The Impact of LMS Content Quality and Lecturer Support on Learning Engagement with Learning Motivation as a Mediating Variable (A Study on Students of the Faculty of Economics and Business, Universitas Negeri Jakarta)

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Abstract. This study aims to analyze the impact of Learning Management System (LMS) content quality and lecturer support on student learning engagement, with learning motivation as a mediating variable. The method used in this research is a quantitative approach with survey techniques. The sample in this study consists of 100 active students from the Faculty of Economics and Business at Universitas Negeri Jakarta who use LMS in the learning process. The analysis results using Partial Least Square-Structural Equation Modeling (PLS-SEM) show that LMS content quality and lecturer support have a positive and significant effect on learning motivation. LMS content quality and lecturer support also directly affect student learning engagement. However, the effect of learning motivation on learning engagement is not significant, and neither is the mediating effect of learning motivation in the relationship between LMS content quality or lecturer support and learning engagement. These findings suggest that online learning strategies should focus on providing high-quality content and intensive lecturer support to directly encourage active student participation, rather than solely relying on increasing learning motivation.

Keywords: Learning Management System, Lecturer Support, Learning Motivation, Learning Engagement, Online Learning.

Introduction

Technological developments in recent years have increased its role in education, especially through the presence of online platforms that facilitate online learning. Learning Management Systems (LMS) have emerged as essential tools in higher education, providing a centralized space for both students and educators to interact, access learning materials, and track progress. This study focuses on the use of LMS at Universitas Negeri Jakarta (UNJ), aiming to analyze the influence of LMS content quality and lecturer support on students' learning motivation and engagement.

Education, as a process of acquiring knowledge and skills, has traditionally been a face-to-face experience. However, the rapid advancement of technology has transformed this dynamic, with digital tools now playing a critical role in enhancing both the effectiveness and accessibility of education (Nurchaili, 2010). In particular, LMS has become an essential part of this transformation, offering students the flexibility to learn anytime and anywhere, while providing instructors with tools to deliver engaging content and track student progress. The use of LMS in education not only helps streamline administrative tasks but also provides a more personalized learning experience (Shafa, 2024).

At Universitas Negeri Jakarta, the implementation of an integrated Learning Management System (LMS) has expanded learning opportunities, allowing both students and lecturers to participate in the learning process without being hindered by distance or location. This initiative is in line with the principles of contemporary pedagogy, including heutagogy, peeragogy, and cybergogy, which aim to improve learning effectiveness. However, the effectiveness of an LMS is not only determined by technical factors, but also by the quality of the teaching materials and the extent to which lecturers actively encourage learning.

Previous research has highlighted the importance of content quality in online learning environments. According to the Kamus Besar Bahasa Indonesia (KBBI), quality means the level of good or bad of something, degree or level of quality. Meanwhile, in the context of content, quality refers to

how good the content is in terms of relevance, accuracy, completeness, and so on. Harahap et al. (2023) stated that in the process of strengthening LMS content, it is necessary to pay attention to the needs of students and the latest technological developments. Likewise, the support of teaching staff has been identified as an important factor in increasing the effectiveness of LMS. According to Puspitasari & Devi (2021), the active role of lecturers, such as providing clear and structured materials, and providing fast and accurate feedback, can increase student comfort and adaptation in online learning.

In the context of Universitas Negeri Jakarta, this study aims to explore how the quality of LMS content (X1) and lecturer support (X2) influence students' learning motivation (Y) and engagement (Z). Specifically, it investigates how these factors contribute to students' academic success and overall learning experience, focusing on students from the Faculty of Economics and Business. This research also focuses on how digital tools can improve the quality of learning in higher education through more effective and engaging methods.

Several previous studies have highlighted the significant influence of Learning Management System (LMS) content quality and lecturers support on students' learning motivation and engagement. For instance, Aviani (2022) found that the utilization of e-learning media significantly affects students' motivation at Universitas Muhammadiyah Bengkulu, suggesting that quality educational content plays a crucial role in enhancing student engagement. Similarly, Darliah (2016) demonstrated that the quality of information in e-learning significantly influences student motivation, further emphasizing the importance of well-structured and engaging LMS content. The positive impact of LMS content on motivation is also supported by Habibillah et al., (2021), who identified a significant effect of e-learning on student motivation at Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Additionally, studies by Wahyudin & Haironi (2024) and Nugraheni (2012) have shown that instructor support, through active involvement and high-quality teaching, significantly enhances students' learning motivation. These findings align with the broader literature on the role of instructors in improving student engagement, with Widiantoro et al. (2019) also reporting a positive correlation between instructor support and student motivation in academic settings.

