

The Use of Learning Management Systems (LMS) to Enhance the Effectiveness of English Language Teaching in MT's Ihya Assunnah Kolaka

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ABSTRACT

The rapid advancement of digital technology has transformed English language teaching, particularly through the adoption of Learning Management Systems (LMS) such as Google Classroom or Moodle. This study aimed to investigate the effectiveness of LMS in enhancing the overall quality and outcomes of English language teaching at MTs Ihya Assunnah Kolaka, Southeast Sulawesi, Indonesia. Employing a quasi-experimental pretest-posttest control group design, the research involved 23 eighth-grade students. The experimental group received English instruction integrated with LMS features for interactive materials, assignments, discussions, and feedback, while the control group followed conventional face-to-face teaching methods. Data were collected through pre- and post-tests focusing on English language skills (listening, speaking, reading, and writing) and analyzed using paired and independent sample t-tests. The findings revealed a statistically significant improvement in the experimental group's English proficiency compared to the control group ($p < 0.05$), with notable gains in student engagement, motivation, and autonomous learning. Students also reported positive perceptions toward the flexibility and interactivity provided by the LMS. This study demonstrates that LMS can effectively support English language teaching in madrasah settings with limited resources. The integration of LMS is recommended to promote more student-centered and interactive learning experiences aligned with the Kurikulum Merdeka.

Keywords: Learning Management System (LMS), English language Teaching; Engagement

INTRODUCTION

English language teaching in Indonesia continues to face significant challenges, particularly in achieving effective communicative competence among students. As a foreign language, English requires not only mastery of linguistic elements but also consistent practice and meaningful interaction. Traditional teacher-centered approaches often limit students' opportunities for active engagement, resulting in low motivation and suboptimal learning outcomes. In the digital era, the integration of technology has become essential to address these limitations and promote more interactive, student-centered learning experiences.

Learning Management Systems (LMS), such as Google Classroom and Moodle, have emerged as powerful platforms that facilitate the organization of learning materials, assignment distribution, interactive discussions, and timely feedback. These systems enable blended or fully online learning environments that enhance accessibility and flexibility in English instruction. Numerous studies have highlighted the potential of LMS to improve various English language skills through features that support self-paced learning and real-time interaction between teachers and students.

Despite the growing adoption of digital tools in urban schools, implementation in madrasah settings, especially in regions like Kolaka, Southeast Sulawesi, remains limited. MTs Ihya Assunnah Kolaka represents a typical madrasah environment where English teaching still relies heavily on conventional methods due to resource constraints. With only 23 eighth-grade students, the small class size offers a unique opportunity to explore the impact of LMS in a controlled yet realistic educational context. Madrasah Tsanawiyah (MTs) students often encounter additional barriers in English learning, including limited exposure to the language outside the classroom, inadequate teaching resources, and varying levels of digital literacy. These challenges contribute to persistent gaps in English proficiency compared to students in better-resourced urban schools. The integration of LMS is expected to mitigate some of these issues by providing structured digital content and fostering greater student autonomy.

Recent empirical evidence suggests that LMS can significantly enhance the effectiveness of English language teaching by increasing student engagement and supporting differentiated instruction. Features such as quizzes, discussion forums, and automated feedback allow teachers to monitor progress more efficiently while encouraging learners to take greater responsibility for their own learning. However, successful implementation depends on teachers' readiness and the availability of supporting infrastructure. In rural and semi-rural areas of Indonesia, infrastructure limitations such as unstable internet connectivity and limited access to devices remain major obstacles to technology integration. Nevertheless, studies indicate

that even basic LMS platforms like Google Classroom can yield positive results when adapted thoughtfully to local conditions. This highlights the need for context-specific research that examines the practical benefits and challenges of LMS in madrasah environments.

While several studies have explored the use of LMS in higher education or urban secondary schools, research focusing on its effectiveness in small madrasah classes at the junior secondary level is still limited. Most existing literature emphasizes general digital learning rather than specific impacts on English language teaching outcomes in resource-constrained settings like MTs Ihya Assunnah Kolaka. The present study aims to investigate the effectiveness of Learning Management Systems in enhancing English language teaching at MTs Ihya Assunnah Kolaka, involving 23 eighth-grade students. By employing a quasi-experimental design, this research seeks to provide empirical evidence on how LMS integration can improve teaching effectiveness and student learning outcomes in a madrasah context, contributing valuable insights for English teachers and educational policymakers in similar settings.

LITERATURE REVIEW

English language teaching (ELT) plays a crucial role in developing students' communicative competence in madrasah tsanawiyah (MTs) settings. As English is taught as a foreign language (EFL), effective instruction must address not only linguistic knowledge but also skills in listening, speaking, reading, and writing. In the digital era, traditional face-to-face methods alone are often insufficient to meet the diverse learning needs of students, particularly in promoting active engagement and autonomous learning. Madrasah Tsanawiyah in Indonesia, including MTs Ihya Assunnah Kolaka, frequently encounter challenges such as limited teaching resources, large variations in student proficiency levels, and minimal exposure to English outside the classroom. These constraints contribute to low student motivation and suboptimal learning outcomes. Teachers often rely on conventional textbooks and teacher-centered approaches, which limit interactive practice and individualized feedback.

