

EXPLORING STUDENTS' PREFERENCES IN USING PLATFORM FOR ENGLISH LEARNING: LMS OR WHATSAPP GROUP

Ahmad Burhanuddin, Eros Meilina Sofa

UIN K.H Abdurrahman Wahid Pekalongan, Indonesia

ahmad.burhanuddin@uingusdur.ac.id, erosmeilinashofa@uingusdur.ac.id

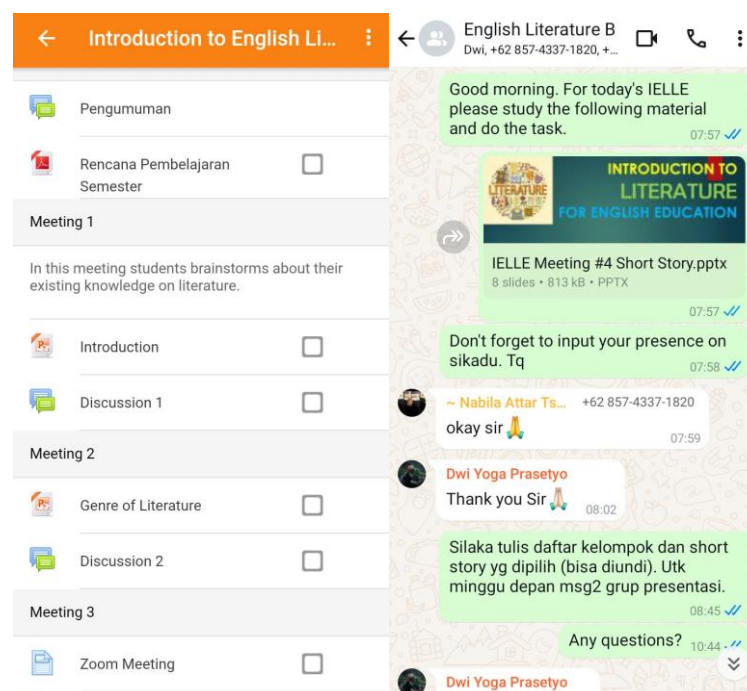
Abstract

This qualitative study investigates two questions: (1) factors that lead to the tendency of students to use WhatsApp Groups compared to LMS E-Learning at UIN K.H Abdurrahman Wahid Pekalongan? (2) What features do students like on WhatsApp Groups in online learning. This research involved 100 students of the English Department UIN K.H Abdurrahman Wahid Pekalongan? The research findings reveal that (1) Students choose to use WhatsApp (WA) over the Learning Management System (LMS), because WA provides more convenience in terms of ease of access, interaction and communication, ease of navigation, learning experience and motivation, and better understanding of the material. (2) The features in WA that are liked by students are the auto-login feature, text and audio messages that facilitate interaction with friends or lecturers, where this feature cannot be found in the LMS and that WA is easier to use. In the eyes of students, the data security factor is still of less concern than the convenience and speed, which indicating the lack of awareness towards digital security.

Keywords: *online learning, learning management system, WhatsApp*

I INTRODUCTION

With the development of technology and the dense mobility of society at this time, more and more institutions or educational institutions are utilizing e-learning of the Learning Management System (LMS) platforms provided by the UIN K.H Abdurrahman Wahid Pekalongan campus is Moodle-based E-learning. This platform is able to accommodate the various needs of teachers or lecturers as well as students in learning. With the complete features or menus available on this platform, both lecturers and students are able to save the files they need. Moreover, lecturers are able to set deadlines for collecting assignments and monitoring student activity. In addition, students do not have to download a specific application to access this platform, so they can simply open their browser, which means saving space on their mobile phone.



