

The Role of LMS in Building Digital Literacy and Improving Student Learning Outcomes

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ABSTRACT: This research examines the strategic role of Learning Management System (LMS) as a digital innovation in achieving equitable education. The main focus is to analyze how the role of LMS utilization contributes to improving students' digital literacy and its impact on student learning outcomes. In the era of digital transformation, digital literacy is an essential competency that affects students' readiness to face global challenges and their access to equal learning opportunities. This study adopted a quantitative approach with a survey approach which involved 86 samples with purposive sampling technique according to criteria relevant to the research objectives, namely students who have access to LMS. Data were collected through questionnaires, and data were analyzed using SPSS software, including descriptive analysis and Pearson correlation test. The results showed that the role of the LMS significantly improved students' digital understanding and skills, which in turn positively correlated with their improved learning outcomes. The findings underscore the potential of the LMS in reducing educational disparities by providing wider access to learning resources and facilitating the development of 21st century skills. The implications of this study highlight the need for policy support and teacher training to optimize the utilization of LMS to achieve equity and sustainable quality of education.

Keywords: Digital Literacy, Learning Management System (LMS), Student Learning Outcomes

ABSTRAK: Penelitian ini mengkaji peran strategis “Learning Management System” (LMS) sebagai inovasi digital dalam mewujudkan pemerataan pendidikan. Fokus utama penelitian adalah menganalisis bagaimana pemanfaatan LMS berkontribusi terhadap peningkatan literasi digital peserta didik serta dampaknya terhadap hasil belajar siswa. Dalam era transformasi digital, literasi digital merupakan kompetensi esensial yang memengaruhi kesiapan siswa dalam menghadapi tantangan global sekaligus menentukan akses mereka terhadap kesempatan belajar yang setara. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei yang melibatkan 86 responden yang dipilih melalui teknik “*purposive sampling*” berdasarkan kriteria yang relevan dengan tujuan penelitian, yaitu siswa yang memiliki akses terhadap LMS. Pengumpulan data dilakukan melalui kuesioner, sedangkan analisis data menggunakan perangkat lunak SPSS yang meliputi analisis deskriptif dan uji korelasi Pearson. Hasil penelitian menunjukkan bahwa pemanfaatan LMS secara signifikan meningkatkan pemahaman dan keterampilan digital siswa, yang selanjutnya berkorelasi positif dengan peningkatan hasil belajar mereka. Temuan ini menegaskan potensi LMS dalam mengurangi kesenjangan pendidikan melalui penyediaan akses yang lebih luas terhadap sumber belajar serta fasilitasi pengembangan keterampilan abad ke-21. Implikasi penelitian ini menekankan pentingnya dukungan kebijakan dan pelatihan guru untuk mengoptimalkan pemanfaatan LMS guna mencapai pemerataan dan kualitas pendidikan yang berkelanjutan.

Kata kunci: Literasi Digital, Learning Management System (LMS), Hasil Belajar Siswa

INTRODUCTION

In the era of globalization and rapid digital advancement, information and communication technology (ICT) has become deeply embedded in nearly all aspects

of human life, including education. The integration of ICT in education is no longer optional; it is essential to equip the younger generation with the competencies required to navigate the challenges and opportunities of the 21st century. One of the most important competencies in this context is digital literacy, defined as the ability to access, evaluate, utilize, and manage information effectively and responsibly (UNESCO, 2019).

The rapid development of internet technology and digital devices has transformed educational delivery systems. One major innovation in this transformation is the Learning Management System (LMS), an online platform designed to support teaching and learning processes, including content delivery, assignment management, interaction between teachers and students, and assessment (Al-Adwan et al., 2020). Compared to conventional learning approaches, LMS platforms offer greater flexibility, accessibility, and interactivity (Dhawan, 2020).

The COVID-19 pandemic, which began in early 2020, significantly accelerated the adoption of digital technologies in education. Schools and universities worldwide were compelled to shift rapidly to distance learning, making digital platforms the primary medium for instruction. Although this sudden transition presented various challenges, it also demonstrated the critical role of technology in sustaining education during crises. Beyond serving as an emergency solution, technology integration should be viewed as a strategic and long-term effort aimed at improving educational quality and expanding access. Digital innovation should foster an adaptive, inclusive, and relevant learning ecosystem, positioning technology not merely as a supporting tool but as a catalyst for transforming pedagogical practices.