Furthermore, the influence of learning content in LMS on the level of student engagement has been proven in various studies, including research conducted by Surani (2023) and Haydar et al. (2022), who found that interactive and well-designed LMS platforms significantly contribute to student involvement in the learning process. This highlights the critical role that both content quality and instructor engagement play in fostering an active learning environment. These studies collectively underscore the importance of both the technological infrastructure of LMS and the pedagogical practices employed by instructors in motivating and engaging students in modern higher education settings.

The findings of this study are expected to contribute to the development of more adaptive, effective, and student-centered online learning strategies at Universitas Negeri Jakarta and other institutions. Furthermore, it aims to support the ongoing efforts to improve the quality of higher education in the digital age.

Literature Review

Content Quality in LMS

In the era of growing digitalization of education, the use of technology such as the Learning Management System (LMS) is becoming increasingly important in supporting an effective and efficient learning process. According to Riad and El-Ghareeb (2008: 2) in Pipit Muliyah et al., (2020), Learning Management System (LMS) is a software unit that can comprehensively integrate features for the delivery and management of a course, automatically LMS can manage course catalog features, delivery of course material, and quizzes. According to Utomo et al., (2022) there are indicators stating that the learning content in the LMS should meet the standards of completeness, clarity, and relevance of the material in order to increase student understanding. Then, Harahap et al., (2023) also added that the process of strengthening LMS content must pay attention to the needs of students and the latest technological developments.

Lecturer Support

The success of online learning is not only determined by technology, but also highly dependent on the active involvement of teaching staff. In research Westra (2022) states that the role of lecturers is very

important in creating effective online learning. According to Puspitasari & Devi (2021), revealed that there are several indicators used to assess the active role of lecturers, such as providing clear and structured material, as well as providing quick and precise feedback, can increase student comfort and adaptation in online learning. Then Novianita & Pratiwi (2022) stated that the success of online learning does not only depend on technology, but also on the ability of lecturers to build effective communication. Lecturers who are able to actively manage discussion forums and provide quick and precise feedback can constructively increase student activeness and involvement. Meanwhile, Moonti (2022) in his journal stated that lecturers who are responsive in the use of LMS can significantly encourage the level of activeness of students. Students tend to be more eager to participate in online learning if lecturers provide effective two-way communication.

Learning Motivation

Learning motivation is one of the important factors that determine the success of a student's learning process. According to Suhana (2014:24) in Airlanda (2020), learning motivation is a force (power motivation), a driving force, or a tool that builds a strong willingness and desire within students to learn actively, creatively, effectively, innovatively, and enjoyably in order to change behavior in cognitive, affective, and psychomotor aspects. Meanwhile, according to Dalyono (2009: 57) in (Sitanggang, n.d.), learning motivation is a driving force or incentive that humans possess to perform a task, namely learning. Based on the opinions of the experts above, the indicators of learning motivation in this study are formulated as follows: first, readiness and enthusiasm in completing tasks, which can be seen from the students' enthusiasm when working on online learning tasks. Second, positive responses to learning media, such as the emergence of enthusiasm after accessing materials available on the LMS. Third, academic goals and orientation, which involve students setting learning objectives they aim to achieve during online learning. Fourth, independence and responsibility in learning, demonstrated by students' awareness of monitoring their own learning progress. Fifth, academic curiosity, which is the drive to understand course materials more deeply after interacting with the LMS.

Learning Engagement

To understand the extent to which students actively participate in the learning process, it is important to review the concept of learning engagement comprehensively. Fredricks & McColskey (2012) in Silvi et al., (2024) state that student engagement in learning is the effort of students to learn through changes in behavior, cognitive abilities, and emotions directed at students in the classroom. According to Skinner & Pitzer (2012) in Nurrindar & Wahjudi (2021), student engagement is the ability of students to involve themselves during the learning process, both cognitively, emotionally, and behaviorally. The results of the NSSE (National Survey of Student Engagement) survey in Silvi et al., (2024) state that there are four categories related to student engagement in learning, namely: 1) student engagement at the academic level (academic challenge); 2) learning with peers; 3) experiences with faculty; 4) campus environment.

