Teachers' Beliefs And Practices In Applying Learning Management System Aksara (LMSA) For E-Learning

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Abstract. The research aimed at describing how Teachers' Beliefs and Practices in Applying Learning Management System Aksara (LMSA) For E-Learning. In order to achieve the aims, the researcher designed three main objectives: to find out how is teachers' belief in applying Learning Management System Aksara (LMSA) for e-learning, how is teachers' practice in applying Learning Management System Aksara (LMSA) for e-learning and analysing some discrepancies between teachers' beliefs and practices in applying Learning Management System Aksara (LMSA) for e-leraning. The researcher applied the mix method. The samples were chosen purposively from 30 teachers at Universitas Bosowa. The data analyzed was in quantitative and qualitative research involved analyzing and observing data dependably and accurately. The result of questionnaire showed that the that the teachers' are firmly believes that LMSA Unibos can be apllied for e-learning at Universitas Bosowa. The result of observation related to the teachers' practices in applying LMSA Unibos for e-learning at Universitas Bosowa shown that most of the respondents' do not active in using LMSA unibos in each meeting for E-Learning. In other words, we can conclude that only a few respondents use LMS Aksara Unibos for E-Learning process at Bosowa University. After comparing both data, the reseracher concluded there are discrepancies or gap between teachers' beliefs and practices in applying LMSA Unibos for e-learning, for the reason that questionnaire result classified as a very high level of teachers' believes that LMSA Unibos can be apllied for e-learning at Universitas Bosowa but observation result found that most of respondents who have answered the questionnaire do not uploaded their learning material into their LMS Aksara account. In other words, the process of using applying LMSA Unibos for e-learning in the learning process at Universitas Bosowa is not optimal

Keywords: Teachers' Beliefs, Practices, Learning Management System, E-Learning

Introduction

The teaching profession is not an easy one because when teachers start to work in the field of education, they will face various problems which sometimes can shake their beliefs in the values of teaching and the roles played by teachers (Ningsih & Fata, 2015). Teaching is a profession that requires four competencies, namely: pedagogical, personality, social, and professional (UU (Law) No 14 year 2005, Permendiknas No 16 year 2007 in Depdiknas, 2007). Professional competence is one of the competencies that support teachers as they perform classroom teaching tasks. Professional competence includes the ability to master learning materials broadly and in-depth that enables the teacher to guide learners to complete the standards of competence specified in the national standards of education. Teachers are also expected to have a solid commitment to expand their knowledge and also to believe in the processes of learning.

Digital Technology has influenced in all aspects of teachers include successful trend in academia in industrial revolution 4.0 era during pandemic covid 19 and new normal life. It also supports a social and human infrastructure for teachers and students to enhance collaboration, interaction, and participation in the classroom as well as facilitate them to create constructive learning environments (Chen & Reimer, 2009). However, it becomes one of the challenges for teachers to adapt to this globalization era because they must adapt to the technology where traditional approaches to learning and teaching English are no longer appropriate.

The implementation of technology in the form of common digital media and resources has been applied by teachers in language teaching and learning process, for instance using video, audio, power point presentation, and others (Chen & Reimer, 2009). Hence, it is interesting to know whether teachers' beliefs are affecting the use of technology in the classroom or not. Teachers have a belief that teaching using technology will be more effective if it is in line with its implementation (Chen & Reimer, 2009). As with the use of cameras in distance learning, it has been shown to be useful in assisting teachers in carrying out their control roles appropriately so that learning can proceed successfully (Alim et al., 2022, 2023).

Beliefs are those things that we personally understand to be true but may not actually be True (Borg, 2001). As such our opinions, personal testimony, and anecdotal evidence all fall within this category. Beliefs is not a choice. Beliefs is an involuntary action occurring after our own internal standard for evidence has been met. In other words, belief is the necessary result of being convinced. It is important to recognize that our own internal standard of evidence is not equivalent to scientific (actual) evidence (Borg, 2001).

