

Optimizing Interactive Learning Management System (LMS) in Improving Students' English Language Skills

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Abstract:

This study aims to evaluate the effectiveness of the platform in improving the quality of learning for students at the Al-Mujaddid Sabak Islamic Institute. This study seeks to understand how interactive features such as discussion forums, automatic quizzes, online assignments, and virtual classes can contribute to improving student engagement, motivation, and learning outcomes. The methodology used is qualitative research with data collection techniques in the form of in-depth interviews, observations, and document analysis. The results of the study indicate that the process of implementing a Learning Management System (LMS) with interactive features has proven to be an effective solution in supporting flexible, collaborative, and more participatory learning. Features such as discussion forums, virtual classes, online assignments, and student progress analysis provide various benefits for the teaching and learning process, both for students and teachers. Recommendations for LMS with interactive features not only optimize online learning but also enrich the overall learning experience, making it an important platform in the world of modern education. Recommendations for optimizing interactive learning are to provide training to lecturers and students in using LMS, provide adequate internet access, and combine online learning with face-to-face learning that supports social interaction. Continued support from institutions in terms of infrastructure and training will be critical to ensure a more mature and comprehensive implementation in the future.

Keywords:

Effectiveness, LMS (Learning Management System), Interactive, Learning, Collaborative.



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INTRODUCTION

The development of information and communication technology has brought significant changes to the world of education. One of the most influential breakthroughs is the Learning Management System (LMS), a web-based platform designed to facilitate, manage, and document the online learning process. LMS not only provides space to store learning materials, but also offers a variety of interactive features that enable two-way communication between teachers and students. This system is increasingly popular, especially with the need for distance or hybrid learning that is increasingly widespread post-pandemic.

This research on Learning Management System (LMS) with interactive features aims to evaluate the effectiveness of the platform in improving the quality of learning for students at the Al-Mujaddid Sabak Islamic Institute. This study seeks to understand how interactive features such as discussion forums, automated quizzes, online assignments, and virtual classes can contribute to improving student engagement, motivation, and learning outcomes. In addition, this study also aims

to measure the user experience, both students and lecturers, in using LMS, including the challenges they face in integrating this system into the learning process. By exploring these various aspects, the study is expected to provide in-depth insights into the potential of LMS as a modern educational solution, as well as provide recommendations for optimizing the use of LMS, especially in distance or hybrid learning.

The readiness of higher education institutions, especially at the Al-Mujaddid Sabak Islamic Institute, in responding to interactive learning models through the Learning Management System (LMS) in the digital era, is a complex and multidimensional issue. In facing the digital era, Islamic universities such as Al-Mujaddid Sabak need to adapt quickly to ensure that learning technology can be implemented effectively. Several aspects of readiness that need to be considered include technological infrastructure, teaching staff competency, mental readiness, and student learning culture in using digital platforms for learning.

In terms of infrastructure, technical readiness such as adequate internet access, hardware (computers, servers, and mobile devices), and a user-friendly LMS platform are key to implementing digital-based interactive learning (Semmann et al., 2013). In addition, the ability of teaching staff to operate and integrate the LMS into learning strategies must be improved through intensive training (Maslov, 2020). Moreover, it is also important to raise awareness among lecturers and students that technology is not just a tool, but an important part of the learning process in the digital era (Abidin, 2020). A collaborative approach, where institutions, instructors, and students work together to maximize the use of LMS, will be a critical factor in the successful implementation of interactive learning models in Islamic higher education environments, such as at the Al-Mujaddid Sabak Islamic Institute.

Lecturers play an important role in the success of LMS implementation (Kasim & Khalid, 2016). Their readiness includes the technical ability to operate the LMS and make maximum use of it in learning (Turnbull et al., 2020). This requires intensive training, especially for lecturers who are less familiar with digital technology (Oliveira et al., 2016). Lecturers also need to understand how to organize materials, manage virtual classes, provide online assessments, and use interactive features such as automatic quizzes and discussion forums to actively engage students (Aldiab et al., 2019). Pedagogical readiness is also important, where lecturers must be able to integrate interactive and collaborative learning methods well into the LMS, creating a balanced learning experience between online and offline (Walker et al., 2016).

