

Utilization of Learning Management System of Universitas Negeri Jakarta on the Learning Motivation of Office Administration Education Students

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Abstract. This study aims to evaluate the use of Learning Management System (LMS) at Universitas Negeri Jakarta (UNJ) and its impact on students' enthusiasm for learning. The method used is in-depth interviews with ten active students from the Office Administration Education Study Program who meet the requirements of LMS users in learning activities. The findings show that the LMS plays a crucial role in the learning process, providing easy access to materials, flexibility in terms of time, and interactive features such as discussion forums and quizzes that can increase student independence and engagement. However, the effect of the LMS on student motivation to learn varies and is influenced by the quality of the materials, the level of interaction between lecturers and students, and the management of the learning content. The main supportive elements include the completeness and clarity of the materials, easy access, and efficient assignment reminder features. On the other hand, the main barriers identified were technical issues such as unstable servers, lack of technical support, inadequate interface design, and lack of direct interaction with lecturers. These barriers have a negative impact on student motivation and learning effectiveness. This study recommends improvements in technology infrastructure, enhancing the quality of technical services, intensive training for lecturers and students, as well as the development of interactive features to optimize the use of LMS as an effective learning tool and can increase student motivation at UNJ.

Keywords: Digital learning, Learning Management System (LMS), Student motivation.

Introduction

The advancement of information and communication technology has transformed various aspects of modern life, including the education sector. One of the most significant innovations is the Learning Management System (LMS), a digital platform designed to facilitate online teaching and learning activities. LMS platforms offer flexibility, accessibility, and a range of interactive features that support the learning process. According to Onno W. Purbo (in Nurhaliza, 2024), e-learning encompasses all technologies that leverage the internet to enhance educational experiences, emphasizing the need for simple, personalized, and fast system design.

At Universitas Negeri Jakarta (UNJ), the LMS has become an essential tool in supporting the teaching and learning process, particularly during the COVID-19 pandemic when institutions had to rapidly shift to digital learning models. Bradley V. M. (2022) highlights that LMS can foster inclusive learning environments by providing tools for collaboration, communication, and academic support. In line with this, the LMS at UNJ is intended not only to distribute learning materials but also to enhance interaction between lecturers and

students and to boost student engagement. Features such as discussion forums, online quizzes, and interactive content are expected to increase students' enthusiasm and motivation to learn.

Learning motivation plays a vital role in academic success, as students with higher levels of motivation tend to demonstrate better learning outcomes. The importance of this is supported by institutional data from the Institute for Educational Development and Learning at UNJ, which recorded over 500 lecturer accounts, 15,000 student accounts, and nearly 2,000 online classes on the LMS as of 2021, alongside tens of thousands of discussion posts, quiz questions, and digital learning assets. Previous studies, such as that by Hary Murcahyanto (2023), have shown a strong correlation between LMS usage and increased learning motivation, suggesting that more frequent and effective LMS engagement can lead to higher levels of student satisfaction and motivation.

However, despite its many advantages, LMS implementation is not without challenges. Issues such as unstable internet connections, limited user familiarity with LMS features, reduced face-to-face interaction, and varying learning styles among students can hinder the platform's effectiveness. Furthermore, as Munir (in Sari Pusvyta, 2015) notes, overemphasis on technology at the expense of pedagogical aspects may lead to neglect of essential educational components such as behavioral development, social skills, and academic competence.

Given these dynamics, this study aims to evaluate the use of the LMS at Universitas Negeri Jakarta and its impact on student learning motivation. By investigating how LMS usage correlates with students' academic enthusiasm and identifying both supporting and inhibiting factors, this research seeks to provide practical recommendations for optimizing LMS implementation in higher education settings, ultimately contributing to educational quality improvement at UNJ.

Methods

Research Site and Timeframe:

This study was conducted at the Faculty of Economics and Business, specifically in the SFD Building (B) at Universitas Negeri Jakarta (UNJ), located on Jl. Rawamangun Muka, RT.11/RW.14, Rawamangun, Pulo Gadung, East Jakarta, DKI Jakarta. The research site was selected due to its direct relevance to the subject under study, namely the use of the Learning Management System (LMS) by students of the Office Administration Education program. The research took place over one month, from March to April 2025, and involved preparation, data collection through observation and interviews, and data analysis.

