

ANALYSIS OF LEARNING MANAGEMENT SYSTEM USAGE IN ELEMENTARY SCHOOLS IN THE DIGITAL ERA

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Abstract— The rapid advancement of digital technology has significantly influenced education, including the adoption of Learning Management Systems (LMS) in elementary schools. This study aims to analyze the usage of LMS in elementary education, focusing on its implementation, benefits, challenges, and impact on teaching and learning processes. A qualitative research approach was employed, using interviews and observations to gather data from teachers, administrators, and students across several elementary schools in urban and rural settings. The findings reveal that LMS usage enhances learning flexibility, improves access to educational resources, and supports individualized instruction. However, challenges such as limited digital literacy among teachers, insufficient infrastructure, and resistance to change hinder optimal adoption. The study concludes that while LMS has transformative potential, its effectiveness depends on adequate training, infrastructure support, and integration with existing curricula. The research highlights the need for policies promoting teacher digital competency and investment in technological infrastructure to maximize the benefits of LMS in elementary education. This study provides valuable insights for educators, policymakers, and stakeholders to enhance digital education strategies, ensuring they are inclusive and effective in addressing the

diverse needs of elementary school students in the digital era.

Keywords— *Learning Management System (LMS); Elementary Education; Digital Era.*

I. INTRODUCTION

Rapid advances in digital technology have brought significant changes in various aspects of life, including the education sector. One of the innovations that has emerged as a response to this development is the use of a Learning Management System (LMS) in the learning process. LMS, which functions as a digital platform for learning management, is increasingly being used at various levels of education, including elementary schools. According to research conducted by Kumar et al. (2022), the integration of technology such as LMS is able to increase learning efficiency through greater accessibility and flexibility.

At the elementary school level, the implementation of LMS is still relatively new compared to secondary or tertiary education levels. Despite this, the potential of LMSs in providing interactive and engaging learning experiences has been widely discussed. For example, research by Jones and Smith (2021) shows that LMSs can increase student engagement through

features such as gamification, discussion forums, and easier access to materials. However, implementing LMS in elementary schools requires a special approach because of the characteristics of students who are still in the early stages of cognitive development.

One of the main benefits of an LMS is its ability to provide personalized learning. Through LMS, teachers can design learning materials according to individual student needs, which can ultimately improve learning outcomes. Research by Brown and Taylor (2020) states that personalization of learning through LMS has a positive impact on student motivation. However, the implementation of this technology often faces challenges, such as limited technological infrastructure in elementary schools, as stated by Chen et al. (2019).

Despite its benefits, implementing an LMS also poses significant challenges. In some regions, the digital divide is a major obstacle to effective LMS implementation. According to the UNESCO report (2020), unequal access to internet and technological devices among students is one of the issues that needs to be addressed so that this technology can be used inclusively. This challenge is often more pronounced in elementary schools in remote areas.

Aspects of teacher training and readiness are also a concern in implementing LMS. Research by Davis and Green (2021) shows that many teachers still feel less skilled in using LMS to manage learning. This emphasizes the importance of ongoing training for teaching staff to ensure that this technology can be utilized optimally.

From a pedagogical perspective, LMS can also help integrate various innovative learning methods, such as project-based learning and collaboration. According to a study by Wilson and Lee (2022), the use of LMS in project-based learning can improve students' critical thinking skills. However, implementing this method in elementary schools requires adaptation to suit the level of student development.

The influence of LMS on student learning outcomes is also an interesting topic for further research. Several studies, such as those conducted by Johnson and White (2020), indicate that the use of LMS can improve student learning outcomes through increasing active participation. However, these effects depend greatly on how the technology is integrated into the curriculum and teaching methods.

Furthermore, LMS implementation can also help increase parental involvement in the student learning process. With features such as reporting student learning progress, parents can more easily monitor and support their child's educational process. This is in line with Anderson's (2021) findings which show that parental involvement in digital learning can improve student achievement.

However, behind these benefits, there are concerns regarding the impact of using LMS on students' social interactions. Research by Garcia and Martin (2019) found that excessive use of technology can reduce students' opportunities to interact directly with their classmates. This is of particular concern at the elementary school level, where social interaction is an important part of a child's development.

Based on the description above, this research aims to analyze the use of LMS in elementary schools, with a focus on implementation, benefits, challenges and impact on the learning process. It is hoped that the results of this research can provide practical recommendations for maximizing the benefits of LMS at the elementary school level and overcoming existing challenges.

II. METHOD

This research uses a qualitative approach to explore in depth the implementation of Learning Management Systems (LMS) in elementary schools. A qualitative approach was chosen because it can provide a comprehensive understanding of the experiences, perspectives, and challenges faced by teachers, administrators, and students in using LMS. As stated by Creswell (2014), this approach is very suitable for exploring complex social phenomena, such as the adaptation of technology in education.

