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INTERNATIONAL CONFERENCE ON  
CYBER & IT SERVICE MANAGEMENT

# BUNDLING

## PAPER ID 10

An Analytic Study of Learning Management System in Higher Education

Cicilia Sriliasta Bangun **01**

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Title: “An Analytic Study of Learning Management System in Higher Education”.

Submission to 11th International Conference on Cyber and IT Service Management  
(CITSM2023)



1. Submission
2. Notification ACCEPTED & Review Remarks
3. Answer Review
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Dear Komang Mertayasa

We are pleased to inform you that your paper:

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that submitted to the 11th International Conference on Cyber and IT Service Management (CITSM2023) has been ACCEPTED for an oral presentation. We cordially invite you to attend by presenting your paper in the CITSM2023.

It is mandatory to prepare the camera-ready paper as per the instructions listed on the CITSM2023 website (<https://citsm.id/citsm2023/2023/02/07/submissions/>), and your paper will not be published unless the following are done:

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#### Detailed Response Sheet

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**Manuscript ID:** CITSM-10

Dear Professor,

Have a Great Day ^^

We would like to thank the CITSM editors and reviewers for providing the opportunity to revise the draft (CITSM-10). As a team, we have tried to understand, analyze, and swiftly respond to every suggestion and review comments as best possible to update the manuscript as submitted. Thank you for taking the time to respond to this manuscript. We appreciate the time given by the CITSM team and reviewers. This manuscript has been revised by the desired combination of changes and a brief response to any suggestions from reviewers. Below, we respond to reviewer suggestions in plain font, italicized with different colors. Likewise, additional manuscripts are displayed in different colors. Once again, thank you for appreciating and paying attention to the changes made.

We are looking forward to hearing from you with high optimism and enthusiasm.

Yours sincerely,  
Corresponding Author  
Maulana Yusuf

#### Reviewer A:

Recommendation: Revision required

1. Limited Scope: Due to word or page limits, some papers might have a limited scope, potentially overlooking broader implications or applications.

*Response: Restricted Focus: In adherence to word or page limitations, certain academic papers may deliberately limit their scope, running the risk of neglecting broader implications or applications. The intentional confinement of research within specified boundaries, while aiding in maintaining clarity and depth, can inadvertently result in missing out on the wider significance and potential applications of the study.*

2. Rapidly Evolving Fields: In fast-paced fields, research can become outdated quickly. By the time a paper is reviewed, accepted, and published, newer developments might have emerged.

*Response: Dynamic Fields: In rapidly evolving domains, research faces the challenge of swift obsolescence. The timeline from paper submission to review, acceptance, and publication may lag behind the rapid pace of new developments, rendering the information in the paper potentially outdated by the time it reaches the audience.*

3. Complexity: Some documents can be highly technical, making them inaccessible to readers outside the specific field of study.

*Response: Technical Complexity: Certain documents exhibit a high degree of technicality, rendering them less accessible to readers who lack a background in the specific field of study.*

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### An Analytic Study of Learning Management System in Higher Education

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# An Analytic Study of Learning Management System in Higher Education

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**Abstract**—This article describes the experience of supporting scholars using an e-learning platform. We use Moodle as an interactive existential tool to engage students and motivate them to complete individual assignments. Many universities worldwide are using e-learning platforms, but this is the first time they are using them, and it is a great learning/teaching experience. This paper should be easy to read and understand by showing the importance of using the university's e-learning platform. It is demonstrated by the behavior of most commonly accessing the homework section and uploading assignments (sending homework) completed after an aggregate of 6.81 views of assignments. Another finding is the number of students who choose to alter the randomly generated passwords sent to them until they enroll in the course. Only 7.5 out of every 1,000 accounts had their passwords changed. Novelty This was done since most students use computers and save their passwords in their browsers, which allows them to log in immediately the following time they use them. There isn't a single type of assignment suitable for all students. Students may be asked to do some activities independently in specific instances. It's done after viewing a demonstration, and it's also done to spark creativity. We do not receive help despite the pipeline. In some circumstances, pupils are expected to complete work alone. It's done after witnessing a demo, and it's also done to promote creativity. We don't get any help despite the pipeline. We solely accept online lesson links