Data Collection Techniques:

To gather comprehensive, valid, and relevant data, the researcher employed three main qualitative data collection techniques:

a. Observation

Direct observation was conducted to understand the practical use of the LMS in the daily learning activities of Office Administration Education students. This method allowed the researcher to examine environmental conditions and learning processes at the research location. The observations were informed by preliminary studies and aimed to clarify issues that could not be fully explored through interviews alone.

b. Interviews

Structured interviews were used to collect oral data from selected informants. These interviews involved direct communication between the researcher and students who actively use the LMS. Structured interview guides ensured consistency across responses, allowing the collection of systematic and comparable data. However, the researcher also remained flexible in exploring deeper insights when necessary.

c. Literature Review

A literature study was conducted by reviewing books, academic journals, articles, and reports relevant to the research topic. This process included identifying sources, collecting documents from both physical and digital repositories, and synthesizing the information to support the research framework and findings. Literature review helped establish the theoretical foundation and contextual background of LMS use and its influence on learning motivation.

Validity and Reliability of the Data

In qualitative research, ensuring data trustworthiness is critical. The following strategies were implemented to enhance credibility, transferability, dependability, and confirmability:

Credibility

- Triangulation was used by collecting data from multiple sources (observation, interviews, literature).
- Member checking was performed by allowing participants to review and validate the findings to ensure the accuracy of interpretations.

Transferability

- Detailed descriptions of the participants, including demographic background and study context, were provided so readers can assess the relevance of findings in different settings.

Dependability

- An audit trail was maintained, documenting every step of the research process from data collection to analysis.
- Peer review was also conducted to ensure consistency and methodological rigor.

Confirmability

- The researcher acknowledged potential bias and strived to maintain objectivity.
- Triangulated data from multiple perspectives were compared and cross-verified to ensure that the results were driven by participant experiences rather than researcher assumptions.

Data Analysis Techniques

Data analysis followed the model by Miles and Huberman (as cited in Fitriyani, 2025), which includes four stages:

1. Data Collection
Multiple data sources (observation, interviews, literature) were used to build a rich understanding of how the LMS affects students' learning motivation.
2. Data Reduction
Collected data were filtered, selected, and organized to highlight key themes and insights relevant to the research objectives. This step helped simplify and structure raw data for further analysis.
3. Data Display
Data were presented using descriptive narratives and visual aids, such as diagrams or summary tables, to facilitate understanding of emerging patterns and themes.
4. Conclusion Drawing and Verification
Final conclusions were drawn based on a thorough analysis of all collected data. These conclusions were continuously reviewed and verified against the evidence to ensure they accurately reflected the research findings.

Result and Discussion

Result

This study aims to analyze the utilization of LMS at Universitas Negeri Jakarta and its impact on student learning motivation. By understanding the relationship between the use of LMS and learning motivation, it is expected to provide recommendations for the development of a more effective learning system in the academic environment and help improve the quality of education at UNJ. The researcher has conducted interviews with respondents related to the topic discussed by the researcher. In this study, researchers involved 10 participants who actively use the Learning Management System of Universitas Negeri Jakarta for the learning process in lectures.

1. **The Influence of the Use of Learning Management System of Universitas Negeri Jakarta on Learning Motivation**

Based on the research results obtained from respondents' answers regarding the use of Learning

Management System (LMS) at Universitas Negeri Jakarta (UNJ), it can be concluded that LMS provides a fairly important role in supporting the learning process, although its influence on student learning motivation varies. Most respondents stated that the easy access to course materials, learning videos, assignments, and other features such as discussion forums and interactive quizzes made them more independent and flexible in learning. They feel that they can repeat the material at any time so that their understanding of difficult topics is better. The features provided by the LMS are also considered to be able to encourage students' active involvement in the learning process, so that even though learning is done online, students still feel "connected" to the class and lecturer.

However, there are also respondents who think that the effect of LMS on learning motivation is not very significant. This is due to several factors, including the quality of teaching materials that are less relevant to class discussions, and the lack of direct interaction between lecturers and students in the LMS. Some students felt that learning only in the form of materials and questions without any face-to-face interaction or direct discussion decreased their learning motivation. In addition to the

The transparency of grades provided through the LMS is also one of the factors that motivate students to continue to improve their academic performance. With easy access and various learning methods provided such as videos, pictures, exercises, and discussion rooms, students feel more assisted in the learning process. However, the effectiveness of the LMS is highly dependent on how lecturers manage and populate the learning content. The quality of relevant teaching materials and active interaction are necessary for the LMS to really increase learning motivation significantly.

