



**OFFLINE BUT CONNECTED: PROFESSIONAL EDUCATION FOR PRE-SERVICE
ENGLISH TEACHERS' VIEWS ON LEARNING MANAGEMENT SYSTEM
UTILIZATION FOR TASKSUBMISSION**

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Abstract

To improve the quality of education in Indonesia, government issued a new breakthrough, namely the new model of pre-service teacher professional education (PPG). Teacher Professional Education Program itself is an educational program held to prepare undergraduate graduates. Students Of the New Model Pre-service PPG do offline learning and submit assessments in Learning Management System (LMS). Learning Management System or LMS is A Learning Management System is a web-based software application that is designed to handle learning content, student interaction, assessment tools and reports of learning progress and student activities. In LMS there is a learning line. The learning line exists in LMS used at New Model Pre-service PPG is MERDERKA. MERDEKA is acronym of Mulai dari diri, Eksplorasi konsep, Ruang kolaborasi, Demonstrasi kontekstual, Elaborasi pemahaman, Koneksi antar materi and Aksi nyata. This research uses qualitative approach while qualitative descriptive is used as a method. The researcher used observation and interview to collect the data. Based on the research which has been conducted, the main result is Learning Management system could facilitate assessment submission process by many features. Various form of assignment files could be uploaded in LMS easily. This is why Learning Management System is quite effective to be used for assessment submission with good internet connection.

Keywords : Professional Education For Pre-Service English Teachers ; Learning

A. Research Context

To improve the quality of education in Indonesia, government issued a new breakthrough, namely the new model of pre-service teacher professional education. Professional Education is a higher education program implemented after the undergraduate program and prepare students to have a job with special skill requirements (Kemendikbud.go.id). Teacher Professional Education Program itself is an educational program held to prepare undergraduate graduates.

Education and non-educational S1/DIV who have talent and interest in becoming teachers in order to master the competence of teachers as a whole in accordance with national standards education so as to obtain a professional educator certificate in education early childhood, primary and secondary education (Sa'Diyah, 2023).

The PPG program is based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 87 of 2013. Article 2 of the Minister of Education and Culture of the Republic of Indonesia No. 87 of 2013 describes the purpose The PPG program is (a). to produce prospective teachers who have competence in planning, implementing, and assessing learning.

Following up on the results of the assessment by conducting mentoring and training of students; and (c) able to conduct research and develop professionalism on an ongoing basis. Meanwhile, the PPG Program is held by universities that have education personnel education institutions that meet the requirements and are determined by the Minister. Policy program Teacher certification has been implemented since 2018 2007/2008. Regarding the implementation of teacher certification his position is regulated in a Ministerial Regulation National Education (Permendiknas) No.18 2007 concerning Certification for Internal Teachers Position. UUGD article 11 states that Implementation of certification is carried out by conditions: First, an educator certificate is given to teachers who have met the requirements; Second, educator certification is held by universities that have programs procurement of educational personnel accredited and determined by the Government; And Third, educator certification is carried out regularly objective, transparent and accountable (Fieka 2019). Pre-service teacher should be equipped with good understanding six kinds of knowledge according by Robert (1998) before they come to the field. Those knowledge are content knowledge, pedagogic content knowledge, general pedagogic knowledge, curricular knowledge, contextual knowledge, process knowledge (Mufidah, 2019).

There are two types of teacher professional education. They are in- service teacher professional teacher and pre-service teacher professional. The students of In-service teacher professional education is a student who has become a teacher in a school while students of pre-service teacher professional is a college student who has not become a teacher but having passed undergraduate study. In the middle of 2022 in June, the Directorate of Professional Teacher Education launched its newest program, namely the New Model Pre-service PPG. This New Model Pre-service PPG is carried out with several stages of selection starting from administrative selection, continuing to substantive tests, if passed then proceed to interview tests, and finally is graduation announcement. In the future, this latest

program is projected to replace teachers who retire at school, be it elementary, junior high, or high school and vocational school levels. New Model Pre-service PPG Lectures are conducted in blended learning for 2 semesters at designated LPTK.

