

# Exploring Student Engagement Patterns in English Utilizing Learning Management System Platform: An Empirical Analysis

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## ABSTRACT

Student engagement is a crucial component of learning, particularly when using Learning Management Systems (LMS) in educational institutions. The adoption of LMS is on the rise, and Senior High School in Demak is no exception, as it has implemented an LMS to facilitate technology-based learning. This study aims to investigate student engagement in the Learning Management System, specifically in English classes. The purpose of this study is to examine student engagement in the Learning Management System, with a focus on tenth-grade students who are adjusting to their new academic environment. The study's objective is to explore the extent to which students are engaged when using the LMS. This research employs a descriptive qualitative method with theoretical analysis derived from Fredricks et al. (2004), which categorizes engagement into behavioral, emotional, and cognitive domains. The study focuses on a sample of 36 students from the third social class. This descriptive qualitative research employed three instruments for collecting the data. Those are observation, questionnaire, and interview. The findings reveal that students exhibit a range of engagement levels when using the LMS, with most students showing positive engagement. However, there are areas where engagement could be improved. Additionally, the LMS provides students with several benefits that aid their daily learning. This research enriches our understanding of student engagement when using LMS, specifically in English classes. The study's results demonstrate that while most students exhibit positive engagement, there is room for improvement. Overall, this study highlights the importance of student engagement in LMS and suggests ways to enhance it.

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## 1. INTRODUCTION

ICT (Information and Communication Technology) has a considerable role in public knowledge, especially in the sphere of the education field. Hamid (2016) appropriately said ICT in education can be a source of learning, learning aids, learning facilities, competency standards, and administrative systems. It has also become a global education policy and significantly impacts changes in the education system, such as in developed countries (Zhao, Yao, & Kong, 2016). Therefore, ICT has a big role in the teaching-

learning process. Education in the 21st-century era requires teachers and students to be digitally literate in using ICT applications and procedures as learning and teaching tools. This is in line with Dudeney & Hockly (2012), who define that the current era of digital literacy includes the information, media, and technology skills needed to face 21st-century education. From that, it concluded that technology as digital literacy has a significant impact on education.

This is a deep reflection on the role of technology in the learning process in the pandemic era. In the era of the COVID-19 pandemic, the use of technology can change in helping the learning process. As Amal (2019) says, the COVID-19 pandemic is changing the use of online models and applications to achieve learning goals. Pratama & Yusro (2016) also stated that online learning is an alternative that can be applied in an era where technology and communication are developing rapidly. Therefore, research on the use of technology in the pandemic era is very important. In the context of education, digital technology has become a center that supports learning for students. One aspect to consider is student engagement. Through these reflections, we find that engaging students in meaningful discussions about how to increase student engagement in the digital age is critical. For this reason, research on student engagement is needed. By considering more deeply understanding student engagement in the digital age, we can understand how technology can be used to encourage active participation and motivation of students in the online learning process. This research will provide valuable insight into how effective education can be developed in the use of technology to enhance student learning. For that reason, it is essential to research student engagement.

One of many learning platforms is the Learning Management System (LMS) that Senior High School in Demak used. The use of learning in the management system has become a policy of this school that is in accordance with its mission to implement the learning process based on information technology so that every student can develop optimally and have stock in global competition (Chaliyyah, 2019). However, it was still a challenge for the tenth graders as they were still in a stage of adjustment compared to the previous classes. Therefore, in the process, we should know how the student can engage during the learning with this LMS platform to make a better learning process for the teachers and the students.

There are some reasons for choosing the topic of "Analyzing Student Engagement Using Learning Management System Platform in English Class at Tenth Grade Senior High School in Demak". First, the Senior High School in Demak uses the LMS (Learning Management System) in its learning process. LMS needs to provide content to students and facilitate the learning process and accurate communication between learners, course facilitators, and other institutional stakeholders (Yildirim et al. 2016). It is related that engagement is significant for student activity. Second, student engagement has become a term often used in education vocabulary, particularly in research related to teaching and learning. It does have more attention; however, most studies in this area have generally focused on school engagement. Third, research on student engagement about LMS use in Senior High School in Demak needs to regulate how students learn. Nowadays, technology such as LMS has an important place in student life, including in the school environment.

