



Cambridge One LMS in Enhancing Students' Learning Outcomes and Interest in English Final Test (A case study on English learning in 3rd graders at a Bilingual Elementary School in Semarang)

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Abstrak

Penelitian ini berfokus pada penggunaan Cambridge One LMS sebagai platform e-learning untuk siswa kelas 3 Bahasa Inggris di SD Semesta Bilingual di Semarang. Tujuan utamanya adalah untuk memahami tantangan guru dan siswa saat menggunakan Cambridge One LMS untuk pembelajaran bahasa Inggris dan menemukan solusinya. Peneliti mewawancarai kepala sekolah, perwakilan kurikulum, 2 guru bahasa Inggris, dan empat siswa dari kelas 3B dan 3C di SD Semesta Bilingual untuk mengumpulkan data. Peneliti juga memberikan kuesioner kepada 40 siswa dari kelas 3B dan 3C dengan menggunakan Google Forms. Selain itu, peneliti juga mengamati bagaimana Cambridge One LMS digunakan dalam pelajaran bahasa Inggris. Hasil kuesioner menunjukkan bahwa siswa memiliki pandangan positif terhadap penggunaan LMS Cambridge One untuk pelajaran bahasa Inggris. Namun, hasil wawancara menunjukkan bahwa para guru menghadapi kesulitan karena kurangnya pengetahuan tentang teknologi, dan para siswa memiliki akses yang terbatas terhadap internet dan komputer atau laptop. Untuk mengatasi hal ini, sekolah memastikan penggunaan LMS Cambridge One yang efektif dengan menyelenggarakan lokakarya atau sesi pelatihan yang disediakan oleh sekolah atau perwakilan Cambridge. Sekolah ini menawarkan panduan pengguna yang komprehensif atau tutorial online untuk instruksi terperinci dan akses ke sumber daya pendukung, seperti layanan bantuan, yang bermanfaat bagi bimbingan guru. Sekolah mendorong kolaborasi di antara para guru yang sudah terbiasa dengan sistem ini untuk memberikan wawasan tambahan. Sekolah juga memberikan waktu lebih kepada guru untuk menjelajahi platform ini sehingga bisa membantu guru menjadi lebih nyaman dan mahir. Terakhir, sekolah meminta orang tua murid untuk menyediakan komputer atau laptop untuk digunakan di rumah. Selain itu, sekolah akan meningkatkan akses internet dan memperluas fasilitas laboratorium komputer untuk mendukung proses belajar mengajar.

Kata Kunci: Cambridge One LMS, Meningkatkan, Hasil Belajar, Minat, Ujian Akhir Bahasa Inggris.

Abstract

The research focused on using Cambridge One LMS as an e-learning platform for Grade 3 English students at Semesta Bilingual Elementary School in Semarang. The main aim was to understand teachers' and students' challenges when using the Cambridge One LMS for English learning and find solutions. The researcher interviewed school principals, curriculum representatives, 2 English teachers, and four students from grades 3B and 3C at Semesta Bilingual Elementary School to collect data. The researcher also gave questionnaires to 40 students from classes 3B and 3C using Google Forms. Additionally, the researcher observed how Cambridge One LMS was used in English lessons. The questionnaire results showed that students positively viewed using the Cambridge One LMS for

English lessons. However, the interviews revealed that teachers faced difficulties due to a lack of knowledge of technology, and the students had limited access to the Internet and computers or laptops. To address this, the school ensures effective use of the Cambridge One LMS by organizing workshops or training sessions provided by itself or a Cambridge representative. It offers comprehensive user guides or online tutorials for detailed instructions and access to support resources, such as help desks or customer support, which becomes beneficial for teachers' guidance. The school encourages collaboration among teachers familiar with the system to offer additional insights. Allowing time to explore the platform helps teachers become more comfortable and proficient. Finally, the school requests parents provide students with a computer or laptop for home use. Additionally, the school will enhance internet access and expand the computer lab facilities to support the teaching and learning process.

