

Learning Management System (LMS) in Learning Academic Writing: Thematic Analysis of Learners' Perception

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Abstract

Despite the growing use of Learning Management Systems (LMSs) in higher education, limited research has examined how learners at Universitas Bosowa perceive the use of LMSs specifically for academic writing, particularly in relation to motivation, learning support, usability, and the integration of online and face-to-face instruction. This study explores learners' perceptions of SEVIMA Edlink in an Academic Writing course at Universitas Bosowa, focusing on their experiences of using the platform as pedagogical support within a blended learning environment. The study employed a qualitative case study design involving 24 learners enrolled in an Academic Writing course. Data were collected through semi-structured interviews and analyzed using a thematic analysis approach. The findings revealed four interconnected themes: enhanced motivation and readiness, learning support through consistent access to materials, Learners' Experience of Blended Learning through EdLink, and learners' comfort and ease of use. Learners perceived Edlink as supporting their preparation, engagement, and access to learning resources while complementing face-to-face instruction. The study suggests that LMS integration can provide meaningful pedagogical support for academic writing when instructional materials are delivered consistently and digital resources are thoughtfully integrated with classroom learning. These findings highlight the importance of learner-centered LMS integration in developing organized and supportive blended learning environments for academic writing.

Keywords: Learning Management System (LMS); SEVIMA Edlink; Academic Writing; Learners' Perceptions.



1. Introduction

In recent years, the integration of digital technologies into higher education has transformed how learners access, engage with, and create academic content. Among these technological innovations, Learning Management Systems (LMSs) have emerged as one of the most widely adopted platforms for organizing instructional materials, facilitating communication, administering assessments, and supporting teaching and learning in both blended and fully online environments (Boelens et al., 2017; Pan et al., 2023). The shift toward digital learning ecosystems was further accelerated during and after the COVID-19 pandemic, making LMS an essential part of instruction across universities worldwide, including private universities in Indonesia.

In this rapidly evolving educational environment, Learning Management Systems (LMSs) have become an integral platform for academic writing instruction, providing undergraduate students with structured environments for drafting, receiving feedback, revising their work, and engaging in collaborative writing activities. Academic writing in English is a cognitively demanding process that requires learners to simultaneously integrate disciplinary knowledge, rhetorical conventions, linguistic accuracy, and critical thinking in constructing coherent academic texts (Hyland, 2019; Sparks et al., 2014). Traditional face-to-face approaches often limit opportunities for continuous practice, individualized feedback, and flexible learning, which are crucial for the development of writing proficiency (Hyland, 2016). Consequently, educators have explored LMS as a pedagogical tool that can enhance learners' writing development by offering accessible learning resources, interactive tasks, integrated feedback mechanisms, and communication channels that extend beyond the classroom (Kasabova et al., 2023)).

In the context of private higher education, LMS implementation has the potential to optimize writing instruction by facilitating flexible learning, timely feedback, collaborative learning, and a more student-centered learning experience.

A growing body of research on LMS effectiveness demonstrates that such platforms positively influence learners' learning engagement, self-regulation, and performance when used purposefully. Studies have shown that LMS can support writing instruction by facilitating iterative drafting, enabling multimodal feedback, and promoting autonomous learning (Sun & Chen, 2016; Alias & Zainuddin, 2020). Moreover, scholars argue that LMS fosters a sense of learning community through discussion forums and peer review tools, which are essential for the development of critical and reflective writing skills (Garrison & Cleveland-Innes, 2010). However, despite these benefits, learners' satisfaction and perception remain key indicators of LMS success, as learners' attitudes influence their motivation, engagement, and overall learning outcomes (Almusharraf, 2024).

Although research on LMS adoption has expanded considerably, much of the existing literature has focused on technology acceptance, system usability, and learners' behavioral intentions through quantitative approaches, while relatively fewer studies have qualitatively examined learners' experiences of using LMS to support academic writing (Abdullah & Ward, 2016; Almaiah et al., 2020; Pan et al., 2023). There is limited

research on how learners at Universitas Bosowa perceive the use of LMSs specifically for academic writing courses — a domain that demands high levels of cognitive engagement, structured feedback, and iterative learning processes. Furthermore, previous studies have predominantly evaluated LMS effectiveness from technological and instructional perspectives, emphasizing system quality, user satisfaction, technology acceptance, and learning performance (Al-Fraihat et al., 2020; Almaiah et al., 2020; Pan et al., 2023). Although several studies have examined the integration of LMS into academic writing instruction, their primary focus has been on instructional implementation or writing performance, with comparatively less attention devoted to understanding learners' perceptions and experiences of using LMS to support drafting, feedback, revision, and scaffolding (Kasabova et al., 2023; Aydin & Yildiz, 2014). This limitation restricts our understanding of how learners interpret the pedagogical value of LMS features in supporting the recursive nature of academic writing, thereby highlighting the need for qualitative inquiry into learners' lived experiences,