Picture 1. Screenshot of LMS System of UIN K.H Abdurrahman Wahid Pekalongan and WhatsApp Group

However, the facts on the ground show that students seem more active when distance learning is carried out using WhatsApp (WA) media. A preliminary study revealed that most students choose to use WhatsApp groups compared to other platforms such as E-learning, Google Classroom, Google Meet, Zoom, and so on. Hamad (2017) stated that the utility of WhatsApp enabled teachers and students to create a space for both communication and learning since it is currently the most frequently used app. Not only is it affordable and easy to use, WhatsApp is always connected to students and teachers as they always bring and keep in touch with their phones. In addition to that, Susanti and Tarmuji (2016) stated that WhatsApp provides useful as well as flexible functionalities including for messaging, calling, and other media transmission such as photos, videos, audios (voice notes), documents, links, etc.

Research by Agung Tri Wibowo (2014) shows that LMS is user-friendly and relatively more attractive, for example in terms of appearance. In addition, the use of this LMS is more cost-effective. In terms of material delivery, it is quite acceptable to students and effective in increasing student understanding, but for character development it is not very effective. Esteban and Díez-Arcón (2021) in their research found that students prefer to interact on the Facebook Group platform than the LMS provided by the campus. Students feel more satisfied in learning when involved in group discussions and they did not feel lonely which encouraged them to participate more actively in the learning process.

Despite the design of the current LMS which allows students to interact with others, for example in chats, forums, chats, or groups, the teachers still control dominantly the classrooms. Therefore, it is important to design a system which provides “less-controlled” spaces that are not arranged by the teacher. Thus, there will be more active interaction among students as well as the teachers. Martin Mabeifam Ujakpa (2015) in his research revealed that the teaching and learning that used WhatsApp as the media increased teacher-student interactions and between students and students. Besides, the use of WA also increases students' interest in the subjects delivered where students and teachers can communicate more flexibly and include humour.

Based on the research results of Chokri Barhoumi (2015), teachers used the WhatsApp application only to support the learning activities in blended classes in which both face-to-face learning and mobile learning were employed. It was revealed that WhatsApp was considered to be useful for learning in blended classrooms. The students, surprisingly, preferred using WhatsApp over face-to-face and discussions in the classrooms because anything written or said by the students or teachers will be read by other members of the class.

Jasrial (2019) in his research found that the WhatsApp application is useful to support the English learning and teaching process. The use of WhatsApp gives students the opportunity to hone the communication English skills, such as asking questions, giving opinions, etc., for free. Also, it is able to create a better relationship between students and teachers, allowing them to become better individuals in socializing. In addition, teachers can stay connected with students and allow students to get help and support at any time. their learning process. From the studies above, it was revealed that the utility of WhatsApp for online learning gives positive benefits for both the students and teachers. On the other hand, the LMS is designed have advantages to assist distance learning. Meanwhile, data in the field shows that students choose to use WhatsApp instead of the LMS provided by the campus. Therefore, we consider it necessary to investigate student perceptions of these two platforms, as an effort to find common ground so that students can get the best learning media, especially for distance learning (online).

Learning Media is an introduction or intermediary, namely as an introduction to messages from the sender to the receiver (Suprihatin in Kuncahyono, 2017: 774). Learning media is an intermediary that helps teachers in delivering the material to students, and thus the learning objectives can be achieved (Wulandari, 2018: 78). Meanwhile, according to Sanjaya (YEAR-OF-SANJAYA, in Haryono, 2015: 47) learning media as tools and materials can be used to help and achieve material in the learning process. Learning media is any tool used to transfer the learning material from the resource to students which results in conducive environment where the receiver can perform the learning process effectively and efficiently (Arsyhar, 2020:8).

Learning media is also defined as a tool used in conveying messages, stimulating the ideas and feelings of students in the learning process, so that it can encourage a deliberate, purposeful and resolved learning process. 2015:48). According to Sutikno (2013, in Haryono, 2015:48) media can be interpreted as a tool to obtain knowledge, insights, or information during the interaction between teachers and students. In short, learning media is a anything used to send information, stimulate ideas and feelings, attract the students' attention and motivation to study.