To focus on the study, the researcher defined the objectives of this study as to explain the engagement of tenth-grade students of Senior High School in Demak while using the Learning Management System Platform in English class and to tell how the Learning Management System Platform facilitated engagement for tenth-grade students during the learning process.

There are some components or terminologies of this study that the researcher will present. The first is engagement. Engagement is crucial for learning and student satisfaction in the learning process. Then, students' engagement is student involvement in learning activities accompanied by positive emotions (Skinner & Belmont, 1993). Last, Learning Management System (LMS) is a software application or web-based technology used to plan, organize, and assess specific learning processes primarily in schools (Chaubey & Kala, 2015). Also, in this study, the researcher will analyze student engagement in using the LMS.

The other terminology is ICT and online remote learning. ICT is an abbreviation of Information and Communication Technology which refers to a collection of technological tools and resources used to

communicate, create, disseminate, store, and manage information (Blurton, 1999). Another terminology is online remote learning. In short, it is the process of teaching and learning performed at a distance. This technology also makes student engagement to learn through new features that support students and teachers to communicate synchronously and asynchronously (Bergdahl et al., 2020). Those are some terminologies in this research.

Some researchers have elaborated on the definition of engagement. In a review, engagement can be defined as reflecting actions that incorporate emotions, attention, and other psychological processes (Skinner et al. 1996). Besides, research on engagement can be defined as student experience in all groups with certain characteristics or within institutions (Kuh, 2009). From those definitions, we can conclude that engagement was defined as participation in various activities through their involvement, participation, and emotions.

Student engagement has become a widely used term in education. Some researchers have defined this term to discuss nowadays. One of the definitions, student engagement, is a psychological investment as an effort directed at understanding, craft, skill, knowledge, or mastery of learning that works academically (Newman et al., 1987). Student engagement is also defined as the level of effort or interaction between time or learning resources to develop learning outcomes and experiences (Lewis et al., 2011). In short, those definitions are closely related to student effort in education.

Student engagement can indicate the quality of education and the educational process with student learning outcomes. The literature shows that students with high involvement, teacher awareness, and peer support achieve good learning outcomes (Woolley & Bowen, 2006). Besides, there are three widely accepted aspects of student engagement. Emotional, cognitive, and behavioural. Within each component, there are several indicators of employment, according to Fredricks et al. (2004). Indicators in behavioral are participation in learning activities and interaction with others. Then, indicators of emotional are attitude, interest, values, and sense of belonging motivation. Indicators of cognitive are persistence and deep processing of information.

The first type of student engagement is behavioral. It is the type of engagement in which students are actively involved in learning activities (Fredricks et al., 2004; Kahu, 2013). The second type of student engagement is emotional. Emotionality is closely related to a student's sense of belonging or value to the class, teacher, or school such as happiness, sadness, interest, boredom, or fear (Fredricks et al., 2004). The third type of student engagement is cognitive. This aspect combines students' inner psychological qualities, understanding, and knowledge or skills academically (Cooper, 2014; Fredricks et al., 2004).

Learning Management System is one of the platforms for learning. The LMS acts as a platform for distributing and monitoring materials in learning (Watson & Watson, 2012). This platform also gives the opportunity for developers to provide a variety of learning applications. In other words, LMS promotes information specifically designed for student progress in meeting learning objectives (Oakes, 2002; Watson, 2012). In short, the LMS is one of the web-based technologies or software applications used to plan, implement, and evaluate a particular learning process.