Students Of the New Model Pre-service PPG do offline learning while other activities and assessments submitted in Learning Management System (LMS). Learning Management System or LMS is A Learning Management System is a web-based software application that is designed to handle learning content, student interaction, assessment tools and reports of learning progress and student activities (Kasim & Khalid, 2016). Learning management systems (LMS) are web-based platforms used for enhancing and supporting classroom teaching or delivering online instruction. Much of the earlier research has focused on their technological features and implementations into instruction (Ergul Sonmez & Koc, 2018). Learning Management Systems (LMS) reinforce the learning process through online classroom environments. A standard LMS supports an inclusive learning environment for academic progress with interceding structures that promote online collaborative-groupings, professional training, discussions, and communication among other LMS users (Bradley, 2021). The LMS enabled students to remain connected to peers, professors, and supervisors while new relationships were formed with in-school personnel such as mentor teachers, principals, and students (Rideout et al., 2007). In LMS there is a learning line. The learning line exists in LMS used at New Model Pre-service PPG is MERDERKA. MERDEKA is acronym of Mulai dari diri, Eksplorasi konsep, Ruang kolaborasi, Demonstrasi kontekstual, Elaborasi pemahaman, Koneksi antar materi and Aksi nyata. This model of learning is different with the model of learning when the students of the New Model Pre-service PPG were in undergraduate study because the oldest age of students of the New Model Pre-service PPG is thirty one, so the students are around twenty one until thirty one years old which means the students have different experiences in learning when they were in undergraduate program. Using LMS or online platform for task submission is such a great decision since it is paperless, flexible, cheaper, neater and well organized. Usually the students submit the task by giving printed paper for teacher or lecturer. In the classroom, there are more than twenty students with at least four tasks in one semester. It shows how much papers students need for task submission only. An Islamic Education Teachers have very positive perceptions about the application of ICT in teaching and learning (Rahman et al., 2015). It means the use of online platform gets good responses from the users since it has positive impact. This is why the researcher is interested in conducting a research about Professional

education for pre-service English teachers' Views on Learning Management System Utilization for Task Submission. This research aims to know how the Professional education for pre-service English teachers' view on Learning Management System Utilization for Task Submission and what are benefits of using it.

The similar research ever conducted by Aminah 2023. She conducted a research about the effectiveness or the empirical Learning Management Systems in English Language Learning. The result of her study showed that It is effective because the LMS platform improved their comprehension, promoted independent learning, inspired students to complete all tasks and quizzes, and eventually allowed students to achieve good learning outcomes. Meanwhile, for impractical usage, the LMS platform has network instability and limited opportunity for real-time discussion and gets immediate feedback from lecturers. Another research also did by Eka and friends. The study evaluates the Preservice English Teachers' experience in using technology integration during teaching internships at EFL remote learning. The result of the study is In EFL Remote learning, the technology integration in EFL learning during the transition period since pandemic Covid19 plays an essential role in the teaching and learning process. As experienced by pre-service English teachers, they used the zoom application to do the teaching and learning process and delivered instruction via Edmodo and WhatsApp groups. The third research which is same is a research from Fauzul on 2022. On her research, she found that most students strongly agree of using learning management system, namely scola. Since the lack of the research about Professional Education For Pre-Service English Teachers' Views On Learning Management System Utilization For Task Submission, the researcher is interested to conduct a research about Professional Education For Pre-Service English Teachers' Views On Learning Management System Utilization For Task Submission.

B. Research Method

The approach which is used in by researcher is qualitative research since the data will describe the central phenomena without any statistical process. According to John W. Cresswell qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. The kind of the research in this study is descriptive analysis method. This method is conducted by describing the fact then analyze it Ratna (2013) According to Suharsimi Arikunto on Andi's book descriptive qualitative is not aimed to measure certain hypothesis, but to describe the variable, phenomena and the condition that the researcher has been researched. The researcher collected the data by observation and interview. Observation is the basic of all the science Sugiyono (2012) which means

observation is an activity to see the activity happens. defines interview as a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic (Sugiyono, 2012). It is clear that interview is an activity to ask a question in order to get the information about what the researcher wanted to know.

C. Result and Dissscussion

This section describes the study's research findings by revealing Professional education for pre-service English teachers' Views on Learning Management System Utilization for Task Submission. In Learning Management System (LMS), the users need to open their account to enter the system. The users write the email and the password. After that, the users need to click class and choose the semester. Next the students need to choose what subject that student wants to do the task. Then, students click the class, the list of the task will be appeared. Then the students choose what they want to open. They can choose Mulai dari diri, eksplorasi konsep and others to see or submit their task. By submitting their task, the students need to click upload file and click "save" so that the task has been uploaded.