Among various digital innovations, the LMS has gained substantial attention in the educational sector. An LMS is a software application designed to manage, monitor, and deliver online learning content. Over time, it has developed into a comprehensive digital learning environment that supports interaction, automated assessment, collaboration, and personalized learning pathways. Through an LMS, students can access learning materials anytime and anywhere, overcoming geographical and time limitations. This feature contributes to educational equity, enabling learners in remote areas or with mobility constraints to access quality resources comparable to those available in urban settings. Nevertheless, the effective implementation of LMS depends on appropriate pedagogical approaches and adequate technological infrastructure. Challenges such as infrastructure readiness, digital competence, and ethical considerations in online learning remain significant concerns (Putra, Rosida, & Arli, 2023).

The use of LMS platforms has substantial implications for the development of students' digital literacy. In the contemporary context, digital literacy extends beyond the ability to operate devices or software; it includes the capacity to search, assess, create, and communicate information effectively and ethically within digital environments. Engagement with LMS platforms exposes students to various digital practices, such as navigating interfaces, uploading and downloading materials, participating in online discussions, utilizing collaborative tools, and practicing digital etiquette. These experiences contribute both directly and indirectly to the development of essential digital competencies. Furthermore, LMS platforms can

explicitly incorporate digital literacy instruction through dedicated modules or integrated curricular content (Simanullang & Rajagukguk, 2020).

Bradley (2021) emphasizes that LMS platforms create virtual classroom environments that enhance the teaching and learning process. A standard LMS supports inclusive education by facilitating collaboration, communication, professional development, and academic engagement among users. Similarly, Kasim and Khalid (2016) describe LMS as a web-based application designed to manage learning content, support student interaction, provide assessment tools, and generate reports on learning progress and activities. LMS platforms enable students to access course information, submit assignments, download grades, engage in discussions, and complete online assessments. Essentially, LMS utilizes web-based technologies to facilitate knowledge acquisition and sharing (Cavus, Mohammed, & Yakubu, 2021).

Literacy, in general, refers to an individual's ability to process and comprehend information through reading and writing activities. It encompasses language skills such as speaking, reading, writing, calculating, and problem-solving at levels necessary for daily life. Literacy also includes visual literacy, which involves interpreting and understanding messages conveyed through visual media such as images and videos.

Digital literacy, more specifically, refers to the skills required to effectively manage digital media, devices, and networks to search for, evaluate, create, and use information responsibly in daily communication (Nasrullah et al., 2017). Manubey et al. (2022) identify digital literacy as a fundamental competency for effective learning in distance education contexts, while Naufal (2021) defines it as the ability to understand and utilize information from various digital sources.

Previous studies highlight the importance of digital literacy in improving learning performance. Harjono (2019) found that strong digital literacy skills enhance students' cognitive, affective, and psychomotor development by enabling more efficient and engaging digital learning experiences. Digital literacy also supports the development of higher-order thinking skills, which contribute to academic and professional success (Khasanah & Herina, 2019). Additionally, it strengthens students' abilities in critical thinking, communication, collaboration, and productivity (Sujana & Rachmatin, 2019). Thus, digital literacy is not merely about reading, writing, or incorporating technology into learning; it involves the meaningful use of technology to enhance learning quality and broader competencies. It empowers individuals to communicate effectively, work productively, and adapt to technological advancements (Liansari & Nuroh, 2018).

Learning outcomes, meanwhile, refer to the measurable changes that occur as a result of the learning process. According to Mboa and Ajito (2024), learning outcomes represent the competencies acquired by students after participating in instructional activities. Mustakim (2020) explains that learning outcomes encompass all achievements assessed based on curriculum standards. These outcomes include cognitive (knowledge-based), affective (attitudinal), and psychomotor (skill-based) domains (Arone & Putra, 2021). Similarly, Nugraha, Sudiatmi, and Suswandari (2020) define learning outcomes as the competencies gained following learning experiences. In summary, learning outcomes can be understood as the cognitive, affective, and

psychomotor achievements resulting from the teaching and learning process, evaluated according to institutional curriculum standards.