The application of technology in English Language Teaching (CALL/Computer Assisted Language Learning; TELL/Technology Enhanced Language Learning; MALL/Mobile Assisted Language Learning) is very important to note, especially for teachers and prospective teachers who in preparing and using the most appropriate media in their classrooms. In the midst of the many choices and the unstoppable development of advanced technology, teachers/lecturers must be able to choose the right media to be used in the classroom. At least there are currently two platforms of choice: WhatsApp as the most popular communication medium today, and LMS which is specifically designed for online learning medium. Therefore, this research attempted to reveal students' perceptions on the utility of WhatsApp and E-learning (Learning Management System) at UIN K.H Abdurrahman Wahid Pekalongan as educational resources to support their learning process. This research allowed us to find information regarding the use of WA as a comparison with the LMS at UIN K.H Abdurrahman Wahid Pekalongan itself from the point of view of the students of the learning subjects.

II MATERIALS AND METHOD

2.1 ONLINE LEARNING

Due to the needs for online-based learning, technology and communication that use internet has been widely used in schools. Mustofa (2019:153) stated that online learning is one of the learning methods which is carried out through the internet. Despite the media, the main principle of online learning emphasizes the interaction between students and teachers as well as the learning activities. Thus, the online learning is not merely giving instruction to do certain tasks to students. According to Munawar (2013) in Padjar, et al (2019) the design of online learning systems refers to several principles such as: 1) The learning process should be easy to follow and simple; 2) The learning process should allow participants to be independent; 3) The system must provide fast accessibility in the process of obtaining the information.

Meanwhile, according to another opinion, Rusman (2011) there are two main principles in online learning. The first one is interaction. In this principle, the participants should be allowed to interact with others either students or teachers. This feature is what distinguishes online learning from computer-based learning. In this case, the students or teachers do not interact with machines, instead they communicate with people even though they are separated by time or place. Therefore, the interaction can create a relationship between the teachers and students and can help one another during the process. The second principle of online learning is usability. This means that the online-based learning should be easily used by both teachers and students and do not pose difficulties for the users in terms of the learning process or in navigating the features.

2.2 LEARNING MANAGEMENT SYSTEM

Learning Management System or widely known as LMS is a program specifically designed for online learning process by mostly using the internet as its medium of access (Ellis, 2009). According to Fernando Alonso, et al (2008) in Prasajo, Riyanto (2011): Learning management systems use certain applications which provide online classroom environment. Meanwhile, according to Riyadi (2010) Learning Management System is a web-based software designed as a space to store and display learning materials and manage the entire process of learning activities and outcomes.

According to Riyadi (2010) LMS has the following features: 1) Administration, namely information related to the teaching and learning process: goals and objectives, syllabus, learning methods, learning schedules, assignments, exam times, reading lists, teacher/lecturer profiles, and so on; 2) Learning materials and reference sources: modules, ebooks, presentation materials, sample questions, online journal articles; 3) Assessment; 4) Online exam and feedback collection; 5) Communication: discussion forums, email lists, discussions and conversations.

2.3 WHATSAPP

WhatsApp is now among frequently used applications for communication along with other platforms such as Facebook, BBM, Instagram, Line, Skype, and so on. Speroff (2016) revealed that WhatsApp is a messaging application used to communicate with other people easily and quickly. WhatsApp comes from the phrase "What's up" which is a greeting word in asking for news. Although in 2014 WhatsApp merged with Facebook, it operates separately as an application focused on fast and easy messaging. WhatsApp was created to stay connected and communicate anytime and anywhere. Initially designed for iPhone users, WhatsApp application is now also available for Android phones.

The WhatsApp application can be used to communicate among those who have the application on their smartphones. WhatsApp is popular for its stability of the connection. As a learning medium, this WhatsApp application has the following advantages. 7 1) WhatsApp group: teachers and students can discuss and share ideas. 2) WhatsApp allows educators to be creative by providing materials or assignments. 3) Educators and students can easily send or answer the work in the comment sections (chat group), pictures, audios, videos or other files related to learning. 4) Learning is environmentally friendly because it does not use paper. 5) One solution to deliver learning outside the classroom.

