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The Students' Perceptions of Using Open Learning as a Learning Management System In Hybrid Class

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Abstract

This research describes students' impressions of utilizing Open Learning as a Learning Management System (LMS) in hybrid classes and their issues. This case study was qualitative descriptive. This research included English Education Department students at Universitas Muhammadiyah Kalimantan Timur who used Open Learning in a Hybrid Class. Results reveal that Open Learning may be used in both face-to-face and virtual learning situations. Despite their proficiency in Open Learning, students face challenges when using it as a learning management system (LMS), including internet connectivity issues and a lack of motivation during the learning process. Living in a remote area caused internet connectivity issues, and students were unmotivated to use Open Learning as learning management system.

Keywords: Hybrid Learning Media; Learning Management System (LMS); OpenLearning; Perception

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1. Introduction

During the COVID-19 pandemic, several universities throughout the world, including in Indonesia, that had previously relied mostly on traditional education were pushed to adopt e-learning (Alexiadou, 2013). This new method may be implemented in a variety of universities to adapt the learning process to a shifting environment.

The perception and evaluation of e-learning by students during the epidemic, as well as the identification of the benefits and drawbacks of this style of education, are intriguing and deserving of further study. It is also crucial to identify the characteristics that may impact students' perceptions of the benefits and drawbacks of e-learning. This knowledge was enabling researchers to establish the variables necessary for the successful deployment of e-learning and to comprehend the prospects for this kind of education beyond the conclusion of the COVID-

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19 pandemic (Stecuła & Wolniak, 2022). According to Stecuła & Wolniak (2022), the percentage of students familiar with the analyzed e-learning tools has increased significantly during the pandemic.

In addition, Al-Mamary (2022) continues by stating that widespread reliance on computers in daily life and huge technical developments have resulted in a range of changes in various fields, including education. Technology has increased the range of e-learning systems at institutions of higher education, this approach has enhanced learning and teaching activities.

There has been a visible rise, especially in the usage of the following tools for instance, Microsoft Teams, Zoom Conference, and Google Classroom. Students have also used e-learning platforms. It is worth noting that e-learning tools were not used on a large scale before the pandemic (Turoń & Kubik, 2021). In line with other E-Learning, Learning Management System (LMS) are relatively new technology that is frequently utilized in higher education, is regarded as one of the Information and communication Technology instruments employed in the education industry (Al-Mamary, 2022).

According to Paulsen (2002), Learning Management System (LMS) is an umbrella term used to describe a variety of systems that offer online educational services to students, teachers, and managers. Learning Management System (LMS) refers to a broad range of systems that organize and give access to online learning services for students, educators, and administrators. In general, these services have core elements such as restricted access control for authorized users, the supply of a variety of educational material kinds, and the availability of a variety of communication methods. LMS is sometimes known as an online learning platform or an online learning platform. Based on the demonstrated efficacy of previous research, OpenLearning serves as a valuable platform not only for students, but also for educators seeking to disseminate educational content. By leveraging its features, instructors can effectively engage students by prioritizing learning outcomes and facilitating convenience. This study aims to investigate the perception of students at the English Department of Universitas

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Muhammadiyah Kalimantan Timur regarding the utilization of a learning management system (LMS) in a hybrid class setting.

The objective of this study, as inferred from the research question articulated in the problem statement, is to offer a comprehensive account of the perceptions of students enrolled in the English Department at Universitas Muhammadiyah Kalimantan Timur regarding the utilization of Open Learning as a Learning Management System (LMS). Additionally, the study aims to identify and analyze the challenges encountered by these students when engaging with Open Learning in the context of hybrid courses.

The scope of this research is restricted to students from English Department at Universitas Muhammadiyah Kalimantan Timur. The research focuses on the difficulties and benefits of using Open Learning as a Learning Management System (LMS) in the English Department at Universitas Muhammadiyah Kalimantan Timur from the students' point of view.

2. Method

In this study, the researcher uses a qualitative descriptive: case study research approach. According to Dodgson, (2017) qualitative research does not strive to quantify anything, the notion that there is an objective technique to analyze a given occurrence does not apply. The fundamental premise is that there are many distinct perspectives on reality. Research entails the following steps: the emergence of questions and processes; data collection in the context of the participants; data analysis inductively, progressing from specifics to broad themes; and the formulation of interpretations based on the data. The report's final draft features an adaptable format.