Teacher's belief is an assumption, perspective, and cognitions about teaching and learning (Borg, 2001). What teacher do or act will reflect their belief and it can be in the form of classroom practices such as the method, procedure, material, interaction, instruction, and so on (Fauziati, 2015). In term of teaching, teacher's belief can be divided into some categories such as belief about English, belief about learning, belief about teaching, belief about program and curriculum, and belief about teaching as a profession (Richards & Lockhart, 1994). In accordance with belief about teaching, teachers have a crucial role in teaching learning process since teaching is more than transferring knowledge. Teaching is an activity of helping students to learn, guiding students to understand, or even counseling students to overcome their difficulties (Richards & Lockhart, 1994). They maintain that teaching is a very personal activity and every teacher has a different assumption about it.

Hirata and Hirata (2012) examine Japanese undergraduate students' perceptions of using LMS in different educational settings and find out the benefits and drawbacks of LMS for students' language studies. The results suggest that the students' perceived benefits and drawbacks with LMS are different depending on individual students' ideas of and attitudes towards education.

Exploring the beliefs and practice of award-winning teachers with a relatively intricate and bountiful range of thinking about learning, teaching and web technologies. It reveals a variety of themes, beliefs and practices. A few of which demonstrates how differing belief propositions around learners and teachers, influenced the participants' approaches to designing and implementing their course websites (Steel, 2009). While some of these beliefs may be equally applicable to non-web-based learning environments, in all cases the web technologies afforded the enactment of these beliefs through the various tools they offered (Steel, 2009).

Methodology

This research used mix method. In this study, researcher analyzed the teachers' beliefs and practices in Applying Learning Management System Aksara (LMSA) for e-learning at Bosowa University. The reseracher choosed Bosowa University as the location of the research. The reseracher choosed teachers who have got some workshop and training about how to use, operate and apply LMSA Unibos for e-learning at Bosowa University and able to use and apply LMSA Unibos in their e-learning process as the participant of the research. There are 30 teachers. The research would like to know and observe the teachers' beliefs and practices in Applying Learning Management System Aksara (LMSA) for e-learning. Population is the whole of the research subject. The population in this study is teachers of Bosowa University. The research would like to find out what is teachers' belief and teachers' practice in applying Learning Management System Aksara (LMSA) for e-learning and find out some discrepancies between teachers' beliefs and practices in applying Learning Management System Aksara (LMSA) for e-leraning. To carry out research activities, researchers used research instruments, this instrument is used to obtain data and information that can be justified.

Data Collection Procedures performed by researchers are observation and questionnaire. Data Analysis Techniques used by researchers In this research, were used to collect data firstly focused on quantitative research, related to teachers' beliefs through questionnaire and secondly is qualitataive research focused on teachers practices, since before entering the field, while in the field, and after finishing in the field. The data analysis process in this study was carried out using by using SPSS and according to the Miles and Hube Roman model quoted by Sugiyono in his book, namely: data reduction, data display, and conclusion/verification.

Results and Discussion

The researcher distributed the questionnaire to the participating teachers to measure their beliefs and practices in applying LMSA Unibos for e-learning, which consisted of 10 indicators. It consisted of 3 indicators related to indicators of Context, 2 indicators related to indicators of Input, 2 indicators related to indicators of Process and 3 indicators related to indicators of Product.

A.   Result

1.   Context

The researcher first examined the context indicators of teachers' beliefs and practices in applying LMSA Unibos for e-learning. Table 1 below classified the teachers' beliefs and practices level based on the result of their questionnaire calculation.

Table 1. The Teachers' Beliefs and Practices Level on First Aspect

No.	Indicators	Mean Score	Classification
1	The purpose of LMS Aksara Unibos for e-learning in learning process	4,00	Very High
2	Target of LMS Aksara Unibos for e-learning	4,30	Very High
3	Readiness of LMS Aksara Unibos Management for e-learning	3,65	High

The questionnaire had administered to the 30 Teachers at Bosowa University that have followed the training and workshop for applying LMSA Unibos for e-learning. Based on Table 4.1, The mean score of Context indicators is 3,98 classified as a very high classification. From the data, it can be said that the context aspect of teachers' beliefs and practices in applying LMSA Unibos for e-learning is classified as very high.