The use of Learning Management System (LMS) at Universitas Negeri Jakarta (UNJ) is considered quite effective in motivating student learning, with an assessment at level C (quite good) in terms of ease, convenience, and effectiveness. Respondents stated that the LMS provides flexible access because it can be used anytime and anywhere, and has an interface that is easy to understand, making it easier for students to access materials, do assignments, take quizzes, and participate in online discussions. The practical and structured features of the LMS help students to be more organized and directed in the learning process, so overall the LMS is considered to be able to increase enthusiasm and motivation to learn. Although there are shortcomings, such as materials that are sometimes incomplete depending on the lecturer's management, the ease and convenience of the LMS is also important.

2. Factors and Barriers to the Use of Learning Management System of Universitas Negeri Jakarta

The results of research on the supporting factors of the utilization of Learning Management System (LMS) of Universitas Negeri Jakarta (UNJ) in increasing student learning motivation revealed that there are several important aspects that play a significant role in encouraging learning motivation through this platform. First, the quality of learning materials provided on the LMS is the main factor influencing students' learning motivation. Most respondents stated that complete, clear and easy-to-understand materials, especially those presented in varied formats such as learning videos, presentation slides (PPT), interactive quizzes and material summaries, are very helpful in enriching their learning experience. Materials that are structured and credible give students confidence that they are obtaining valid and relevant information, thus increasing their interest and enthusiasm for learning. Conversely, if the material uploaded on the LMS is incomplete, poorly structured, or different from the lecturer's explanation during lectures, students tend to feel confused and less motivated to learn independently through the LMS.

In addition to the quality of the material, LMS features also play an important role as supporting factors in increasing student motivation to learn. The discussion forum feature is one aspect that is highly appreciated because it allows students to interact directly with lecturers and fellow students. This interaction not only strengthens understanding of the material, but also creates a sense of togetherness and involvement that can increase enthusiasm for learning. The assignment feature with a clear reminder and deadline system is also considered very helpful in building student discipline. With assignment reminders appearing on the LMS homepage, students are encouraged to complete assignments on time, thereby reducing the tendency to procrastinate. In addition, the ease

of submitting assignments digitally through the LMS, whether in the form of documents or direct answers, provides convenience and efficiency in the learning process.

Another feature that supports LMS utilization is the systematic grouping of materials, such as the home site, academic calendar, and search features that make it easier for students to find the desired material or course. This ease of access helps students manage their time and learning resources more effectively. Some students also appreciate the existence of online quizzes that not only function as an evaluation tool, but also as a means to test their understanding independently, thus increasing their motivation to learn continuously.

Overall, the results show that the combination of good quality learning materials and LMS features that support interaction, task management, and ease of access are the main supporting factors in increasing student learning motivation at UNJ. To optimize the use of the LMS, more attention needs to be paid to improving the quality of materials that are consistent with lecturers' explanations, developing interactive features that facilitate communication and collaboration, and providing effective reminder and task management systems. Thus, the LMS can function not only as a medium for delivering material, but also as a learning platform that is able to encourage student motivation and academic success as a whole.

However, in line with the driving factors of UNJ LMS utilization, there are obstacles in its use that can affect student motivation. Based on the results of interviews that have been conducted, various main inhibiting factors in the use of the Learning Management System (LMS) have been identified which can directly or indirectly affect student learning motivation. These inhibiting factors are mostly related to technical constraints, such as LMS servers that are often down, slow running systems, and frequent errors when students want to upload or submit assignments. It is also not uncommon for data that has been uploaded by students to suddenly be automatically deleted without knowing the cause, causing frustration and uncertainty. In addition, the problem of an unstable internet network, especially during peak hours or in areas with inadequate internet infrastructure, is a major obstacle in accessing the LMS. This makes it difficult for students to access learning materials, participate in online lectures, and submit assignments on time.

