



# English Learning Management System (ELMS) in the post-pandemic era: Comparative study

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In the post-pandemic era, virtual English educational environments are replacing the role of traditional classroom instruction. Due to the technological revolution and the COVID-19 pandemic, English learning has evolved considerably in recent decades in educational parties at the higher education levels in Indonesia, especially English Language Teaching, have offered various new options. ELMS is referred to as a program that may optimize the ease of English learning while promoting sustainable learning at home, particularly for lecturers who must provide English teaching-learning during the challenging periods of the COVID-19 pandemic. Existing previous studies confirmed that acceptance of the ELMS in higher education may vary from one country to another. This paper attempted to answer questions dealing with students' engagement in learning and the usage of ELMS in Indonesia compared to other countries. The study surveys online polling and measures their acceptance and preference of ELMS in Indonesian higher education. The findings showed that as a sustainability program in higher education, ELMS had favorable impacts during the COVID-19 outbreak and was recognized as user-friendly.

**Keywords:** English learning, English Learning Management System (ELMS), post-pandemic, comparative study

## INTRODUCTION

The technology revolution has introduced new opportunities for learning via the internet, which has led learning to significantly change in recent decades. Due to the technological revolution and the COVID-19 pandemic, educational parties at the higher education levels have offered various new options for English learning as sustainability. Sustainability in English learning refers to the setting and mode of instruction where still in the context of the COVID-19 pandemic, direct interactions between students and lecturers are not possible, which makes it difficult to carry out instructional tasks such as the distribution of English teaching materials ([Alturki & Aldraiweesh, 2021](#)). When Large-Scale Social Restrictions (PSBB) were applied proportionally in the world, especially in Indonesia since April 2020 as a result of the regulation issued concerning the implementation of Education in Coronavirus Disease Emergencies, Ministry of Education and Culture No. 4 of 2020 has forced academic practitioners in higher level education such as students to act as sustainable actors at home and lecturers as distribution learning machines ([Maru et al., 2020](#)). In fact, the disparity between students from rural or disadvantaged backgrounds who tend to be less conversant with computers and those from more fortunate backgrounds who have greater exposure to the internet was widened ([Ali et al., 2023](#)). Starting here, the English Learning Management System, further called ELMS, a piece of software application or web-based technology used to implement and monitor a particular English educational process has newly begun its era to integrate into the new adaptation of the pandemic COVID-19 as sustainability learning

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ELMS is a crucial web-based invention for creating an online English learning environment, including discussion boards, forums, chat features, online grade uploading, online review, file sharing, task management, syllabi, scheduling, notifications, and curriculum schedules. It performs tasks like data storage and course administration are essential components to managing the learning process by making it simpler to deliver virtual education, also known as e-learning which provides educational materials without restrictions on location or time constraints ([Anza et al., 2019](#)). ELMS has made it possible for students and lecturers to share information and resources at anytime and anywhere related to the course during the lockdown. ELMS offer some simple basic features in the e-learning process including limiting access to authorized users, providing various forms of educational information, sharing up-to-date information, and offering various forms of communication services, also it offers benefits as well as drawbacks as a platform for online interaction in an English educational setting ([Aldiab et al., 2019](#); [Memon et al., 2019](#)). As one of the most innovative and extensively used learning frameworks for education in the teaching-learning process, ELMS also offers a newer form of learning environment for students and a wonderful supplementary for lecturers ([Rachmawati, 2021](#)). Several famously open-source ELMS among students in higher educational institutions can be listed such as Google Classroom, Schoology, Canvas, Moodle, Claroline, Dokeos, Docebo, ATutor, and Olat ([Ilham Maliki et al., 2021](#)). Even after COVID-19, the Indonesian educational system is actively and consistently implementing online learning to foster the learning process.