2.4 DIGITAL LITERACY/DIGITAL COMPETENCE

According to Paul Gilster (in 1997) in his book “Digital Literacy”, digital literacy is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers”. Therefore, it can be said that digital literacy is the ability to use various forms of information provided in computers.

Prayogi and Aesthetics (2019) classify digital competence into several types: ability to obtain information, ability to communicate in digital forms, ability to create digital information, ability to protect from digital hazards, and ability to use technology for learning. In the end, both teachers and students are expected to use the technology for learning as well as be aware of its potential positive and negative impacts.

Digital literacy competencies that must be possessed by students cannot be separated from the global need of 21st century skills other skills known as 4Cs (critical thinking, creative thinking, communication, collaboration, and problem solving). The abundance of information in the current digital era requires students to be able to choose quality data or information. They also should be able to objectively assess information, and stay up-to-date. This critical thinking skill is one of the fundamental abilities in 21st century as students should be able to access, interpret, analyse, and evaluate information.

2.5 RESEARCH DESIGN AND DATA COLLECTION

As field research, this study was conducted in the place where the phenomena being investigated occur with the aim of solving practical problems in society. Using quantitative approach this study provides descriptive statistics data in the form of written or spoken words and observations. To obtain the data Google form questionnaires were used. The questions asked consisted of aspects of accessibility, assignment, discussion, interaction, and providing feedback. The answers from these participants were then mapped and classified for later analysis to find answers to research questions. The participants were 100 students of the English Language Tadris Study Program at UIN K.H Abdurrahman Wahid Pekalongan from 3 different batches, namely 2018, 2019, and 2020. These participants were selected because they had attended online lectures, especially in the pandemic period (early 2020 to late 2021) where lectures are mostly carried out using online learning media including LMS, WhatsApp, or Zoom.

The data collection mainly used questionnaire. All the answers from the participants were collected to be analysed. The data analysis technique used is the Miles and Huberman model, which is as follows: 1) Data Collection (data collection): at this stage the students answered a number of questions contained in the questionnaire via Google Form; 2) Data Reduction (data selection): at this stage the answers in the Google Form are recapitulated to be further sorted based on the pre-defined classification to get a certain pattern. The data that has been sorted is then presented through a descriptive narrative description; 3) Conclusion Drawing/Verification: at this stage conclusions will be drawn and verification in order to answer the problem formulation.

III RESULT AND DISCUSSION

3.1 THE STUDENTS' PREFERENCE TO CHOOSE WHATSAPP AS LEARNING MEDIA

The questionnaire distributed to students consisted of 15 questions covering identity and aspects of using the E-learning and WhatsApp Learning Management System (LMS) as follows: easy, cost required, ease of uploading and downloading files, ease of interacting and communicating, ease of providing discussion material, ease of giving feedback, understanding the material, learning experience, and motivation to learn complex sentences. Most of this result can also be a result of how the fact that larger number of users are using it – hence, the majority effect; i.e., less and less people use Microsoft Edge compared to google, since more and more people used google, so more and more database are accumulated in google – people will say that edge do not have sufficient database, although it comes as

a result of the initial majority of users preferences (not just because of technical reasoning). Regardless of the reasons above, here are the results of the survey of 50 participants.

Table 1. Student's Preferences in Using Learning Media

No	Variable	WhatsApp		LMS	
		Number	Percentage	Number	Percentage
1	Ease of access	45	90.4%	5	9.6%
2	Ease of interacting and communicating	50	100%	0	0%
3	Ease of providing discussion materials	45	90.4%	5	9.6%
4	Comprehension of material	45	90.4%	5	9.6%
5	Ease of uploading and downloading files	44	89%	6	11%
6	Ease of giving feedback	43	87%	7	13%
7	Learning experience	41	83%	9	17%
8	Motivation to learn	38	77%	12	23%
9	Cost required	6	11%	44	89%

3.2 WA FEATURES THAT STUDENTS PREFER COMPARED TO LMS IN ONLINE ENGLISH LEARNING

The questionnaire also provides general questions regarding the advantages and disadvantages of LMS and WA according to students. The results obtained are as follows.