Technical support provided by the LMS manager is also considered inadequate. Customer service or LMS operators who are supposed to assist students in solving technical problems are often inactive or unresponsive, so students have to find their own solutions or even give up when facing obstacles. In terms of design and

In addition to these external factors, there are also internal factors that influence students' learning motivation. Some students admitted that they often feel lazy to open the LMS, especially when facing technical problems or when the instructions given are not clear. This laziness is further exacerbated by too many or too strict assignments, so students feel pressured and less motivated to learn independently. The lack of interactive interaction with lecturers through the LMS also makes students feel less supported in the learning process.

The impact of these various obstacles is very significant on student learning motivation. Repeated technical glitches make students feel frustrated, lose interest, and reluctant to interact with the LMS. Limited access and lack of technical support make it difficult for students to manage their time, understand the material, and submit assignments on time, which in turn reduces productivity and learning effectiveness. Students' intrinsic motivation to learn actively and independently is also compromised due to repeated negative experiences when using the LMS. In addition, the lack of interaction with lecturers and the lack of clear instructions make students feel less cared for and supported, which further decreases their motivation to learn.

Based on these findings, it can be concluded that the factors inhibiting the use of LMS, which include technical constraints, limited support, less than optimal system design, as well as internal student factors such as laziness and lack of motivation, can significantly reduce student motivation to learn. Therefore, comprehensive improvement efforts are needed, ranging from improving technology and network infrastructure, providing responsive technical services, intensive training for students and lecturers, to strengthening students' internal motivation through more active interaction

and providing clearer instructions from lecturers. Thus, it is expected that the utilization of the LMS can run more optimally and be able to increase student motivation and learning outcomes as a whole.

3. Solutions and Recommendations to Overcome Barriers in the Use of Learning Management System of State University of Jakarta

Based on the results of interviews and analysis of factors inhibiting the use of LMS at UNJ, several solutions are recommended to the LMS management to improve existing barriers while increasing student learning motivation. First, the development of more effective and real-time notification features is needed, especially the notification feature approaching the deadline for submitting assignments. This feature will help students manage their time better and reduce the risk of late submission due to lack of information. In addition, improving the appearance of the learning list to be more neat and structured is also important so that students do not feel burdened by a pile of material that is not well organized.

Second, improving the quality of technical services should be a priority. LMS managers need to ensure that servers and systems are stable to reduce the frequency of errors and access disruptions. Customer service or help desk services should be enabled and responsive so that students and lecturers can get technical assistance quickly and effectively when facing problems. This will reduce user frustration and increase trust in the LMS system.

Third, intensive training and workshops for lecturers and students are highly recommended so that they can utilize the LMS optimally. Many users do not understand all the features and proses belajar menjadi lebih menyenangkan dan memotivasi siswa.

Fourth, the development of interactive features such as discussion forums that allow direct communication between students and lecturers is also very important. Easily accessible and responsive discussion features can enhance academic interaction and provide more intensive learning support. Additionally, a digital attendance feature integrated with an LMS can help class management become more efficient and make it easier for class supervisors to monitor student attendance.

Discussion

The results of this study confirm that the Learning Management System (LMS) plays an important role in supporting the learning process at Jakarta State University (UNJ). However, its impact on students' learning motivation is complex and influenced by various factors.

a. Effectiveness and Support of LMS:

In general, the UNJ LMS is considered quite effective in motivating students to learn, receiving a 'fairly good' rating in terms of ease, comfort, and effectiveness. The ease of accessing course materials, assignments, and interactive features such as discussion forums and quizzes provides flexibility and independence in learning. This accessibility, along with transparency in grading, encourages students to improve their academic performance. The structured and practical features of the LMS also help students to become more organized in the learning process, thereby enhancing their enthusiasm and motivation.

b. Supporting Factors:

The quality of learning materials is a key factor that influences learning motivation through an LMS. Comprehensive, clear, easy-to-understand materials presented in various formats (videos, PPT, interactive quizzes) greatly assist students in enriching their learning experience. Discussion forum features also play an important role in facilitating interaction between students and lecturers, reinforcing material understanding, and creating a sense of community. Assignment features with clear reminders and deadlines also help build student discipline.

c. Obstacles and Challenges:

