Sakkir, G. (2025). Parents' and Students' Perceptions of Ruangguru as A Digital Platform for Learning English. *Journal of Language Teaching Innovation*, 2(2), 57-69.
- Farizka, N. M., Santihastuti, A., & Suharjito, B. (2020). *Keterlibatan belajar siswa dalam kelas menulis: Pembelajaran berbasis tugas. JELTL (Jurnal Bahasa Inggris dan Linguistik)*, 5(2), 203–212.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109.
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text- based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2–3), 87–105.
- Garrison, D. R., Cleveland-Innes, M., & Fung, T. S. (2010). Exploring the causal relationship between teaching, cognition, and social presence: Student perceptions of a community of enquiry framework. *The Internet and Higher Education*, 13\*(1–2), 31–36.
- Gibbs, R. S., & Poskitt, J. M. (2010). Student engagement in the middle years of schooling (years 7–10): A literature review. Ministry of Education.
- Horst, R., Fenchel, D., Retz, R., Rau, L., Retz, W., & Dörner, R. (2020). Integration of Game Engine Based Mobile Augmented Reality into a Learning Management System for Online Continuing Medical Education. *Lecture Notes in Informatics (LNI), Proceedings - Series of the Gesellschaft Fur Informatik (GI)*, P-307, 955–962.
- Huda, I. U. (2022). *Persepsi mahasiswa terhadap pemahaman materi mata kuliah melalui proses pembelajaran daring pada mahasiswa STIE Pancasetia Banjarmasin. Jurnal Komunikasi Bisnis dan Manajemen*, 9(2), 108–127.
- Irawan, S., & Listyaningsih. (2021). *Persepsi mahasiswa terhadap pembelajaran daring. Scholaria: Jurnal Pendidikan dan Kebudayaan*, 11(3), 216–225.
- Jayanti, F. & Arista, N. T. (2018). *Persepsi Mahasiswa Terhadap Pelayanan Perpustakaan Universitas Trunojoyo Madura. Kompetensi*, 12(2), 205-223.
- Karaođlan Yılmaz, F. G. (2022). An investigation into the role of course satisfaction on students'

- engagement and motivation in a mobile-assisted learning management system flipped classroom. *Technology, Pedagogy and Education*, 31(1), 15–34.
- Larson, L., & Miller, T. (2011). *21st century skills: Prepare students for the future*. Kappa Delta Pi Record, 47(3), 121–123.
- Lyashenko, M. S., & Malinina, A. I. (2015). The use of learning management system projects for teaching a foreign language in the university. *Procedia – Social and Behavioral Sciences*, 81–88.
- Macan, T. H. (1994). Time management: Test of a process model. *Journal of Applied Psychology*, 79(3), 381–391.
- Meyer, D. K., & Turner, J. C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18(4), 377–390.
- Moore, M., & Kearsley, G. (2007). *Educação a distância: Uma visão integrada*. Thomson Learning.
- Moskal, P., Dziuban, C., & Hartman, J. (2013). Blended learning: A dangerous idea? The Internet and Higher Education, 18, 15–23. <https://doi.org/10.1016/j.iheduc.2012.12.001>
- Mulyana, D. (2015). *Ilmu komunikasi: Suatu pengantar*. Remaja Rosdakarya.
- Park, S. Y., & Choi, J. (2009). *Factors influencing adult learners' decision to drop out or persist in online learning*. *Educational Technology & Society*, 12(4), 207–217.
- Peters, O. (2004). *An educação a distância em transição: Tendências e desafios*. Unisinos.
- Richardson, J. C., Ice, P., & Swan, K. (2009). Tips and techniques for integrating social, teaching, and cognitive presence into your course. Poster presented at Conference on Distance Teaching & Learning, Madison, WI.
- Richardson, J. C., Maeda, Y., Lv, J., & Caskurlu, S. (2017). Social presence in relation to student interest, satisfaction and learning in online environments: A meta-analysis. *Computers in Human Behavior*, 71, 402–417. <https://doi.org/10.1016/j.chb.2017.02.001>
- Sahib, N., Noni, N., Muhayyang, M., & Sakkir, G. (2025). The Students' Perceptions Toward Mobile-Based Learning in Learning Writing Skill. *Celebes Journal of Language Studies*, 211-220.
- Sakkir, G., & Jayadi, K. (2024). Student Perceptions of Character Education Policies in Higher Education at Universitas Negeri Makassar. *ARRUS Journal of Social Sciences and Humanities*, 4(6), 749-760.
- Sakkir, G., & Sakkir, R. I. (2023). Students' Perceptions on The Use of Mind Mapping Technique in Writing Class. *Journal of Indonesian Scholars for Social Research*, 3(1), 56-63.
- Sarrab, M., Elbasir, M., & Alnaeli, S. (2016). Towards a quality model of technical aspects for mobile learning services: An empirical investigation. *Computers in Human Behavior*, 55, 100–112.

- Sasmita, F. A., & Indriani. (2021). *Persepsi mahasiswa terhadap penggunaan “System Application Management Open Knowledge” (Syam-OK) dalam proses pembelajaran daring. Prosiding Penelitian Pendidikan dan Pengabdian*, 1(1), 259–266.
- Selwyn, N. (2016). *Education and technology: Key issues and debates*. Bloomsbury Publishing.
- Short, J., Williams, E., & Christie, B. (1976). Theoretical approaches to differences between media. In J. Short, E. Williams, & B. Christie (Eds.), *The social psychology of telecommunications* (pp. 61–76). John Wiley & Sons.
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review. *Psychological Bulletin*, 133(1), 65–94.
- Subiyantoro, S., & Ismail. (2017). *Dampak learning management system (LMS) pada performa akademik mahasiswa di perguruan tinggi. Edudikara: Jurnal Pendidikan dan Pembelajaran*, 2 (4), 307–314.
- Sulaiman, I., & Sakkir, G. (2025). The lecturers’ perception of the implementation of content-based instruction in teaching English for hospitality. *Celebes Journal of Language Studies*, 1-10.
- Sun, P. C., Tsai, R. J., Finger, G., Chen, Y. Y., & Yeh, D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. *Computers & Education*, 50(4), 1183–1202.
- Suwarno. (1992). *Pengantar umum pendidikan. Aksara Baru*.
- Van der Meer, J. (2012). Students’ note-taking challenges in the twenty-first century: Considerations for teachers and students. *Journal of College Reading and Learning*, 42(3), 7–22.
- Walgito, B. (2010). *Psikologi umum*. Yogyakarta: ANDI.
- Zabolotniaia, M., Cheng, Z., Dorozhkin, E. M., & Lyzhin, A. I. (2020). Use of the LMS Moodle for an effective implementation of an innovative policy in higher educational institutions. *International Journal of Emerging Technologies in Learning*, 15(13), 172– 189.