



An Explorative Analysis of Using LMS (Lentera) In Writing Class at UIN Alauddin During Covid-19

¹Aminah, ²Hardiani Ardin , ³Siska Angraini

aminah.faeorob@parahikma.ac.id

^{1,2,3}Institut Parahikma Indonesia

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Abstract

This research aimed at finding out the students' barriers in writing class and the advantages of using *LENTERA* as the LMS platform of Islamic State University (UIN) Alauddin Makassar in writing class during Covid-19 pandemic. This research employed a qualitative method with 9 participants from English and Literature Department students. The data were collected by using in-depth interview and documentation, then it was analyzed by using Miles and Huberman theory. The results of this research showed that English and Literature students who learned writing courses by using *LENTERA* application had several barriers such as network problems, difficulty in understanding the lesson, and inaccessible application. In addition, the advantages encountered by English and Literature students in writing course by using *LENTERA* application were facilitating the process of teaching and learning, facilitating the students in submitting the assignment, and providing accessible file storage. The researchers recommended that *LENTERA* features should be enhanced and the teachers should organize the material in attractive way so that during the teaching process the barriers can be reduced.

Keywords: *LENTERA*; LMS; Writing Class; Students Barriers; Advantages.

Introduction

Online education was first discovered by Plato in Illinois University, Urbana, in 1960 by using computer based instruction systems and computer. Therefore, online education experiences have progressed over time as there are many people who make a definition of online education. Sangra, et. al (2012) defines it as a method of learning and teaching representative of all or some education models which were implemented through electronic media and machine as the tools to improve the access to training, interference, communication, and to facilitate the new ways to understand and to expand the learning.

Moreover, during Covid-19 pandemic which has had a major impact on every aspect of life in society. One of them is the education aspect. Learning challenges during the pandemic bring big changes for educators and students. The biggest challenge faced is that educators and students must master digital technology so that learning can take place. Support for students in obtaining flexible learning for the fast-moving world of technology is needed. Thus, online education has become the alternative in this case.

In fact, Giorgi & Mariotti (2019) stated that since 1960 online education has been dispersed to worldwide including Indonesia. It has been applied since 2007, and it was getting more and more increasing in 2014. Thus, it was categorized as an information technologies course, but as time goes on, online education began to use in all lessons in the school or university.

Online learning system was a part of the technology, and now was the industrial revolution 4.0 that makes the technology was an important thing especially in education sector. In addition now was a pandemic era that need online teaching media to teach the students although without face to face. According to Hanoa (2017) the support of an online educational platform benefited students' writing skill while carrying out the writing process wheel. The project involved a diagnostic stage carried out for one month, six workshops combining the WPW and a commercial educational platform to improve the writing skill, and an evaluation stage within an Action Research cycle in a pre-intermediate EFL course at Universidad Tecnológica de Pereira. The findings report the usefulness of ICT in the EFL classroom as a means of improving students' writing performance, vocabulary, attitudes, and confidence and so improving their language performance.

Besides, some people or groups utilized the sophisticated technology with making various kinds of online education which was a lot of applied by the schools or universities. One of online learning platform is called as Learning Management System (LMS) which is a high solution that allows delivery, content administration, resources to all students and employees. It contains software applications and features that make the learning content was easy to access. In addition, Usman (2021) explained that the teachers can help to provide learning materials and student's registration. In the context of this study, any software which used in computer system as additional instructions to improve students feat was called LMS tool. Then from another perspective said that LMS was an aided software developed by a tutor who was called a manager to the accounting teacher, student, and business organization to help the process of

learning and teaching.

The development of online education in the world makes some people use some kinds of online teaching media such as Google classroom and learning management system (LMS), while the others apply an online educational system in games form to make the children do not feel bored when they studied. The locations were Hangman Games, Observe and Remember Games, Anagram Games, Duolingo, etc. Many kinds of online education have made all the students at schools or universities easily to be taught, although the teachers and the students do not meet in the class. In addition, in the pandemic era, all students were compelled to learn by using online education, namely Learning Management System (LMS), WhatsApp, Zoom, Google classroom, Google meet, etc.