Generally, LMS offers facilities for its users. It provides many tools to support learners and a database for storing information related to user learning, such as videos or multimedia files (Jung & Huh, 2019). Moreover, using the LMS can be a challenge to its users. Teachers and students are largely influenced by the technological changes brought into the educational environment (Hasnan and Mohin, 2021). After the teacher decided to use technology, they need to know how to operate technology apart from power and pedagogical (William, 2019) is included in the English lesson. From that, we can conclude that using technology such as LMS can be challenging for both students and teachers.

Does this study examine the extent to which tenth-grade students are engaged when using the Learning Management System (LMS) to adjust to their new academic environment?. The study "Exploring Student Engagement Patterns in English Utilizing Learning Management System Platform: An Empirical Analysis" may have identified certain research gaps, which can be areas that require further investigation. Some potential research gaps that this study could highlight include:

1. **Understanding Specific Engagement Patterns:** The study may have identified broad patterns of student engagement in an English learning environment utilizing a Learning Management System (LMS). However, there could be a research gap in understanding specific engagement patterns, such as the types of activities or resources that elicit higher levels of engagement, the factors influencing sustained engagement over time, or the impact of different instructional strategies on engagement.
2. **Investigating Factors Influencing Student Engagement:** The study may have examined student engagement in the context of an LMS platform, but there could be a research gap in exploring the various factors that influence student engagement. Factors such as learner characteristics, motivation, self-regulation, instructor support, or social interaction could play a significant role in shaping student engagement, and further investigation into these factors could provide valuable insights.
3. **Exploring the Impact of Engagement on Learning Outcomes:** While the study may have explored student engagement patterns, there may be a research gap in investigating the direct impact of engagement on learning outcomes. Understanding how different patterns of engagement relate to language acquisition, skill development, or academic achievement can help establish a stronger link between engagement and learning outcomes.
4. **Examining Contextual Factors:** The study may have focused on student engagement in an English learning context utilizing an LMS platform, but there could be a research gap in exploring the influence of contextual factors. Investigating how engagement patterns vary across different educational settings, cultural backgrounds, or proficiency levels can provide a more nuanced understanding of student engagement and its relationship to the learning context.
5. **Evaluating Pedagogical Interventions:** The study may have identified engagement patterns, but there could be a research gap in evaluating the effectiveness of specific pedagogical interventions in enhancing student engagement. Investigating the impact of instructional strategies, feedback mechanisms, gamification, or personalized learning approaches on student engagement can help inform best practices and guide instructional design.

By addressing these research gaps, future studies can contribute to a deeper understanding of student engagement in English learning utilizing LMS platforms and provide insights for improving instructional practices, designing effective interventions, and enhancing learning outcomes. Overall, the novelty of this study lies in its specific focus on student engagement in English learning within the context of an LMS platform. By exploring engagement patterns and analyzing empirical data, the study provides new insights into student experiences and behaviors, which can contribute to the enhancement of digital language learning environments.

## 2. METHODS

This research was conducted at Senior High School in Demak, Central Java. It was chosen because of the Learning Management System (LMS) integrated by this school to regulate the learning process. Besides, the population of this study was students -Senior High School in Demak from grade tenth because they have more challenges dealing with LMS. At the same time, the sample comes from one class from X IPS 3 that consists of 36 students. The technique used to choose the sample is purposive. Creswell (2012) states that in purposive sampling, researchers deliberately select individuals or groups to be studied or understood at the centre of the phenomenon. Therefore, researchers choose the class of X IPS 3 because their class consists of many students that can be the representative. Besides, this class used LMS not only to submit the assignment but also to manage all of the learning processes.

This descriptive qualitative research employed three instruments for collecting the data. Those are observation, questionnaire, and interview. The observation that was used in this research is non-participant observation. This kind of observation makes the observer not involved as the participant and only an independent observer. While the questionnaire was used to get data by filling in some

questions from the researcher. The form of this questionnaire was a closed-ended question. This questionnaire is done to know how engaged the students are using the LMS. Specifically, this research used a semi-structured interview technique. This technique poses questions to informants more openly where the parties invited to the interview are asked for their opinions and ideas (Sugiyono, 2010). The instrument of the discussion will provide the exploration of students' engagement.