Learning Management Systems (LMS), such as Google Classroom and Moodle, offer integrated platforms that support blended learning by organizing materials, distributing assignments, facilitating discussions, and providing automated or timely feedback. These features enable flexible, student-centered instruction that can be accessed anytime and anywhere, making LMS particularly valuable in resource-constrained educational environments. Empirical studies since 2020 have consistently demonstrated the positive impact of LMS on EFL teaching effectiveness. Research indicates that LMS integration enhances student engagement, motivation, and overall language proficiency by allowing self-paced learning and interactive activities. Features such as quizzes, forums, and file sharing promote active participation and enable teachers to monitor progress more efficiently.

In the Indonesian context, several studies at the secondary and madrasah levels support these findings. The use of Google Classroom has been shown to improve English skills and student autonomy, although challenges related to internet connectivity and digital literacy persist in rural or semi-rural areas. Quasi-experimental and survey-based research highlight significant gains in reading, writing, and overall learning outcomes when LMS is implemented thoughtfully. Theoretically, this study is grounded in Constructivist Learning Theory and the Technology Acceptance Model (TAM). Constructivism emphasizes active knowledge construction through interaction, which LMS facilitates through collaborative tools. TAM explains teachers' and students' acceptance of technology based on perceived usefulness and ease of use. Despite growing evidence, research specifically examining LMS effectiveness in small MTs classes (e.g., with only 23 students) in Southeast Sulawesi remains limited. Most prior studies focus on urban secondary schools or higher education, leaving a gap in understanding its application in modest madrasah settings like MTs Ihya Assunnah Kolaka.

METHOD

Design and Sample

This study employed a quasi-experimental design using a pretest-posttest non-equivalent control group to investigate the effectiveness of Learning Management Systems (LMS) in English language teaching. The design was selected because random assignment of participants was not feasible due to the existing classroom structure. One intact class of eighth-grade students was assigned as the experimental group, while another comparable class functioned as the control group. Both groups were assessed before and after the intervention to measure changes in English language proficiency.

The research was conducted at MTs Ihya Assunnah Kolaka, Southeast Sulawesi, Indonesia, during the 2025/2026 academic year. The participants consisted of 23 eighth-grade students. Due to the limited number of students, all were included in the study, with 12 students in the experimental group and 11 in the control group. Group assignment was based on class scheduling and initial English proficiency levels obtained from school records. Purposive sampling was applied to ensure that both groups were comparable in terms of age, gender distribution, and baseline English proficiency.

Instruments and Procedures

English language proficiency was measured using a validated teacher-made test covering listening, speaking, reading, and writing skills, adapted from standard EFL assessment rubrics. The pretest and posttest were designed as parallel forms with equivalent levels of difficulty and were scored on a scale of 0 to 100. To ensure reliability, particularly for the speaking component, inter-rater reliability was

established through double scoring by two English teachers, resulting in a Cronbach's alpha of 0.85. In addition, a student perception questionnaire was administered to the experimental group at the end of the intervention to capture students' views on the use of LMS in learning.

The data collection procedure followed ethical standards, including obtaining permission from the school principal and securing informed consent from participants. The pretest was administered one week prior to the intervention. The experimental group then received LMS-integrated instruction over an eight-week period, with two sessions per week, each lasting 40 minutes. The LMS was used to deliver interactive materials, facilitate assignment submission, support online discussions, provide quizzes, and offer immediate feedback. Students engaged with digital resources, participated in asynchronous discussions, and completed tasks through the platform. In contrast, the control group received conventional face-to-face instruction using textbooks and traditional teaching methods without LMS support. Both groups were taught the same English topics aligned with the national curriculum to maintain consistency. After the intervention period, the posttest was administered, and all instructional activities were documented to ensure comparability between groups.

Data Analysis

Quantitative data from the pretest and posttest were analyzed using both descriptive and inferential statistics. Descriptive statistics, including means and standard deviations, were used to summarize students' performance. Paired sample t-tests were conducted to examine within-group differences between pretest and posttest scores, while independent sample t-tests were used to compare differences between the experimental and control groups. The level of significance was set at $p < 0.05$, and all statistical analyses were performed using SPSS version 26.0. In addition, qualitative data obtained from the student perception questionnaire were analyzed thematically to support and provide deeper explanations for the quantitative findings.

RESULT AND DISCUSSION

The pretest scores indicated relatively low English proficiency in both groups prior to the intervention. The experimental group ($n=12$) obtained a mean score of 52.67 ($SD = 7.84$), while the control group ($n=11$) achieved a mean score of 51.45 ($SD = 8.12$). An independent samples t-test confirmed no significant difference between the two groups at the pretest stage ($t(21) = 0.39$, $p = 0.702$), establishing baseline equivalence. Following the eight-week LMS intervention, the experimental group demonstrated substantial improvement. The posttest mean score increased to 78.25 ($SD = 6.35$), reflecting a gain of 25.58 points. In comparison, the control group showed only a modest improvement, with a posttest mean of 56.82 ($SD = 7.91$) and a gain of 5.37 points.