Research Framework and Hypothesis

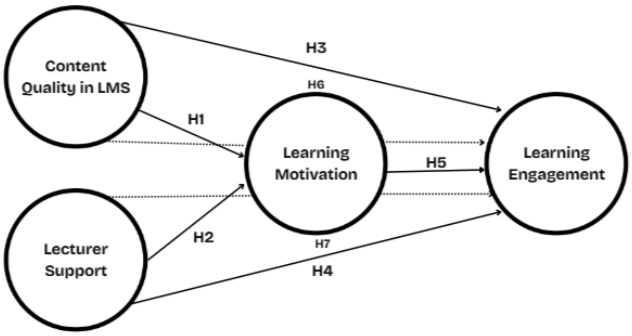

Figure 3. Research Hypothesis

This study aims to analyze the influence of content quality in the Learning Management System (LMS) and lecturer support on student learning engagement, with learning motivation as a mediating variable, at the Faculty of Economics and Business, Universitas Negeri Jakarta. In this research model, seven hypotheses are formulated, namely: (H1) LMS content quality (X1) has a positive effect on learning motivation (Y); (H2) lecturer support (X2) has a positive effect on learning motivation (Y); (H3) LMS content quality (X1) has a positive effect on learning engagement (Z); (H4) lecturer support (X2) has a positive effect on learning engagement (Z); (H5) learning motivation (Y) positively influences learning engagement (Z); (H6) LMS content quality (X1) positively influences learning engagement (Z) through learning motivation (Y); and (H7) lecturer support (X2) positively influences learning engagement (Z) through learning motivation (Y). This study is expected to provide a deeper understanding of the role of learning motivation as a mediating variable in enhancing student learning engagement through LMS content quality and lecturer support.

Methods

This study employs a quantitative approach with a survey method for data collection. The quantitative approach is selected as the primary objective is to statistically test the relationships between variables and measure cause-and-effect relationships using numerically computable data. According to Sugiyono (2019 in Suwarsa, 2021) the quantitative method is suitable for research aimed at testing hypotheses derived deductively from existing theories. The data in this study are primary data, collected directly from respondents through an online questionnaire distributed via Google Forms for ease of data collection.

In addition to the quantitative approach, this study also utilizes a descriptive method, aimed at systematically processing and presenting data to provide a comprehensive understanding of the phenomenon being studied. The descriptive approach does not aim to identify cause-and-effect relationships but to describe the actual conditions based on the information obtained from respondents. By combining the quantitative and descriptive approaches with the survey method, this research aims to produce informative, accurate, and easily understandable data aligned with the study's focus.

The population under study consists of all active students at the Faculty of Economics and Business, Universitas Negeri Jakarta, who use the Learning Management System (LMS) in their courses. The research focuses on the quality of content provided within the LMS, lecturer support in online learning, students' learning motivation, and their engagement with the LMS.

A sample of 100 respondents, active students from the Faculty of Economics and Business at Universitas Negeri Jakarta who actively use LMS in their courses, was selected using purposive sampling. The criteria for respondents include students within the faculty who have direct experience using LMS in their studies.

Data were collected through the distribution of a closed-ended online questionnaire to the students. The questionnaire was designed to gather data on the impact of LMS content quality and faculty support on students' learning motivation and engagement.

This study employs data analysis techniques using SmartPLS version 4.0, a software tool designed to analyze the relationships between variables in a research model. The analysis method used is Partial Least Squares Structural Equation Modeling (PLS-SEM). This method is suitable for research with

multiple variables, as it allows for the examination of both direct and indirect effects between variables. Additionally, this method remains effective even when the sample size is not large.

Result and Discussion

The validity of the indicators was tested by examining the outer loading values of each indicator against the construct it measures. In this study, all indicators have outer loading values above 0.70, indicating a strong contribution in representing the constructs. For the LMS Content Quality (X1), indicators X1.1 to X1.5 have outer loadings ranging from 0.706 to 0.858; Lecturer Support (X2) ranges from 0.804 to 0.846; Learning Motivation (Y) ranges from 0.790 to 0.852; and Learning Engagement (Z) ranges from 0.754 to 0.846. All of these indicators meet the criteria for convergent validity, proving their validity and suitability for further analysis in the structural model (inner model).

The reliability and validity tests of the constructs were conducted to ensure that each construct is measured consistently and accurately by its indicators. Based on the analysis results, all constructs—LMS Content Quality (X1), Lecturer Support (X2), Learning Motivation (Y), and Learning Engagement (Z)—have Cronbach's Alpha and Composite Reliability (CR) values above 0.70, indicating good internal consistency. The Average Variance Extracted (AVE) values also exceed 0.50, demonstrating that convergent validity is met. Therefore, all indicators are considered reliable and valid for further analysis in the structural model.