Generally, context indicators that focused on readiness of knowledge about LMS Aksara Unibos for e-learning, the purpose of LMS Aksara Unibos for e-learning, target of LMS Aksara Unibos for e-learning in learning process, readiness of LMS Aksara Unibos management for e-learning had high classification. Its mean that techers' beliefs about readiness, knowledge, and management about LMS Aksara Unibos for e-learning is very good, so e-learning system can be applied and get optimal results.

2. Input

Next, the researcher examined the input indicators of teachers' beliefs and practices in applying LMSA Unibos for e-learning. Table below classified the teachers' beliefs and practices level based on the result of their questionnaire calculation.

Table 2. The Teachers' Beliefs and Practices Level on Second Aspect

No.	Indicators	Mean Score	Classification
1	Human resources preparation	4,00	Very High
2	Procurement of facilities and infrastructure	4,30	Very High

From the data, The input indicator shows that the use of LMSA Unibos for e-learning has an average value of 4.15. These results show that the input aspect in the use of of LMSA Unibos for e-learning is very good.

In addition, input aspect covered two main indicators, first is about human resources preparation include ability to operate computer and its support equipments i.e. printer, lcd, speaker, etc and ability to use software and internet. Second point is about procurement facilities and infrastructure include availability of computer equipment, hotspot/wifi area at campus. Based on the teachers' answer classifiaction in questionnaire related to input aspects, it can be interpreted that the teachers' ability and competence of using and operate computer in learning process is very good, and also facilities and infrastructure are available in applying LMSA unibos for e-learning..

3. Process

Then, the researcher examined the Process indicators of teachers' beliefs and practices in applying LMSA Unibos for e-learning. Table 4.3. below classified the teachers' beliefs and practices level based on the result of their questionnaire calculation. Table shows the average indicators in the process indicator of respondents getting scores with very high classification.

Table 3. The Teachers' Beliefs and Practices Level on Third Aspect

No.	Indicators	Mean Score	Classification
1	The useful of LMS Aksara Unibos for e-learning by the teachers	3,91	Very High
2	Obstacle in using the LMS Aksara Unibos for e-learning	3,91	Very High

Based on the table above, mean score process indicator of the usage of Unibos LMS Aksara Unibos for e-learning by the teachers is 3,91, the mean score is classified as a very high classification. Mean score process indicator of barriers in using the LMS Aksara Unibos for e-learning is 3,91 classified as very high classification.

As result of questionnaire classification in process indicator, first main indicator related to the useful of LMS Aksara Unibos for e-learning. This indicator showed that LMS Aksara will be very useful for e-learning process at Universitas Bosowa. Second indicator is related to o bstacle in using the LMS Aksara Unibos for e-learning also has a very high classification, its mean that there are some obstacles in aplying LMSA for e-learning. These obstacles are the process of using the LMS Aksara Unibos for e-learning, making module learning media for e-learning, the use of the internet as a learning resource. In addition, the teachers is prefer using social media, email /messenger than LMSA Unibos for e-learning. Other obstacle is internet connection and teachers' knowledge about LMS Aksara Unibos facilities for e-learning.

d. Product

Finally, the researcher examined the Product indicators of teachers' beliefs and practices in applying LMSA Unibos for e-learning. Table 4.4. below classified the teachers' beliefs and practices level based on the result of their questionnaire calculation. The average of product indicators get scores with very high criteria as shown in Table below:

Table 1. The Teachers' Beliefs and Practices Level on Forth Aspect

No.	Indicators	Mean Score	Classification
1	Satisfaction using LMS Aksara Unibos for e-learning	3,83	Very High
2	Benefit of LMS Aksara Unibos for e-learning	3,88	Very High
3	The Effectiveness and Application of LMS Aksara Unibos for e-learning	4,15	Very High

As seen from table above, mean score product indicator of satisfaction using LMS Aksara Unibos for e-learning is 3,83, mean score product indicator of benefit of LMS Aksara Unibos for e-learning is 3, 88, mean score product indicator of the effectiveness and application of LMS Aksara Unibos for e-learning is 4,15. It indicated that product indicators of LMS

Aksara Unibos for e-learning shows very high level of all. The result above revealed a very high rating, so the product aspect in the use of LMSA Unibos for e-learning is very good.