Keywords: *Cambridge One LMS, enhancing, learning outcomes, interest, English final test.*

Introduction

The Cambridge Curriculum, developed by the University of Cambridge International Examinations (CIE), is a globally recognized educational framework used in schools worldwide, including Indonesia. It spans primary to pre-university levels and emphasizes flexibility, skill development, and global perspectives. The curriculum is divided into stages: Primary (ages 5-11), Lower Secondary (ages 11-14), Upper Secondary (ages 14-16), and Advanced (ages 16-19).

The Cambridge International Primary Program (CIPP) is designed for students aged 5 to 11. It provides a structured curriculum for English, Mathematics, and Science subjects. It supports personalized learning with resources and teacher training for the primary level. The Cambridge International Primary Program (CIPP) covers subjects like English, Mathematics, and Science for young learners. This program adapts from the British National Curriculum to suit international contexts and has been tested in over 150 countries.

The Cambridge curriculum supports critical thinking, problem-solving, and independent learning. It offers a clear framework for educational objectives and assessment, with extensive support for educators through professional development and resources. It also integrates technology, providing online learning platforms, digital resources, and tools to enhance teaching and learning experiences.

In Cambridge education, technology is crucial in enhancing learning through various tools such as electronic devices, software, and the Internet. Generally, e-learning can be divided into two basic types: computer-based-learning and Internet-based-learning Algahtani (2011). Computer-based learning is offline software, while internet-based learning is online. Technology also helps prepare students for the digital age, emphasizing the integration of digital skills into the curriculum. Cambridge Primary Education incorporates e-learning resources like digital textbooks, online assessments, and interactive activities. Reflecting this trend, the literature on e-learning is extensive (Alsayyar & Almakki, 2021).

E-learning is a modern way of learning, which includes electronic media in the field of education. E-learning makes use of information and communication technology. Correspondence learning or distance learning is the situation where e-learning comes into use. E-learning involves various media types, including audio, video, text, and images. E-learning uses the intranet, extranet, or the Internet to widen the horizon of traditional learning. This article explores the time when the concept of e-learning was introduced, mentions its fundamental principles, discusses the ways in which it is superior as compared to traditional education, and throws some light on the result of using e-learning from three different perspectives. E-learning focuses on the usage of technology in the field of

education and learning. E-learning refers to the use of advanced technology for information communication in the learning process, where advanced technology is comprised of electronic media. Principle e-learning: At the abstract level, e-learning refers to the use of electronic media in the field of study, and in a more specific way, it deals with education carried out using the Internet. Since e-learning is user-friendly and easy to interact with, its use is now preferred globally. Benefit: First, e-learning is far cheaper than traditional teaching methods because of the use of paper and pencil and the reduced expense of teacher training. Second, e-learning can be carried out anywhere without strict time boundaries. It leads to a more flexible environment for students. Third, e-learning the training material is not chosen by teacher or some organization and can help students to obtain their own requirement of knowledge (Agarwal & Pandey, 2013).

Furthermore, learning material can be accessed anytime and from any location. This online tool has the potential to help students learn in groups or independently with their devices and includes interactive learning tools for interaction (Ibrahim et al., 2022). This shift from traditional methods to technology-mediated tools is called electronic learning or e-learning (Yakubu & Dasuki, 2018). In addition, e-learning differs from blended learning, which combines traditional face-to-face and online learning (Valverde-Berrocoso et al., 2020). Researchers and pedagogues, to get the both ends meet, have converged traditional face-to-face instructions and online activities into the concept of blended learning (Gulnaz et al., 2019).

Past studies have demonstrated that e-learning facilitates anywhere and anytime learning and access to information and communication (Nurakun Kyzy et al., 2018). Over time, this methodology evolved into what is today known as online distance learning, which implies the use of different learning management system (LMS)

platforms to offer synchronous and asynchronous instruction (Abarca, 2021).