According to Chen & Almunawar, usually the students also need to have basic digital skills to be able to use the LMS effectively (Chen & Almunawar, 2019). In addition to the technical ability to access the platform, they must be ready to adapt to more independent and interactive learning methods (Lochner et al., 2015). LMS often requires students to manage their time and tasks independently, access materials, participate in online discussions, and complete assignments through the platform (Mtebe, 2015). Mental readiness and learning discipline are very important, because students need to play an active role in learning that does not always occur face-to-face (Rhode, 2017).

Meanwhile, there are still other factors that influence LMS implementation, namely accessibility. Not all students may have adequate access to technological devices or a stable internet. This is a challenge for educational institutions to ensure that the LMS can be accessed by all students without significant technical barriers. Awareness of the importance of digital-based learning must also be instilled, so that students can understand the benefits of using LMS in supporting their academic development. Overall, the readiness of lecturers and students at the Al-Mujaddid Sabak Islamic Institute will be greatly influenced by institutional support in providing infrastructure, training, and an environment that supports the use of LMS as the main learning tool. Therefore, in this study, the researcher focuses on the aspect of how the function and benefits of using LMS at the Al-Mujaddid Sabak Islamic Institute.

METHOD

This research is a type of qualitative research. It's the research whose results are written in words, not in numbers. This research was conducted at Institut Islam Al-Mujaddid Sabak. The objective in this study is to examine the function and benefits of using LMS at the Al-Mujaddid Sabak Islamic Institute. The procedure in the research is to study several sources related to the strategic management of Islamic education in Indonesia, then select and link several of these sources to be used as new arguments from previously existing arguments.

This paper uses the library research method. Library study is a study used in collecting information and data with the help of various materials available in the library, such as documents, books, magazines, and historical stories (Creswell, 2021). Library studies can also study various reference books and previous research results of the same type, which are useful for obtaining a theoretical basis for the problem to be studied. Literature study also means data collection techniques by reviewing books, literature, notes, and various reports related to the problem to be solved. Meanwhile, according to other experts, literature study is a theoretical study, references, and other scientific literature related to culture, values, and norms that develop in the social situation being studied. Data is reality, facts, or materials used to formulate hypotheses (Rzheuskyi et al., 2018). The data sources that are the material for this research are books, journals, and internet sites related to the strategic management of Islamic education. The data collection technique in this study is through documentation. Documentation is done by looking for data on things or variables in the form of notes, books, papers or articles, and journals.

The data analysis technique used in this study is the content analysis method. This analysis is used to obtain valid inferences and can be re-examined based on its context (Morris & Cahill, 2017). In this analysis, the process of selecting, comparing, combining and sorting various definitions will be carried out until the relevant ones are found. To prevent and overcome human misunderstandings that can occur due to the lack of bibliography writers, inter-library checks are carried out and the supervisor's comments are considered.

RESULT AND DISCUSSION

Understanding Learning Media

Media is an intermediary or messenger from the sender to the recipient of the message (Godfrey, 2018). According to Abidin et al., the media is a messenger from the sender to the recipient of the message, meaning that the media itself is a vehicle or tool for distributing learning information or distributing messages (Thussu, 2017). From the opinions of several experts, it can be concluded that the media is a tool used to support learning so that learning can run well. Media can also be interpreted as a link between the giver and receiver of information (Belle et al., 2014). The use of media as a link between educators and students is what is called learning. In other words, active learning requires media support to deliver the material they will learn. Learning is a translation of the word "instruction," which in Greek is called *instructus* or *intruere*, which means conveying thoughts; thus, the meaning of instructional is conveying thoughts or ideas that have been processed meaningfully through learning.