**Keywords**—Component, Formatting, Style, Styling, Insert

## I. INTRODUCTION

The concept of e-learning and the idea of implementing Moodle (modular object-oriented dynamic learning environment) in courses is an online series that follows many of the international internships we have attended and enhances project education. Platform configuration [1]. Using online education has many benefits, including communication, student

interaction, group development, and better access to the knowledge edge. Many Romanian universities often agree to stick to traditional education without additional assistance [2]. Moodle is a learning platform designed initially by Martin Dougiamas. As a powerful open-source e-learning platform, Moodle has been used and further developed by the collaboration of the international community over the next few years. Moodle has been developed and enhanced to provide educators, managers, and students with a robust and secure integrated system for creating personalized learning environments [3]. Moodle is a web-based adaptive collaborative learning environment that includes all the components described by peer-to-peer discussion and support forums, user models, and strategic collaboration. Examples and adaptive features [4]. Some authors are also interested in relationships and communication in web-based collaborative learning environments, while others are virtual learning environments [5]. Other authors have described similar experiences with interactive e-learning sensations such as Moodle [6]. Some of them want to see in their work that their Moodle can be used to develop students' cognitive schemas, form knowledge, and encourage students to be optimistic about discussion and collaboration with colleagues [7]. Some people think it improves students' ability to use lifelong learning with peers and information technology [8]. (Pasak, Angkasaputra, this flexible online learning community allows students to interact through topics, develop new skills, and develop their learning paths [9]. By implementing this e-learning platform, I am a web-based collaborative learning option that students, with time and effort, can take advantage of availability for activities and activities to submit homework promptly [10].



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## II. MATERIALS AND METHODS

The method used in this research is an **E-Learning Platform**. The reason we use this research is to be able to see the details of the existing processes, so there is less possibility of errors in the research. In the newest dataset, this survey and analysis leverage server logs collected on the e-learning platform, containing information about login and user activity [11]. The results of adopting Moodle in Romanian higher education are presented in this study [12]. To compare the results, we used a set of 98 students who took classes, submitted homework utilizing this solution, courses, dissertations/resources enrolled traditionally, and assignments delivered by email (104 students in total) [13]. The Moodle platform has been put up online <http://moodle.univagora.ro> and <http://online.uav.ro>, and the basic configuration is complete [14]. Courses are organized into categories. Each class is designed with its own set of resources [15]. The system is managed by topic and includes assignments for each one [16]. The first and second laboratories will share the first topic and work as homework, the second and third labs will share the second topic and assignment as homework, and Lab and Lab 4 will share the third topic and task as homework [17]. Visit the website. Reading has a time limit, and only student and professor responsibilities can be assigned by admin users [18]. The advanced file upload section is where tasks are defined. Our account is enrolled in the course as a professor, and each student is registered in the system as a student. Students will be given assignments and deadlines for each project at the first lab meeting and a thorough presentation and explanation of the e-learning platform [19]. There will be a short user guide that explains all of the actions (access, login, browse resources and homework, upload homework files in earlier versions, show feedback, modify homework files, upload grades in final versions) [20]. After the first lab meeting, each student in the first group received authentication credentials and the lab structure via email [21]. The second group attended classes in the usual manner, without the benefit of e-learning. Papers and homework materials will be completed and provided as an attachment through email [22].

## III. RESULTS AND DISCUSSIONS

In the newest dataset, this survey and analysis leverage server logs collected on the e-learning platform, containing information about login and user activity [23]. The results of adopting Moodle in Rumania higher education are presented in this study. To compare the results, we used a set of 98 students who took classes, submitted homework utilizing this solution, courses, dissertations/resources enrolled traditionally (Fig. 1) [24]. Courses are organized into categories [25]. Each class is designed with its own set of resources [26]. The system is managed by topic and includes assignments for each one. The first and second laboratories will share the first topic and work as homework [27]. The second and third labs will share the second topic and assignment as homework. Lab and Lab 4 will share the third topic and project as homework [28]. Visit the website. The lesson has a time limit, and admin users can assign only student and professor responsibilities.