The first question from interview is "how does LMS facilitate assessment submission process". The first respondent said that it helped administration process, enables online assessments, and provided easy access for students. The second respondent stated that it was Very simple and easy to access. However, it would also be annoying if the website had an error. In another side, the third respondent said that LMS facilitated the task collection process through features such as Uploading assignments based on file format (pdf, word, or rar) to the collaboration space point, Confirmation of upload (usually there is a duration of 30 minutes to correct, after 30 minutes it cannot be corrected anymore) point for elaboration of understanding. The next responded declare that LMS can facilitate us when we want to collect files, whether in the form of documents, audio or video, by uploading them directly or embedding the link. The other respondent said that It really facilitates because through LMS the collection of tasks is more effective and efficient. Another respondent stated that LMS has provided very adequate facilities for PPG students, especially in terms of making it easy to submit assignments or simply learning from the available material. The seventh respondent declared that it made Make it easier for students to do assignments so that no one misses assignments and can meet deadlines. The next two respondents said that LMS was efficient. The other respondent stated that It's good but not optimal. In the LMS there are several chapters and sub-chapters which contain

tasks and their collection. The tutor given in the assignment announcement is also clear. The next respondent said that The LMS is quite good at facilitating the assignment submission process, it's just that the LMS needs an internet connection, especially if uploading videos or large files will be hampered if the internet connection is not good. From those responses, it could be known that LMS is efficient to be used because it is very easy to be accessed and it could give place for any kinds of task. This is why LMS make students easier in submitting the task.

The second question which researcher gave is how does LMS support interaction and feedback between lecturers and students regarding assignments? The first respondent stated that LMS supports interaction and feedback between lecturers and students through various features. This includes online discussions, electronic assignment grading, direct feedback on student work. This improves communication and understanding between both parties. The second respondent stated that it is less efficient if the teacher does not monitor simultaneous feedback. While the third respondent declared that LMS plays a key role in supporting interaction and feedback between lecturers and students regarding assignments, by Providing a learning progress process, a forum for discussing (giving comments on friends' answers) concept elaboration points, online chat to indicate assignment deadlines. The fourth respondent said that LMS makes it very easy for us as PPG students to provide feedback on assignments uploaded by colleagues. Another researcher said that regarding interaction, it is still less efficient because feedback is clearer if delivered directly. The next respondent stated that There is not much interaction between lecturers and students in LMS forums. This is because interaction is mostly done in class forums or face-to-face. So online or offline classes are less supportive. The other respondent said that It is enough to support interaction between lecturers and students as long as they open the LMS frequently. However, sometimes I often miss feedbacks due to not opening the LMS that I have worked on. So it has to read diligently. the eight respondent said that it is Good. Lecturers can monitor student answers and provide feedback. The ninth researcher stated that Some lecturers still rarely provide feedback. The tenth respondent declared that regarding interaction, it is still less efficient because feedback is clearer if delivered directly. The net respondent stated that The use of LMS for feedback between lecturers and students regarding assignments is more flexible and faster but there is less social interaction. So if there is something they don't understand, it cannot be discussed directly, which is different from feedback in offline classes. From those statements, we can know that LMS supports interaction tool between lecturer and students flexibly. There are many places which could be used, like chat box, comment and discussion

group, but it could not guarantee the lecturers' responsible and students in increasing their ability .