Lastly, the interpretation of the questionnaire classification related to product indicators that idicated very good result, this can be interpreted that teachers feel satisfaction, benefits and effectiveness of applying LMSA unibos for e-learning process and LMSA Unibos can be applied for e-learning at Unibos.

In collecting the data about the teachers' practices in applying LMSA Unibos for e-learning, the researchers observed all LMS Aksara account to 30 participants who had answered the questionnaire. The data observed by the researcher is the learning material uploaded by the teachers into ther LMS Aksara account for each meeting. Based on observational data conducted by researcher, the chart describes the lecturer's practice of using the LMS Aksara below:
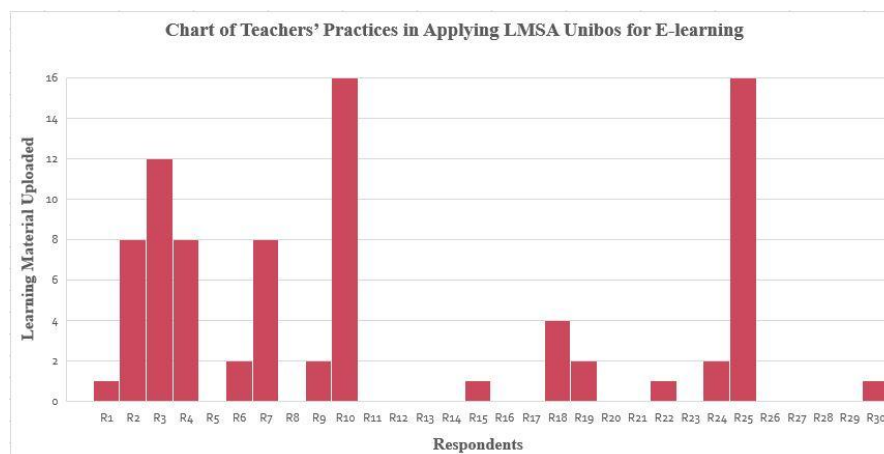

Figure 1. Teachers' Practice in Applying LMSA

Chart above showed that the teachers' practices in applying LMSA Unibos for e-learning were varied. There were only 2 Respondents (6.6%) upload their learning material for all meetings they are R10 and R25. It means that, they used LMSA unibos actively in each meeting for E-Learning. Otherwise there are 15 (50%) respondents have not uploaded their learning material into their LMS Aksara account. It means that they do not use LMS Aksara for E-Learning. Meanwhile, 4 participants (13,3%) only uploaded their learning material once, 4 participants (13,3%) only uploaded their learning material twice, 1 participant (3,3%) only uploaded their learning material four times, 3 participants (3,0%) only uploaded their learning material eight times and 1 participant (3,3%) uploaded their learning material twelve times. It means that they are not active in using LMSA unibos in each meeting for E-Learning. In conclusion, most of the teachers' do not active in using and uploading LMSA unibos in each meeting for E-Learning at Universitas Bosowa.

B.   Discussion

The average context indicators with respondents in the form of knowledge readiness aspects about applying LMSA Unibos for e-learning with the three indicators above has an average score 3,98 classified as a very high classification. This value indicates a high rating based on an assessment, which can be interpreted that the context indicators with the respondent has a good assessment. This can be interpreted that techers' beliefs about readiness, knowledge, and management about LMS Aksara Unibos for e-learning is very good, so e-learning system can be applied. This is in line with research conducted Sutejo (2013) which states that the readiness of knowledge about internet-based learning will support the learning process to get optimal results.