A paired samples t-test within the experimental group revealed a statistically significant difference between pretest and posttest scores ($t(11) = -12.84$, $p < 0.001$), indicating that the integration of LMS effectively enhanced English language proficiency. The control group also showed a smaller but significant improvement ($t(10) = -3.67$, $p = 0.004$). An independent samples t-test on the posttest scores confirmed a statistically significant difference between the experimental and control groups ($t(21) = 7.92$, $p < 0.001$, Cohen's $d = 3.12$), with a large effect size. This result suggests that LMS integration had a strong positive impact on the effectiveness of English language teaching.

Analysis by language skills showed the greatest improvements in the experimental group in reading and writing, followed by listening, with moderate gains in speaking. The experimental group's mean scores increased across all four skills, while the control group exhibited minimal changes, particularly in productive skills. Student responses from the perception questionnaire in the experimental group were overwhelmingly positive. Eighty-three percent of students agreed that LMS made learning more flexible and engaging, while 75% reported increased motivation and confidence in completing English tasks. Many students highlighted the benefits of immediate feedback and easy access to materials. Technical challenges such as occasional internet instability were noted, but these were mitigated through offline assignment options and teacher guidance. Overall, the quantitative and qualitative data consistently pointed to the superiority of LMS-supported instruction over conventional methods. The results clearly indicate that the use of Learning Management Systems significantly improved the effectiveness of English language teaching at MTs Ihya Assunnah Kolaka compared to traditional instruction.

The substantial posttest improvement in the experimental group aligns with previous studies showing that LMS platforms enhance EFL learning outcomes through increased interactivity and flexibility. The large gain of 25.58 points and high effect size confirm that LMS provides structured digital support that traditional methods often lack in small madrasah classes. The significant difference between groups ($p < 0.001$) supports the effectiveness of LMS in promoting student-centered learning. Features such as discussion forums, quizzes, and file sharing allowed students to engage more actively and receive timely feedback, which is particularly beneficial in a small class of only 23 students.

Improvements across all four language skills, especially in reading and writing, suggest that LMS facilitates repeated practice and self-paced learning. This finding is consistent with research indicating that digital platforms help overcome limited classroom time and resource constraints common in madrasah settings. These results corroborate studies conducted in Indonesian secondary schools where Google Classroom and similar LMS improved overall English proficiency and student autonomy. The modest gains in the control group reflect the limitations of conventional teacher-centered instruction, which offers fewer opportunities for individual practice and differentiation.

Positive student perceptions (over 75% reporting higher motivation) indicate that LMS reduces learning anxiety and increases engagement. This affective benefit complements the linguistic gains and supports the implementation of blended learning even in resource-limited environments like MTs Ihya Assunnah Kolaka. However, the study also highlights contextual challenges. Occasional internet instability underscores the need for hybrid approaches that combine online and offline activities when implementing LMS in rural or semi-rural madrasah. Teacher training in LMS features remains essential for optimal results.

The present findings contribute to the limited body of research on LMS effectiveness in small MTs classes in Southeast Sulawesi. Unlike most prior studies focused on urban schools or larger classes, this research demonstrates that even basic LMS implementation can yield meaningful improvements in English language teaching when adapted to local conditions. The integration of Learning Management Systems offers a practical and effective solution for enhancing English language teaching at MTs Ihya Assunnah Kolaka. English teachers and madrasah administrators are encouraged to adopt LMS platforms while addressing infrastructure and training needs to maximize benefits and support the goals of student-centered learning in the Kurikulum Merdeka.

CONCLUSION

This study has demonstrated that the integration of Learning Management Systems (LMS) significantly enhances the effectiveness of English language teaching at MTs Ihya Assunnah Kolaka. The quasi-experimental results revealed a substantial improvement in overall English proficiency among the experimental group compared to the control group after an eight-week intervention. With only 23 eighth-grade students, the findings indicate that LMS platforms can effectively support interactive learning, increase student engagement, and provide timely feedback even in a small madrasah setting with limited resources. The positive outcomes highlight the potential of LMS to address common challenges in madrasah English teaching, such as low motivation, limited practice opportunities, and resource constraints. By facilitating flexible access to materials and promoting student autonomy, LMS contributes to more student-centered learning experiences aligned with the principles of Kurikulum Merdeka. These results provide empirical support for the adoption of digital tools in enhancing English language instruction in similar educational contexts. Future research should examine the long-term effects of LMS on English language retention and explore optimal implementation strategies in madrasah with varying levels of infrastructure support. English teachers and school administrators are recommended to invest in basic LMS training and hybrid learning models that combine online and offline activities. Ultimately, the thoughtful integration of Learning Management Systems can help bridge the quality gap in English language teaching and better prepare students for 21st-century communication demands.

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