In this research, the observation was done by seeing and observing the object condition which was student engagement. In detail, the instrument used in this observation was an observation guide sheet about student engagement when using LMS. The observation sheet was made based on the indicator by Fredrick et al. (2004) of student engagement. The questionnaire is constructed to find how students engage using the Learning Management System Platform in English class. All statements are developed based on Fredrick's ideas on student engagement. The questionnaire scale value is based on an adjusted Likert scale. It only consists of four scales with different values as described as "strongly agree", "agree", "disagree, and "strongly disagree". Furthermore, the data concluded by looking at the distribution to determine the tendencies of the participants using a formula to calculate the percentage of data. The formulas percentage comes from Arikunto (2006: p.12) that is presented as follows:

$$P=A/N \times 100\% \quad (1)$$

P: Answer Percentage

A: Number of students pick the choice

N: Total number of all students

### 3. FINDINGS AND DISCUSSION

This chapter aims to elaborate on the findings and discussions based on the research questions. The first part presents the findings that included the sub-themes about the type of student engagement and how the Learning Management System (LMS) facilitated that student engagement. Those findings were obtained from the observation and survey, which aims to discover student engagement using the LMS platform in English learning. Meanwhile, the interview findings were conducted to verify how LMS facilitated student engagement during the English learning process. Then, these findings are discussed in the sub-chapter of the discussion. Based on the theory of Fredricks, et al. (2004), there are three types of student engagement. They are behavioral, emotional, and cognitive engagement. Each type of this engagement will be elaborated on in this section after taking the data from the students through the instrument of this research while they are using the LMS during the English learning process.

#### 3.1. Behavioral engagement

In conducting the observation, the researcher observed the online learning class twice to get the saturated data. The first observation was done on 17th March 2022, while the second was on 31st March 2022. Based on that observation, students attend LMS; some of them submit assignments on time, but some have not. They tried their best to do the tasks and participate in the discussions quite well, although at first, they were still not confident with their answers. However, some of them were still not active in that discussion.

A questionnaire consisting of 15 statements about student engagement using LMS was distributed to the students in conducting the survey. Thirty-six students from the tenth grade filled out the questionnaire in the Google form. This survey instrument was utilized because this research would like to find out the student engagement using LMS in the behavioral, emotional, and cognitive with more detail based on the student's answers to the questionnaire.

In order to display the questionnaire findings, the responses from the students were calculated through the simple formula of percentage in each indicator. Each response of the statement had a scale value based on a Likert scale that was "Strongly Disagree", "Disagree", "Fair", "Agree", and "Strongly

Agree". Moreover, the statement was categorized into behavioral, emotional, and cognitive engagement. The percentage data from the questionnaire were described as follows:

**Table 2.** Behavioral Engagement

No	Items	Statements	Data Percentage				
			SD	D	F	A	SA
1	Participation in learning activities	I am always present on LMS.	-	-	30.6%	13.9%	55.6%
		I always submit assignments on time on LMS.	-	5.6%	22.2%	36.1%	36.1%
		I try hard to do assignments on LMS.	2.8%	2.8%	8.3%	25%	61.1%
2	Interactions with others	I ask friends and teachers when learning English on LMS.	-	13.9%	38.9%	30.6%	16.7%
		I am actively involved in discussions on LMS.	-	8.3%	25%	41.7%	25%

### 3.2. Emotional engagement

The second type of student engagement is emotional. From the observation, students are quite interested in learning English using LMS and enjoy it even though not all students are equal. It can be seen from the lack of some student activities in answering questions from the teacher. In addition, from the observer's point of view, learning LMS is very useful for students, plus schools are very supportive of using LMS for learning. Those findings are also supported by the questionnaire as follows:

**Table 3.** Emotional Engagement

No	Items	Statements	Data Percentage				
			SD	D	F	A	SA
1	Attitude, Interest, and Values	I am eager to learn English at LMS.	-	8.3%	25%	38.9%	27.8%
		I am interested in learning English at LMS.	-	11.1%	19.4%	38.9%	30.6%
		For me, learning English via LMS is very useful.	2.8%	16.7%	16.7%	38.9%	25%
2	Sense of Belonging	I feel enjoyable learning English using LMS.	2.8%	16.7%	19.4%	33.3%	27.8%
		I feel that the school supports them well in using LMS for learning.	-	2.8%	25%	36.1%	36.1%

Emotional engagement consists of several aspects; some of them are attitude, interest, and values. These are included the students' feelings when using the LMS during the English learning process. From the survey, 8.3% of students disagree, 25% are fair, 38.9% agree, and 27.8% strongly agree that they are eager to learn English on LMS. It shows that they have a good feeling knowing about LMS. Moreover, it is supported by the data that 11.11% disagree, 19.4% are fair, 38.9% agree, and 30.6% strongly agree that they feel interested in learning English on LMS. Moreover, the data also shows that 2.8% strongly disagree, 16.7% disagree, 16.7% are fair, 38.9% agree, and 25% of students strongly disagree that learning English via LMS is very useful. In short, we can conclude that average, students have a good feeling to learn with LMS, although some of them still have a different perspective about

that. The next aspect of emotional engagement is a sense of belonging. It included the students' feelings of enjoying the learning process and whether the school supports them well in using LMS toward learning. In feeling enjoyable learning English to use LMS, 2.8% of students strongly disagree, 16.7% disagree, 19.4% are fair, 33.3% agree, and 27.8% strongly agree. It means that several students do not enjoy the learning process, but some of them enjoy with that. Besides, the data shows that 2.8% disagree, 25% are fair, 36.1% agree, and 36.1% strongly agree that the school supports them well in using LMS toward learning. We can conclude that almost all students feel that the school supports them using LMS.

### 3.3. Cognitive engagement

The third aspect of engagement is cognitive. Cognitively, students are quite motivated to learn English and engage in class as much as possible. In addition, some of them do not seem to understand much about the material, but I can see their efforts to continue to understand. Finally, on average, they also understand the task orders given by the teacher at the LMS, as seen from the task instructions carried out correctly. It is also appropriate with the data of the questionnaire below:

**Table 4.** Cognitive Engagement

No	Items	Statements	Data Percentage				
			SD	D	F	A	SA
1	Motivation	I am motivated to study English with LMS.	-	13.9%	19.4%	44.4%	22.2%
		I engage with the English lesson activity willingly in LMS.	-	5.6%	27.8%	38.9%	27.8%
2	Persistence	I study hard the English material on LMS.	2.8%	8.3%	16.7%	47.2%	25%
		I am able to overcome difficulties in learning English on LMS.	-	8.3%	38.9%	30.6%	22.2%
3	Deep processing	I understand the teacher's command given in LMS.	-	8.3%	16.7%	47.2%	27.8%

Cognitive engagement consists of several aspects. First is motivation, which includes whether LMS motivated students to study English and engage with the English lesson activity willingly in LMS or not. The data shows that 13.9% of students disagree, 19.4% are fair, 44.4% agree, and 22.2% strongly agree that they are motivated to study English with LMS. Some students are not encouraged to learn English with LMS, but many are still inspired by it. Then, 5.6% of students willingly engage with the English lesson activity in LMS, 27.8% are fair, 38.9% agree, and 27.8% strongly disagree. We can understand that some students still do not engage in studying English with LMS, but many of them engage with it.

The other aspect of cognitive engagement is persistence. Persistence covers how hard the students study the English material on LMS and whether they are able to overcome difficulties in learning English on LMS or not. Based on the survey, the researcher found that 2.8% of students strongly disagree, 8.3% disagree, 16.7% are fair, 47.2% agree, and 25% strongly disagree that they study hard English material using LMS. It means that some students still do not learn the material badly, although many try hard to do it. Then, the data show that 8.3% of students cannot overcome difficulties in

learning English on LMS, 38.9% feel doubt, 30.6% can overcome those difficulties, and 22.2% can overcome them.