To address these gaps, this study adopts a learner-centered perspective by examining learners' perceptions of LMS in an academic writing course at Bosowo University. Investigating learners' views is crucial because their experiences directly influence how effectively they utilize LMS tools for writing development. A learner perception approach provides valuable insights into how learners engage with online writing resources, respond to instructor feedback, regulate their learning processes, interact with peers, and adapt to technology-mediated learning environments (Garrison et al., 2000; Hyland & Hyland, 2006; Zimmerman, 2002). These learner-centered insights are valuable for identifying pedagogical strengths and persistent challenges that may not be fully captured from instructors' or institutional perspectives.

Theoretically, this study is grounded in constructivist learning theory, which posits that learners actively construct knowledge through meaningful interaction with content, instructors, and peers. LMS reflects this paradigm by providing spaces for collaborative learning, content exploration, and reflective writing activities. Within this conceptual frame, LMS functions as a learning environment that promotes learner autonomy, self-regulated and self-paced learning, and peer collaboration, which are considered essential components in the development of academic writing skills (Garrison et al., 2000; Benson, 2013; Zimmerman, 2002; Hyland, 2019). The study also draws on the Technology Acceptance Model (TAM) as a supporting framework to understand how perceived usefulness and perceived ease of use influence learners' acceptance of LMS as a tool for academic writing (Davis, 1989; Venkatesh & Davis, 2000). By synthesizing insights from constructivism and TAM, this research establishes a logical connection between technological affordances, learning engagement, and writing outcomes.

The significance of this study lies in its contribution to the limited literature on writing-focused LMS experiences in Bosowa University contexts. The novelty of the study stems from its specific focus on learners' perceptions of LMS usage in academic writing courses, which remains underexplored. Additionally, the context of a private university

provides fresh insights into how institutional characteristics, such as resource availability and pedagogical flexibility, shape learners' experiences differently from public institutions. This research thus fills a conceptual and contextual gap and offers practical implications for improving LMS-based writing pedagogy.

Based on these considerations, the objectives of this study is to explore learners' perceptions of the use of LMS in learning academic writing courses at Universitas Bosowa.

2. Methods

This study was conducted in the English Education Study Program at Universitas Bosowa, a private university in Makassar, South Sulawesi, Indonesia. The institution employs SEVIMA EdLink as its official Learning Management System (LMS) to support blended and online learning across courses. Within the Academic Writing course, the platform plays a central role in delivering instructional materials, collecting assignments, facilitating instructor feedback, and supporting student interaction. Given its regular integration into writing instruction, this setting offers a relevant context for exploring learners' perceptions of LMS use in academic writing at a private university. This study employed a qualitative case study design. The case comprised the use of SEVIMA EdLink, the institution-wide Learning Management System (LMS), in an Academic Writing course offered by the English Education Study Program at Universitas Bosowa, a private higher education institution in Makassar, Indonesia. Although SEVIMA EdLink is implemented across academic programs to support blended and online learning, this study focused on an Academic Writing course to gain a contextualized understanding of learners' perceptions of LMS-supported writing instruction. A qualitative case study design was selected because the study sought to explore learners' perceptions within their authentic learning environment, where interactions with the LMS, instructional practices, and course activities shaped their learning experiences. This approach enabled an in-depth and context-sensitive examination of the pedagogical opportunities and challenges associated with LMS-supported academic writing (Creswell & Poth, 2018; Yin, 2018).

Data were collected from 24 undergraduate students enrolled in the Academic Writing course in the English Education Study Program at Universitas Bosowa. These students regularly used the SEVIMA EdLink Learning Management System throughout the semester for accessing course materials, submitting assignments, receiving instructor feedback, and participating in course-related learning activities. The main source of primary data was semi-structured interviews, which allowed learners to describe their experiences with LMS for writing tasks, including benefits, challenges, and perceived effectiveness. This technique was chosen because it provides a balance between structured guidance and flexibility, enabling participants to share their experiences in depth while maintaining alignment with the research objectives. The interview guide consisted of open-ended questions about the learners' perceptions of their experiences with the LMS.