Table 2. Advantages and Disadvantages of Using Learning Media

No.	Media	Advantages	Disadvantages
1.	WhatsApp	1. WhatsApp is easier for students to access, because they don't need to login first to access it	1. Materials stored on WhatsApp are prone to loss, because they are affected by capacity memory on device
		2. WhatsApp is a quota-friendly application.	2. There is a maximum file size limit that can be uploaded on WhatsApp
		3. WhatsApp is easier for students to operate, because they are more used to using this application	3. Messages or instructions from lecturers that are sometimes piled up by other messages
		4. WhatsApp is more able to accommodate discussions between students	4. Assignment mixed with other messages
2.	Learning Media System (LMS)	1. LMS has an assignment collection feature that is more accessible and more adequate for students	1. Sometimes I forget my password to login
		2. Data that has been stored in the LMS is safer and can be accessed at any time.	2. LMS too many features and scattered
		3. More organized and neatly arranged	3. There is no voice note feature so the lecturer cannot explain verbally

3.3 FACTORS FOR STUDENTS CHOOSING WA OVER LMS FOR ONLINE LEARNING

From the data it appears that the majority of them prefer WhatsApp Group over the LMS e-learning platform. The data collected is the perception of students. Perception is one of the psychological factors that need attention and deepening one's perception is a very difficult task because one's perception is different. According to Sarlito Wirawan Sarwono, perception occurs for several reasons, including one's expectations of the stimuli that arise and the persistent needs of a person will affect the person's perception.

3.3.1 EASE OF ACCESS

From the data obtained, 45 of 50 students (90.4%) chose WA and 5 students (9.6%) chose LMS in terms of ease of access. This is quite reasonable because the WA application is designed to be opened without having to log in every time. These are the main reasons why students prefer WA over LMS. According to Munawar (2013) in Padjar, et al (2019) the process of the application in gathering material must not take a long time. In using learning media, the ease of operating the learning media is the most important thing for anyone who uses it. A digital application will not be able to simplify and support the learning process, if the application is difficult to operate, either because it has too many features or because it is too complicated to access the features or facilities in the application. It is different with WA, when opening the LMS students are required to log in by entering their username and password. Although designed for security, in fact this actually hampers the speed of access to the application.

3.3.2 INTERACTION AND COMMUNICATION BETWEEN STUDENTS AND LECTURERS

From the data obtained, 100 percent of students choose WA in terms of ease of interaction and communication. Thus, despite the fact that the LMS is specifically designed as an online learning medium, the students considered it not to meet the need for interaction and communication. In fact, online learning should accommodate all the learning practices including good interaction and not merely for giving learning tasks to students. Meanwhile, WA, which is specifically designed as a chat application, allows its users (in this case students and teachers) to establish communication quickly and easily, including discussions that are indispensable in a learning process.

According to Rusman (2011) the main principle in online learning is the interaction in the learning environment. In this case, the interaction means the role of participants-participants in speaking and participants – instructors. There is a gap between online learning and computer-based one-way learning (Computer-Based Instruction) based on interaction concept. Online learning emphasizes that people conduct communication with other people (not machines), although they are in different places. Giving feedback from lecturers can also be done quickly and easily, without students having to wait long. Therefore, interaction can provide a content connection, besides the connection among people, which enables them to understand the topic of discussion.

In WA application, students can immediately respond to conversations or questions submitted in the group. They simply type and press the “send” button to be able to participate in the discussion, without having to open other features or menus in the application. Of course, this is different from when they use LMS, where the discussion feature is separate from the material feature, which requires students to open the two features in turn to be able to discuss learning materials.