Table 1. The result of Optimizing Interactive Learning Management System

Theme	Key Findings / Insights
Understanding Learning Media	- Media is a tool or intermediary between sender (educator) and receiver (student) to convey messages or learning information. - Learning requires media support to deliver material effectively. - Learning involves active participation of students; educators and students are both active participants. - Media facilitates interaction between educators, students, and learning resources, influencing cognitive, affective, and motor development. - Learning media makes learning more engaging, interesting, and meaningful for students.
Functions of Learning Media	- Visual media attracts and directs attention (attention function). - Visual media enhances enjoyment and engagement (affective function). - Visual symbols/images aid understanding and memory (cognitive function). - Media compensates for students' reading weaknesses and clarifies information (compensatory function). - Media helps make abstract concepts concrete, stimulates interest, and bridges theory and reality.
Benefits of Learning Media	- Enhances student attention and learning motivation. - Clarifies learning materials for better understanding and mastery. - Diversifies teaching methods, reducing monotony for students and fatigue for educators. - Promotes active learning through observation, demonstration, practice, and discussion. - Facilitates independent learning and interaction with the environment. - Overcomes sensory, spatial, and temporal limitations (e.g., using pictures, videos, models).
Interactive Features in LMS	- LMS stores materials, manages assignments, assesses students, tracks progress, and facilitates communication. - Interactive features support collaboration, discussions, and participatory learning. - Discussion forums encourage shy students to participate. - Virtual classrooms allow synchronous interaction and real-time Q&A. - Quizzes/tests provide instant feedback and gamified learning experiences. - Assignment and feedback features improve efficiency and immediacy. - Content management allows dynamic material updates and integration with external resources. - Progress tracking enables personalized guidance and targeted interventions.
Benefits of LMS with Interactive Features	- Flexibility: access materials anytime, anywhere. - Active engagement: students participate in discussions, quizzes, and activities. - Immediate feedback: students quickly identify areas for improvement. - Time and resource savings for educators. - Richer, immersive learning experience via multimedia and gamification.
English Course Implementation Using LMS	- LMS introduced at Al-Mujaddid Sabak Islamic Institute to modernize learning, especially English courses. - Infrastructure: LMS platform available, but challenges include internet access and device availability. - Lecturer and student skills: training ongoing; engagement increasing, but adaptation varies. - Challenges: digital literacy gaps, access inequality, potential motivation decline without face-to-face interaction. - Opportunities: improved learning quality, access to online resources, more independent and varied learning. - Recommendations: training for lecturers/students, adequate infrastructure, blended learning approach.

In addition, the word learning contains a more proactive meaning in carrying out learning activities, because not only are educators or instructors active, but students are active subjects in learning (Julia, 2023). Learning is not only conveying information or knowledge, but also conditioning learners to learn, because the main goal of learning is the learner themselves (Dewi & Budiana, 2018). So, learning is a process of interaction between educators and students, as well as learning resources and media used. In an effort to make changes in cognitive, affective, and motor aspects. Therefore, in order for learning activities to be meaningful for students, educators need to develop learning media that are varied and interesting for students. From the explanations of the

experts above, it can be concluded that learning media is a learning aid that contains lesson materials that will be used by educators in the teaching and learning process to convey information to students so that learning is more interesting to students. This is in accordance with the statement of Wulandari et al. (2023) that learning media is anything that can be used to convey messages or information in the teaching and learning process, so that it can stimulate students' attention and interest in learning.

Functions and Benefits of Learning Media

Two main elements are very important in learning activities, namely learning methods and media, because these two elements are interrelated. The choice of a method will determine the learning media that will be used in the learning (Suryadi, 2020). In the learning process, media makes a contribution to improving the quality and quality of learning. The presence of media not only helps educators in delivering their teaching materials but also provides added value to learning activities (Conrad & Donaldson, 2021).

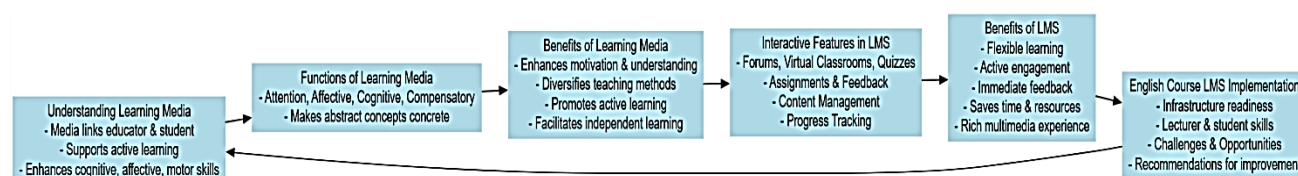


Figure 1. The cycle of functional media

In this case, Plass & Kaplan (2016) stated that the use of learning media in the learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological influences to students. Suarni et al. (2020) stated that there are four functions of learning media in the teaching and learning process, namely: (a) The attention function of visual media is the core, namely attracting and directing students' attention to concentrate on lessons related to the meaning displayed or accompanying the text of the learning material; (b) The affective function of visual media can be seen from the enjoyment of students when learning (or reading) illustrated texts; (c) The cognitive function of visual media can be seen from research findings that reveal that visual symbols or images can facilitate the achievement of goals to understand and remember the messages contained in the images; (d) The compensatory function of learning media can be seen from the results of research that visual media that help a context for understanding texts students who are weak in reading to organize information in the text and remember it again.