RESEARCH METHOD

This research adopts a descriptive quantitative approach, which aims to describe real phenomena based on numerical data and draw conclusions using statistics (Sulistyawati, Wahyudi, & Trinuryono, 2022). This study has three types of variables, namely LMS utilization as the independent variable, digital literacy as the independent variable and learning outcomes as the dependent variable. This study focuses on the role of digital innovation, namely the role of the Learning Management System (LMS) in improving digital literacy and its implications for student learning outcomes. Respondents in this study were 86 students in class XI of the Office Management expertise program at SMK Negeri 1 Ciamis. The data analysis technique uses multiple regression and product moment correlation and uses an analysis tool in the form of SPSS (Statistical Product and Service Solution) software version 25 for windows. The sampling technique applied in this study was purposive sampling. Purposive sampling is a method of sampling data sources by considering certain criteria. In this technique, a group of subjects is selected based on certain characteristics that are considered relevant to the characteristics or characteristics of the population to be studied. These characteristics are already known by the researcher, so it is only necessary to link the sample units according to the predetermined criteria. Data was collected using the survey method through questionnaires. The questionnaire was designed to collect relevant information, including demographic questions, perceptions of the role of LMS utilization, building digital literacy and student learning outcomes.

RESULT AND DISCUSSION

Result

In this section, the results of data analysis obtained from the research on the utilization of Learning Management System (LMS) in Improving Students' Digital Literacy and its Implication on Students' Learning Outcomes will be presented. The results obtained from the questionnaires distributed to 86 respondents will be presented in the form of descriptive statistics, followed by correlation analysis to identify the relationship between the variables studied. The discussion will interpret the results of the analysis, relate them to theory and previous research, and provide insight into the practical implications of the findings.

SMKN 1 Ciamis uses a Learning Management System which is better known as Scientia LMS SMK Negeri 1 Ciamis. According to Ramanudin, Budiarto, & Widiyanto (2021) LMS is a system that supports the teaching and learning process. Scientia LMS SMK Negeri 1 Ciamis is a web-based application that functions as an information technology system that integrates learning environments and administration interactively, and provides learning materials through an online platform. Scientia LMS SMK Negeri 1 Ciamis is a complement to electronic-based learning facilities that are flexible, easy to organize as needed. This is in accordance with research Sulistyorini & Anistiyasari (2020), Structurally it can enrich interactive and independent ways of

learning starting from presenting teaching materials, daily tests, semester exams to final exams.

The features in Scientia LMS SMK Negeri 1 Ciamis are expected to meet the needs of learning participants, especially those related to the learning process, such as the delivery of material (both in the form of written documents and video recordings), easy access to reference sources, and an online assessment and examination system that can be accessed through <https://lms.smkn1ciamis.id>. The initial appearance of Scientia LMS SMK Negeri 1 Ciamis is presented in Figure 1.



Figure 1. Initial View of Login to *Scientia*

The Course or Subject view in Scientia LMS of SMK Negeri 1 Ciamis is presented in Figure 2.

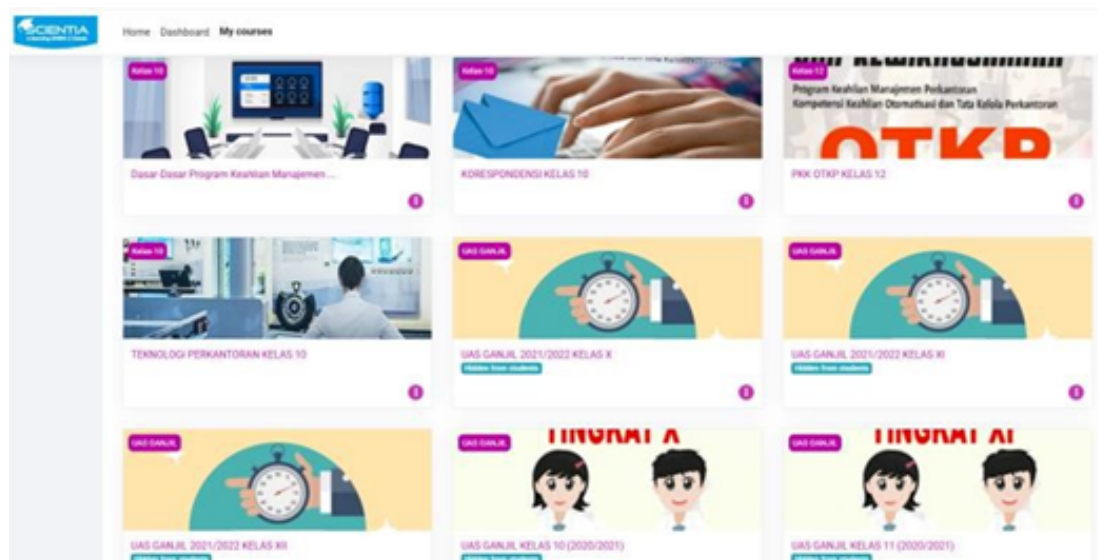


Figure 2. Course or Subject Display in *Scientia*

Display of Material Content on Subjects in Scientia LMS SMK Negeri 1 Ciamis is presented in Figure 3.