3.3.3 EASE OF NAVIGATION INSTRUCTIONS

Another discovery is related to the navigation aspect, in this case the process for uploading and downloading materials or tasks. A total of 89% of students chose WA and 11% chose LMS. This is quite reasonable because in these two applications there are differences in how to upload and download files, especially in terms of placement. On the WA application, the file upload feature is easily accessible while the position LMS and instructions for uploading are more complicated. Likewise for the download feature, where WA allows users to download directly as soon as the message/task is uploaded by the lecturer, while in LMS students have to find the position of the file. According to Rusman (2011), usability covers two kinds of elements, namely consistency and simplicity, to minimize difficulties in the learning process and in navigating content (materials and other learning activities). The aspect that students like the most is the ease of downloading assignments given by the lecturer, both material and other instructions. Students can immediately see the instructions as well as the required assignment attachments quickly without having to move pages or search in certain locations.

Likewise, when students want to submit assignments, they can easily and quickly attach them without having to look elsewhere, which sometimes runs the risk of failing to send. This is a very strong

reason why students prefer WA over LMS, where instruction is sometimes inaccessible to students, so students cannot fulfill the expected assignments. However, this probably happens because either the lecturers do not know and want to learn how to use the LMS (e.g., making explicit, descriptive instruction in the Assignment feature), or the students do not want to learn how to use the LMS.

3.3.4 LEARNING EXPERIENCE AND MOTIVATION

Regarding the learning experience and students' perceived motivation, 83% of students reported positive experiences when using WA compared to 17% when using LMS, and 77% learning motivation when using WA and 23% when using LMS. This is influenced by one of the factors of restrictions. In this case WA is preferred because there are no system restrictions compared to LMS which has a task collection deadline feature. Even if there are deadlines, they are still applied "manually" by the teachers, giving students more opportunity to submit their works beyond the deadlines. According to Munawar (2013) in Padjar, et al (2019) the design of an online learning system must be personally created to avoid dependence in among users. The use of WA is not tied to other parties, except in the case of certain group settings, such as the deactivation of the message function by the administrator. Under normal conditions, each student can access all class materials and activities without restrictions.

It is different with LMS where there are many certain settings that sometimes prevent students from accessing certain files or instructions. Not infrequently there are cases where students cannot access questions because of limited time, or it has not been set to be accessed by students. This of course will disturb and even make students uncomfortable to study. However, there must be a reason why this is the case. Two typical scenarios that could happen include: 1) students need to do certain assignment before they can access certain materials (just to ensure that they do the assignment; 2) the deadline of files/instructions has passed the generous limit given to the students (because students can be ignorant).

3.3.5 LESSON MATERIAL UNDERSTANDING

An aspect that is no less important is related to the understanding level of students' material. From the data obtained, 90.4% of students admitted to getting a better understanding of the lessons when using WA compared to LMS which was only chosen by 9.6% of students. This can be associated with one of the functions of digital literacy where students can quickly carry out the knowledge assembly process where they can obtain various information obtained from various internet sources that need to be assembled into valid knowledge. When the information obtained flows quickly and easily, the knowledge gained by students can be more completed and comprehensive. When students can interact quickly with their friends and lecturers, this will help achieve 21st century skills, namely the 4Cs: creative thinking (creative thinking), critical thinking and problem solving (critical thinking and problem solving), communication (communication), and collaboration (collaborate).

3.3.6 FEATURES THAT MADE STUDENTS PREFER WA OVER LMS

Learning Management System (LMS) at UIN K.H. Abdurrahman Wahid Pekalongan has various features that are intended for learning. Users of this application, including students, recognize that the features in the LMS have their respective roles which are able to sort out which ones are included in discussions, collecting assignments, uploading videos, submitting questions via private messages, etc. The completeness of these features allows users to be able to maximize the learning process and make it easier for lecturers to sort out student assignments, so that task organization becomes neater.

Wiragunawan (2022) in his research revealed that LMS has the following features which is more complete than any other application, because the function of the LMS is to facilitate the learning process. although in reality, students in UIN K.H. Abdurrahman Wahid Pekalongan prefer to use the WhatsApp application which has several advantages over this complete application. In addition, LMS is also able to store data for a long time and the data is stored neatly depending on the period or semester the learning process takes place. This of course makes LMS a trusted application in data storage and learning materials (Wiragunawan: 2022).

