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Exploring the Use of E-Lumak in Teaching: Insights from Lecturers

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ABSTRACT

This study explores lecturers' perceptions of E-Lumak, a digital teaching platform used at Universitas Muhammadiyah Kendari. Using a descriptive qualitative approach, three English Language Education lecturers were interviewed through semi-structured questions, providing in-depth insights. Thematic analysis of the data revealed that lecturers generally viewed E-Lumak positively. They highlighted several benefits, including improved pedagogy, easier management of the learning process, and greater flexibility and efficiency in teaching. However, challenges such as technical issues, time-consuming material preparation, and difficulties navigating certain features of the platform were also noted. Despite these challenges, the lecturers reported that the overall teaching and learning experience was not significantly hindered. This research emphasizes the need to integrate digital platforms like E-Lumak into educational settings, as they can enhance teaching effectiveness and improve the overall learning experience, despite certain obstacles.

Keywords
Digital
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Lecturer
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Perceptions

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Introduction

The use of LMS has become widespread across educational institutions worldwide. An LMS is software that helps in the administration, documentation, tracking, reporting, and delivery of educational courses or training programs [1]. LMS platforms, such as Moodle, Blackboard, and E-Lumak, offer a variety of features including course content management, discussion forums, quizzes, and multimedia support, which make them effective tools for blended and online learning environments.

In the context of higher education, LMS platforms serve as an essential tool for facilitating both in-person and remote learning. Setiawan and Aden [2] stated that the use of LMS in university settings enhanced student learning outcomes by providing a structured and organized environment for course delivery. Students were able to engage with course materials more effectively, resulting in improved academic performance. Another benefit of LMS is its ability to track student performance and participation. Wati et al. [3] found that LMS platforms with built-in tracking features, such as Chamilo, significantly improved student understanding and engagement, as evidenced by improved pre-test and post-test scores.

Research has shown that positive perceptions of technology can enhance user engagement, satisfaction, and the overall learning experience [4]. Several studies have examined lecturers' perceptions of using LMS in their teaching practices. Annamalai et al. [5] conducted a study in Malaysia that revealed lecturers' perceptions of LMS platforms as largely positive. The researchers found that perceived ease of use and perceived usefulness were key factors influencing the acceptance of LMS. Lecturers who believed that the LMS made their teaching more efficient and organized were more likely to use the platform consistently.

In a similar study, Juhary [6] used the Technology Acceptance Model (TAM) to explore the factors that influence lecturers' adoption of LMS. The study identified three key components influencing lecturers' willingness to use the platform: perceived usefulness, perceived ease of use, and available resources. Lecturers who felt that the LMS improved their teaching efficiency and who had adequate training and resources were more likely to have a positive perception of the platform.

E-lumak, the LMS used at the Muhammadiyah University of Kendari, follows the same principles as other popular platforms but is tailored specifically to the institution's needs. Introduced in 2020 as part of the university's vision to become a "Virtual Islamic University," E-lumak supports blended learning by offering both synchronous and asynchronous learning modes. This flexibility allows lecturers to design course materials and manage student engagement efficiently, especially during the pandemic when remote learning became essential.

In the context of Muhammadiyah University of Kendari, the implementation of E-Lumak has provided a framework for lecturers to navigate this transition. However, the effectiveness of any educational tool is inherently tied to the perceptions and experiences of its users. Understanding lecturers' perspectives on the use of E-Lumak is crucial to uncovering its benefits and limitations. Therefore, this research aims to explore the perceptions of lecturers regarding the use of E-Lumak in their teaching practices.

Material and Methods

This study employs a qualitative research approach to gain an in-depth understanding of lecturers' perceptions regarding the use of E-Lumak in their teaching practices. The qualitative approach is particularly suitable for exploring complex phenomena where individual experiences and perspectives are critical to understanding the research topic [7].

The research is designed as a descriptive qualitative study, which seeks to describe the participants' perceptions and experiences in detail. This design allows for the exploration of the subjective meanings that lecturers attach to their experiences with E-Lumak. Descriptive qualitative research focuses on providing a comprehensive understanding of participants' perspectives, rather than testing a specific hypothesis or generalizing findings to a broader population [8].

The participants in this study were three lecturers from the English Language Education study program at Muhammadiyah University of Kendari. The selection of participants was based on purposive sampling, which involves selecting individuals who possess specific characteristics relevant to the research. In this case, the chosen lecturers were those who had experience using E-Lumak in their teaching. This sampling method ensures that the data collected is rich and informative, as participants can provide insights based on their firsthand experiences with the platform. Data collection was conducted using a semi-structured interview format. This instrument was selected because it allows for flexibility in questioning while still maintaining a focus on the research objectives. The interview questions were developed based on the theoretical framework proposed by Mathieson et al. [4], which includes aspects of perceived usefulness, perceived ease of use, perceived resources, and perceived challenges of using technology. The interview guide included open-ended questions designed to elicit detailed responses from the participants regarding their perceptions of E-Lumak.