The last aspect of cognitive engagement is deep processing. This aspect refers to understanding the teacher's command given in LMS. The data shows that 8.3% of students disagree, 16.7% are fair, 47.2% agree, and 27.8% strongly understand the teacher's command given in LMS. We can conclude that almost all of them understand the information provided in LMS. However, it needs to be attention that some students still doubt, which means they do not understand the command or the information provided.

Based on the interviews conducted with students, several points were found closely related to how LMS affects their English learning. A related point with those interview examples is LMS, which affects the student's learning process. First, it affects the valuable features provided in LMS. It makes the students excited to follow the learning process. Besides, LMS gives the students and teachers a chance to communicate well. Teachers can explain the material and provide the assignment, while students can learn English together on that platform. Moreover, the material presented on LMS can be understood. However, there is an opinion from the students that offline learning is quite relevant, although with LMS too. Despite that, LMS also has quite influenced the English learning behaviour of students.

Learning English can be done in many ways, one of which is with LMS. In this case, students in this school are provided to learn with that platform. Related to that, they have some responses answering the question about learning within and without LMS. Based on the interview, we can highlight some points about comparing learning within and without LMS. First, the learning process is more straightforward or organized, making students more disciplined with LMS. Meanwhile, students are challenged to discuss or communicate the material to the teacher without LMS. Moreover, learning with LMS is also structured, which is easier for online learning, although it is not helpful in offline learning. Besides, without LMS, students are challenged to explore the material from the teacher. Therefore, it is better to use the LMS.

LMS can set the students' presence and assignment with its features in daily learning. This platform can manage attendance with a system of attendance for students when they start and end teaching. In addition, it facilitates the collecting assignment of students through a task list feature. Those features help students ensure their attendance and task can be seen clearly on that platform and organize their class schedule.

LMS primarily can facilitate the student's participation in learning English. First, it enables students with a study room for discussion there. Students and teachers can discuss the material via chat during the learning process with this menu. Then, it facilitates the task list for collecting the assignment from teachers and also reviewing the material menu that the teacher shares. This shared material can help students learn more when they are at home. From that, LMS is a place to make students easier for their learning process.

Based on the example of interview responses, there are some feelings from students about using LMS. First, some students like the LMS. It can make the students more disciplined to attend the learning process and collect the assignment on time. Meanwhile, students also feel worried because LMS does not have a notification as a platform web. It makes the students must check or make sure whether the class is open or not. However, most students feel happy and pleasant because this platform can be a space to learn with friends and teachers.

The use of LMS can provide various benefits for its users, including students. This platform can support teaching and learning activities during the pandemic. Moreover, the special LMS in this school is tailored to the needs, and characteristics of students, also the ability and readiness of teachers and students to use them. There are some benefits of LMS to the students. First, it makes students easier to collect the assignment and review the material from the teacher. It makes their time management to study better every day. Moreover, it helps students during online learning. In the study room of LMS,

students can respond to questions and compare the answers with the other students. From that, we can conclude that LMS facilitated many benefits in the student's daily learning.

Some of the students have a high interest in learning English with LMS. It is because this platform can be practical for learning activities. Moreover, they also think that LMS is also effective for understanding the material, and can help the learning process. However, one of the students said that he cannot understand studying with LMS. It is better to have direct contact between teachers and students. But in short, LMS is the potential to keep the students learning during online learning.

Senior High School in Demak requires students to use the LMS in the learning activity. Based on the results of the interview answers, it is found that the school strongly supports student learning using the LMS. Related to the student's responses, it is found that the school supported students fully in using the LMS. One of the reasons is that LMS supports more online learning. In conclusion, almost all the students agree that the school supports them well to use the LMS.