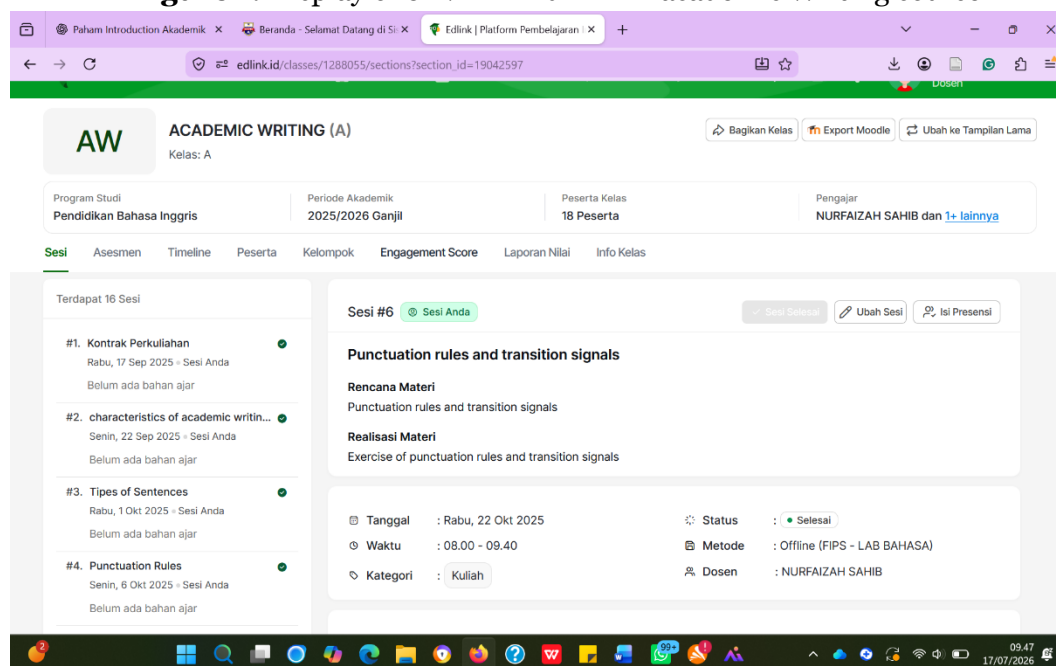
Document analysis was conducted to complement interview data. Institutional documents and LMS activity logs were reviewed to understand the structure of writing tasks, the feedback mechanisms embedded within the LMS, and the frequency of student–lecturer interaction. This method helped validate participants' claims and provided deeper insight into how LMS features were operationalized in the course.

Data analysis followed Braun and Clarke's (2006) thematic analysis framework, which consists of six iterative steps: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. These steps ensured a systematic interpretation of the qualitative data and allowed the researcher to identify recurring patterns related to learners' perceptions. Coding was performed manually to maintain closeness to the data and to ensure that themes accurately reflected participants' lived experiences.

3. Results

The findings of this study reveal a strong and consistent pattern showing learners' positive perceptions of Edlink as the primary Learning Management System (LMS) used in the academic writing course. Overall, the utilization of Edlink significantly shapes learners' motivation, readiness, comfort, and engagement in the learning process. More importantly, the integration of Edlink with face-to-face classroom activities promotes a balanced form of blended learning that supports constructive learning experiences. These findings align with previous theories and empirical studies in mobile learning (m-learning), LMS-based learning, and blended learning environments. The findings and the discussion are presented in the following lines.

Figure 1. Display of SEVIMA Edllink in academic Writing course



3.1. Enhanced Motivation and Readiness through LMS

One of the most prominent themes emerging from the interview data is the increase in learners' motivation and readiness resulting from the early distribution of learning materials through Edlink. Participants consistently reported that having access to instructional materials before class allowed them to review the content at their own pace, resulting in greater preparedness during classroom activities. Learners expressed that receiving materials ahead of class enables them to review content in advance and come to class better prepared. The comment could be seen in the following lines.

Extract 1 (Participant 3)

"The lecturer usually uploads the materials before class. I always read them first at home, so when the class begins, I already understand the topic and feel more confident participating in the discussion."

Similarly, another participant stated:

Extract 2 (Participant 5)

"Having the materials beforehand helps me prepare my ideas before writing. I don't feel confused when the lecturer explains the materials."

The seventh participant commented that:

Extract 3 (Participant 7)

"The learning materials of Academic Writing provided through Edlink help me increase my self-confidence and motivation." (Participant 7)

These excerpts indicate that early access to learning materials enhances learners' readiness by enabling them to build prior knowledge before classroom instruction. Such preparation also appears to increase learners' confidence and motivation to participate in writing activities.