In the present era of digitized learning, ELMS has emerged as sustainable learning which has become the more practical and accessible method of the large-scale education revolution which helps to enhance classroom teaching, and learning methodology, and evaluate the student's performance ([Muruthy & Yamin, 2017](#)). Even the majority of universities in the world use ELMS, the same software is used in the corporate setting for data storage and automatically documenting employer or employee records ([Aldiab et al., 2019](#); [Muruthy & Yamin, 2017](#); [Indra Gunawan et al., 2020](#); [Munir, 2010](#); [Ardillah et al., 2019](#); [Kasim & Khalid, 2016](#); [Veluvali & Suriseti, 2022](#)). In Asia, especially Indonesia, the English educational system has faced obstacles for so long in providing and supporting the integration of technology due to some huge gaps including (1) inadequate understanding of the notion of e-learning, (2) lack of design of any e- English learning strategy, (3) constant practice of traditional teaching-method, (4) no training linked to the use of e-learning method even though many institutions still struggle with IT literacy, (5) no allocation for the development of e-learning method, (6) lack of IT expertise among academic practitioners, and (7) the list is open to further expansion. As stated by [Clark \(2016\)](#), the procedure, technique, method, and learning content had a main role in making e-learning successful. In the post-pandemic era, many educational parties have reported to continue use ELMS as their learning sources

because the ELMS allows teachers and students the flexibility to study and receive information related to assignments and learning activities at specific times. Even though some studies mentioned its drawbacks of ELMS include everyone's limitations in adopting technology, a slightly higher initial cost of device learning, the unsuccessful delivery of values and norms, the inability to maximize the process of monitoring student activities during learning, and the possibility that the instructional design of learning in the ELMS will fail to satisfy the needs of teachers and students ([Agustina et al., 2021](#); [Singh et al., 2021](#); [Wibawa & Suharjo, 2021](#); [Jamilah & Fahyuni, 2022](#)). Using ELMS, students are stimulated to develop the ability to acknowledge events, issues, responses, and repercussions in a theme that includes academic, technical, and financial components. However, priority problems identified from the existing previous research studies are the influence of students' engagement on learning and the usage of ELMS. This research presents the construct of Indonesian students' engagement in learning and the usage of ELMS. The research's findings will help the institution determine whether ELMS should be integrated as a sustainable teaching method in Indonesian higher education.

## METHODS

Since the last decade, several authors have centered on the ELMS subject using a range of new trends and approaches. This current research is conducted through a qualitative research framework. Using a survey method through Google Forms, 160 Indonesian students in higher education who actively applied ELMSs in their distance teaching-learning process due to the COVID-19 outbreak from April 2020 to June 2022 were listed as participants. The participants are shown in [Table 1](#).

**TABLE 1** | Number of Students based on Provinces

No	Provinces	Numbers
1	East Java	58
2	West Java	26
3	West Kalimantan	20
4	East Kalimantan	18
5	North Kalimantan	13
6	South Sumatra	10
7	East Nusa Tenggara	8
8	Papua	7
	<b>Total</b>	<b>160</b>

The content of the survey was adapted and developed to suit this research's goals as stated in ([Agustina et al., 2021](#); [Alturki & Aldraiweesh, 2021](#); [Lin et al., 2018](#)). The questions mostly addressed ELMSs the students have experienced in 2 years of the pandemic including benefits, challenges in implementing the ELMS and overall highlights of the usage of ELMS. Since the survey was given to not only English Department students but also students from other departments, the survey was given using the Indonesian language and the English language described in the following data analyses.

Questions asked by the authors include:

1. The implementation of the English Learning Management System (ELMS) during the pandemic will be most efficient as learning can be accessed anywhere, and anytime.
2. By using ELMS, the cost will be most cheaper compared to traditional face to face learning
3. ELMS makes lecture activities such as quizzes, tasks, lecture material, and interactive discussions between lecturers and students will be easier.
4. ELMS is the most powerful online application during the pandemic.

5. ELMS is an easy way for students to submit tasks, and data analysis, gain information, and yet the system somewhat becomes a personal assistant for students to avoid lateness or forgetfulness.
6. By using ELMS, students will find it easy to find lecture material and compose the material for the next lecture program.
7. ELMS is a learning system that uses cutting edge technology which provides learning more efficiently, as they provide pictures, videos, including audio and animation.

The results of the survey are illustrated in [table 2](#).