According to Agarwal and Pandey (2012), e-learning focuses on using technology in learning and education. E-learning uses electronic media in the learning process through information and communication technology (Agarwal & Pandey, 2013). In addition, the factors contributing to LMS failure can be classified under eight steps: revenue sharing and content, communicative interaction, structure, learning engagement, evaluation use interface, social interaction and informal learning, and mobile features (Alhazmi et al., 2021). According to Bradley et al. (2021), LMS platforms provide better access to teaching and learning materials for teachers and students and allow teachers to organize teaching management and formative assessment, resulting in more diverse and efficient tools for student engagement and interaction.

A key example of e-learning integration is the Cambridge Learning Management System (LMS), specifically Cambridge One LMS for primary education. This platform centralizes educational content delivery, assessment management, progress tracking, and communication among educators, students, and parents. The Cambridge One LMS is designed to provide a flexible, engaging, and paperless learning experience, helping students learn effectively and prepare for exams.

Adopting the Cambridge curriculum at Semesta Bilingual Elementary School in Semarang has faced several obstacles. Although the curriculum is internationally recognized for its high standards and quality, challenges, including insufficient technological integration, discrepancies in the difficulty level of materials, and a deficiency in tailored learning experiences, have diminished student engagement and academic performance.

Specifically, the curriculum's impersonalized approach does not cater to students' learning paces and styles.

Difficulties arise when learning materials are too easy or hard, causing dissatisfaction and disengagement. Additionally, the limited integration of technology in the curriculum has reduced student engagement, as the absence of interactive, gamified, and digital learning resources detracts from the overall learning experience. Motivation is an internal force that pushes a person to act or move toward a goal (Harmon, 2013).

To address these issues, the school must enhance technology integration, adopt more varied learning methods, and provide adequate support. Implementing tools like the Cambridge One Learning Management System (LMS) could improve access to resources, personalize learning, and boost engagement. Collaboration among schools, teachers, students, and parents, along with improved teaching methods and technology use, is essential to create a more effective and engaging learning environment.

Several studies have investigated the effectiveness of Cambridge e-learning systems. One notable study, "Teachers and Students' Net Promoter Score (NPS) on the Cambridge Learning Management System (CLMS)," evaluated student satisfaction with the Cambridge LMS using the NPS metric, which measures the likelihood of recommending the system to others. This research provided valuable insights into the factors influencing student satisfaction, such as the system's user interface and functionality, and highlighted areas for potential improvement based on feedback.

Another study, "The Impact of Cambridge LMS on The Enhancement of English Grammar Proficiency at A B1 Level In 12th Grade EFL Students at Sagrados Corazones High School in Cuenca," focused on how the Cambridge LMS improved English grammar skills among 12th-grade students with B1 proficiency. It analyzed changes in grammar test scores, writing samples, and oral proficiency before and after implementing the LMS, demonstrating its effectiveness in enhancing grammar skills and suggesting beneficial features for language learning.

Putri, Hamuddin, Nursafira, and Derin (2020) used a quasi-experimental research design to determine the effectiveness of Moodle at the Indonesian university UNILAK. One class was chosen as the control class, in which students were taught only through face-to-face methods, and the other class was chosen as the experimental class, in which students were also taught through an e-learning process using Moodle. Consequently, the results of this study showed that students who were taught via the blended-learning technique improved significantly in comparison to the students who were only taught face-to-face. (Putri et al., 2020). The other example of e-learning contribution is the utilization of Google Classroom-based LMS in fostering student creativity in class X IPS 2 MAN Kota Cimahi has had a good impact (Nela, 2022).

Additionally, this study found that students are interested in the latest technology and pay attention to their learning needs. However, some students hesitate to inform the lecturers about their needs and interests in taking the course. Furthermore, it can increase the intensity of interactive communication with students outside of official learning hour (Maulana, 2020).

Additionally, this study found that students are interested in the latest technology and pay attention to their learning needs. However, some students hesitate to inform the lecturers about their needs and interests in taking the course. Furthermore, some students are reluctant to express their views during teaching and learning activities, whether in synchronous or asynchronous learning (Makumane, 2023). E-learning tools also offer training and higher education to many students that have different higher educational levels and come from diverse cultural backgrounds. (Aljawarneh, 2020).