LMS was a high solution that allows delivery, content administration, resources to all students and employees. It contained software applications and features that make the learning content is easy to access. In addition, the teachers can help to provide learning materials and student's registration. In this study, any software which used in computer system as additional instructions to improve students feat was called LMS tool. Likewise, from another perspective, LMS was an aided software developed by a tutor who was called a manager to the accounting teacher, student, and business organization to help the process of learning and teaching (Usman, 2021)

Related to the statement above, the researchers experience that online learning was a lot easier when studying especially in Covid-19 pandemic era. The students can study although they are not face to face. It was easy to send a task, and there were a lot more amenity in implementing online education. However, there was a shortage, the students feel very difficult to understand the lecturers' explanation when studying by online system. Thus, there should be additional information about the course.

Referring to online education, Mulyani (2020) conducted a research about students' perceptions and motivation toward English e-learning during covid-19 pandemic which aimed at finding out student's perceptions about English E-learning during the Covid-19 pandemic at SMAN 1 Suruh. The participants of this research were students of SMAN 1 Suruh which consisted of 64 students. Then, the researchers applied qualitative method and used a questionnaire and interview to analyze the data. It was revealed from this research was that the students give positive perceptions inasmuch as the application was very easy to use, some students are motivated to learn, but some students become lazy, and choose to postpone the task.

Moreover, Sundari and Leonard (2018) conducted a research about exploring needs of academic writing course for LMS in the new normal. Sample of this research was 67 students from academic writing course by using a questionnaire as an instrument of this research. The result of this research is that the course should be able to improve students' writing skill in developing academic texts through essay development and research article. In addition, it show the needs of academic writing course and the proposed EFL materials through Moodle LMS.

Similar to Afrizah (2018) conducted a study about students' perceptions in using *yukblajar* application in learning English. The participant of this research was class 8-B which consisted of 21 students. Then, the researchers used a qualitative method to explain the use of

yukblajar and student's perception. In analyzing the data, questionnaire was distributed to the students. These findings pointed out that the teachers apply 4 out of 5 stages in the implementation of e- moderating, and students' perceived that using *yukblajar* was very easy to use and useful to English learning. The conclusion of this research *yukblajar* was being able to affect the students to use this application in English Learning.

Another research related to learning media, Wiranto and Fauzi (2020) conducted a research to explain the learning process that was fit to be applied for the pandemic era, and the learning method which was used an effective media, and the students can get lesson material easily. The participants of this research were students of 8th semester. It used action research as observation and to extend mathematics android based. The findings of this research were in the pandemic era learning process given easy by applying and using a plain tutorial and the learning result in learning media form with android application based.

In addition, Winardi (2020) investigated the use of the *Busuu* mobile learning application to improve students' writing skills. This classroom action research (CAR) was carried out in two cycles. Each cycle consisted of two meetings and involves four stages, namely planning, acting, observing, and reflecting. Data collection was carried out by using observation, tests, and interviews. The research subjects were fourteen students from Widya Kartika University. The results showed that the students writing skill increased. It can be seen from the results of test written for each cycle which has increased. The average score of the students' writing in cycle 1 was 61.

In addition, Isgiano, et. al (2020) researched the quality of the teaching and learning process in the classroom in order to improve the writing skills of EFL students by using Jigsaw and Online Search Strategies (JOSS). This research used Action Research as a research design and it was conducted in the tenth grade Class of Language and Culture at State Senior High School (SMA Negeri) 2 Malang, East Java, Indonesia which consisted of 22 students. The results showed that all students had met the criteria for success and gave good responses to the implementation of JOSS. Therefore, it was suggested that English teachers consider to use JOSS as a teaching strategy to improve the writing skills of tenth graders.