Creswell (2014) also divides qualitative methodologies into five categories: phenomenological research, grounded theory, ethnography, case study research, and narrative research. This preceding statement describes the qualitative methodologies utilized to assist the researcher in describing the data. The outcome of the analysis served as a description of the inquiry conducted by observing the individual or group. Specifically detailing qualitative approaches is the greatest strategy to assist the writer in data analysis.

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Considering the foregoing, the researcher plans to use a qualitative descriptive: case study research approach, which is well-suited to the study's overarching goal of analyzing students' perceptions of using the suggested media in order to gauge the extent to which their English language skills can develop. This study investigates a group of students at Universitas Muhammadiyah Kalimantan Timur. Concerning which area to dig into, the researcher investigates students in the English Education area who share certain characteristics, such as having used OpenLearning in a Hybrid Class setting. The study involved a sample of seven participants from 4th, 6th and 8th semester who were interviewed using a semi-structured format. On average, each interview takes approximately 10 to 15 minutes via zoom meeting. Here are the data coding for the participant of this study below:

Table 1 Participants

No.	Name	Semester	Participant Code
1.	**Student Alpha**	4th semester	P1
2.	**Student Bravo**	6th semester	P2
3.	**Student Charlie**	6th semester	P3
4.	**Student Delta**	6th semester	P4
5.	**Student Echo**	6th semester	P5
6.	**Student Foxtrot**	6th semester	P6
7.	**Student Golf**	8th semester	P7

The researcher employed interviews as an approach of complementing document analysis in order to gather data pertaining to the initial research problem and to determine the obstacles encountered by students when utilizing OpenLearning as an approach for learning in hybrid classes. In this research, the researcher used semi-structured interviews conducted via Zoom Meeting and WhatsApp Voice Note. The interviews consisted of open-ended questions adapted from the works of Makumane (2021) and Horvat et al. (2015) focusing on students' perception in using LMS as LMS and the obstacles using LMS as Learning Media. The researcher set up a number of questions to obtain information from the participant. The interview was conducted

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in a casual, zoom meeting between the interviewer and participant. The tool used during the interview procedure is the interview guide.

The process of transforming data into information is known as data analysis. The goal of this process is to make the characteristics of the data simpler to understand and to be of use in locating solutions to problems that are typically associated with research. Alternately, one way to define data analysis is as an activity carried out with the goal of transforming the information gained through research into knowledge that may then be used in order to come to a conclusion.

3. Findings and Discussion

This section presents the findings of the students' perceptions of using OpenLearning as Learning Media System (LMS) in hybrid class whereas obstacle of using Open Learning as a Learning Management System (LMS) in students.

3.1. Interviews

The first phase of the study involved conducting an interview phase to inquire about the approaches employed by students in completing assignments and engaging in the learning process within the context of OpenLearning as a Learning Management System (LMS). The study conducted through a Zoom interview and Voice Note feature on WhatsApp yielded two outcomes pertaining to the utilization of OpenLearning as a Learning Management System (LMS) that have an impact on students' perspectives. Specifically, out of the seven participants, two exhibited a lower level of proficiency while the remaining five demonstrated a relatively higher level of proficiency in utilizing OpenLearning as an LMS in a hybrid classroom setting.

3.1.1. The Students Perception of Using OpenLearning as an LMS

There was a subtheme of the experience of students in using LMS which focuses on comprehending and investigating various aspects of students' interactions with LMS platforms. In addition, there was a code of Student experience in accessing material.

> *"…We get the material from the lecturer's PowerPoint or in open learning. Yes, hybrids don't usually have to access open learning because often the lecturer's explanation."*
> (P6)

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This implies that when students are at home and fully engaged in online learning, they utilize open learning resources more frequently. They also mention that in both hybrid and face-to-face classes, they obtain information from the lecturer's PowerPoint presentations. Additionally, they indicate that they sometimes seek information from sources outside of open learning. This implies that the student relies on multiple sources, including the lecturer's materials and OpenLearning, for supporting their learning.

The next subtheme of Interactive Features That Help Users to Mingle with Lectures and Other Students. It focused on an exploration of the various interactive elements and functionalities within educational platforms or tools that facilitate engagement and interaction between users, including students, lecturers, and peers.

