

TEACHERS AND STUDENTS' NET PROMOTER SCORE (NPS) ON THE CAMBRIDGE LEARNING MANAGEMENT SYSTEM (CLMS)

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Abstract: Technology in Education has been widely used due to several reasons. Millennial students' characteristic, which is technology savvy, is one of them. The Covid- 19 pandemic has also been leading us to use technology in managing the classroom massively. This study aims to identify teachers and students' Net Promoter Score (NPS) on the Cambridge Learning Management System (CLMS). Mixed methods and an online survey using google platforms were used to collect both quantitative and qualitative data. Nine English lecturers and 69 university students who had used CLMS for teaching and learning English level B1 (CEFR) participated. The results show that the lecturers and students' NPS are 11 and 13, respectively. They imply that CLMS is considered good, resulting in the possibility for the users to reuse the LMS in the future. However, there is still room for improvement. Fixing technical problems is highly recommended to enhance the possibility for the user to use the installed LMS. Providing more training for teachers is also suggested.

Keywords: *Learning Management System, Reading skills, ESF Teaching and Learning.*

INTRODUCTION

One of the successful approaches to provide an effective learning process nowadays is to understand millennial students' characteristics. Based on the previous research, one of the characteristics is that they are confident because they are technologically savvy. It leads to classroom application in which variety of technology is included in teaching and assignments. The increase of E- learning or Learning management system (LMS) in higher education has been the consequences of that.

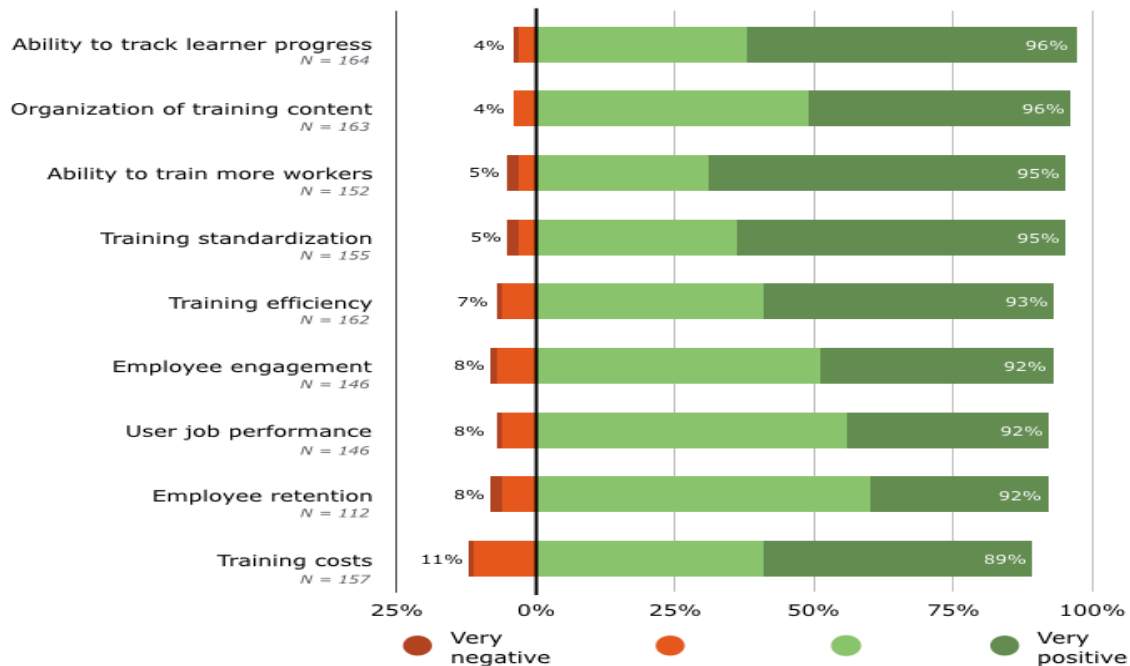
Learning Management System is an online learning platform that can be adopted by any institution to conduct online classes / training. It facilitates the learning process of users, by accessing e-learning content via any device. Rosenberg (2001) defines E-learning or LMS as the use of internet technology to deliver a series of solutions that can enhance knowledge and skills. Nursalam (2008: 135) further points out some characteristics of E-learning. First, it utilizes electronic technology services and the advantages of computers (digital media and computer networks). It also incorporate teaching materials that are independent (self- learning materials) and then stored on a computer, so it can be accessed by lecturer and students anytime and anywhere. Finally it provides the learning schedule, curriculum, learning progress results, and matters relating to education administration can be seen at any time on the computer.