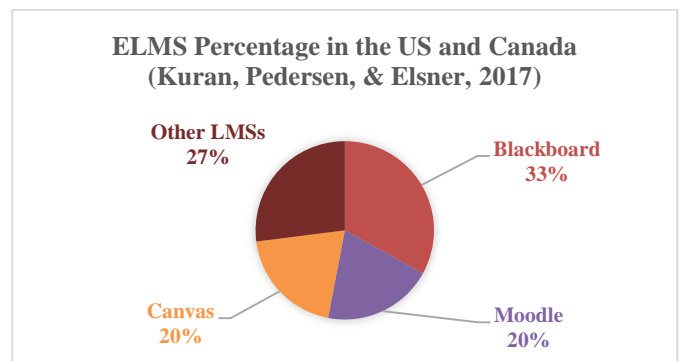
**TABLE 2** | The result of the survey

	Question						
	1	2	3	4	5	6	7
Very Agree	127	121	153	141	147	113	151
Agree	33	21	7	19	13	34	9
Less Agree	0	18	0	0	0	13	0
Disagree	0	0	0	0	0	0	0
Very Disagree	0	0	0	0	0	0	0

## RESULTS AND DISCUSSION

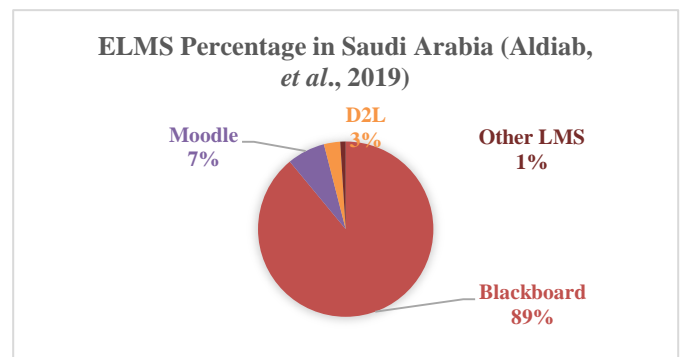
Related to the first research question on the influence of Indonesian students on learning engagement, this research finding revealed that Indonesian students at higher educational levels are aware of ELMS usage. In line with (Lin et al., 2018), the current research findings showed ELMS has positive responses in terms of behavioral, emotional, and cognitive engagement. Constant answers to “Strongly agree” pointed out by most of the participants in those three phases could reflect the successful ELMS rather than the face-to-face method. ELMS is classified as a system that can be adapted and reused easily according to the student’s current needs. It can be simplified to the advantages of ELMS as one-way access to all the information includes flexibility, centralized learning, streamlined training process, and sophisticated learning content. Beyond that, ELMS still covers a lot of issues in Indonesia because the more favorable traditional teaching method may become a major problem for educational practitioners.

As for the second research question on how the usage of ELMS in Indonesia, this current research found that comparing the United States and Canada in [Figure 1](#) (Kuran et al., 2018); Saudi Arabia in [Figure 2](#) (Aldiab et al., 2019); and South Africa in [figure 3](#) (Badaru & Adu, 2022), there were some ELMS systems nominated as the most used in Indonesia namely Google Classroom, Schoology, Moodle, and other ELMS as shown in [figure 4](#).