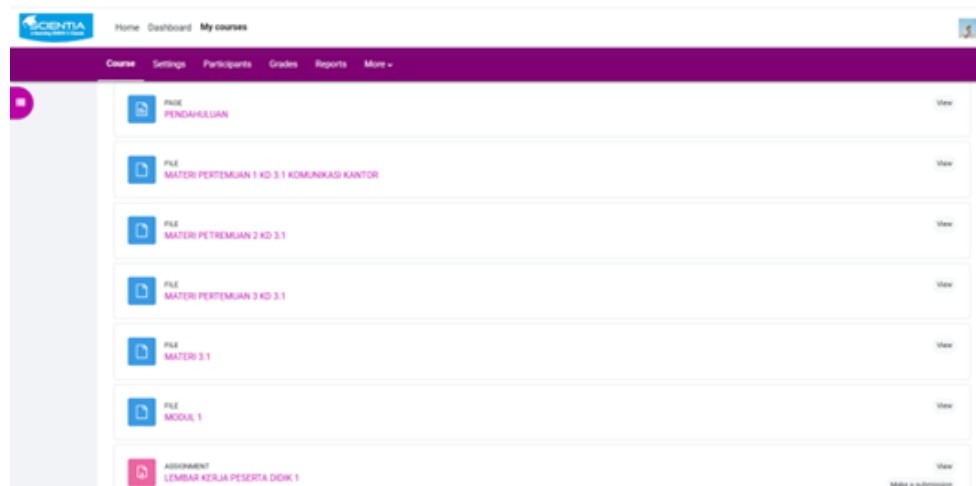


Figure 3. Display of Material Content on *Scientia*

Data from respondents who were successfully collected were 86 respondents consisting of classes XI MP1, XI MP2, and XI MP3 SMKN 1 Ciamis. The composition of respondents when viewed from the class distribution consists of XI MP1 as many as 26 respondents (30%), XI MP2 as many as 29 respondents (34%), and XI MP3 as many as 31 respondents (36%). Details of respondents are presented in Figure 4.

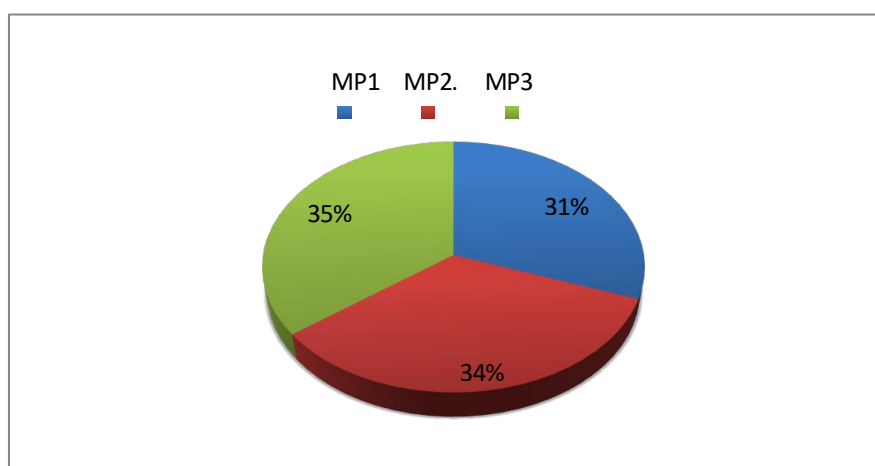


Figure 4. Details of Questionnaire Respondents

Discussion

Data processing for testing in this study was carried out using the SPSS (Statistic Product and Service Solution) version 25 for windows application which consists of validity measurement (validity test), reliability measurement (reliability test), normality measurement (normality test) and Multiple Regression. The validity test results state that all indicators used are valid. With details as follows:

Table 1. Validity Test Results

Correlation	Total	Notes
P1 Pearson Correlation	.729	Valid

P2 Pearson Correlation	.762	Valid
P3 Pearson Correlation	.841	Valid
P4 Pearson Correlation	.689	Valid
P5 Pearson Correlation	.722	Valid
P6 Pearson Correlation	.634	Valid
P7 Pearson Correlation	.653	Valid
P8 Pearson Correlation	.698	Valid
P9 Pearson Correlation	.626	Valid
P10 Pearson Correlation	.632	Valid
P11 Pearson Correlation	.788	Valid
P12 Pearson Correlation	.710	Valid
P13 Pearson Correlation	.727	Valid
P14 Pearson Correlation	.711	Valid
P15 Pearson Correlation	.783	Valid
Total Pearson Correlation	1	

All numbers obtained have positive values. This indicates a positive relationship, which means that when one variable increases, the other variable tends to also increase.