In term of writing skill, Widiastuti and Nafisah (2020) also added that students must consider grammar when they want to write because with good grammar that they can write by using the correct sentence structure in English. In addition, there are several stages in the process of learning writing skills, namely planning, drafting, editing, and final version. Likewise, Hamat, et. al (2014) found that the online system has not just been able to assist the students' to improve on their writing, it was also able to raise their perceptive of certain topics through statement and examples given by their peers and their lecturers. Accordingly, Integrated English Language Literacy System (IELLS), a language literacy program, might have aided in construction positive perceptions towards the topic, the procedure of writing and their learning happening on the entire.

Moreover, Ruhama, Ufi, et.al (2018) conducted a research about students' intolerance in writing descriptive text by using a synthetic teaching model. Sample of this research was 36 students in MTSN 2 Pontianak by using action research model, this research found that students writing skill were not important. The average value of the pre-test is 56,01, post-test 1 is 66,5,

and post-test 2 is 87,46. It meant that the teaching model application used audiovisual media can improve students' ability in writing descriptive text. Based on the previous related studies the researchers finds the similarity on the use of online system in learning English. However the difference lays on the media that will be used in this research.

Moreover, Brush (2019) stated a learning management system was a web- based technology or software application that was used to assess and a learning process. It consists of two parts, namely the server that performs the basic functionalities and the user interface which was operated by students and administrators.

Ellis in Wihastyanang, et al (2014) explained that LMS is a software exercise for the documentation, administration, reporting, tracking and delivery of e-learning education courses or training. It was viewed befitting to be applied in teaching English peculiarly the writing skill in which learners need more time and more exercises to improve their skills. It was also used by many schools and universities because it has many features that can make the teachers easily to teach. The features found in LMS are course management, customization, blended learning, social learning, gamification, learning paths, and reporting with analytics.

Furthermore, one parts of LMS was called as modular object-oriented dynamic learning environment (MOODLE). It was software that was easily accessible, developed as a secondary education that can stimulate interactions, and makes collaboration between the students and the teachers. By using MOODLE, the teachers can make learning materials, quizzes, electronic journals, etc. Furthermore, the students also can be accessing it easily so as makes the learning process more effective and efficient. This was affected by some MOODLE features that can simplify all people who want to access it. In addition, there were eight-factor which can affect the effectiveness of MOODLE from the student's perception that was communication, intention, performance format, the quality of information, complacency, system quality, and benefit (Sari, et.al, 2017).

MOODLE is also almost the same as LMS and google classroom, therefore, it also has features that can be used by teachers and students in the learning process, namely: the assignment module, the choice module, database activity, the feedback activity, the forum activity, quiz, the book resource module, the file resource module, and labels. LMS Moodle provides administrators and teachers with tools to vary all stages of a learning process starting with delivery of information and ending with assessment (Morze, et. Al, 2021). Similarly, Akkucuk & Balkaya (2019) defined that LMS applications are software applications for the administration, documentation, tracking, reporting and delivery of e-learning courses and programs.

The barriers in using Learning Management System (LMS)

The barriers in using LMS was the difficulties who felt by the students in online learning process by using LMS. There were many students did the researchers about it, one of them is Amir (2020) who stated that there were three students barriers in online learning process by using LMS were poor bandwidth connection, no direct notification via SMS if there was an assignment at LMS, and lecturer's lack of feedback on assignment if the assignments were in the form of document files. Another research also have a different result in his research that

was Alenezi (2018) who stated that the barriers of using LMS consists 3 points, it were inadequate technical support by the universities, negative attitude toward technology, and inadequate training on the LMS platform.

