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## LMS-Based Learning Model for Literary Criticism and Essay Writing Courses in Higher Education

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### ABSTRACT

Learning based on a learning management system (LMS) is a necessity for the academic community, especially lecturers and students. The course Writing Criticism and Literary Essays is one of the courses that must be taken by students majoring in Indonesian Literature. The use of LMS provides various benefits for lecturers and students in carrying out learning because of its flexibility. Students can submit assignments and engage in discussions through the LMS easily and efficiently. Learning can also be done anytime and anywhere. Learning in the Writing Criticism and Literary Essays course can be optimized through a learning model with the following design: (1) a constructivist approach, (2) discussion and question-and-answer methods, and (3) strategies used. The use of this learning model is expected to accommodate students in obtaining optimal learning services, especially in this era of increasingly dynamic science and technology, which requires learners to be more active, creative, and flexible in the face of change

## **INTRODUCTION**

Flexible learning has become a necessity for society, especially teachers and students. With the help of several software programs, they can access learning efficiently and at any time. Although its implementation still requires a stable network connection, this can be anticipated in various ways.

Learning through a learning management system (LMS) can be accessed using laptops and mobile phones. Each university has a different LMS name. The LMS owned by Malang State University is called Sipejar, which stands for Sistem Pengelola Pembelajaran (Learning Management System). The LMS owned by UB is called Brone or Brawijaya Online Learning. The LMS owned by Unesa is called Sidia or Sinau Digital Universitas Negeri Surabaya (Surabaya State University Digital Learning).

Learning to write, especially essays and literary criticism, often encounters obstacles. When writing essays, which take a considerable amount of time, students need motivation and praise to keep them engaged in the writing process (Handoko & Ayumi, 2021). These challenges can be minimized by using a supportive learning environment. The use of the online learning environment Wiki helps students improve their essay writing performance and critical thinking skills (Umar & Rathakrishnan, 2012).

Various aspects need to be considered in order to maximize the implementation of flexible learning. Education authorities and schools must provide adequate technical facilities to help students overcome potential internet and technical problems, choose online learning platforms that are compatible with mobile phones and adapted to online pedagogical design (Yan et al., 2021). In addition, the response of students as the main target audience for observing or measuring the achievement of online learning needs to be taken into account. To answer the question of whether students want to continue using the online system, the main factors

that need to be considered are the curriculum arrangements made by universities and the learning efficiency experienced by students (Wang et al., 2021). The factors that influence students' willingness to continue using online learning are: (1) the ease of navigating the online learning platform, (2) the choice of platform and the ability to customize the course design and platform navigation, (3) the teacher's positive attitude towards teaching, and (4) family support (Mo et al., 2021). In addition, self-regulation is a significant factor that influences the success of online students (Yukselturk, 2007).

Several recommendations are provided to optimize flexible learning. The recommendations offered to students in implementing online learning include: (1) guiding students to become independent learners, (2) conditioning student motivation through instructional assistance; (3) providing rich material that has real-life value for students (Yukselturk, 2007).

## **METHOD**

The method used during lectures focuses on discussion and question and answer sessions. This is done in order to obtain maximum results from students' written work or assignments in the form of critical reviews and literary essays. Discussions are held among peers in a forum provided on the LMS. Students are encouraged to actively participate in discussions, either by providing comments or suggestions. In addition, lecturers also provide a forum for discussion with students through the WhatsApp application and hold virtual meetings via video conferencing platforms such as Google Meet and Zoom.

## **RESULT AND DISCUSSION**

Learning the course Writing Literary Criticism and Essays can be optimized through the LMS page owned by the university. A learning model is needed so that learning is well-conceived. The following describes the conceptual ideas regarding the learning model for the Literary Criticism and Essay Writing course for students majoring in Indonesian Literature, which includes

the use of: (1) a constructivist approach, (2) discussion and question-and-answer methods, and (3) strategies used.

### **Constructivism Approach**

The constructivism approach was chosen because it can accommodate students in satisfying their curiosity to gather information in analyzing literary works using a number of theories and references. Students can contribute critical ideas in interpreting literary works, whether poetry, short stories, or novels, from the perspective they want to explore. The constructivism approach enables students to independently form or construct their knowledge and express it in the form of literary criticism and essays.