This finding is consistent with Keller's (2008) ARCS model, which suggests that learners' confidence and perceived relevance contribute significantly to learning motivation. Furthermore, The availability of pre-class materials also reflects the principle of learner autonomy, which Holec (1981) defines as the ability of learners to take responsibility for their learning process. By accessing materials early, learners independently regulate their study habits and build background knowledge before instructional sessions. This aligns with Little's (1991) view that autonomy is strengthened when learners have control over time, pace, and method of learning—conditions made possible through Edlink's accessibility. From a constructivist perspective, early exposure to instructional materials also functions as cognitive scaffolding that supports learners in developing an initial understanding before engaging in classroom learning (Vygotsky, 1978).

3.2. Learning Support through the Edlink Platform

Another important finding indicates that learners perceived EdLink as an effective platform for supporting their academic writing activities. Participants consistently reported that the availability of learning materials, assignment instructions, and submission features within a single platform helped them organize their learning process more effectively. They also emphasized that the consistent uploading of materials before

class enabled them to manage their study time more efficiently and reduced the stress associated with preparing for writing tasks, as in the following lines.

Extract 4 (Participant 9)

"EdLink helps me because all the materials and assignments are available in one place. I don't have to search for files in different applications, so I can focus more on completing my writing tasks."

Similarly, another participant explained:

Extract 5 (Participant 11)

"When the lecturer uploads the materials before class, I have enough time to read and understand them. It makes me feel more prepared and reduces my anxiety when working on writing assignments."

These excerpts suggest that learners valued EdLink not merely as a repository for instructional materials but as a platform that supported the organization of their learning activities. The centralized access to course materials, assignment instructions, and submission deadlines enabled learners to manage their academic responsibilities more systematically, thereby reducing uncertainty during the writing process.

This finding is consistent with Sun et al. (2008), who argue that well-organized online learning environments facilitate students' learning processes by reducing unnecessary cognitive demands and improving academic performance. When learning resources are systematically organized and consistently available, learners can devote greater cognitive effort to understanding course content rather than searching for information or managing multiple learning platforms.

Edlink's usefulness in supporting writing skills is also consistent with the literature on digital writing environments. According to Hyland (2016), digital platforms can provide structured opportunities for drafting, receiving instructions, and revising—essential aspects of the writing process. Because Edlink provides access to materials and assignments in a centralized manner, learners can better manage these stages of writing.

3.3. Learners' Experience of Blended Learning through EdLink

Learners perceived EdLink as an integral component of their blended learning experience. Rather than replacing face-to-face instruction, the platform complemented classroom activities by providing continuous access to learning resources, supporting classroom preparation, and facilitating a more organized learning process. Participants indicated learning became more effective because they could easily access materials and use them during classroom meetings, as presented as follows:

Extract 6. (Participant 12)

"I usually open the material on EdLink during the class. If I forget something, I can immediately read it again without asking my friends."

Extract 7 (Participant 15)

"Having the material on my phone makes learning easier because I can check the explanation while the lecturer is teaching."

Extract 8 (Participant 17)

"The material is always available on EdLink, so I don't have to look for it in WhatsApp or other applications."

This perception aligns with Davis's (1989) Technology Acceptance Model (TAM), which posits that perceived usefulness and perceived ease of use are key determinants of technology acceptance. In the present study, learners perceived EdLink as both useful and easy to use, suggesting a positive acceptance of the platform for supporting academic writing. Similar findings have been reported in recent studies, which indicate that learners' perceptions of usability and usefulness significantly influence their engagement, satisfaction, and continued use of LMS platforms in higher education (Al-Fraihat et al., 2020; Almaiah et al., 2020; Pan et al., 2023).

Furthermore, Edlink's effectiveness is consistent with the idea that LMS tools improve course management and learner engagement. According to Martín-Blas and Serrano-Fernández (2009), LMS platforms enhance learners' interaction with course content, promoting deeper processing and improving academic outcomes. In writing courses, where organization and sequential learning are crucial, such features are especially beneficial.

The seamless alignment between Edlink's digital materials and offline learning sessions also reflects Garrison and Kanuka's (2004) view of blended learning as a "thoughtful integration" of digital and face-to-face instruction. When it was done effectively, blended learning enhances understanding, efficiency, and learner satisfaction. The experiences of the learners in this study confirm these advantages, as they perceive Edlink as complementary to classroom learning.