These studies show that Cambridge LMS e-learning can enhance learning outcomes and interest. My research, while similar in using the Cambridge LMS, distinguishes itself by examining its

effectiveness specifically in primary education settings. Based on the explanation above, the researcher is interested in conducting research that focuses on implementing Cambridge One LMS, and the researcher chooses to write a thesis titled "Cambridge One LMS in Enhancing Students' Learning Outcomes and Interest in English Final Test."

The researcher pays close attention to the process by analyzing the obstacles or problems encountered and suggestions from teachers and students to overcome the obstacles they face in implementing Cambridge One LMS in language learning for class 3rd-graders at Semesta Bilingual Elementary School. Therefore, the researcher chose an English teacher and class 3B and 3C students at Semesta Bilingual Elementary School as participants in this study.

Methodology

This research examines the implementation of Cambridge One LMS as an e-learning platform for English lessons for 3rd graders at Semesta Bilingual Elementary School. The research employs a descriptive qualitative design, using participant observation and case studies to investigate social and human issues. The study is conducted at Semesta Bilingual Elementary School, with research participants consisting of English students, the Headmaster of Semesta Bilingual Elementary School, and two English teachers. The study's primary objective is to comprehend the influence of Cambridge One LMS on the English learning process of 3rd graders at Semesta Bilingual Elementary School during the 2023/2024 academic year. The researcher selected 3-4 students for interviews and sample analysis.

According to (Arifudin, 2024) descriptive analysis is empirical research that investigates a specific symptom or phenomenon in a real-life setting. The results of this research were collected using primary data and secondary data.

The approach used in this research is a qualitative approach. According to Bogdan and Taylor in (Nuary, 2024), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to (Sappaile, 2024) the method is to transcribe the data, then coding the notes in the field and interpreting the data to obtain conclusions.

Various instruments were used in this study to gather data, which included documentation, interviews, and questionnaires. The documentation focused on student activities within Cambridge One LMS, encompassing attendance, assignments, materials, tests, and grades. The interviews were reviewed by a group of experts, who provided constructive feedback on the interview guide, item clarity, research problem representation, and allocated work time, making this study a collaborative effort. The study sought to comprehend the effectiveness of these methods in enhancing student learning experiences.

Findings and Discussions

Researchers interviewed the school principal, two English teachers, and four student representatives to understand the implementation of Cambridge One LMS in teaching English to eighth-grader students at Semesta Bilingual Elementary School. The study showed that Cambridge One LMS can help students do better in school, stay motivated, and be a great online learning tool with many fun features. It gives students personalized learning experiences using innovative technology that changes the lessons based on what each student needs. There are a lot of excellent resources like videos and interactive activities to keep students interested and cater to different learning styles. On the other hand, Cambridge One LMS also gives instant feedback and data so students can track their progress and teachers can see where they can improve. The tools for working together

also make learning more fun and engaging, encouraging students to participate and learn with their classmates. All these things make learning more exciting and compelling. Student engagement in the classroom is essential for student relationships and happiness, and teachers play an important role in developing student engagement (Karaođlan Yılmaz, 2022).

The researcher found that English teachers at Semesta Bilingual Elementary School implemented Cambridge One LMS for teaching and learning. The initial training made it easy for teachers to use the platform. Students also found it straightforward to access materials and assignments, which led to a significant increase in productivity. Although Cambridge One LMS did not significantly improve all English skills simultaneously, students reported feeling fun and comfortable using the platform. A questionnaire was used to collect data on the implementation process, understanding, obstacles, and solutions encountered by students during the 2023-2024 academic year. The study reveals that students are generally satisfied with the convenience of Cambridge One LMS in English classes, with most agreeing on its beneficial features. The effectiveness of the platform is underscored by its perceived convenience, user interest, and service quality.