While the difficulties perceived by the lecturer in using LMS at UNM are it is not socialized well, difficult to create a video, poor signal, and there is no feature for correcting paragraph writing. In contrast, the students' difficulties before Covid-19 pandemic are technical problem in paragraph writing, sometimes it was inaccessible due to bad network, and there was no enough credit for the internet. Likewise, their difficulties during Covid-19 pandemic are LMS was often error, cannot ask the lecturer directly, bad network to open the video, and sometimes it took the answers wrong even they are already correct. (Multazam, Korompot, & Munir, 2022).

In contrast, the study about the determinants of tutors' anxiety in using LMS in distance education from Partial Least Squares Structural Equation Modelling (PLS-SEM) technique revealed three underlying factors, namely; colleague influence, outcome expectation and use support (Barvell & Umar, 2020).

The advantages in using LMS

The advantages in using LMS was the amenities who got by the students in online learning process by using LMS. There were many students did the research about it, one of them is a study conducted by Multazam, Korompot, & Munir (2022) showed that the benefits of LMS which is called as SYAM-OK in paragraph writing class at UNM perceived by the lecturer are it is complete, easy to use, has good features, effective to design the meetings and assignments, reducing the use of internet quota, and extensive time to do the task. Meanwhile, the benefits of LMS perceived by the students are accessible material, well-organized, easy assignments submission, fun quiz, helpful video explanation, less paper, not time consuming, and improving skill in technology and punctuality.

Besides, Alaidi, Yahya, & Alrikabi (2020) indicated that using LMS system allows students to obtain more information in a short time. Moreover, this system gives students an opportunity to interact with the instructor and among themselves.

Learning Centre Area (*LENTERA*)

One of Islamic universities in Indonesia called Alauddin Islamic state university (UIN Alauddin) has applied LMS online education system namely Learning Center Area (*LENTERA*). *LENTERA* is a teaching media called as e-learning with a virtual class model. It facilitates the lecturers and the students in the learning process. In addition, if the lecturers want to use *LENTERA*, they can use the lecturer account and the students can use the academic portal account.

Furthermore, *LENTERA* version 1.0 is affiliated to an open source platform that specifically provides online-based education services, namely the Moodle e-learning course that can be accessed via web or mobile services. The platform provides learning resources and digital books as well so that the functions available on the Google, zoom, or whatsapp platforms

were equivalent to the service features installed on *LENTERA*, and other features such as attendance, quizzes, threads, teleconferencing and other features online collaboration. When the students access the *LENTERA*, they can look at the three forward views such as list of faculty and department, list of classes, and finding out the class.

Since 2019 the Islamic state university of Alauddin Makassar has applied online teaching media such as Learning Center Area (*LENTERA*). It was an e-learning with a virtual class model, which was expected to be easier for the lecturers and the students during the learning process. In addition, if the lecturers want to use *LENTERA*, both lecturers and students can use their accounts which have been administered in the academic portal account.

In addition, *LENTERA* was made to simplify the lecturers and the students even though not all majors can access it when many people use it at the same time. Thus, only some majors can use it, one of them was English and literature department, especially in writing subject. Generally, writing was an activity that was important to know because it makes writers create a work of both fiction and non-fiction that can be used as reading material or reference for people who want to read books or conduct research. On the other hand, writing in English learning is one of the skills which must be mastered including the grammar and the arrangement of English sentences. Hence, the researchers were very interested in doing this research because writing skill was a subject which needs good explanation from the lecturer. Therefore, the researchers would like to know how English and literature students learn writing skill by using it during pandemic Covid-19. Hence, to fill the gap, the researchers formulated the research questions as follows: (a) What were the students' barriers in writing class by using *LENTERA*? (b) What were the advantages of using *LENTERA* in writing class?

Method

This research focused on student's perception, thus the kind of research was called as a qualitative research. Furthermore, this study would employ the case study approach. This research was conducted in the Islamic State University of Alauddin Makassar especially in the English and literature department which is located in Samata, Gowa in South Sulawesi.

