

Learning Management System in Tourism Higher Education: Where can we go?

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Abstract—This research aims to examine the use of Learning Management system in tourism higher education by gaining perspectives from the lecturers as Generation Y and the Universities Students as generation Z. Analyzing views related to experiences and expectations of the learning system in the future. Focus group discussion and a semi-structured interview were conducted, followed by an extensive literature review. Lectures and students prefer to use blended class learning which combines traditional face to face attractive learning classroom and e-learning management system as necessary enhancements. Most of the Lectures prefer to share the reading materials, upload and conduct the assignment from the online learning management system, but they still felt that it is better to discuss with students directly in the class. However, Students prefer to learn from the reading materials, consult the assignment and do interactive study in the classroom, but agree if they can download the documents online. The system would not replace the strong point of interactive learning in the class. Unaccustomed and incapability along with instability of the internet access became the obstacles. Meanwhile, most of them agree that the future of LMS must be easier to use through mobile learning devices.

Keywords—learning system; blended learning; interactive classroom; mobile learning

I. INTRODUCTION

The use of educational technologies especially information and communication technology in universities including tourism and hotel studies has received attention in recent years. However, there are no many Scholars discuss on this topic through the user's perspectives on tourism and hospitality fields. Many people argued that regarding learning especially practising skills, students need to study face to face with the lecturers. The critical question comes up, whether to maintain face to face interactive classroom equipped with tools or using an online learning management system as a blended class. What will happened in the future is also interesting, whether face to face is abandoned entirely? Or both of them equally important?

Learning management system (LMS) has been developed massively to combine the emerge use of internet trends and the traditional face to face classroom. [1] explained that online learning environments is adopted by universities due to the massive increase of internet usage through computer or mobile phone. By this, it is mean that online learning activities

became another alternative of learning, instead only in the class. The learning process through technological advantages may involve traditional study in the classroom and e-learning combination environment which is also called as blended learning [2], [3].

Another strong argument comes from [4], who argue that the combination of traditional face to face class and online learning will promote learner-centred, attractive and constructive knowledge. The keyword is innovative. It is related to the new trends and develop something useful to make things easier. Online education with the e-learning system makes people more interested these days; they can access many things through the internet online anywhere and anytime. Also, since the introduction of 4G technology services or also knowns as Long Term Evolution (LTE) in 2012, consumers now have access to the high-speed broadband internet through their smartphones and tablets [5].

Nowadays people all around the world should be dealt with technologies, especially in tourism and hospitality higher education since the massive development of Information Communication technology through the internet. Many people believe that nowadays they can do everything through online. People can access any information they need, and some of them felt no need to study in the classroom anymore. However, as everyone knows many students still want to pay much money to study in the classroom face to face with the lecturers. Universities today uses a Learning management system (LMS) to build the bridge between technology trends and educational system.

Collaboration between lecturers, students and the share used of learning material is crucial in learning management system [6]. These demands push universities to invest in information and communication technology tools in their education system [6]. [7] also explained that 8 – 18 years old students nowadays would spend more than one hour a day using their mobile devices. Mobile devices are more popular these days with the advanced technology of display and high-resolution qualities, bringing excellent opportunities for accessing plenty of knowledge in the education sector [8].

Furthermore, this research discusses not only the student but also the lecturer's perspective to understand their

experiences and expectation. The primary objective of this study is to examine the use of Learning Management system on tourism higher education by gaining perspectives from the Lecturers as Generation Y and the Universities Students as generation Z, regarding their experiences and hopes for the learning system in the future. There are three questions to be discussed.

The first question tries to find out information about how does the situation of attractive learning system on tourism and hotel education in Bandung nowadays. Did they used an interactive class or what kind of learning method did they used. The second question tries to understand about how does the lecturers as Gen Y and Students as Gen Z use the LMS on the learning system. Did they used all the feature that offered?. The last question to identify what did they hope in the future. In details, the objective and contribution of research explained in the next section.

II. LITERATURE REVIEW

A. Learning Management System

[6] explained that there are five main categories of educational technologies, i.e. (1) automated responses system; (2) educational software; (3) learning management system; (4) mobile learning; and (5) social media platform. They continued that Multimedia presentation (e.g., video) is a common form of educational software, whereas Facebook and Twitter are the leading social software platforms in teaching and learning. Educational technologies motivate the increase of interest and intention and lead students to have better learning outcomes [6]. Instructors could use LMS to monitor participation and performance by providing discussion, video conference and discussion forum [9].