The classical assumption test for multicollinearity was conducted to ensure that there is no high correlation between indicators within the same construct. Multicollinearity is measured using the Variance Inflation Factor (VIF). A VIF value lower than 5 indicates the absence of multicollinearity issues. Based on the test results, all indicators have VIF values ranging from 1.442 to 2.440. These values are significantly below the threshold of 5, indicating that no multicollinearity symptoms exist between the indicators within the constructs of this research model. Therefore, the data meet the assumption of no multicollinearity, allowing the structural model analysis to proceed without interference from excessive relationships between indicators within the same construct.

The discriminant validity test aims to assess the extent to which a construct in the model is truly distinct from other constructs. One method used to evaluate discriminant validity is the Fornell-Larcker Criterion, which involves comparing the square root of the AVE (shown on the diagonal of the table) with the correlation values between constructs (values outside the diagonal). Discriminant validity is considered achieved if the values on the diagonal are higher than the correlation values between constructs in the same row or column. Based on the test results, all diagonal values (X1 = 0.793; X2 = 0.826; Y = 0.820; Z = 0.798) are greater than the correlation values between the constructs. For example, the diagonal value for construct X1 is 0.793, which is higher than its correlation with X2 (0.848), Y (0.802), and Z (0.777). A similar situation applies to the other constructs. This indicates that each construct in the model is unique and sufficiently distinguishes itself from other constructs. Thus, it can be concluded that the model meets the requirements for discriminant validity, and the constructs in this study are able to differentiate well from one another.

Based on the R-Square analysis results in the table above, it is found that the learning motivation variable (Y) has an R-Square value of 0.697, indicating that 69.7% of the variance in student learning motivation can be explained by LMS content quality (X1) and lecturer support (X2). Meanwhile, the learning engagement variable (Z) has an R-Square value of 0.652, meaning that 65.2% of the variance in learning engagement can also be explained by the independent variables in the model. The adjusted R-Square values for both variables are quite close, with 0.691 for learning motivation and 0.641 for learning engagement, indicating the stability of the model even after adjustments for the number of predictors.

Based on the R-Square analysis results in the table above, it is evident that LMS content quality (X1) has a moderate impact on learning motivation (Y), with an F-Square value of 0.172, indicating a medium effect. Similarly, lecturer support (X2) also shows a moderate effect on learning motivation, with an F-Square value of 0.177. However, the impact of LMS content quality (X1) on learning engagement (Z) is relatively small, with an F-Square value of 0.101, and lecturer support (X2) on learning engagement (Z) is even smaller, with an F-Square value of 0.062. Additionally, the impact of learning motivation (Y) on learning engagement (Z) is very small, at 0.025. Thus, the results of this analysis suggest that LMS content quality and lecturer support have a more significant influence on improving student learning

motivation than their direct effects on learning engagement.

Based on the path coefficient analysis results, the influence and direction of relationships between variables are examined, with statistical significance tested using p-values and t-statistics. A relationship is considered significant if the p-value is less than 0.05 and the t-statistic is greater than 1.98. Conversely, if the p-value exceeds 0.05, the hypothesis is rejected due to a lack of statistical significance. The analysis shows that LMS content quality (X1) has a significant positive impact on learning motivation (Y) with a path coefficient of 0.431, t-statistic = 4.101, and p-value = 0.000. This confirms the importance of quality LMS content in increasing student motivation. Therefore, the hypothesis is accepted, consistent with studies by Aviani (2022), Darliah (2016), and Habibillah et al. (2021). This indicates that an improvement in LMS content quality positively impacts students' learning motivation. The quality content includes the completeness of learning materials, clarity in content delivery, relevance to learning needs, an engaging design, and appropriate interactivity. This reinforces the importance of developing comprehensive LMS content to effectively increase student motivation.

The hypothesis test shows that lecturer support (X2) has a positive and significant effect on learning motivation (Y), with a path coefficient of 0.438, a t-statistic value of 4.053 (>1.96), and a p-value of 0.000 (<0.05). This is in line with previous research by Wahyudin & Haironi (2024) and Nugraheni (2012) which shows that the better the support provided by lecturers, the higher the learning motivation of students. Lecturer support in online learning is reflected through the provision of well-structured learning materials, active guidance in online discussions, timely and constructive feedback, and intensive two-way communication with students. This strengthens the position of lecturers as a crucial factor in creating a conducive and motivating online learning environment. Therefore, the hypothesis is accepted, as the effect is statistically significant.