Previous research on learning management system (LMS)

Learning management system has been a trend recently. Westfall, B (2016) conducted a research and gathered 176 responses from random LMS users including 8% educational

organization within the United States. The results show that almost one hundred percent of the user respond that training content organization and their ability to track learner progress are positively influenced by LMS. Second, a web- based system is employed by more than fifty percent and almost seventy percent use a blended approach to employee training, combining instructor-led and self-administered lessons. Finally, more than fifty percent say that employee engagement, retention and job performance have been positively influenced by LMS.

The diagram below can clearly show it.



Furthermore, it is reported that “Blended learning” was found to improve students grade (Dziuban, Hartman, Moskal,2004)

The advantages of LMS

Bonk and Graham (2006) discussed the benefits of online learning which can be categorized into three aspects: First, pedagogical improvement which means they are created based on pedagogical strategies, or concepts of learning theories such as behaviourism, cognitive theory, and constructivism. Second, it has increased access and flexibility. It is Available 24 hours / day - 7 days / week, meaning that the mastery of the material depends on the enthusiasm and absorption of students, can be monitored, can be tested by e-test. Finally, it is Cost-Effectiveness which means there is no need for an instructor, no need for a minimum audience, can be anywhere, can be at any time.

Student Academic Performance in Higher Education

Student academic performance in higher education is influenced by various aspects such as socioeconomic, psychological, and environmental factors (Hijazi & Naqvi in Dhaqane & Afrah, 2016). For lecturers, students’ academic performance is one of the indicators of learning success. This allows them to evaluate not only the level of student knowledge but also the

effectiveness of their learning, including the level of student satisfaction. One effort that can be done to improve student academic performance is to create flexible learning, with the principle of learning anytime, anywhere, and through any device. This can be done with utilizing learning support platforms or applications, such as Learning Management Systems (LMS).

The Effectiveness of LMS in Improving Student Academic Performance

According to Degeng (1989), effectiveness is closely related to the level of achievement of goals. Learning outcomes can be said to be effective if the learning goals that have been set previously can be achieved properly. In this case, the use of LMS is said to be effective if proven able to improve students' academic performance. Bibi & Jati (2015) point out that using LMS can increase student motivation and understanding in A logarithm and programming subjects. It was stated that after the study there was a significant difference between the class using the blended learning model and the class using the conventional model in terms of both the motivation of learning, and the level of understanding. It is in line with what Melton, Bland, & Chopak-foss (2009) who found that the average learning outcomes and levels of student satisfaction using blended learning were higher than full face-to-face classes. Overall the level of satisfaction with blended learning is higher than traditional learning.

President University is one of the universities in Indonesia which has adopted LMS from other country to facilitate students in improving their skills in reading and writing as well as vocabulary since even semester 2019/2020 academic year. The LMS were expected to help students improve their skills in reading and vocabularies. However, there were also some problems.

Regarding the background above, the problems can be formulated below:

1. What are lecturers and student's feedback/opinion on Cambridge LMS after using it for one semester?
2. What main reasons do the students and lecturers have in supporting their answer?
3. What are the main problems do they have when using it?

RESEARCH METHODOLOGY

Design

Mixed method were employed in this study. Quantitative method was used to identify their general feedback. Meanwhile, quantitative method was used to support their responses on quantitative method.

Instruments

A questionnaire based on Net Promotor Score (NPS) was used to collect the data. It consists of closed ended questions and opened- ended questions. Closed- ended one requires the respondents to answer how likely they recommend the Cambridge LMS to their friends or colleagues and what CLMS features (Registration / Log in, Code activation, Help information, Loading speed, Ease of use and navigation, Quality of learning content, Features and

functionality) support their responses. Meanwhile, opened- ended questions require them to provide more feedback and suggestion to improve the CLMS.

Participants

The questionnaire was sent to 13 English teachers who had used the Cambridge LMS and more than 1000 students who had experienced using the LMS for one semester. 7 teachers and 69 students responded the questionnaire

Data Collection and Analysis

The questionnaire was provided through online platform, google form, and the link was sent to lecturers and students who had used it for one semester. After one month the link was closed for data collection. The quantitative data was then analyzed statistically based on NPS method. *“In order to calculate the NPS, the proportion of respondents who rated the company ≤ 6.0 (Detractors) is subtracted from the proportion of respondents who rated the company 9.0 or 10.0 (Promoters). The difference represents a company’s NPS. Respondents who rated the company 7.0 and 8.0 are called passively satisfied.”* (Korneta, 2018). In other words, Net Promoter score= %Promoters- % detractors. The result of the calculation is based on the description of this following NPS analysis