Learning Management System in this research is not only used through online but mixed it with traditional attractive learning in the classroom or also called as “Blended Learning”. The use of LMS has proliferated. [10] explained that most of the students appreciate the contribution of LMS to their learning as complementary rather than substitutes for the classroom. Before continuing to know what LMS is, it is better to know there are four main categories of LMS’s based on the available data. [10], mentioned i.e Proprietary LMSs or Commercial LMSs, open-Sources LMS’s, cloud-based LMS’s and hybrid LMS (usually developed in-house)

[10] continued to explain that the open source LMS is free and everyone can use it for every purposes. This kind of LMS request donation by everyone to the developer for the public interest. An alternative competitor to the proprietary of the commercial LMS develop good infrastructure in high cost. Open sources LMS is a better solution from the financial point of view since cheaper even free but a little bit slow in the development. However, the user can develop its model based on personal goals, individual requirements and adapted to own necessities [10].

Open-sources LMS was considered as the right tool on the e-learning system. [11] explained four features of Moodle

platforms considered as an essential function, i.e. reading materials, download, forum and submit assessment on assignment. Each of the elements has its purpose. In this research, no specific LMS is examined, as long as the respondent use any of them for the study purposes.

B. Attractive Learning classroom

Traditional face to face learning classroom ideally should be attractive and requires active learning. There are four key features ideally characterised as an active class (attractive learning), i.e. Thinking, task focused, teamwork, and transcendence [12]. In an attractive face to face, classroom that encourages the student to think is one of important skills that lectures should possess. Taxonomy of educational by Bloom (1956) in Educational Development Centre [13] categorises thinking ability in 6 section, i.e. 1) knowledge, 2) comprehension, 3) application, 4) analysis, 5) synthesis and 6) evaluation. Each taxonomy has a different question to stimulate the level of students thinking.

To deliver another characteristic, i.e. task focused, teamwork and transcendence Lecture need to use e-learning system on the internet. To combine between classroom and LMS is called as Blended Learning (BL). BL is a combination of traditional face to face instruction and online learning in a single subject and instructor or lecturer [3]. BL can be more interactive and reflective in the knowledge transfer. The technologies can support Multi-format resources, archived discussion, more time and reflection in this model. The nature of BL depends on the instructions and the aim to achieve [3]. Many researchers have suggested using blended learning, that is not only to collaborate the new styles which mean physically meet and conducting online but there are also many advantages in time and number of knowledge and student that shared through online [3].

C. Generation Y and Z

All of the respondents from Lecturers are categorized as Generation Y. This Gen also knew as Millennial Generation and Net Generation (Laban, 2013) in [14]. This Generation born from 1977 to 1994, now becomes active in economic, segmented with the massive of tv cables, internet shows, etc. Gen Y is more flexible and less loyal to the brand [14]. Also McCrindle [15], [16] stated that the ranges span of each generation from X to Z is approximately 15 years. 1965 to 1979 for X, 1980 to 1994 for Y and 1995 to 2010 for Z Generation. IN this research Gen Y is categorized from 1980 to 1994.

Meanwhile, all of the student respondents are categorized as Generation Z. Gen Z is a generation of young adult who was born on 1995 – 2010 [15], [16]. Generation Z relatively wants a high level of education and native in digital [17]. Generation Z uses technologies as tools and cannot live without it [18]. [19] explain that generation z can process a lot of information quickly, do many things at once, and always connect to the internet.

By the description above, both generation Y and Z have its character and uniqueness. Both generations familiarised with the internet; even Gen Z is savvier than Gen Y. This research is not trying to compare both of the group. However, some different perspectives might be found since they have a generation difference background. Understanding each generation is essential to find distinctiveness.