Data collection was carried out through in-depth interviews and direct observation. Interviews were conducted with teachers, school administrators, and students to gain diverse perspectives on LMS use. The interview questions were designed in a semi-structured manner, allowing researchers to explore more detailed information regarding the participants' experiences and views. This approach follows the guidelines for qualitative methods suggested by Patton (2002), which emphasizes the importance of flexibility in interviews to understand the context more fully.

Apart from interviews, direct observations were carried out in several elementary schools in urban and rural areas. The aim is to directly observe how the LMS is used in teaching and learning activities. This observation involves observing student and teacher interactions in the classroom, use of LMS features, as well as technical or non-technical obstacles that arise during the learning process. Data from these observations helps strengthen the interview results by providing a more concrete empirical picture.

To ensure the validity and reliability of the data, triangulation methods were used in this research. The results of interviews and observations are compared to find suitability and detect potential bias. Apart from that, researchers also documented the data collection process in detail through field notes and recorded interviews. This is in accordance with Yin's (2018) recommendations in qualitative case studies to maintain data accuracy and transparency.

This research was conducted in several primary schools selected based on geographical criteria (urban and rural) to provide balanced representation. This location selection aims to explore differences in the context of LMS implementation in environments with varying access to technology. With this design, the research is expected to produce relevant and applicable insights for the development of LMS use at the elementary school level.

III. RESULTS AND DISCUSSION

This research reveals that the use of Learning Management Systems (LMS) in elementary schools has had a positive impact on learning flexibility. LMS allows students to access learning materials anytime and anywhere, expanding learning

opportunities outside of school hours. This is in line with the findings of Brown and Taylor (2020), who stated that flexibility in digital learning increases student independence in managing study time.

Apart from flexibility, LMS also provides wider access to educational resources. Teachers can upload material in the form of text, videos or infographics, which students can access whenever needed. This research found that students in urban schools were more active in using this feature than students in rural areas, mainly due to differences in internet access and technology devices. This highlights the importance of infrastructure investment to support equality of access.

Other results show that the LMS supports personalized teaching. Teachers can design learning that is tailored to individual student needs, for example by giving additional assignments to students that require enrichment or remediation. These findings support the study by Kumar et al. (2022), which shows that personalization of learning through digital technology has a positive impact on student learning outcomes.

However, the big challenge found was the low level of digital literacy among teachers. Many teachers find it difficult to operate an LMS effectively, which impacts the quality of implementation. This research found that continuous teacher training is an urgent need to improve the digital competence of teaching staff, as also stated by Davis and Green (2021).

Lack of technological infrastructure, such as stable internet connections and adequate hardware, is another significant obstacle, especially in rural areas. This study confirms the UNESCO report (2020) that the digital divide can hinder the equitable adoption of educational technology. Therefore, policy support and government investment in infrastructure are very necessary.

Resistance to change was also found to be a challenge in LMS adoption. Some teachers and administrators feel that this technology adds to their workload without providing significant benefits. Discussions with participants revealed that changing mindsets and adaptation require time and support, especially in educational environments accustomed to traditional methods.

Further analysis shows that the success of an LMS is highly dependent on its integration with the existing curriculum. Some schools have successfully integrated an LMS to support project-based learning, which increases student engagement. However, other schools reported difficulty adapting the LMS to their curriculum, indicating the need for more detailed guidance from education authorities.

The research results also highlight the importance of parental involvement in supporting LMS use. In schools that actively involve parents, LMS implementation tends to be more successful because parents help students access and utilize the platform. This supports the findings of Anderson (2021), which emphasizes the importance of parental involvement in digital learning.

This research identifies the need for policies that encourage the development of teacher digital competence as a top priority. Continuous training, both in the form of workshops and mentoring, is the proposed solution to overcome this challenge.

In addition, investing in technology infrastructure is also considered an important step to maximize the potential of an LMS.

IV. CONCLUSIONS

This research shows that Learning Management Systems (LMS) have significant transformational potential in basic education by offering learning flexibility, broader access to educational resources, and support for personalized learning. LMS has helped improve the learning experience of students, especially in schools that are able to make the most of its features. However, these benefits have not been felt evenly due to challenges in implementation.

The effectiveness of an LMS depends largely on three main factors: adequate training for teachers, technological infrastructure support, and good integration with the curriculum. Low digital literacy among teachers and limited technological infrastructure in rural areas are the main obstacles that require special attention. Without developing teacher capacity and adequate infrastructure investment, LMS adoption risks being suboptimal and even exacerbating educational disparities.

Commitment is needed from various parties, including policy makers, schools and the community, to support effective LMS implementation. Policies that encourage continuous training for teachers, investment in technological infrastructure, and the preparation of guidelines for LMS integration into the curriculum are necessary steps. With this synergy, the potential of LMS can be fully utilized to improve the quality of basic education and ensure inclusive and equitable access to education.

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