Data analysis in this study followed the steps proposed by Miles et al. [9]. The process consisted of several stages:

1. Data Reduction: During this stage, the researchers carefully reviewed the interview transcripts to identify significant statements and themes related to the research

questions. Unrelated or redundant information was filtered out to focus on the most relevant data. The researchers applied coding techniques to organize the data into meaningful categories. This involved labeling sections of the text that corresponded to specific themes, such as perceived usefulness, perceived ease of use, perceived resources, and perceived challenges.

2. Data Display: The categorized data was presented in a coherent format that highlighted key themes and participant responses. This step facilitated a clearer understanding of the findings and their implications.
3. Conclusion and Verification: The final step involved drawing conclusions based on the analysis of the data. The researchers cross-checked the findings with the original transcripts to ensure accuracy and validity. Additionally, the researchers considered the context of the study and the specific characteristics of the participants in interpreting the results.

Results and Discussion

This section delves into the perceptions of lecturers regarding the use of E-Lumak in teaching at the Muhammadiyah University of Kendari. Based on the findings, it is evident that most lecturers hold positive views about E-Lumak, agreeing that its use enhances their motivation and effectiveness in the teaching process. These perceptions are categorized into four key aspects: perceived usefulness, ease of use, available resources, and challenges encountered.

The first aspect, perceived usefulness, reflects the belief that using technology improves job performance. Lecturers reported that E-Lumak enhanced their teaching by facilitating online meetings, video creation, material uploads, and interactive activities like quizzes and discussions. It also allowed for the organization of tasks, setting deadlines, and managing assignments. This feature-rich platform improved their pedagogical practices, particularly in blended and asynchronous learning, providing flexibility and order. The lecturers expressed confidence in their ability to use E-Lumak to support their teaching, which aligns with Bezalais et al. [10], who suggest that user interest and system acceptance are crucial for the success of online learning environments.

With regard to perceived ease of use, the data revealed that E-Lumak is user-friendly and practical. The lecturers found it easy to navigate due to the training provided by the university, allowing them to set up classes, upload teaching materials, and organize learning activities with minimal effort. Features such as quizzes, video uploads, and chat discussions were particularly useful in streamlining their teaching processes. As Bezalais et al. [10] noted, users are more inclined to engage with online systems when they find them intuitive and easy to use.

Data related to perceived resources demonstrated a strong correlation between the resources provided (training, time, and content) and ease of use. The more resources available, the easier it was for lecturers to adapt to E-Lumak, which in turn increased its usefulness. However, the study found that resources had a weaker impact on the platform's perceived usefulness, suggesting that while resources are essential for access, they do not necessarily drive user satisfaction or efficiency.

Lastly, regarding perceived challenges, this study highlighted some difficulties faced by lecturers when using E-Lumak. These challenges included technical issues, time-consuming material preparation, and confusion with certain features. As one lecturer noted, some features required repeated attempts to fully understand, which could slow down the teaching process. Similarly, Usman et al. [11] reported that server instability could hinder the learning experience. This finding suggests that while E-Lumak offers many advantages, it also poses difficulties, particularly for educators still adapting to online platforms.

Conclusion

The study concluded that lecturers at the Muhammadiyah University of Kendari generally have positive perceptions of using E-Lumak in teaching. They found that E-Lumak improved pedagogical teaching, supported blended learning, and made the teaching and learning process more flexible, efficient, and organized. It allowed for better management of teaching activities and facilitated both synchronous and asynchronous learning. However, despite these benefits, lecturers faced challenges such as technical issues, lengthy preparation of teaching materials, and difficulties in understanding some features of the platform. These challenges did not significantly hinder the overall teaching experience, but they highlighted areas for improvement in the system's usability and support. The study suggests that E-Lumak if optimized further, can greatly enhance teaching and learning at the university.

The significance of this study extends beyond the immediate context of the Muhammadiyah University of Kendari. By examining lecturers' perceptions of E-Lumak, the findings can inform best practices for the implementation of LMS in other educational settings. Furthermore, as institutions continue to navigate the complexities of blended learning environments, understanding the strengths and weaknesses of technology-based teaching tools will be vital in shaping future educational strategies.

Conflict of Interest

The authors declare that there is no conflict of interest.

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