However, the availability of various complete features in the LMS does not guarantee that users, in this case students, are more comfortable using this application. The more features, the more complicated the operation will be. Students need to get used to being able to operate and optimize these features, which of course must be in accordance with the function of each feature. This is an obstacle for students in operating this application. Students are used to prefer things that are simple and easy for them to use, not things or applications that they think are more complicated. Forcing the use of applications that

students find complicated will make them need more time to access materials and the learning process. the time they spend studying and fiddling with the application may be enough to learn a subject matter.

On the other hand, WhatsApp uses the principle of one window for all access which makes it easy for its users to access all information in the group by simply opening the chat room of the group. WhatsApp is able to facilitate students well in conveying messages in their groups. This further emphasizes that WhatsApp is able to facilitate its users in achieving the purpose of the communication they establish in the group.

Based on the data obtained, of the many features in WA, the following features are preferred by students in the implementation of learning.

3.3.6.1 *Text and audio messages (voice note)*

The main feature of the WA application is that it is very easy and fast to send messages to many people so that students like it for learning, where this feature is not found in LMS. Coupled with the voice note feature that allows students to send audio messages quickly and easily when text messages are considered inadequate. According to Rusman (2011) the main principle in online learning is the interaction in the learning environment. In this case, the interaction means the role of participants-participants in speaking and participants – instructors. There is a gap between online learning and computer-based one-way learning (Computer-Based Instruction) based on interaction concept. Online learning emphasizes that people conduct communication with other people (not machines), although they are in different places. This feature is the selling point of WA compared to LMS, which in the end makes students as users prefer to use WA rather than LMS for learning.

3.3.6.2 *Auto login feature*

With this feature students can quickly access the latest messages without having to login. This WA application is designed to be opened without having to log in every time. These are the main reasons why students prefer WA over LMS. According to Munawar (2013) in Padjar, et al (2019) the application must not take a long time in collecting material or giving response.

3.3.6.3 *Quick attachment*

With this feature, students can quickly and easily upload/attach or download assignments/materials with various types of files such as images, documents, PDFs, power points, videos, and so on. This is also in accordance with the opinion of Munawar (2013) in Padjar, et al. (2019) the application must not take a long time in collecting material or giving response. Although the LMS also has this feature, its position sometimes still takes time to access, and has the potential to fail to send.

However, with all the conveniences that WhatsApp offers to its users, there are some shortcomings that are found and felt by students. Among these shortcomings are: 1) Materials stored on WhatsApp are prone to loss, because they are affected by the memory capacity on the device; 2) There is a maximum file size limit that can be uploaded on WhatsApp; 3) Messages or instructions from lecturers that are sometimes piled up by other messages; and 4) Assignment mixed with other messages. These are exactly why WhatsApp is a strange app to use for learning, yet the data showed that the students preferred to use it over LMS.

In terms of functionality, LMS actually has advantages in terms of security and consistency. Where the LMS features class management and file management that is more structured and consistent. However, in the eyes of students, this advantage has not been able to attract students' interest and they still prefer WA for learning. This could be due to the lack of student digital literacy. According to Prayogi and Aesthetics (2019) several forms of digital competence cover: information communication educational content creation and security.

IV CONCLUSION

This study revealed that students choose to use WhatsApp over the Learning Management System (LMS) because WA provides more convenience in terms of ease of access, interaction and communication, ease of navigation, learning experience and motivation, and better understanding of the material. The features in WA that are liked by students are the auto-login feature, text and audio messages that facilitate interaction with friends or lecturers, where this feature is not found in the LMS or easier to use. Thus, in the eyes of students, the data security factor is still less considered than the convenience and speed. This shows that there is still a lack of digital literacy related to digital security.

Upon the result of the study students are expected to increase awareness of the importance of digital security. Teachers/lecturers are expected to prioritize interaction in learning, especially online learning. Also, LMS developers are expected to improve aspects of convenience and speed. Further researchers can examine similar topics in different perspectives, for example from the point of view of the teacher or lecturer.

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