Input indicators on the use of teachers' beliefs in applying LMSA Unibos for e-learning includes aspects of preparing human resources and infrastructure. E-learning-based learning is inseparable from the readiness of teachers and students for the optimal learning process. The thing that needs to be looked at in implementing an e-learning program is the competency in ICT material that must be mastered. The input indicator shows that the use of LMSA Unibos for e-learning has an average value of 4.15. These results show that the input aspect in the use of of LMSA Unibos for e-learning is very good. This value obtains very high criteria based on the assessment criteria. The result interpreted that the teachers' ability and competence of using and operate computer in learning process is very good, and also facilities and infrastructure are available enough. This shows that the competence of teachers in operating computers in learning process is very good. Based on teachers' answer in questionnaire, the ability of teachers to use computers and the use of LMSA Unibos for e-learning process is very good.

The Aspects of the process criteria with respondents obtaining an average value of 2.84 classified as high classification. The process indicators of teachers' beliefs and practices in applying LMSA Unibos for e-learning obtains a high average rating. This indicator showed that LMS Aksara will be very useful for e-learning process at Universitas Bosowa. The high score obtained in the process aspects is supported by the use of computers. software applications, and the use of the internet in the learning process. Second indicator is related to the bstacle in using the LMS Aksara Unibos for e-learning, its mean that there are some obstacles in aplying LMSA for e-learning. The first obstacle is teachers prefer using social media, email /messenger than LMSA Unibos for e-learning. The second obstacle is internet connection and teachers' knowledge about LMS Aksara Unibos facilities for e-learning. The last obstacles found the use of the internet as a learning resource.

Product indicators of implementation and effectiveness of LMSA Unibos for e-learning have an average value of 4.15. Each indicator has a very high average level of all. This can be interpreted that lecturers feel satisfaction, benefits, and

effectiveness of LMSA Unibos for e-learning in the learning process. Product indicators of the use of LMSA Unibos for e-learning in the learning process at Universitas Bosowa have been achieved.

Based on the observation to all LMS Aksara account participants who had answered the questionnaire about the teachers' practices in applying LMSA Unibos for e-learning, in this case, the reseacrcher observed their learning material uploaded in LMSA Unibos found that 50% of the respondents did not upload their learning material for each meetings for E-Learning process. It can be concluded that most of the respondents' do not active in using LMSA unibos in each meeting for E-Learning. This is thought to be caused by several obstacles including the process of using the LMS Aksara Unibos for e-learning needs more time to be applicated, internet connection , making module learning media for e-learning to be uploaded, teachers' knowledge about LMS Aksara Unibos facilities for e-learning and the use of the internet as a learning resource. The last is the ease of accse social media, email /messenger than LMSA Unibos.

In addition, this reserach had limitation observation. The researcher limitated observation especially in Process indicator. The process indicator aspects include learning materials uploaded in to LMS Aksara Unibos, learning material resources/reference links avaialble at LMS Aksara Unibos for students, Exams/quizzes online at LMS Aksara Unibos and usege of features in LMS Aksara Unibos so that the researcher can not conclude all indicators through observation.

Based on the data and description above, the researcher compared questionnaire's result of teachers' beliefs and practices in applying LMSA Unibos for e-learning at Bosowa University and observation result of teachers' practices in applying LMSA Unibos for e-learning, in conclusion, there are discrepancies between teachers' beliefs and practices in applying LMSA Unibos for e-learning, because result of all context indicator, input indicator, process indicator and product indicator classified as a very high level of teachers' believes that interpreted as teachers believes that LMSA Unibos can be apllied for e-learning process at Universitas Bosowa. Instead of observation result found that most of respondents who have answered the questionnaire do not uploaded their learning material into their LMS Aksara account. It indicated that the LMSA Unibos is not used optimally in e-leraning process.

Conclusion

Teachers' are believes that LMSA Unibos can be apllied for e-learning at Universitas Bosowa. All of the classification results are interpreted as teachers believes that LMSA Unibos can be apllied for e-learning at Universitas Bosowa and get optimal result. The result of observation related to the teachers' practices in applying LMSA Unibos for e-learning at Universitas Bosowa that focused on learning material uploaded concluded that most of the respondents' do not active in using LMSA unibos in each meeting for E-Learning. In conclusion, there are discrepancies or gap between teachers' beliefs and practices in applying LMSA Unibos for e-learning

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