"The lecturer gives response so quickly when I do not understand about the material and also when there is typo, we can comment to tell the lecturer there is some typo and the lecturer immediately repaired...". (P2)

The respondent agreed that OpenLearning features; the discussion and commenting section, helps them to ask lectures for further explanation because the material on OpenLearning that lecturer already given is not clear enough. This statement is supported by P2 continuous statement:

"...Typically, for instance, if I comment to ask a question, the lecturer responds immediately, so there is feedback from the questions we ask and that we can obtain additional explanations by asking the lecturer via the comment's page or the discussion page." (P2)

The statement indicates a responsive and interactive learning environment in which students can actively participate with the lecturer through comments, questions, and discussions. The lecturer's prompt responses and the availability of comment and discussion columns suggest a focus on offering quick feedback, clarifications, and extra explanations to improve students' knowledge and learning experience.

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There was a subtheme of the experience of students in using LMS which focuses on students' adaptation in using LMS platforms. In addition, there was a code of Familiarity feature of LMS.

> *"...Since on our campus using IT Based Paperless and use computers, smartphones more frequently, so we use the internet more frequently, and open learning also uses the internet, so there is no difference in learning on both methods."* (P7)

This suggests that students are not encountering significant difficulties in adjusting to the OpenLearning platform as a Learning Management System (LMS). The participants in question note that prior to the pandemic, they were already utilizing the internet and related technologies, thus indicating a lack of notable difficulties in adapting to the current circumstances. Furthermore, they suggest that there is no noticeable difference in the effectiveness of learning outcomes between online, offline, and hybrid teaching formats.

The subsequent subtheme refers to the interactivity and accessibility of OpenLearning. The study centered on the ability of students in utilizing OpenLearning as a Learning Management System (LMS).

> *"...Personally, OpenLearning is the first learning website that I have used, and I have never used a learning website or a school website for learning like that, with open learning I feel like this is really useful, it seems really useful for things like, many of us when we go offline we don't really understand and don't pay attention to the material taught by the lecturers, then we can open it again if there is time through OpenLearning."* (P2)

The feedback provided by the participants underscores the prospective utility of OpenLearning in augmenting traditional face-to-face learning. The platform provided by OpenLearning enables learners to conveniently access learning materials at their own pace. This can prove to be especially helpful for students who may have missed or encountered difficulties with comprehending specific course material during in-person instructional

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sessions. OpenLearning can facilitate and enhance the learning experience of students by providing them a platform to revisit and review course content.

3.1.2. The Obstacle of Using OpenLearning as LMS

In this finding unfamiliarity with the platform is a common barrier that students may face when using OpenLearning as a learning management system. Due to the fact that OpenLearning is a relatively new and innovative learning aid, many students may be unfamiliar with its effective application. This can lead to bewilderment and frustration, especially among students who are unfamiliar with technology or accustomed to more traditional learning methods.

There was a subtheme of the student internet connection in using OpenLearning which focuses on investigating students' obstacles using OpenLearning as LMS during hybrid classes.

"Because I live at Kutai Barat, the network can be disrupted several times per week..." (P7)

This suggests that they experienced disruptions in their internet connectivity while using OpenLearning due to their location in Kubar. The participant noted that network interruptions did not occur exclusively during non-lecture times, which sometimes prevented them from accessing OpenLearning and completing assignments assigned by their instructor. This feedback highlights the potential challenges associated with relying on online learning tools in areas with unreliable internet connectivity.

The following subtheme of the underlying motivation to pursue access to OpenLearning relates to the comprehension of students' obstacles in utilizing OpenLearning as a Learning Management System (LMS) in hybrid classes. The student suggests that they occasionally lack motivation to utilize OpenLearning due to their participation in offline classes, where they receive course materials in a clear manner. This implies a preference among students for offline classes over online classes facilitated by OpenLearning.

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"…We can obtain content either from the instructor's PowerPoint slides or outside of OpenLearning. Yes, in hybrid classes open learning rarely used, so I feel extremely unmotivated to launch OpenLearning when I'm offline." (P7)

The participant expressed a lack of motivation to utilize OpenLearning in offline settings, citing the availability of content from the lecturer's PowerPoint slides and external sources as alternative options. This feedback implies that although OpenLearning has the potential to enhance offline learning experiences, learners may still exhibit a preference for more conventional approaches to accessing course materials. Moreover, the participant's mention of "hybrid open learning" suggests the possibility of requiring additional refinement and incorporation of digital and traditional learning resources to adequately cater to learners' requirements and incentives.