Despite the great potential of UNJ's LMS in enhancing learning motivation, there are several obstacles that need to be addressed. Technical issues such as frequent server downtimes, slow systems, and errors during assignment submissions are major problems that cause frustration and uncertainty. Inadequate technical support, a less user-friendly interface

design, and a lack of training for both lecturers and students are also hindering factors. Additionally, internal factors such as laziness and lack of motivation, exacerbated by an excessive workload and a lack of interaction with lecturers through the LMS, further affect students' learning motivation

d. Solutions and Recommendations:

To address the challenges and optimize the use of LMS in enhancing student learning motivation, several solutions are recommended: Improvement of Infrastructure and Technical Services: Ensure that the LMS servers and systems operate stably, and provide responsive customer service. Training and Workshops:

1. Enhance the skills of lecturers and students in utilizing LMS features optimally, and develop more interactive learning content.
2. Development of Interactive Features: Facilitate direct communication between students and lecturers through easily accessible and responsive discussion forums, and provide an integrated digital attendance feature.
3. Improvement of Learning Material Quality: Ensure that materials are complete, clear, relevant, and presented in various attractive formats.
4. Development of Notification Features: Develop more effective and real-time notification features, especially for assignment deadline reminders.

e. Implications of the Research

This research provides important implications for the managers of UNJ's LMS in their efforts to enhance student learning motivation. By addressing both technical and non-technical barriers, and implementing the recommended solutions, it is hoped that the LMS can function not only as a medium for delivering materials but also as a learning platform that can foster motivation and overall academic success among students. Further research is also needed to explore the effectiveness of various innovative online learning strategies in improving student motivation and learning outcomes.

Conclusion

Based on the research results regarding the impact of the use of the Learning Management System (LMS) of Universitas Negeri Jakarta (UNJ) on student learning motivation, it can be concluded that the LMS plays a significant role in supporting online learning processes and enhancing student motivation, although this impact is not uniform across all students. Most students stated that easy access to course materials, learning videos, assignments, and interactive features such as discussion forums and quizzes made them more independent and flexible in managing their study time.

Students feel aided because they can revisit materials at any time, thus improving their understanding of difficult topics. The features of the LMS also encourage active student engagement, creating a sense of connection with the class and lecturers even though the learning takes place online. The transparency of grades provided through the LMS becomes an additional motivation.

On the other hand, there are also students who believe that the LMS has not had a significant impact on their learning motivation. This is due to several factors, such as the quality of the teaching materials being less relevant or inconsistent with the lecturers' explanations, minimal direct interaction between lecturers and students, and the LMS functioning merely as an administrative container without providing deeper motivational support. Some students feel that learning that is only in the form of materials and questions without discussion or direct interaction has decreased their motivation to learn.

The main supporting factors for the utilization of LMS include the quality of learning materials that are complete, clear, and easy to understand, especially when presented in a variety of formats such as videos, presentation slides, interactive quizzes, and summaries of the material. Well-structured and credible materials enhance students' confidence in the subjects they are studying. Features such as discussion forums, task reminder systems, and the ease of submitting assignments digitally also greatly assist students in managing their time and tasks more effectively.

However, this research also found a number of major obstacles to the use of LMS, such as technical constraints (frequent server downtime, slow system, errors when submitting assignments), unstable internet network issues, and a lack of technical support from the LMS administrators. Additionally, a poorly designed user interface, minimal training for both students and lecturers, and unclear assignment instructions also hinder optimal use of the LMS. Internal factors such as laziness and excessive workload also affect students' learning motivation.

The UNJ LMS is considered quite effective in facilitating online learning and motivating students to study independently and flexibly. However, this effectiveness heavily depends on the quality of the materials, the interactions that take place, as well as adequate technical support and training for all LMS users. Comprehensive improvement efforts are needed to ensure that the LMS can function optimally as a learning platform that encourages student motivation and academic success.

Recommendations for future research include expanding the scope of participants by involving more study programs and students from various semester levels to ensure the findings are more representative and generalizable. Employing a mixed-methods approach that combines both qualitative and quantitative techniques is also encouraged, as it can offer a more comprehensive understanding of how Learning Management Systems (LMS) influence student motivation. Future studies may also focus on developing interactive features within the LMS and providing training for both lecturers and students to maximize its effectiveness. Additionally, further investigation is suggested on the impact of external factors such as technological infrastructure, institutional support, and campus policies, which play a critical role in supporting successful LMS implementation.

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