Based on the opinion above, it can be understood that the function of learning media can help facilitate learning for students and educators, provide a more real experience (abstract becomes concrete), attract the attention and interest of students in learning, and generate similarities between theory and reality. Meanwhile, for the benefits of learning media itself, according to Sudhana & Rivai in Mulyani & Haliza (2021), the benefits of learning are as follows: (a) Learning will attract more attention from students so that it can foster learning motivation; (b) Learning materials will have clearer meaning so that they can be better understood by students and enable them to master and achieve learning goals; (c) Teaching methods will be more varied, not merely verbal communication through words spoken by educators, so that students do not get bored and educators

do not run out of energy, especially if educators teach at every lesson hour; (d) Students can do more learning activities because they do not only listen to the educator's explanation, but also other activities such as observing, doing, demonstrating, acting and others.

Based on the opinions of several experts, several practical benefits that can be obtained from the use of learning media in the learning process, namely: (a) Can clarify how to present messages and information presented to facilitate and improve the learning process and results; (b) Can increase and direct students' attention to create learning motivation, more direct interaction between students and their environment, and create opportunities for students to learn independently based on the child's abilities and interests; (c) Sensory, spatial, and temporal limitations can be overcome: 1) Objects or objects that are too large to be displayed directly in the classroom can be replaced with pictures, slides, videos and/or other models.

The Function of Interactive Features in LMS

LMS is a digital platform that allows educational institutions to manage the learning process more efficiently. Its functions include storing learning materials, distributing assignments, assessing students, tracking learning progress, and communicating between participants. Simply put, LMS functions as a liaison between students and teachers, and supports systematic learning management. However, a modern LMS is not just a tool for storing materials or tracking student progress. This system is developing with interactive features that support collaboration, discussion, and a more dynamic learning experience. These interactive features allow learning to be more personal and participatory, different from conventional learning methods that tend to be one-way.

Discussion and Collaboration Forums. This feature allows students to interact asynchronously (not directly) with their classmates or teachers. Through discussion forums, students can share opinions, ask questions, or discuss certain topics. Some LMS even provide assessment features in forums, where teachers can provide grades or feedback on student contributions in discussions. These discussion forums are very useful in encouraging the involvement of students who may be shy or reluctant to speak in face-to-face classes. In an online environment, they can be more comfortable conveying their thoughts. **Virtual Classroom** Virtual classroom is a feature that allows direct (synchronous) meetings between teachers and students via video conference. Some LMSs are already integrated with video platforms such as Zoom, Google Meet, or their internal video platforms. This feature is very important to provide a more realistic classroom experience in the context of distance learning. In a virtual classroom, students can interact directly with teachers, ask questions in real-time, and follow lessons as in a physical class. Virtual classes can also be equipped with a recording feature, so students can review the material that has been delivered at any time. **Interactive Quizzes and Tests** LMS also provides quiz or test features that can be adjusted to learning needs. Teachers can design tests in various forms, such as multiple choice, short answers, or essays. The advantage of this feature is that students can receive direct feedback after completing the test, especially for objective questions such as multiple choice.

With the quiz feature that can be done online and automatically, the teacher's administrative burden is reduced, because the assessment can be done by the system. In addition, this interactive

quiz can also be interspersed with educational games, such as gamification, to maintain student motivation in learning. **Assignments and Feedback** The assignment feature allows teachers to give assignments to students online. Students can upload their assignments in various formats, such as text documents, videos, or images, according to the instructions given. After the assignments are collected, teachers can provide direct feedback on the platform, either in the form of comments or assessment notes. The advantages of this feature are the speed and efficiency in giving assignments and managing student work results. Feedback provided directly on the platform makes it easier for students to understand areas they need to improve without having to wait long. **Learning Content Management (Content Management)** LMS allows teachers to upload and manage various types of learning materials, such as text modules, videos, presentations, and external resources. This content can be accessed by students at any time, so they have the flexibility to manage their learning time.