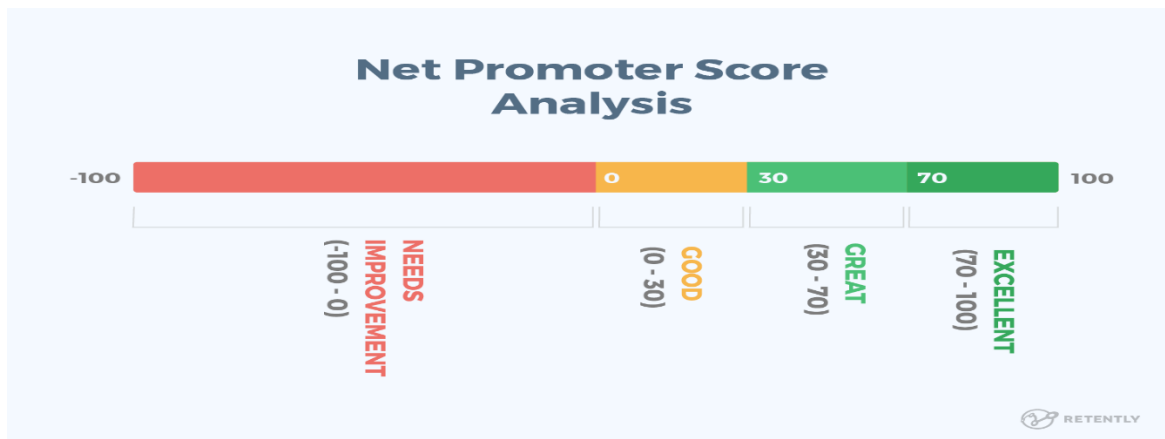


Image 1. NPS Analysis

If the NPS is between -100 and 0, it implies that the LMS needs improvement. It is considered good when the NPS is between 0-30, great when the NPS is 30-70 and excellent when the NPS is between 70 and 100. Meanwhile, qualitative data was analyzed using Nvivo software. The data was imported into Nvivo software in which it was analyzed based on the theme.

RESULT AND DISCUSSION

Teachers' NPS Score

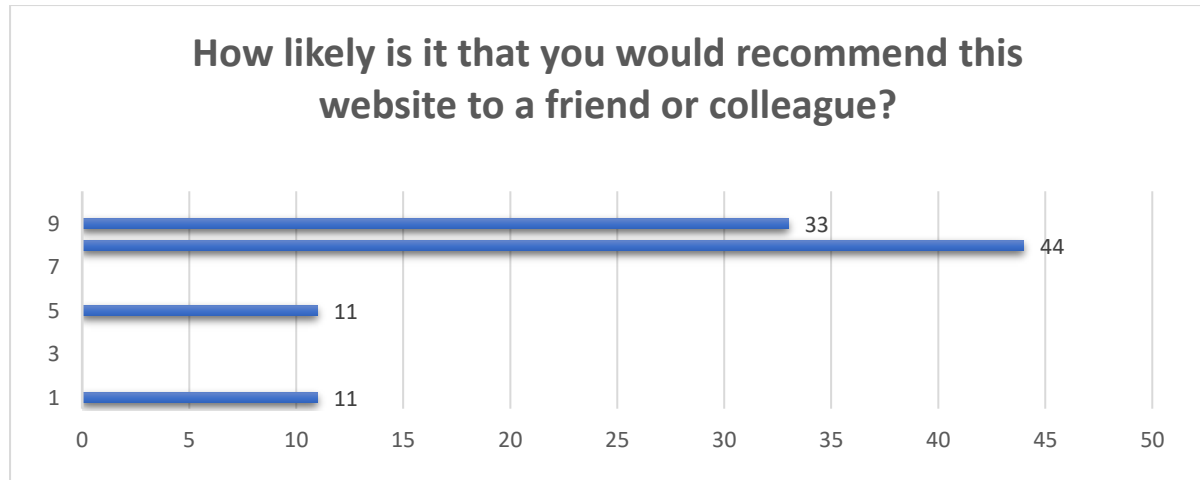


Table 1. Teachers' recommendation in percentage

The chart illustrates that the percentage of passive is the highest of all, 33 % followed by promoter, 33% while the lowest is detractors, 22%. Thus, Net Promoter Score (NPS) = %Promoters- % detractors= 33 %- 22%= 11 which means that Cambridge LMS is considered good.

Ease of use and navigation, features and functionality and the quality of learning content are the factors supporting the promoters. Quality of learning and help information are the main factors supporting passive participant. Meanwhile, registration and log in is the main leading factor for detractors.

The main problems facing the teachers who belong to passive participants is technical issues;

"Some progress of students' work weren't recorded correctly. Some students had finished answering the questions but no progress shown."