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### **Discussion and Question and Answer Method**

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Any obstacles encountered by students can be directly communicated to the lecturer. In addition to providing feedback, the lecturer also provides additional material in summarizing the obstacles faced by students. Some of the obstacles that are often encountered are: (1) difficulty finding references, (2) incorrect spelling and poor writing, (4) plagiarism, and (5) inadequate use of reference sources. The lecturer provided solutions to these obstacles by providing additional material. In general, students enthusiastically accepted the additional material that could improve their writing.

### **Strategies Used**

The learning strategies used to optimize learning in the Criticism and Literary Essay Writing course include: (1) learning resources, (2) learning media, and (3) learning steps. The three forms of learning strategies are described below.

#### **1. Learning Resources**

The learning resources used in the Criticism and Literary Essay Writing course are journal articles and books. In addition to searching independently, lecturers also provide a number of supporting references. Most students use a reference book entitled Literary Theory and Literary Criticism in each of their manuscripts. In addition, references from articles in journals are also used. However, not all students choose references well, so the richness of content and supporting theories are inadequate.

This is addressed by lecturers providing material on searching for references using the campus's digital library subscription with quality publications, as well as training in Mendeley to make it easier for students to automatically write a list of references for each citation. The use of the Mendeley application in reference management can save time and facilitate the automatic citation process (Kosasi,

2019). After the lecturer provided the training via video conference, students also practiced using it.

### **1. Learning Media**

The learning media used in the Criticism and Literary Essay Writing course consisted mainly of LMS, followed by the WA application and video conferencing. The use of these three media facilitated online learning.

First, the university LMS. This system is managed by the campus and is intended for students, lecturers, and educational staff to facilitate online learning. There are various advantages and features provided by this service, including: flexibility, access anywhere, discussion forums, lecture content, e-books, and videos/animations.

The use of LMS has received positive responses from students. One proof of this is based on the calculation of questionnaires on the satisfaction of Malang State University students towards Sipejar, which obtained an average of all variables of 55.9%, placing the satisfaction of UM students towards SIPEJAR at level 3, which is in the neutral category (Priyantono et al., 2020).

Second, the WhatsApp application. This application is used as a forum for students in class groups. This forum is used to convey information related to lectures, including: reminders for students to attend lectures on Sipejar or video conferences, reminders for students to take attendance, distribution of material files, and quick coordination between lecturers and students. The use of WhatsApp supports online learning for students because it allows them to obtain information related to learning, engage in discussions, and connect with friends (Mulyono et al., 2021).

Third, video conferencing. The use of video conferencing tools such as Zoom, Google Meet, Webex, and others can be used as a solution to facilitate face-to-face learning with students virtually. Video conferencing was used five times in the Writing Criticism and Literary Essays course. The five meetings were as follows: (1) introduction and alignment of perceptions between lecturers and students, (2) delivery of literary criticism material, (3) evaluation of literary criticism writing, (4)

delivery of literary essay material, reference sources, and training in the use of Mendelay, and (5) reinforcement and closing of lectures.

The use of video conferencing can accommodate the obstacles faced by students. Students ask questions, answer, and discuss online. The advantages of using video conferencing are also felt by many users. Based on the results of research on online learning using the Zoom Cloud Meeting application as an alternative solution to student learning activities at Nurul Jadid University, Probolinggo, during the pandemic, an effectiveness of 93.75% was achieved (Fajri et al., 2021). This shows that the use of video conferencing applications is able to accommodate students in carrying out online learning.

### **1. Learning Steps**

- 1) Online learning for the Criticism and Literary Essay Writing course is conducted through the LMS to achieve optimal results. Students can check in through the LMS and view learning activities for the semester. In practice, students open the LMS and participate in learning activities according to the predetermined meeting schedule. The steps for student learning through the LMS are as follows.
- 2) 1) Students open their university LMS account.
- 3) 2) Students click on log in.
- 4) 3) Students select and open the intended course.
- 5) 4) Students fill in their attendance in the section provided.
- 6) 5) Students select meetings according to the predetermined schedule.
- 7) 6) Students carry out learning according to the instructions provided.

### **CONCLUSION**

Flexible learning can be maximized by students and lecturers through the use of various media. LMS media is one of the main media that supports learning. Collaboration with various media

can also make learning as effective as possible. Thus, changes that occur in life, such as a pandemic, can be addressed wisely by the world of education, especially students and lecturers, in obtaining optimal learning in various situations and circumstances. This flexibility is a challenge and opportunity that needs to be faced with enthusiasm in this increasingly dynamic era of science and technology.

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