LMS can affect the students' motivation toward the learning English process. First, it affects students' motivation to be more diligent in doing assignments because of the deadline provided in the LMS. They can do those assignments anytime but before the deadline. Moreover, LMS motivates students indirectly by making online learning more accessible with the existence of activity. This platform can be a learning space that requires students to be active in answering the question in discussion or doing their assignments. However, the internal factor of the student still affects their motivation, namely themselves that must learn in every condition.

The students study the material in LMS in many ways. Many of them explore the materials by reading the re-reading the discussion during the learning process in the study room menu. Moreover, they also can download the files or learning videos that the teachers provided there. Besides, they try to understand the material in the LMS by summarizing what the teacher gives. However, some materials are difficult to understand for the students. They ask friends or look for the material independently on YouTube.

Students sometimes found difficulties while using the LMS in the learning process. Usually, they close some tabs in the browser when the LMS is slow. Moreover, the network connection in the students' place is often not good, and the system in the LMS is also an error. If it is an error, the students usually wait for it until the method returns well. Besides, to overcome the difficulties, they ask for help from friends who already understand the material or their English teacher to understand it.

Students have some thoughts about the information provided by the LMS. Some of them think that the information is clear, which is back to the students whether they want to learn or not. Besides, the information is sometimes unclear because there is no notification on that platform except we open it first. If there is information related to learning, students may rarely know if they are not notified via telegram or WhatsApp by the teacher. But in short, the information on LMS is very supportive of the student's learning.

According to the findings, it can be derived that most of the students that are the sample of this research have a variety of engagement to use the LMS instead of other learning media platforms. It also showed the relevancy of LMS which is in line with Rabiman et al. (2020) who found the development of LMS is very relevant to use. Behaviourally, by the discussion menu on LMS, students were encouraged to be autonomous and responsible in their learning, participate more in the discussion, and interact with others. However, some of them do not do that. It is in line with Vygotsky (1978), who found that the learning process was called a social process since all human learning was mediated through interaction. However, some of the students have not been too active. Despite that, it can be improved by encouraging teachers and peers to be more confident.

As found in this study from the student opinion, learning with LMS is also structured, which is easier for online learning, although it is not too helpful in offline learning. It is potentially related to Kahn et al. (2017) which shows that the online learning environment induces reflexivity when students try to build concrete and practice flexible learning. In this regard, it was found that LMS in offline learning was not optimal for students because they could meet face-to-face. But this is not a big

problem. The teacher at this school said that the LMS would continue to be used both online and offline learning to support learning, such as giving and collecting assignments, uploading materials, providing information, etc.

Students can obtain an in-depth understanding when they want to review the material in the LMS. They can do this by accessing the LMS platform anytime and anywhere online. It shows that LMS is relevant as Junianto et al. (2021) investigated that this platform is relevant to use. However, there are still obstacles they have to face, including a network that is not supported in their home. It can be a problem for students if it occurs continuously. To minimize it, students usually close other tabs in the browser so that the network is not too weak or change the appropriate provider. In addition, the school recommends that students who have internet problems come to school independently and connect to the internet for free there when distance learning is implemented. Almost all of the students feel that the school supports them using LMS. It is related to Ali & Hassan (2018) who said that support is needed to generate positive student engagement in schools. Besides, they also need to get other support like Alcine (2019) who confirmed that students should have support from parents and teachers to develop psychosocial in school life. Therefore, they should get support from any party to increase their quality of learning.

The use of LMS makes students easier to collect the assignment and review the material from the teacher. As a positive impact, it makes their time management to study better every day. It is related to Mahdikhani & Rezaei (2015) that found students are more engaged and should improve their academic performance. Besides, Fitriani (2020) analyzed the LMS and said that the learning system runs smoothly with the help of this platform. However, to make them more engaged, students can make LMS as a forum for student learning, including English, to understand the lesson better if it is used wisely and maximally by the students themselves. LMS can facilitate student engagement quite well and support their daily learning.