In addition, some LMS support integration with external learning resources, such as YouTube, Wikipedia, or online libraries, which can enrich learning materials. This feature provides benefits for teachers to continue to update and develop materials dynamically according to curriculum developments and student needs. **Student Progress Analysis and Tracking.** This feature allows teachers and educational institutions to track student learning progress in detail. Data collected from each activity in the LMS, such as involvement in discussion forums, quiz results, to participation in virtual classes, can be analyzed to identify areas that need improvement. With comprehensive reports, teachers can more easily understand the needs of each student, provide more specific guidance, and adjust learning strategies to improve learning outcomes.

Benefits of LMS with Interactive Features

Flexibility in Learning: Students can access materials anytime and anywhere, allowing them to learn at their own pace and style.

1. **More Active Engagement:** Interactive features, such as forums and quizzes, increase student participation in the learning process. They are not just passive recipients, but also contribute to class discussions and activities.
2. **Fast and Efficient Feedback:** Students can receive feedback in real-time or immediately after completing assignments and tests, so they can immediately see areas that need improvement.
3. **Time and Resource Savings:** LMS reduces administrative burdens for teachers, such as manual assignment grading, distribution of materials, and tracking student progress. Teachers can focus more on developing more creative learning strategies.
4. **Richer Learning Experience:** With the integration of multimedia, interactive quizzes, and virtual classrooms, students get a more varied and immersive learning experience.

English course learning implementation using LMS

The progress of English course learning implementation using the Learning Management System (LMS) at Al-Mujaddid Sabak Islamic Institute is still in the development and adjustment stage. LMS has been introduced as part of an effort to modernize the learning process, especially in courses that require an interactive and collaborative approach, such as English. However, the success of this implementation is still influenced by several factors, including infrastructure readiness, lecturers' skills in utilizing the platform, and students' adaptation to digital learning methods.

1. Technology Infrastructure

In terms of infrastructure, Al-Mujaddid Sabak Islamic Institute has begun providing an LMS platform that allows lecturers and students to access course materials, assignments, and communicate online. This platform is equipped with features such as discussion forums, online quizzes, and virtual classrooms that facilitate more dynamic language learning. However, internet access and the availability of adequate technological devices for all students are still challenges that must be overcome.

2. Lecturer and Student Skills

Lecturers who teach English courses at this institute have begun receiving training on the use of LMS and technology integration in teaching strategies. Language teaching that is usually done interactively through conversation or oral presentations is now starting to be moved into the digital space, where interactive exercises such as quizzes, group discussions, and video conferencing are used to increase student engagement. The progress is quite good, although there is still a need for further training so that lecturers can optimally utilize the LMS in improving students' language skills.

From the student side, the response to LMS-based learning is quite positive, although some students still experience technical problems or have difficulty adapting to online learning. Their ability to manage time, access materials, and actively participate in online discussions still needs further encouragement.

3. Challenges and Opportunities

The progress of LMS implementation in this English course still faces several challenges, including the need to improve digital literacy among lecturers and students, as well as the problem of technology accessibility. However, there is also a great opportunity to improve the quality of English learning by using LMS, such as the use of additional online resources (learning videos, interactive modules), which allow students to learn more independently and with more varied materials.

Overall, although LMS with interactive features offers many advantages, there are some challenges faced, such as uneven internet access, lack of technical skills among some lecturers and students, and the potential for decreased learning motivation if not balanced with face-to-face social interaction. Solutions to overcome this include providing training to lecturers and students in the use of LMS, providing adequate internet access, and combining online learning with face-to-face sessions that support social interaction. Although LMS has begun to be implemented in English language learning at the Al-Mujaddid Sabak Islamic Institute, this process still needs time to run effectively. Continued support from the institution in terms of infrastructure and training will be essential to ensure a more mature and comprehensive implementation in the future.

CONCLUSION

Learning Management Systems (LMS) with interactive features have proven themselves as effective solutions in supporting flexible, collaborative, and more participatory learning. Features such as discussion forums, virtual classes, online assignments, and student progress analysis provide various benefits for the teaching and learning process, both for students and teachers. LMS with interactive features not only optimizes online learning but also enriches the overall learning experience, making it an important platform in the world of modern education.

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