The hypothesis test results show that LMS content quality (X1) significantly increases learning engagement (Z) with a path coefficient of 0.384 (t-statistic = 2.513, p-value = 0.012). This suggests that well-designed LMS content can encourage active participation from students in various aspects of learning, consistent with studies by Haydar et al. (2022). This engagement is reflected in the frequency and quality of participation in online discussions, consistency in completing assignments, the depth of material exploration, and the intensity of interactions through the LMS platform. The data confirm that comprehensive and interactive digital learning content can drive more substantial learning engagement. Therefore, the hypothesis is accepted, as the effect is statistically significant.

The hypothesis test confirms that lecturer support (X2) significantly influences learning engagement (Z) with a path coefficient of 0.302 (t-statistic = 1.999, p-value = 0.046). Consistent with studies by Ushuluddin et al. (2022) and Yogi (2024) this further supports the importance of lecturers involvement in online learning in enhancing student participation. This support is primarily shown through clear guidance in completing assignments, prompt responses to student questions, constructive feedback, and facilitating interactive discussions. Therefore, the hypothesis is accepted, as the effect is statistically significant.

The hypothesis test reveals that learning motivation (Y) has no significant statistical effect on learning engagement (Z), with a path coefficient of 0.170 (t-statistic = 1.457, p-value = 0.145). Although a positive relationship is observed, this finding suggests that an increase in learning motivation does not automatically lead to more active learning engagement, which is in line with previous research by Indrawati (2022) and Ninik Srijani (2024). This reinforces previous findings, where external factors such as LMS content quality and lecturer support have a more direct impact on learning engagement compared to students' intrinsic motivation. Therefore, the hypothesis is rejected, as the effect is not statistically significant.

Table 5: Path Coefficient

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 -> Y	0.431	0.432	0.105	4.101	0.000
X1 -> Z	0.384	0.385	0.153	2.513	0.012
X2 -> Y	0.438	0.443	0.108	4.053	0.000
X2 -> Z	0.302	0.293	0.151	1.999	0.046
Y -> Z	0.170	0.183	0.117	1.457	0.145

The indirect effect analysis shows that LMS content quality (X1) has an indirect effect on learning engagement (Z) through learning motivation (Y) with an original sample value of 0.073, a t-statistic of

1.231, and a p-value of 0.218. Since the p-value is greater than 0.05, the indirect effect of X1 on Z through Y is not statistically significant. This indicates that while LMS content quality directly influences both learning motivation and engagement, the mediating effect through motivation is not strong enough. It suggests that improving LMS content is more effective in directly promoting learning engagement rather than through the indirect route of learning motivation. Therefore, the hypothesis is rejected due to the lack of statistical significance and is also in line with research by Ramli et al. (2023), Sari (2023), dan Fahrurrozi (2022).

The indirect effect analysis reveals that lecturer support (X2) does not significantly influence learning engagement (Z) through learning motivation (Y), with a coefficient of 0.075 (t-statistic = 1.342, p-value = 0.180). This result aligns with previous patterns, suggesting that while lecturer support has a direct impact on both motivation and engagement, its mediating effect through learning motivation is not statistically significant. It emphasizes that lecturer involvement is more effective in directly enhancing engagement through intensive learning interactions, rather than through first increasing motivation. Therefore, the hypothesis is rejected due to the lack of statistical significance and is also in line with research by Rosdiana (2020), Tahrir (2011), dan Rahayu (2022).

Table 6: Specific Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 -> Y -> Z	0.073	0.082	0.060	1.231	0.218
X2 -> Y -> Z	0.075	0.079	0.056	1.342	0.180

Conclusion

The analysis shows that LMS content quality significantly impacts learning motivation, emphasizing the importance of content completeness, clarity, design, and interactivity in motivating students. Likewise, lecturer support positively affects learning motivation, with clear materials, active participation, and timely feedback enhancing student motivation.

LMS content quality also influences learning engagement, while lecturer support further enhances engagement. However, learning motivation does not significantly affect learning engagement, indicating that external factors like content quality and lecturer support have a stronger impact.

The indirect effects of LMS content quality and lecturer support on engagement through motivation were not significant, suggesting that their direct influence on engagement is more effective than through motivation.

Based on the findings, future research should consider expanding the scope of the study to obtain more generalizable and representative results. Researchers could also explore additional variables such as the effectiveness of online interactions, self-regulated learning, or learning satisfaction as potential mediating or moderating factors that may influence learning engagement. The use of a mixed-methods approach could further deepen quantitative results with qualitative data, providing a more comprehensive understanding of the dynamics of online learning in the digital age.

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