This research used purposive sampling technique in selecting the participants. There were nine (9) students from the sixth semester of English and Literature department of UIN Alauddin Makassar selected as the participants of this research. The participants were chosen because they know well how to use *LENTERA* in writing lesson during Covid-19 pandemic. In addition, they also know all features and their functions well. Furthermore, they can explain how their lecturer taught writing lessons by using *LENTERA* in the class.

The researchers answered the research questions by using two instruments namely triangulation (observation, interview, and documentation). Firstly, the researchers did observation to the participant on how they learned writing lessons by using *LENTERA*. Secondly, the researchers interviewed them by using video call and Whatsapp chat. Thirdly, the researchers took documentation from *LENTERA* application and screenshot the pictures with all participants after they did interview process. To make derived from findings to be created as a good language, the researchers employed qualitative techniques of data analysis taken from Miles and Huberman (2014), they are data condensation, data display, drawing, and

verifying conclusion

Findings

Features of LENTERA

From the observation, the researchers noticed the features of *LENERA*. The main view of the platform consists of home feature, homepage, calendar, private files, and the courses that students take. In courses menu, there are some courses, and one of them is writing course. In addition, there are some courses provided in the platform in which the students can notify the learning while the teacher can manage the class asynchronously. Related to the writing course, if the "writing course" is clicked, then the display would show the parts of writing course which equips attendance list. In the last part, there is a quiz that must be done by the students to get score. The appearance of the quiz will appear after the students finished the quiz of writing course, and then they waited for the lecturer to check their quiz and give score.

The students' barriers in writing class by using LENTERA

Network problem

The first problem faced by the students when studying online is network problem. There were some students who cannot join to study writing course in *LENERA* because of network problems. One student who often complained about network problem stated "*I was very difficult to open the LENTERA application when online studying, because I live in a village that have the poor network. Thus when I would like to study I must look for a place with a good network so I can join online*". Similarly, another student argued that "*LENERA is hard to be accessed when bad network*". Those statements were strengthened by their friend who commented, "*Difficult to access when bad network*".

The difficulty in understanding the lesson

The second problem is the students were difficult to understand the lesson. Some students who joined online learning confess that they were not understanding the material who was sent by their lecturer, because the material that they got only in the form of text without explanation. Therefore they felt compelled to learn independently and they have to master the material by themselves.

One student mentioned "*I do not agree if used LENTERA application as a learning media, because I felt difficult to understand the writing material which was given by the lecturer. In addition, in LENTERA application we could not ask the lecturer directly about the material that we did not understand*"

Another opinion perceived by two students who said that "*there is no interaction*

between the lecturer and the students after the lecturer sent a material to LENTERA application. Although I have not understood with the material, I still cannot ask to the lecturer. So that I did not master the writing course when we studied by using LENTERA". Meanwhile, the other one stated, "if learning writing course by using LENTERA, the engagement of the material provided by the lecturer was not conveyed properly".

A different opinion was also put forward by one of the participant who said that *"when the students did not understand about the material sent by the lecturer, some of them did not open the material again even they did not do the task. When we were learning, we felt very difficult to do the task if we did not master the material. So we only entered the LENTERA application to fill the attendance list".*

Inaccessible application

Another problem found by the researchers was LENTERA application which is difficult to access if all the students accessed it, and the features are difficult to open. Some students complained it because they have experienced it when opening the materials from the lecturer and when they sent their task. One of the participants complained that *"capacity of LENTERA application must be repaired because it usually went errors when I wanted to send my task. It happened because there were many people accessed it". Besides, another one argued, "it is hard to access LENTERA, and there were some other alternative media that can be used".*

Based on the extracts above, the researchers assumed that using LENTERA perceived by the students in writing class during Covid-19 was network problem, it was not effective since most of the students did not understand the materials given by the lecturer, and inaccessible application in which the students got difficulty in accessing the materials due to a mass use in the same time.