The findings also demonstrate that learners appreciate the blended learning model implemented by the lecturer, where Edlink is used for material distribution while face-to-face instruction is maintained. Learners perceived this approach as balanced and supportive of their learning needs. Graham (2006) notes that blended learning combines the strengths of online learning—flexibility, accessibility, and resource availability—with the strengths of in-person instruction—immediate feedback, interaction, and clarification. The learners' responses show that this balance is effectively achieved in the writing course. Additionally, the integration of digital materials with offline learning aligns with Horn and Staker's (2015) concept of "enriched virtual models", where online materials enrich traditional classroom practice. In this case, Edlink functions not as a replacement but as an enhancement of face-to-face writing instruction.

The learners' appreciation for this blended approach suggests that the lecturer has successfully created a learning environment that aligns with both pedagogical goals and learners' preferences. The digital materials provide structure and predictability, while offline sessions allow collaborative discussions and practice. This combination supports deeper engagement and improves writing outcomes.

3.4. Learners' Comfort and Ease of Use

Comfort and usability emerged as significant themes from the interview data. Most learners described EdLink as an easy-to-use platform that required little effort to operate during classroom activities. Rather than experiencing technical difficulties,

participants reported that the platform allowed them to focus on learning tasks, particularly academic writing activities.

Extract 9 (Participant 20)

"EdLink is very easy to use. I can quickly find the materials and submit my assignments without asking my friends or the lecturer for help."

Similarly, another participant commented:

Extract 10 (Participant 24)

"I don't feel confused when using EdLink because all the menus are clear. During the lesson, I can immediately open the materials whenever the lecturer asks us to."

These interview excerpts suggest that learners perceived EdLink as an intuitive and user-friendly platform that minimized operational difficulties during classroom activities. Because learners could navigate the platform with ease, they were able to devote greater attention to understanding course content and completing writing tasks rather than dealing with technical issues. This finding indicates that usability played an important role in creating a positive learning experience.

The findings support Park's (2011) argument that user-friendly mobile learning environments reduce learners' operational challenges and encourage greater engagement with instructional activities. In the present study, learners' positive experiences were associated not only with the accessibility of the platform but also with its ease of navigation, which facilitated participation in classroom learning.

This finding is also consistent with Lai and Bower (2020), who describe technology-enabled learning affordances as technological features that enable learners to perform learning activities more efficiently and flexibly. EdLink's intuitive interface enabled learners to access instructional materials, submit assignments, and follow classroom activities with minimal effort, allowing them to focus their cognitive resources on planning, organizing, and revising their academic writing rather than learning how to operate the platform.

Furthermore, recent studies have similarly demonstrated that learners' perceptions of usability significantly influence their engagement, satisfaction, and continued use of Learning Management Systems in higher education (Al-Fraihat et al., 2020; Almaiah et al., 2020; Pan et al., 2023). The findings of the present study extend this evidence by showing that ease of use also supports learners' confidence in participating in academic writing activities within a blended learning environment

5. Conclusion

Referring to the findings and discussion, this study concludes that learners expressed positive perceptions of Edlink, citing its user-friendly features and efficient organization of learning materials. These perceptions contributed to a more streamlined and effective learning process in both online and face-to-face settings. The integration of Edlink within a blended learning environment enabled learners to benefit from the flexibility of digital access while maintaining the advantages of in-person guidance.

Overall, Edlink fostered a positive learning orientation by enhancing learners' motivation, increasing their self-confidence, facilitating comfort in technology use, and supporting instructional effectiveness. Therefore, the integration of LMS platforms such as Edlink not only strengthens the teaching and learning of academic writing but also enriches learners' overall learning experience.

These findings suggest that Edlink functions not merely as a technological tool but as a pedagogical mechanism that enhances the learning experience. Through the timely, consistent, and accessible delivery of instructional materials, Edlink enables learners to prepare more effectively, develop a deeper understanding of course content, and engage more actively in academic writing activities. When combined with face-to-face instruction, the LMS contributes to a coherent and supportive learning environment that aligns with the principles of mobile learning, digital pedagogy, and blended learning.

Nevertheless, this study has several limitations. The findings are based on the experiences of learners from a single Academic Writing class at one private university, and therefore they represent a specific educational context. In addition, the study explored learners' perceptions through qualitative inquiry without examining the direct impact of Edlink on students' writing performance. Future research is encouraged to involve participants from multiple institutions and employ mixed-methods or longitudinal designs to examine how learners' perceptions relate to measurable improvements in academic writing outcomes.

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