III. RESEARCH METHODOLOGY

Respondents were chosen from three campuses offering tourism programs in Bandung, Indonesia, consisting of three lecturers and six students of each university. The city of Bandung is one of the cities with the most tourism program in Indonesia. The universities are including Indonesia University of Education / Universitas Pendidikan Indonesia (UPI), Sekolah Tinggi Pariwisata NHI Bandung (STP NHI) / Bandung Tourism Institute and Politeknik Negeri Bandung (Polban) / Bandung State of Polytechnic. The LMS is officially offered by the university and or the Lecture itself by using open sources.

This study uses Qualitative research methodology approach. Focus Group Discussion (FGD) and a semi-structured interview were used to collect the data in the field. FGD was conducted to find various data with a different point of view from a diverse group within the same category of respondent and same interview guidelines. Each of the FGD needs more than one hour to finish since there is a lot of discussion and statement that need to clarify. The in-depth interview is used to gain more profound knowledge on the perception of the respondents to answer all the research questions that have been explained before and try to understand clearly about any statements related to the aim of the research.

The research was conducted from April to May 2017 in three focus group discussions for Students and Lecturers. Respondents were selected based on the snowball technique and they must have experiences using LMS in one semester. Each university has one different group of students. Each group contains six Students, ranges from first to final year. In total there are 18 students has been joined the FGD and only 3 of them (different universities) has been conducted an in-depth interview because of limited time. There is only three FGD for respondents as Lecturer from generation Y, with three people for each session, but only 2 of them has been finally interviewed to have more detail information based on their statement before on FGD.

IV. RESULT ANALYSIS AND DISCUSSION

A. *The used of Learning Management System*

Most of the Lectures said that they use LMS because the Universities ask them to used educational technology. They used it once a week before the class began. Before the semester started, they must used it every day to prepare all of the materials. However, if this is their seconds or third time

teaching the same subject, it will be much easier since they know how to make it. The lecturers found it is interesting to use LMS, but it needs plenty of time and also required a significant effort. Especially if they got stuck at a certain point and make them frustrated until they found the way to fix it again. The easy use and training for lectures are considered as some of the factor which increase the used of LMS [20].

A different view from Lecturers, almost all students found that checking LMS is not interesting unless their Lecturer told them to do so. However, they found it very useful to download the material through LMS and they will read and learn it again offline in their laptop. Students think that LMS is only another supporting tool to learn and it is not primary tool, so they felt that it is not essential. Perceived useful in using LMS is the main factor for the lecturer to push students to use and to optimise it interactively [21]. In this study, students respondents believed that the interactive forum is vital to increase the used of LMS.

There are at least four features of LMS which is expected from students as respondents, i.e. reading materials, download-upload, interactive forum and assessment on assignment. The ELearning [9] explained in their glossary shows that lecturer is able to interact with students in the discussion forum and video conference. However, from the features' perspective, the most useful function for both Lectures and students are the same, the function of "download and upload" materials.

Students respondents support this statement; they prefer to download material instead of reading them online. However, students expected the interactive forum prepared by the lecture or could use social media as a combination to interact. Up until now, most of the respondents agree that the material in LMS that has been prepared for the subject is not interesting. They use it to transfer article or document to be read or to be learnt by all of the class. It is not very practical to use because sometimes some of the students still ask for some material from a flash disk or email. A different point of view from students, they expect to receive feedback on their assignment via LMS. Almost all of their Lecturer still ask them to submit their assignment via email instead of sent to the LMS. Students found that the features are not optimal to be used at the moment. Increasing self-motivation is the key for students to use the LMS [6].

B. *LMS and Attractive learning experiences*

All of the Lecturer or Faculty members that had been interviewed agreed that attractive learning classroom with interactive styles is essential these days. Most of the Lecturers categorized as Gen Y believe that to push their students to learn, they must make them think. However, one of the respondents do not feel very sure on how to do that.

Furthermore, as students, they feel much more bored in the class if their Lecturer keeps talking and speaking about a topic without making them thinking or doing a task or it is better to

ask them to speak up. They want to be more practical and wants to get a good mark. One of the students illustrates this statement.

Both of the respondents (Lecturers and Students) agree that it is important to make a face to face classroom being more attractive and exciting. The student feels interested when their Lecturer played some videos or even showed pictures during the class or in the [6] explained that multimedia presentation, such as video, received the highest expectation from students. However, well preparation is required to connected the exciting material with a particular topic.