The advanced file upload section is where tasks are defined [29]. Our account is enrolled in the course as a professor, and each student is registered in the class as a student [30]. Students will be given assignments and deadlines for each project at the first lab meeting and a thorough presentation and explanation of the e-learning platform [31]. A short user guide will explain all of the actions (access, login, browse resources and homework, upload homework files in earlier versions, show feedback, modify homework files, and upload grades in final versions) [32]. After the first lab meeting, each student in the first group received authentication credentials and the lab structure via email [33]. The second group attended classes in the usual manner, without the benefit of e-learning. Papers and homework materials will be completed and provided as an attachment through email [34].

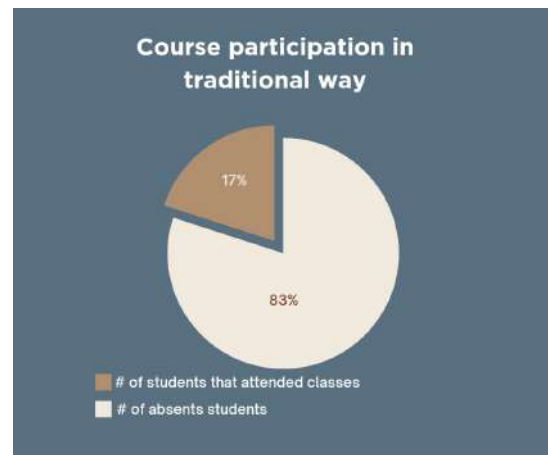


Fig. 1: Course participation in both situations (traditional and e-learning)

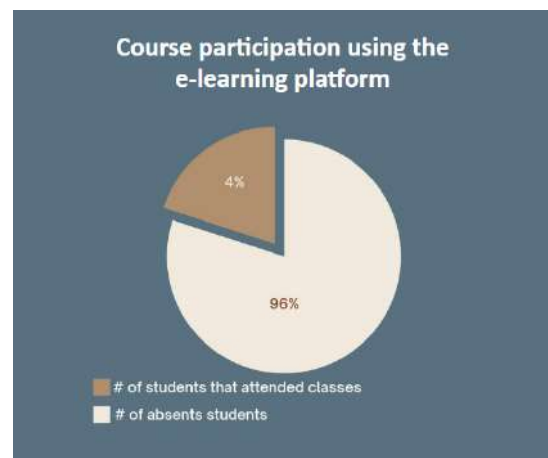


Fig. 2: Course participation in both situations (traditional and e-learning)

When these two approaches were compared, there was no difference in punctuality or absence for all facial expression meetings (Fig. 2). The lab had a 62 percent attendance rate and a 38 percent absence rate in both circumstances [35].

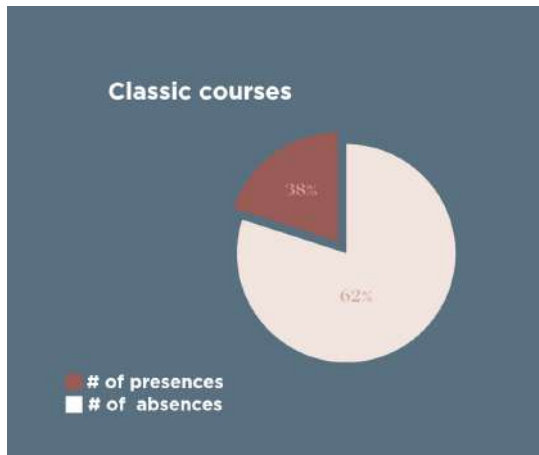
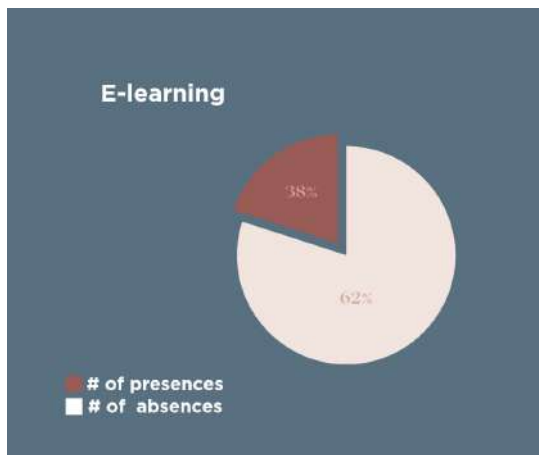


Fig. 3: Course participation in both situations (traditional and e-learning)

Although e-learning is projected to enhance lab attendance, students' motivation in these lab activities has not waned after the platform's inception.