Implementing Cambridge One LMS in the classroom has shown impressive results in enhancing student performance and satisfaction. For example, 39 out of 40 students, 97.5%, can finish their English assignments more quickly when they use Cambridge One LMS. This significant increase in efficiency means that students can complete their work faster and manage their time better, contributing to their overall academic success. Learning through LMS in live presentations by lecturers and uploaded pre-recorded video lectures in synchronous and asynchronous learning influence student-lecturer interactions. Learning through LMS, students gain knowledge through video lectures as the primary

method of content delivery and discussion with lecturers and peers on the LMS platform (Ferree et al., 2022).

In addition to speeding up their work, 35 out of 40 students, or 87.5%, report that they learn better when they use Cambridge One LMS. This improvement in learning effectiveness suggests that the platform provides valuable tools and resources that help students grasp and retain information more effectively than other methods.

Furthermore, 34 out of 40 students, representing 85%, find learning with Cambridge One LMS a fun experience. This high level of enjoyment indicates that the platform is engaging and interactive, making learning more enjoyable and motivating for students.

The benefits of using Cambridge One LMS extend to understanding lessons as well. 34 out of 40 students, or 85%, stated that they can understand their lessons better when they use the platform. This enhanced comprehension shows that the LMS provides clear and accessible educational content that helps students make sense of their studies.

Finally, 28 out of 40 students, which is 70%, can do more learning when they use Cambridge One LMS. This increase in learning opportunities suggests that the platform supports a broader range of educational activities and helps students engage more deeply with their studies. Overall, using Cambridge One LMS in the classroom has proven to improve efficiency, effectiveness, enjoyment, understanding, and learning capacity.

However, challenges with student access to technology and lack of technology socialization hinder the implementation of Cambridge One LMS. It is essential to ensure that all students have reliable internet and a computer to use the platform effectively. These resources are necessary for students to engage with digital learning materials. Additionally, students may need more to navigate the platform efficiently, impacting their learning experience. Solving these implementation issues is essential for

maximizing the benefits of Cambridge One LMS and ensuring all students can fully engage in the Cambridge One LMS digital learning environment.

Table 4.4 Solution

NO	OBSTACLES	RESPONDENTS	SOLUTION	RESPONDENTS
1	Using Cambridge One LMS for English language learning is hindered by a poor internet connection.	40 Respondents	Waiting for the standard network functionality to resume to continue using Cambridge One LMS for learning.	27 (67,50%) respondents agreed
2	Internet access impede with the teaching and learning process using Cambridge One LMS	40 Respondents	Using the main school network when the internet access runs out.	21 (52,50%) respondents agreed
3	Students lack access to computers or notebooks that are compatible with the Cambridge One LMS, hindering students; ability to engage in learning activities.	40 Respondents	Using the Cambridge One LMS, I have the privilege of implementing my parents' notebook or laptop for learning purposes.	26 (65%) Respondent agreed
4	The students were not provided with additional resources, such as an adequate number of computers for every student.	40 Respondents	Requesting the school to create a timetable for the computer lab so that all students can have access to the computers.	24 (60%) Respondent agreed.
5	Students did not receive any guidance or instruction from the teacher on how to use the Cambridge One LMS.	40 Respondents	Requesting the school to provide a session on familiarizing students with the usage of Cambridge One LMS.	26 (65%) respondent agreed.

The Cambridge One LMS has pointed out some problems that need fixing to improve students' learning. First, 27 out of 40, about 67.5%, often wait for their internet to return before continuing their lessons. This shows that many students need help with spotty internet connections, making

learning hard. To solve this issue, the school is considering upgrading its WiFi by choosing a more reliable internet provider so all students can have steady and trustworthy internet access.

Besides having problems with connectivity, 21 out of 40 students, or 52.5%, have asked for help learning how to use Cambridge One LMS. This shows that many students are having a hard time figuring out the platform by themselves. To solve this, schools provide specific training sessions that help students understand how to use the LMS more efficiently and make better use of its features, thereby improving their overall learning experience.