The advantages of using LENTERA in writing class

Facilitating the process of teaching and learning

In pandemic era, learning process is very hampered because the lecturer and the students cannot do learning process face to face. Therefore, it needs online learning media, one of them is LENTERA. It is an application that is simplified them to do learning process anywhere, however the place must have a good network. Some students who have to learn from home felt the benefit of using LENTERA in writing class, because they can learn in their home, at workplace, etc. One of them commented that *"I like to learn writing course by using LENTERA because I can open it and follow the learning process even when I have to work".*

Moreover, a student also said that *"it can be opened anytime if we wanted to learn more about material given" while the other one mentioned "we get a lesson material easily, and to simplify the learning process in pandemic era".*

Facilitating the students in submitting the assignments

Based on research conducted by the researchers, she got an information about the benefit of using *LENTERA* in writing class. The students felt that using *LENTERA* facilitated them in submitting their assignments which was different from sending a task which are done directly. In *LENTERA* the task can be sent after doing it so that the students did not feel difficult to go to campus only for submitting their tasks. It is also said by another student that *"I am so happy with send assignment feature in LENTERA application, because it made us easier to submit our assignment. After sent it, we can see our score directly after checked by the lecturer. So, with the feature, we didn't need to send our assignment via WhatsApp"*.

Providing accessible file storage

The last benefit is *LENTERA* provides adequate file storage. Although the course is finished, the material which is given by the lecturer and the assignment file is still stored in *LENTERA* and they can open the file anytime. It is also said by one of the participant, *"all materials which have sent by the lecturer about writing course or another course still stored in LENTERA so that we can open and learn it"*.

After classifying the thematic analysis about some benefits using *LENTERA* in writing class, the researchers found three advantages of using *LENTERA* in writing class, they are facilitating the teaching and learning process, facilitating the students in submitting the assignment, and providing adequate file storage. It can be inferred that *LENTERA* application is very good to use as online learning media because is very simplify the students and the lecturer in Covid-19 pandemic era.

Discussion

The students' barriers in writing class by using LENTERA

Regarding the findings above, there were three points associated with the students' barriers in using *LENTERA* in writing class. The first problem faced by the students when studying online is network problem. There are some students who cannot join to study writing course in *LENTERA* application because of network problems.

The second problem is mastery of learning material. Some students who joined online learning confess that they did not understand the material sent by their lecturer because the material which they got only in the form of text without explanation. Therefore, they feel compelled to learn independently and must master the material.

The third problem found in *LENTERA* application is that it is too difficult to access. It is an application which is made to the students and the lecturers in Islamic state university of Alauddin Makassar. Most of them used *LENTERA*, and if there were people accessed it, the *LENTERA* features were difficult to open. Some students complained it as they often

experienced delays in opening lecturer materials, and sent their task. It can be inferred that lecturers' case is associated with the tutors' anxiety in using LMS due to colleague influence, outcome expectation and use support (Barvell & Umar, 2020).

The explanations above are related to the theories from the review of literature about barriers in using LMS which explained in the research from Amir (2020) who stated that poor bandwidth connection, no direct notification via SMS, there was an assignment at LMS, and lecturer's lack of feedback on assignment if the assignments were in the form of document files. In addition, there was another research which found different result in his research. Alenezi (2018) stated that the barriers of using LMS consisting of 3 points such as inadequate technical support by the universities, negative attitude toward technology, and inadequate training on the LMS platform.

Multazam, Korompot, & Munir (2022) found that the barriers perceived by the lecturers at UNM were it is not socialized well, difficult to create a video, poor signal, and there is no feature for correcting paragraph writing in LMS. Conversely, the students' difficulties before Covid-19 pandemic were technical problem in paragraph writing, sometimes it was inaccessible due to bad network, and there was no enough credit for the internet. Likewise, their difficulties during Covid-19 pandemic are LMS was often error, cannot ask the lecturer directly, bad network to open the video, and sometimes it took the answers wrong even they are already correct.