This research is based on the findings obtained from semi-structured interviews conducted with a sample of college students who meet specific criteria, namely their use of OpenLearning as a learning management system (LMS) in hybrid classes. Students could utilize OpenLearning in both traditional face-to-face and virtual learning environments. Despite the students' proficiency in navigating OpenLearning, they encounter certain challenges when utilizing it as a learning management system (LMS), including issues related to internet connectivity and a lack of motivation during the learning process on OpenLearning.

Ganeser & Robert (2021) stated that OpenLearning offers a valuable platform for students to engage in group discussions. The primary objective is to foster effective communication among students by means of a brainstorming session utilizing the tools available in OpenLearning both in offline and online classes. Consistent with the previous statement, the findings derived from the interview conducted with the participants indicate that a significant proportion of respondents concurred that in both hybrid and face-to-face instructional settings, they acquire information primarily from the lecturer's PowerPoint presentations. This approach enables them to use a variety of resources, including the lecturer's materials and the online platform OpenLearning, to boost their learning process.

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Talking about the use of OpenLearning as LMS in higher education it is inevitable to mention the ability of accessing the LMS. According to the findings of interviews with participants, the OpenLearning platform offers learners the opportunity to access learning materials at their own pace, which can be particularly beneficial for students who have missed or struggled to understand certain course content during face-to-face instructional sessions. OpenLearning has the capacity to facilitate and enhance the learning experience of students through the provision of a platform that enables them to revisit and review course content. In line with the statement by Dahlstrom & Bichsel (2014) who found that LMS prioritizes accessibility and user friendliness which is students was appreciate being able to use the OpenLearning platform whenever and wherever it is most practical for them to do so. The majority of responders (65%) cited OpenLearning LMS as a key motivator for getting work done. Educators can use the platform to get information about their students' engagement.

The findings of the study suggest that OpenLearning effectively engages students and facilitates their access to course materials, while also offering a user-friendly interface for navigating the platform. The primary focus lies in fostering active student participation in online learning, which encourages increased utilization of OpenLearning resources. This statement is in line with a study conducted by Al-Atabi & Deboer (2014) the educational setting fosters a culture which encourages students support and cultivates collaborative learning among students.

Nevertheless, the students continue to encounter difficulties when utilizing OpenLearning as a Learning Management System (LMS), particularly in relation to issues with internet connectivity. The results of this study indicate that students experienced disruptions in their internet connectivity while using OpenLearning as a result of living in a remote area, Mohd Nasir et al. (2021) also finds that difficulties in utilizing an LMS can frustrate students' learning, which may be a result of their low computer literacy, poor internet connectivity, or lack of technical support which a students' residing in geographically remote areas may experience connectivity issues when using LMS.

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Based on the results of semi-structured interviews that have been conducted to college students who had using OpenLearning as LMS, the participant expressed a lack of motivation to utilize OpenLearning in offline settings, citing the availability of content from the lecturer's PowerPoint slides and external sources as alternative options. This feedback implies that although OpenLearning has the potential to enhance offline learning experiences, learners may still exhibit a preference for more conventional approaches to accessing course materials. Moreover, the participant's mention of "hybrid OpenLearning" suggests the possibility of requiring additional refinement and incorporation of digital and traditional learning resources to adequately cater to learners' requirements and incentives (Mohammadi et al., 2021).

On the other hand, the researcher found a different perspective such as students have reported occasional challenges in finding motivation to engage with OpenLearning, which may be attributed to their concurrent enrollment in traditional face-to-face classes, where course materials are presented in a more structured and comprehensible manner. This implies that students tend to favor traditional in-person classes over online classes conducted through the OpenLearning platform. This finding contradicts the results of Ganeser & Robert (2021), who found that a substantial majority of students expressed high levels of optimism regarding the OpenLearning portal's ability to monitor their progress and facilitate their completion of assignments to demonstrate growth.

4. Conclusion

The researcher has reached the conclusion that the utilization of OpenLearning as a Learning Management System (LMS) results in a significant proportion of respondents expressing agreement that, in both hybrid and face-to-face educational settings. This method allows individuals to use a diverse range of resources, such as the learning tools provided by the lecturer and the online platform OpenLearning, in order to enhance their educational progression. The implementation of OpenLearning showcases its contribution in actively engaging students and facilitating their acquisition of course materials.

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Based on the findings mentioned earlier, it is evident that students possess distinct perspectives and encounter various challenges in relation to OpenLearning within hybrid classrooms. Particularly, one such challenge is the potential impoverishment of motivation that may arise from engaging with OpenLearning. Additionally, the availability and reliability of internet connectivity emerge other issues when utilizing the OpenLearning platform.

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