The third question which is delivered by the researcher what are the challenges faced in using an LMS to manage tasks? Mention it!. The first respondent said that Technical challenges such as server issues, software bugs, or integration with other systems can affect the smooth management of tasks through the LMS. The second respondent stated that there is a little difficulty because of the various features and less familiarity with internet- based learning. The third respondent declared that There are two difficulties, those are Technical Issues and Duplication of collecting assignments. Technical issues or internet access problems may prevent sending or receiving assignments. Sometimes, the LMS system can also experience outages or other technical problems. The second is Duplication of collecting assignments. This problem may lie in the customization offeatures in the LMS which may not have been set (only 1 student collected, but the entire class is considered to have collected) example: PK 1. The fourth respondent said that when the files we want to collect exceed the required capacity. Generally tasks are limited to a certain 'MB' size. The next respondent showed that sometimes, the website is getting error. The other respondent said that it Must be done on time according to the specified deadline and requires an internet connection to be able to upload assignments. Another respondent stated that Sometimes the meaning of assignments is difficult to understand, so that the assignments submitted donot match those in the LMS. The eight and the ninth respondent said that there is no any challenge and difficulty. The next researcher said that Sometimes we have changed the assignments we uploaded, but in the LMS the lecturer has not changed, Some assignments can be seen by fellow students, triggering copy paste and Assignments in the LMS are sometimes not in accordance with the lecturer's directions. The next respondent statedthat Challenges faced when using LMS in task management include, arranging a schedule of tasks that must be done first because there are so many tasks, Internet network and gadget or computer problems are slow or have errors, The system is not mature enough so that sometimes some features are not available (for example, there is a task but there is no place to upload it), There is a maximum file size and certain types of files that must be uploaded or downloaded, sometimes files opened on a cellphone become messy because of lack of support. They are showed that the challenges faced by the students are the system occasionally down when too much students access that system and there is the limitation of the size of the task. It may not be more than 20 MB.

The next question which researcher gave is about the benefits which students got from LMS. The first respondent said that All learning-related data, including assignments and grades, can be stored securely and easily accessed. The second respondent stated that easy to do and collect assignments. The third respondent showed that it Provides convenience and efficiency in managing learning materials, More interactive and personalized learning, Increase collaboration and communication between teachers (teachers/lecturers) and students. The fourth respondent said that The benefit is that I can learn a concept sequentially. The fifth respondent stated that Learning is efficient, flexible, can be done anytime and anywhere. It doesn't cost much. The other respondent declare that Get ease in doing assignments, provide ample space for interaction, and improve the systematic learning process. Another respondent said that it makes easier to study anywhere, tasks are better organized, and creates enthusiasm for learning. One of the respondents stated that it is Very easy and efficient for collecting assignments. It can interact directly at the same time while online with friends/lecturers. The tenth respondent said that The learning process becomes interactive, There are material modules that can be studied independently, it Can prepare the next tasks, because they are clearly available. The net respondent said that The benefits I get when using LMS include, can read material and view assignments and submit assignments at any time, not necessarily during class, Can see the lecturer's grades and comments quickly when the lecturer has finished giving grades, By using LMS we can save paper or go paperless, Varied learning. It is clear that LMS gives many benefits for students such as efficient and flexible, could be accessed in internet area, varied learning and paperless.

The next question which researcher asked is What is your perception of the effectiveness of LMS in supporting learning?. The first respondent said that LMS allows access to learning materials from anywhere and at any time, supporting distance learning and time flexibility. The second respondent stated that it is very effective if accompanied by mastery of internet-based devices between teachers and students. The third respondent declared that The effectiveness of an LMS in supporting learning can vary depending on implementation, use, and the specific needs of an institution or learning program. The fourth respondent delivered that LMS is quite effective in facilitating students as long as there is a clear learning model in preparing it. The fifth respondent answered that LMS is very useful for the current learning era, because LMS makes it easier for us to gain knowledge, submit assignments, interact with lecturers. It's just that sometimes the internet signal is still hampered. The next respondent said that LMS is quite good as a supporting tool in learning. Because this is a learning alternative that takes

advantage of today's sophisticated technology and provides a learning forum for students. The other respondent stated that it is Quite effective because learning is more focused and assignments are also better organized. Two of the respondents declared that it is very effective because it is easy to be used and can be improved in the ease of access section when there is an error. Another respondent delivered that LMS is very good at supporting learning, because it is online and offline based. In this way, students can still download and study independent material contained in the LMS and also carry out interactive discussions according to the directions stated in the LMS. Collecting assignments in the LMS is also easy. LMS is quite effective in supporting learning but needs to be supported by adequate technology and networks, apart from that it also needs to be balanced with social interaction in class such as direct group discussions in class. It means that LMS is recommended and quiet effective to be used for task submission but it needs to develop the discussion form.

D. Conclusion

Students of professional education for pre-service English teachers submitted their task using LMS by entering their email and password then choose the icons. LMS facilitated the students' task submission well. It is easily accessed. LMS also accommodated any type of file such as PDF, word, or rar. Students are also able to submit the document, audio and video task. The list of the tasks are well arranged. These are why LMS is recommended to be used even the server is occasionally down and the size of the task is 20MB maximum.

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