The user refuses the log out for security reasons. After using the platform, most participants elected not to log out. We believe that this behavior stems from using a computer and that in most situations, the conduct is closing the computer without logging out. This is a regular occurrence for students using user login interfaces on various platforms [36]. Only 3169 user login sessions and 1013 user login actions were counted in the scenario under evaluation (Fig. 3). This indicates that going out only completes around a quarter of a user's work. In terms of performance authentication, the proportion was 83 percent, with 17 percent indicating login issues (Fig. 4). A human error or a pdf version method with excess space is the source of the error rate. For example, identification details (user account password) are acquired via email, and the password received via email is selected using a copy/paste process [37].

Paste it into the platform as a password (with extra space). Regarding platform visits during the term, the admission rate is highest during the course time from April to April to May.

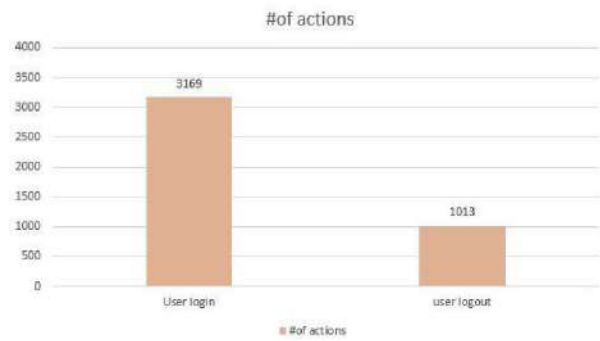


Fig. 4: Course participation in both situations (traditional and e-learning)

However, interest in the course persists long after the system has ended and resources increase [38]. The method that was purchased has been completed. (Fig. 5) As a result, this platform is handy because the professor-student relationship does not cease with the end of the training and the final examination.

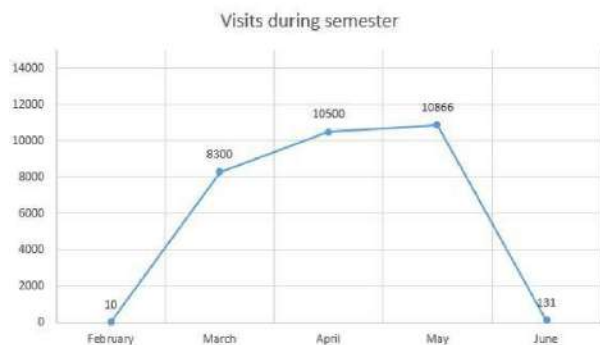


Fig. 5: Course participation in both situations (traditional and e-learning)

This platform is identity when it comes to submitting homework. Compared to standard email delivery systems, Moodle receives more homework submissions (Fig. 6). The distinction is significant. Sending homework via email provides 38% of all reading, whereas sending homework via an e-

learning system sends 85% of all tasks from the lesson that was turned in. Course communication, group development, and homogeneity all benefit from e-learning systems. Above that, the stages of team growth are best explained; however, groups are suggested and created in the four phases—nominations, intrusion, and performances. The group enters the typically provided phase in this situation. The outcomes are apparent; the participants are task-oriented because there is little internal conflict at this stage. Students are enthralled by the structure of their group and university. Each student shows a list of academic programs 5.41 times on average.