The advantages of using LENTERA in writing class

LMS used at UIN Alauddin Makassar namely *LENERA* is a platform which can enhance the lecturers' creativity in organizing the course or material. Usman (2021).LMS is an aided software developed by a tutor who can act as a manager to the accounting teacher, student, and business organization to help the process of learning and teaching. Learning management system is a web- based technology or software application that is used to assess and a learning process that performs the basic functionalities and the user interface which was operated by students and administrators (Wihastyanang, et al, 2014; Brush, 2019; Alaidi, Yahya, & Alrikabi, 2020; Morze, et. Al, 202; Akkucuk & Balkaya, 2019). In line with the advantages of LMS, the study conducted by Multazam, Korompot, & Munir (2022) resulted that it is complete, easy to use, has good features, effective to design the meetings and assignments, reducing the use of internet quota, and extensive time to do the task.

On the other hand, this study revealed from the transcription, there were three points about the advantages in using *LENERA* in writing class. *LENERA* is as an application which can simplify them to do learning process anywhere, however the place must have a good network. It is line with Mulyani (2020) who found that the e-learning application was very easy to use, some students were motivated to learn, yet some learners become lazy, and choose to postpone the task. Afrizah (2018) also perceived that e-learning platform eases the students in English language teaching.

It is quite different from Wiranto and Fauzi (2020) who found that learning process given is easy by applying and using a plain tutorial and the learning result in

learning media form with android application. Likewise, Linuwih and Winardi (2020) also revealed the use of the *Busuu* mobile learning application for writing course. Isgiarno, et. al (2020) used Jigsaw and Online Search Strategies (JOSS) for teaching writing. The teaching model application applied as audiovisual media can improve students' ability in writing descriptive text by Ruhama and Purwaningsih (2018). They did not apply LMS Moodle in teaching, yet the students' ability was increased in learning English.

Some students who have off-campus activities really felt the benefit of using *LENTERA* in writing class because they can learn in their village, at workplace, etc. Sundari and Leonardo (2018) through Moodle LMS, the course can enhance students' writing skill in developing academic texts through essay development and research article in EFL material.

The students assumed that using *LENTERA* can simplify the students to send their assignments. It is different from sending a task which are done directly. In *LENTERA*, the task can be sent after doing it so that the students do not feel difficult in leaving for campus to submit their task. The last benefit is *LENTERA* as a file storage although the course is finished. The material which is got from the lecturer and the assignment file are still stored in *LENTERA*, and they can open the file anytime. Finally, it is suggested that *LENTERA* features should be enhanced and the teachers should organize the material in attractive way so that during the teaching process the barriers can be minimized.

Conclusion

LENTERA is a Moodle LMS teaching media called as e-learning with a virtual class model which is easy to use by the lecturers and the students in the learning process at UIN Alauddin. In addition, the students of English and literature department who learned writing course by using *LENTERA* met some barriers and advantage during during Covid-19 pandemic.

The first problem faced by the students when studying online was network problem. There were some students who cannot join the writing course in *LENTERA* application due to network problems. The second problem was mastery of learning material. Some students who joined online learning confess that they did not understand the material which was sent by their lecturer because the material got only in the form of text without explanation. Therefore, they felt obliged to learn independently and must master the material. The third problem was *LENTERA* application which is too difficult to access.

In term of the advantages of using *LENTERA* in writing class, *LENTERA* is as an application facilitating them to do learning process anywhere. However the place must have a good network. Some students who have off-campus activities felt the benefit of using *LENTERA* in writing class because they can learn in their village, at workplace, etc.

The students thought that *LENTERA* facilitates them in submitting their assignments. It is different from submitting a task which is done directly. In *LENTERA*, the task can be sent after doing it so that the students do not feel difficult to go to campus just to submit their tasks. The last benefit is that *LENTERA* provides

accessible file storage, thus although the course have finished, the the material 5 which is got by the lecturer and the assignment file still stored in *LENTERA* and they can open the file anytime.

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