**FIGURE 1** | ELMSs in the US & Canada

In the US and Canada, the most common ELMS used is Blackboard



**FIGURE 2** | ELMSs in Saudi Arabia

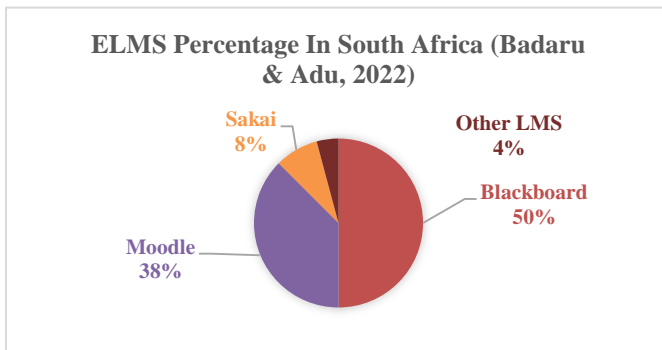


FIGURE 3 | ELMSs in South Africa

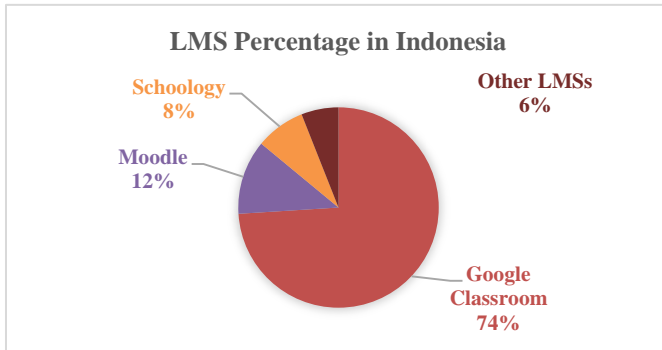


FIGURE 4 | ELMSs in Indonesia

Figure 1 up to Figure 4 show a comparison of several chosen ELMSs based on how well-known they are and used in higher education institutions around the world. Recent findings in Figure 4 indicate that Google Classroom is used in most universities in Indonesia due to several factors. Firstly, exposure to the internet in Indonesia has been ranked as the highest because Indonesian telecommunications companies actively promote internet access connections at relatively affordable rates, which considerably supports the country's interest in the internet (Sukmayadi, 2019).

Secondly, Indonesia was ranked as the world's largest market for Android-based smartphones (Airlangga, 2018) and its user usually implements various educational technology applications due to the Distant Learning (DL) process such as Google Classroom (Fitria, 2020; Ketut Sudarsana et al., 2019; Suhroh et al., 2020). Usually, Android smartphones require their users to have a Google account to register their smartphone. As part of G Suite for Education, Google Classroom is also tied to Google Drive, Calendar, Forms, Hangouts, Meet, Docs, Sheets, and Slides, including Gmail which means Google Classroom enables both educational parties to get free services provided by Google so they can be more productive and meaningful in the DL (Rao & Vijayalakshmi, 2022). Next, many companies, institutions, and communities in Indonesia use Google Drive as an in-one solution where they put all documents to be managed automatically (Novita et al., 2022). Based on the data submitted by the students in an online survey, more than 74% of the students answered

“yes” to each question addressed in response to a question regarding how easy the ELMS program especially Google Classroom can be classified as a user-friendly category. It can be predicted that integrated technology has rapid potential in Indonesia but it must be correctly inserted into the curriculum and implemented accordingly (Rahman et al., 2022).

The students' engagement on the ELMS activities, using Google meeting, during pandemic era is very enthusiastic. They always come on time and actively participate in the ELMS activities. It is different from the other parts of the countries that are not using Google classroom or Google meeting as ELMS.

## CONCLUSION

Based on the results of the research and the descriptive data, it is evident that Indonesian students at higher educational levels exhibit positive responses towards the usage of ELMS, with 74% of them preferring the Google Classroom application for Distance Learning (DL) processing and supporting online learning methods in the post-pandemic era. ELMS facilitates access to various learning resources without time constraints, fostering a deeper understanding of subjects. In higher education institutions, educators and practitioners should be encouraged to expand their classes to actively engage with social media and deliver up-to-date content readily available. Additionally, future research should focus on the comparison of ELMS usage in Indonesia with other countries such as the US, Canada, Saudi Arabia, and South Africa. The findings reveal that while the US and Canada have embraced online learning environments even before the pandemic, students there find ELMS less pressurizing, user-friendly, and efficient. In Saudi Arabia, ELMS facilitates convenient remote learning and interaction among students and lecturers, enhancing confidence in the learning process. South Africa experiences easier learning methods and the creation of engaging courses, reducing costs and fostering creativity in teaching and learning. Further studies should explore how ELMS adoption can be optimized in various educational contexts globally.

## ACKNOWLEDGEMENTS

There are no conflicts to disclose. The impact of ELMS on students' needs to be known and investigated because it is an effective instrument that is favored and is now being utilized widely in online learning in both schools and universities. This will allow teachers to take this into account when selecting and utilizing ELMS to support the learning process.

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