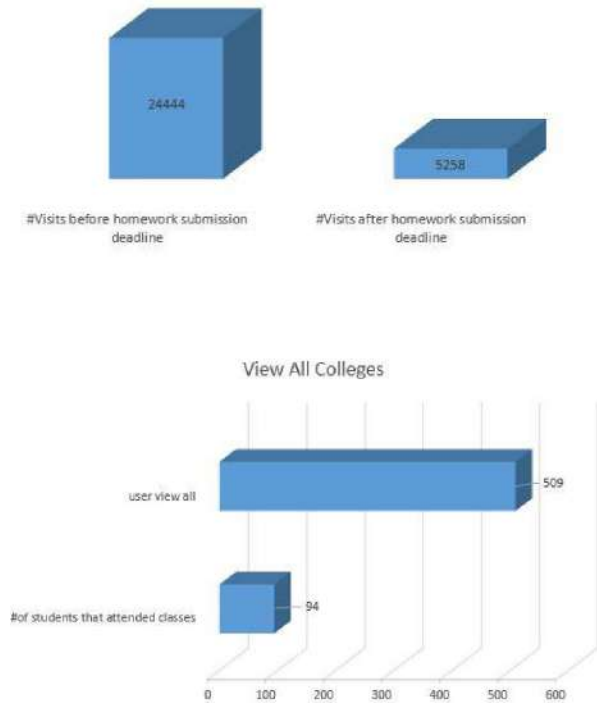
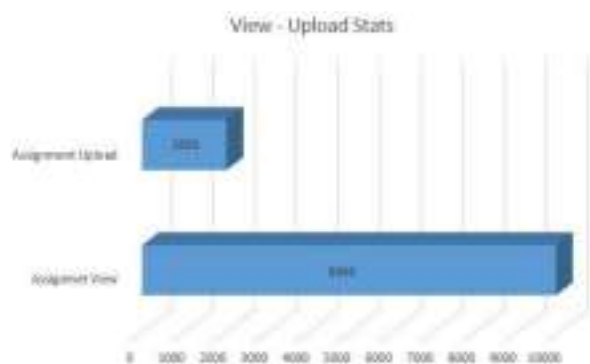


Fig. 6: Course participation in both situations (traditional and e-learning)



#### IV. CONCLUSIONS AND FUTURE WORK

From the research that has been done, it can be concluded that the activity of giving and uploading assignments in the field of education currently has significant changes, and

other findings obtained are that there is significant activity in changing passwords by every student who already has access to a new account, this is because for easy access to the account.

There is no one type of assignment that fits all students. Students may be asked to do some activities independently in certain cases. This is done after seeing the demonstration and is also done to spark creativity. We didn't receive any help even though there was a pipeline. In some circumstances, students are expected to complete the work on their own. It was done after watching the demo, and it was also done to promote creativity. We didn't get any help even though there was a pipeline. We only accept online lesson links. In order for the work to be successful, it is recommended that you look for similar online materials that allow the creation of e-learning sites. The task upload action (finish homework) has a URL. In some cases, students are expected to work on assignments on their own. It was done after seeing the demonstration, and it was done to encourage innovation. Despite the pipeline, we did not receive any assistance. We only accept links to online lessons. It is recommended that you explore identical internet resources that allow building e-learning sites to get the job done properly. URL display rate for task upload activity (finish homework).

This research has a drawback where there is no qualified database, so there are still bugs in the program. Therefore, future research is expected to create programs that are more effective and provide a high level of security. (adverb and future research when English is in Bols)

#### ACKNOWLEDGMENT

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## Abstract \*

This article describes the experience of supporting scholars using an e-learning platform. We use Moodle as an interactive existential tool to engage students and motivate them to complete individual assignments. Many universities worldwide are using e-learning platforms, but this is the first time they are using them, and it is a great learning/teaching experience. This paper should be easy to read and understand by showing the importance of using the university's e-learning platform. It is demonstrated by the behavior of most commonly accessing the homework section and uploading assignments (sending homework) completed after an aggregate of 6.81 views of assignments. Another finding is the number of students who choose to alter the randomly generated passwords sent to them until they enroll in the course. Only 7.5 out of every 1,000 accounts had their passwords changed. Novelty This was done since most students use computers and save their passwords in their browsers, which allows them to log in immediately the following time they use them. There isn't a single type of assignment suitable for all students. Students may be asked to do some activities independently in specific instances. It's done after viewing a demonstration, and it's also done to spark creativity. We do not receive help despite the pipeline. In some circumstances, pupils are expected to complete work alone. It's done after witnessing a demo, and it's also done to promote creativity. We don't get any help despite the pipeline. We solely accept online lesson links

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