"Some students reported that they failed to answer the questions because the questions couldn't be filled"

Meanwhile detractors experienced more issues than the passive participants:

"Numerous problems with students not being able to log in, system failed to save scores for completed work thereby being penalized in their final score. Incompetence on the part of Cambridge help to resolve student issues. Some issues were not resolved in 2 months! To put it succinctly, I will never use a Cambridge product again unless someone puts a gun to my head!!!"

Students' NPS Score

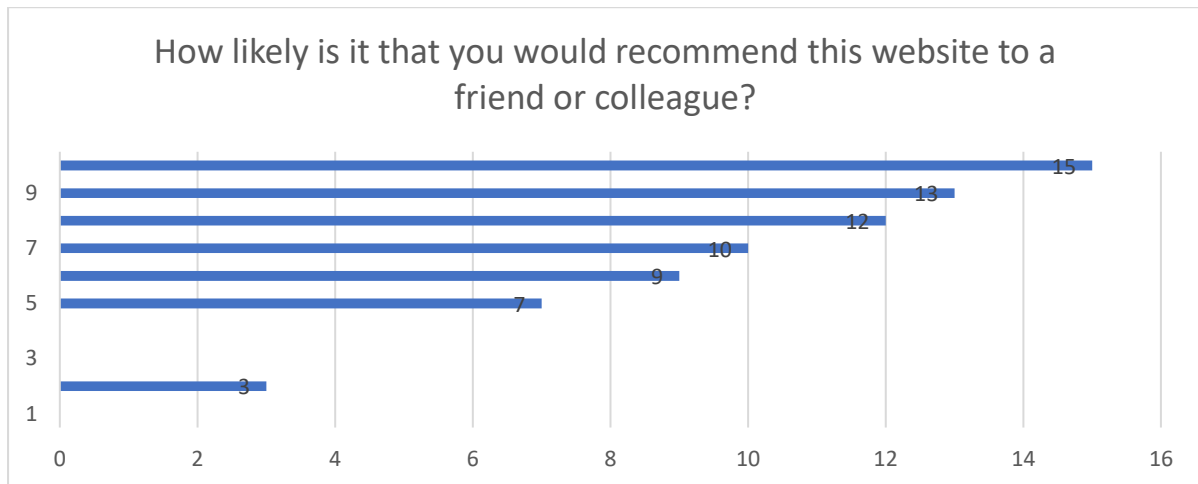


Table 1. Students' recommendation in percentage

The bar chart shows that the percentage of promoters is the highest of all, 41 % followed by passive participants, 33%, while the lowest is detractors, 28%. Thus, Net Promoter Score (NPS) = %Promoters- % detractors= 41 %- 28%= 13 which means that Cambridge LMS is considered good.



Image 2 PROMOTORS (9-10= 41%)

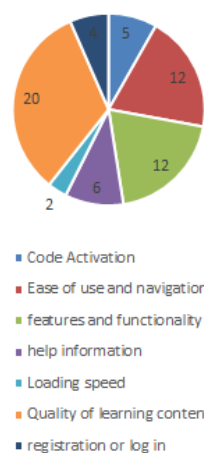


Image 2 passive (7-8= 32%)

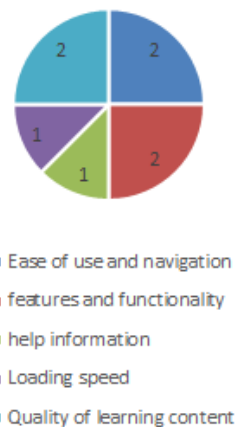


Image 3 detractors (1-6= 28%)

The pie charts above show that quality of learning, features and functionality, ease of use and navigation are leading factors for promoters and passive participants. Meanwhile features and functionality quality of learning content have led them to be detractors.

CONCLUSION AND SUGGESTION

Conclusion

The objectives of this study is to identify teachers and students' feedback on Cambridge Learning Management System. It also investigate factors supporting their responses and problems when using the LMS.

1. Teachers and students' net promotor score indicates that Cambridge LMS is good but needs much improvement to be considered great and excellent.
2. Based on teachers' perspective, ease of use and navigation, features and functionality and the quality of learning content are the factors supporting the promotors while registration and log in is the main leading factor for distractors.
3. Similar to teachers' perspective, students' perception shows that quality of learning, features and functionality, ease of use and navigation are leading factors for promotors. However, features and functionality quality of learning content have led them to be distractors.
4. The main problem facing the students are technical issues.

Suggestion

The limitation of this study is that the number of students' participants is less than 20%. Thus the future researchers are suggested to involve more participants. They are also recommended to investigate the impact of online activities on Cambridge LMS on their English skills. The result of this study suggest that the possibility for teachers and students to use the Cambridge LMS is considered low due to the existence of technical issues. Therefore, the schools are suggested to use the LMS for one class as a pilot project and make sure the providers have fixed issues found while testing before using it for all students in a school.

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