The development of a learning management model has not been extensively researched and was specifically developed for high schools. Moreover, Martin & Bolliger (2018) confirmed that student engagement strategies are crucial in online learning. Therefore, in this study, the researcher has analyzed the engagement of students using the LMS, especially in English learning. Relatively, the technology can be developed in the future in line with Rhode et al. (2017) who found that LMS has been possible to support the development of next-generation learning systems or other innovative technologies.

In the study "Exploring Student Engagement Patterns in English Utilizing Learning Management System Platform: An Empirical Analysis," there may be limitations to consider. These limitations could include:

1. **Sample Size and Generalizability:** The study may have a limited sample size, which may affect the generalizability of the findings. It is important to acknowledge that the results may not be representative of the entire student population or other educational contexts.
2. **Contextual Factors:** The study may not account for all contextual factors that could influence student engagement patterns. Factors such as students' prior language proficiency, educational backgrounds, or cultural differences could impact their engagement in an online English learning environment.
3. **Data Collection and Measurement:** The study's findings may be influenced by the data collection methods and measurement tools used. It is important to acknowledge the limitations of the chosen data collection instruments and consider alternative methods for capturing student engagement, such as qualitative interviews or observations.
4. **Technology Limitations:** The study's analysis may be constrained by the capabilities and limitations of the Learning Management System (LMS) platform used. Certain engagement indicators or data points may not be available or accurately captured within the LMS, limiting the comprehensiveness of the analysis.

For future studies in this area, the following recommendations could be considered:

1. **Larger and Diverse Sample:** Conducting research with a larger and more diverse sample of students could enhance the generalizability of the findings. Including participants from different educational backgrounds, proficiency levels, and cultural contexts can provide a more comprehensive understanding of student engagement patterns.
2. **Mixed-Methods Approach:** Combining quantitative data with qualitative methods, such as interviews or focus groups, can provide deeper insights into student engagement. Qualitative data can help explore the underlying reasons and perspectives behind observed engagement patterns.
3. **Longitudinal Studies:** Conducting longitudinal studies that span over an extended period can capture changes in student engagement patterns and provide a more comprehensive understanding of how engagement evolves over time.
4. **Comparative Studies:** Comparing student engagement patterns across different learning environments, such as blended learning, face-to-face instruction, and fully online settings, can help identify the unique impacts of each modality on student engagement.
5. **Intervention Studies:** Designing and implementing interventions to enhance student engagement within the learning management system platform can help evaluate the effectiveness of specific strategies or features in promoting active participation and motivation.

By addressing these limitations and pursuing further research with the recommended approaches, future studies can contribute to a deeper understanding of student engagement patterns in online English learning environments and inform the development of effective strategies to enhance engagement and learning outcomes.

#### 4. CONCLUSION

Based on the observation and questionnaire, it was found the three aspects of student engagement. The first aspect is behavioral. In conclusion, almost all students present on LMS frequently and rarely skip class. Some of them do the task on time even though some don't do that. Nearly all of them try hard to do the English assignment on LMS. Moreover, some ask friends and teachers during the learning process, but some are still fair and doubt asking during the learning activity. At last, we can also understand that some students are still passive during the learning process, but most of them are trying to be active in that learning on LMS. The second type of engagement is emotional. It found that they have a good feeling to learn with LMS emotionally, although some still have a different perspective about that. Besides, English via LMS is beneficial for them. However, several students do not enjoy the learning process, although some of them enjoy with that. Almost all of the students feel that the school supports them using LMS. In short, LMS is good enough to facilitate student engagement emotionally. The last type of engagement is cognitive. The data shows that many students are motivated and engaged in studying English with LMS, although some are still not motivated by it. Some students do not learn hard the material, although many of them try hard to do it. Besides, almost all of them understand the information provided in LMS. However, it needs to be attention that some students still doubt, which means they do not understand it clearly. Future researchers should explore LMS beyond the scope of this school to enrich the knowledge of student engagement and other LMS-related findings.

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