Table 2. Reliability Test Results

		N	%
Cases	Valid	86	100.0
	Excluded ^a	0	.0
	Total	86	100.0

a. Listwise deletion based on all variables in the procedure.

Table 3. Reliability Test Results

Cronbach's Alpha	N of Items
.931	15

The analysis conducted has complete and valid data, without any missing or excluded data. With a reliability value of 0.931, this indicates that the measurement instrument used has a very high or very good level of internal reliability. This shows that all 15 items in the instrument consistently measure the same thing. Respondents tend to give consistent answers to items designed to measure the same construct which indicates that the instrument is very consistent in measuring what it is supposed to measure.

Table 4. Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		86
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.86650247
Most Extreme Differences	Absolute	.092
	Positive	.077
	Negative	-.092
Test Statistic		.092
Asymp. Sig. (2-tailed)		.068 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

This Kolmogorov-Smirnov value tests the suitability of the residual distribution to the normal distribution. The smaller the value obtained, the better the indication that the residuals are normally distributed. Based on the results of this Kolmogorov-Smirnov Test, it can be concluded that the residuals from the regression model do not show a significant deviation from the normal distribution. Although the p value (0.068) slightly exceeds 0.05, this indicates that the residuals can be considered to follow a normal distribution, which is a crucial assumption in regression analysis.

Table 5. Analysis of Variance Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	512.584	2	256.292	71.835
	Residual	296.126	83	3.568	
	Total	808.709	85		

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on these ANOVA results, it can be concluded that the regression model tested significantly explains the variation in the data with a high F value and a very small p-value, hence rejecting the null hypothesis (H0) which states that there is no significant difference between the groups tested. Therefore, it accepts hypothesis one (H1) which states that there is a significant influence of the Role of *Learning Management System* (LMS) (X1), Building Digital Literacy (X2) on the dependent variable of Student Learning Outcomes (Y). This aligns with research (Aulianda, 2023). The use of an LMS has proven successful in improving the cognitive academic achievement of junior high school students. The practical, efficient, and easy-to-use characteristics of an LMS facilitate learning.

Table 6. Summary of Regression Model

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796 ^a	.634	.625	1.889
a. Predictors: (Constant), X2, X1				
b. Dependent Variable: Y				

The correlation coefficient shows the strength and direction of the relationship between the dependent variable (Y) and the independent variables (X1 and X2). The R value of 0.796 indicates a strong positive relationship. Based on the results of this Model Summary, it can be concluded that the regression model tested shows a strong relationship between the independent variables *Learning Management System* (LMS) Role (X1), Building Digital Literacy (X2) and the dependent variable Student Learning Outcomes (Y). This aligns with research conducted by (Zakaria, 2023), which states that digital literacy impacts learning outcomes. Digital literacy can help individuals become productive (Nur Hafifah & Sulisty, 2020), and utilizing the internet and LMS can also help students provide, access, and share information that can facilitate the learning process.

CONCLUSION

Based on the findings of the study conducted at SMKN 1 Ciamis, the regression analysis examined the influence of the Learning Management System (LMS) as the first independent variable (X1) and Digital Literacy as the second independent variable (X2) on Student Learning Outcomes as the dependent variable (Y). The LMS refers to a digital platform designed to organize, administer, monitor, and deliver instructional content and learning activities. In this study, it was analyzed to determine the extent to which the utilization of the LMS contributes to improving students' academic performance. Meanwhile, Digital Literacy represents students' ability to effectively use digital technologies, tools, and applications to access, assess, and apply information. The regression coefficient for Digital Literacy (X2) reflects the degree of change in Student Learning Outcomes (Y) resulting from each one-unit increase in students' digital literacy skills. Student Learning Outcomes (Y), measured through academic scores such as grades and examination results, serve as the primary indicator of students' academic achievement.

Through the application of a multiple regression model, the study assessed the simultaneous effects of the LMS (X1) and Digital Literacy (X2) on Student Learning Outcomes (Y). The obtained R value of 0.796 indicates a strong positive correlation among the variables. This suggests that the combined role of the LMS and the development of digital literacy significantly relates to improvements in students' academic achievement. Overall, the regression model demonstrates that both the effective use of the LMS and the strengthening of digital literacy skills are important contributing factors to student success, and these findings may serve as a basis for developing more effective and technology-enhanced learning strategies.

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