Regarding experiences, both of the lecturers and the students prefer to have blended class learning which combine face to face an attractive classroom with LMS systems. Student prefers to mix the social media with the LMS, so it means that they prefer blended learning but need more effort from their lecturer to prepare new material on the LMS, in this case, such as Moodle. Currently, the student thinks that they can access any information from the internet, but it could be too general. Respondent believed that interesting material connected with the topic would encourage them to learn more.

C. *Future Expectation of LMS*

From the Lecturers point of view, LMS should be more friendly and more comfortable to use. Most of the respondents expected almost same thing; need more training on how to create or modify a good video and to develop more exciting material to attract their students. They also need to optimise add-on tools to check plagiarism, including to check Indonesian sentences, structure or grammar. Almost all of these lecturers from the three Universities complained about the supporting facilities and internet infrastructure. Both Lecturer and students need a better laptop or personal computer to access and better internet connection. Sometimes the wifi is not working properly. [22] It supports the argument that users expect the LMS can be used anywhere and anytime.

Students expect to have feedback on their evaluation of the assignment or project through LMS. By this, it is mean that they want to know why did they get a good or bad mark for their task. It could be better if the future LMS could also be combined with their social media, to remind or to have a chat or forum with the class group. Regarding learning style, most of the students still prefer to have face to face meeting in the classroom than learning it from LMS. They feel that an attractive classroom will much motivate them to learn. Some of the students hope that their lecturers can prepare an engaging classroom properly by using LMS before the class begin. They believed it is not interesting to open the LMS account without any instructions from the Lectures.

Students cannot use their mobile phone during the class session. Lectures only allowed laptop to access the LMS. Students felt that they could do multitask, listen to the talks, read and access LMS through mobile phone. A different point of view from Lecturers, they prefer for not allowing their students to operate their mobile phone during the class

meeting because sometimes they check their social media or play games. [14] stated that mobile devices are able to cover a lot of students in the class and ensure that these young students are able to study with various task at once. However, it could distract them to do something else instead of study by using their smartphone.

V. CONCLUSION AND FUTURE RESEARCH

Taking everything into consideration, as a result, LMS will be powerful tool as learning enhancement for both students and lecturers. LMS is useful to build the bridge between learning in the classroom and learning independently. The students need multiple time to absorb, read notes and study through the system. The student are also able to download and or join the interactive forum, work or see the result of their assignment or assessment. On the other side, this system also helps Lectures to share the material and evaluate the learning methods.

Although both of Lectures and Students are from different Generation background, they seem to prefer face to face learning and communication. However, video by the lectures was highly valued as further material for an additional supplement. One of the main concern from the Lecturers is about time to create and develop the content in LMS since all of the Universities in Bandung have too many working load hours. Lectures teach more than 20 hours per week. Even though they feel that they do not have enough time to make proper preparation for face to face traditional classroom, they think that using Learning Management system will consume their time much longer. Some of them also believe that the LMS is not friendly enough and takes time for them to operate it. They also felt that sharing materials through online LMS is essential, but checking the assignment on an assessment will be difficult to do.

Contrary to these negatives perception, most of the students as respondents feel that it is very important and believe that they deserve a good quality of materials from the LMS. They believe whatever the preparation are, they still need all the material to be uploaded and available to be downloaded from the LMS. The students think that video shared by the Lecturers is critical. They were asked in the future there should be a good forum and optimise the assessment tools to check the words and rubric of assessment. They feel they deserve to know what does their strength and weaknesses from the assignment or assessment throughout the LMS.

Due to several technical problems and limitations, this article is not optimally written. However, considering this research as an initial project, the idea, discussion, and conclusion are considered enough to answer all the research question. Limited respondents and universities as samples also considered one of the weakness. Next research should be conducted by mix method; qualitative and quantitative with a lot more respondents. The aim should be investigated more in-depth knowledge of the LMS function, the influences of LMS and perhaps the implication of both students and lecturers. It

will be much better to link the categorical background of the respondents as Gen Y (lecturers) and Gen Z (students), so there will be same criteria of the LMS that can be matched and confirmed in the future. Applied research also suggested within one semester or one year to evaluate the process. The result could be used as a great recommendation to solve any existing problems to optimise the current LMS.

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