A big problem is that 26 out of 40 students, or 65%, are using their parents' laptops to access Cambridge One LMS. This means that many students don't have their own devices for online learning. To fix this, the school is asking parents to help by lending computers or laptops for students to use at home. They are also making the computer lab bigger to give students more resources.

Also, 24 students out of 40, or 60%, need a schedule for the computer lab so that everyone can use the computers fairly. To overcome this, schools prepare more computer resources to ensure that all students have a chance to use them for their e-learning classes.

26 students out of 40, 65%, use the school's internet when they use the Cambridge One LMS. To address these issues, the school works on enhancing both the internet infrastructure and the availability of resources to provide a more stable and reliable learning environment for all students.

Next, 26 out of 40 students, or 65%, needed adequate guidance or instructions from their teachers on how to use Cambridge One LMS. This lack of support left half of the students without essential information on navigating the platform, potentially impacting their ability to fully engage with the online learning tools. To

resolve this issue, teachers provide comprehensive training to ensure that all students thoroughly understand how to use Cambridge One LMS effectively.

In conclusion, to overcome the obstacles above, the school makes sure teachers know how to use the Cambridge One LMS by holding workshops and training sessions. They also provide user guides and online tutorials for extra help. Teachers can collaborate to learn more about the system. Giving teacher's time to practice on the platform helps them improve their use. Teachers found the platform easy to use after receiving training. Lastly, parents are asked to give students a computer or laptop for home use. The school will also improve internet access and computer lab facilities to help with teaching and learning.

The research involved 40 Semesta Bilingual Elementary School students surveyed using Cambridge One LMS as an e-learning platform. The findings indicated that the students perceived Cambridge One LMS as a tool that enhanced learning speed, improved academic performance, boosted productivity, and facilitated a deeper comprehension of the study materials. Additionally, the students reported that they found the Cambridge One LMS platform's features user-friendly, enjoyable to use, and had adequate internet connectivity for their studies. In conclusion, the study proposes that integrating Cambridge One LMS into English lessons can result in improved academic achievements and heightened productivity and learning interest.

Conclusion

According to the researcher's findings, interviews revealed that the 3rd-grade English teacher at Semesta Bilingual Elementary School implemented Cambridge One LMS as an e-learning platform. The research also included four statements regarding using Cambridge One LMS in English Lessons. Out of the 40 respondents, approximately 35 (70%), or most participants, agreed that the 3rd-grade students at Semesta Bilingual Elementary

School can quickly implement Cambridge One LMS as an e-learning platform. Students feel happy because they can keep drilling, receiving, and sending assignments, increasing learning productivity. E-learning such as through the application of google classroom, the learning process and improved to be more interactive and communicative and can provide facilities for students to improve their skills (Nazari, et al., 2019).

The research findings reveal that teachers and students face three primary challenges in implementing Cambridge One LMS as an e-learning platform and mostly the technical obstacles only. The main problem facing the students are technical issues (German, 2021). The results showed several barriers, summed up as the user's technical problems, attitudinal problems, and provider problems (Algahtani, 2011). These challenges include issues with internet connectivity, obstacles related to the availability of media devices such as computers or laptops, and difficulties stemming from students' need for more proficiency with Cambridge One LMS, often due to insufficient teacher training. Several solutions have been proposed to address these issues: seeking additional Wi-Fi connectivity through school or parental assistance to resolve internet problems, exploring options for acquiring necessary devices like computers or netbooks, and providing practical training exercises to improve students' skills and familiarity with the platform.

Finally, the 3rd-grade English teacher at Semesta Bilingual Elementary School uses Cambridge One LMS for e-learning. Most of the 40 respondents (70%) agree that students can quickly implement this platform and feel happy and more productive with it. However, there are three main challenges: internet connectivity issues, lack of media devices, and students' low proficiency due to inadequate teacher training. Solutions include seeking additional Wi-Fi, accessing more computers

or netbooks, and providing practical training for using the platform.

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