



Teaching English Without An LMS: Creative Approaches to EFL Curriculum Implementation

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Article Info	Abstract
Article History Received: 2024-12-15 Revised: 2025-01-22 Published: 2025-02-02 Keywords: <i>Teaching English; LMS; ELT Curriculum.</i>	This research examines the creative strategies used by English lecturers at Lakidende Unaaha University in delivering the EFL curriculum without the support of a Learning Management System (LMS). Using a qualitative case study approach, data was collected through interviews and classroom observations to explore how lecturers overcome challenges arising from limited technological infrastructure. Findings show that lecturers have successfully implemented student-centered strategies by incorporating local cultural content, encouraging collaboration, utilizing offline tools, and involving community resources. These approaches have improved learning outcomes, motivation, and cultural pride among students. Despite the absence of an LMS, this method fosters motivation, cultural pride, and social skills while providing alternative assessments and reflective practices for tracking student progress. However, these approaches require a lot of time and expertise, highlighting the need for institutional support in providing technological infrastructure and professional development. This research shows that even without an LMS, effective and meaningful education can be achieved, but continued progress requires greater support for educators and students to ensure long-term success.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-12-15 Direvisi: 2025-01-22 Dipublikasi: 2025-02-02 Kata kunci: <i>Pengajaran Bahasa Inggris; LMS; Kurikulum ELT.</i>	Penelitian ini mengkaji strategi kreatif yang digunakan oleh dosen Pendidikan Bahasa Inggris di Universitas Lakidende Unaaha dalam menyampaikan kurikulum EFL tanpa dukungan Learning Management System (LMS). Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara dan observasi kelas untuk mengeksplorasi bagaimana dosen mengatasi tantangan yang timbul dari keterbatasan infrastruktur teknologi. Temuan menunjukkan bahwa dosen telah berhasil menerapkan strategi yang berpusat pada siswa dengan memasukkan konten budaya lokal, mendorong kolaborasi, memanfaatkan alat offline, dan melibatkan sumber daya komunitas. Pendekatan-pendekatan ini telah meningkatkan hasil belajar, motivasi, dan kebanggaan budaya di kalangan siswa. Meskipun tidak ada LMS, metode ini menumbuhkan motivasi, kebanggaan budaya, dan keterampilan sosial sekaligus memberikan penilaian alternatif dan praktik reflektif untuk melacak kemajuan siswa. Namun, pendekatan ini memerlukan banyak waktu dan keahlian, sehingga menyoroti perlunya dukungan kelembagaan dalam menyediakan infrastruktur teknologi dan pengembangan profesional. Penelitian ini menunjukkan bahwa meskipun tanpa LMS, pendidikan yang efektif dan bermakna dapat dicapai, namun kemajuan yang berkelanjutan memerlukan dukungan yang lebih besar bagi pendidik dan siswa untuk memastikan keberhasilan jangka panjang.

I. INTRODUCTION

Learning Management System (LMS) is commonly referred to as learning management platform. It is typically a software designed for creation, distribution, and management of learning materials. In particular, learning management is a software based on website that is utilized to manage, note, observe, report, organize, and disseminate educational content, educational training, technical manuals, instructional videos, digital library materials, and learning and development projects. It is supported by the Learning Management System

(LMS) is defined as online educational technology for design, management, and delivery of course materials (Sabharwal et al, 2018; Turnbull, Chug, and Lak, 2019). Learning Management System (LMS) is a system that supports and manages teaching for users who provide productively types of learning and provide information for users (Bradley, 2021; Jung & Huh, 2019; El Akbar et al., 2023). It is able to be inferred that the use of LMS, especially in educational activities, is very essential, thus every formal educational institution must have an LMS.

The benefits of applying LMS, those are 1). Support for Personalized learning, Learning Management System (LMS) can be personalized by providing the flexible tools for teachers and students. LMS can be adapted to the varying needs of students through the diverse assessment methods and success criteria; 2). Efficiency in Administration and Course Management, LMS simplifies administrative tasks, including documentation, tracking, and reporting on student progress. Educators can use the platform to store and organize course materials, as well as monitor students' performance on examinations and projects; 3) Flexibility in Learning, LMS facilitates learning anytime and anywhere learning by enabling students and educators to access materials and tasks, particularly in online or hybrid learning environment; 4) Enhanced Interaction and Collaboration, LMS encourages communication between students and educators through the use of online chat and forums, thus enriching collaborative learning experiences; 5) Increased Engagement through Gamification, LMS combine gamification elements, like enjoyable and motivational features, to increase engagement on educators and students. These features can stimulate curiosity, enhance focus, and facilitate more enjoyable learning experiences; 6) Improved Teacher Self-Efficacy, Teachers who believe in their ability to apply LMS effectively (self-efficacy) are more inclined to adopt it. LMS is designed to construct this confidence by providing user-friendly interfaces; 7) Support for Better Learning Opportunities, LMS provides chances to think critically, transfer knowledge across disciplinary boundaries, and explore topics in greater depth. This helps students and educators achieve better learning outcomes; and 8). Educators can complete tasks faster by using LMS, such as assigning and grading students works, thus it can increase productivity of learning and teaching (Balkaya and Akkucuk, 2021).

Thus, applying Learning Management System (LMS) in university setting for teaching English which offers many benefits. Junining et al. (2024) argue that using a learning management system (LMS) for learning English in higher education offers several important benefits. First, LMS facilitates students' access to learning materials, allowing them to learn flexibly based on their individual learning style. Second, interactive features such as discussion forums, quizzes, and multimedia resources increase student

engagement and provide opportunities for practice and feedback outside of traditional class times. Third, an LMS allows teachers to monitor student progress through detailed analytics so they can provide personalized and timely feedback. Overall, integrating an LMS into an English program creates a more dynamic, interactive, and effective learning environment that meets the needs of today's students. There are several examples of LMS, such as Moodle, Sakai, Blackboard, Edmodo, Google Classroom, to Quizzes (Sumardi et.al., 2021, Alqahtani, 2019).

While there are many benefits to integrating learning management systems (LMS) into English education, not all universities have access to or capacity to implement such systems. Constraints such as budget constraints, inadequate technological infrastructure, and inadequate training of teachers and students often pose major obstacles. Furthermore, some universities still rely on traditional teaching methods, which require significant cultural and institutional changes to transition to digital systems. According to Kormos and Wisdom (2021), many universities in rural or underfunded areas rely heavily on traditional teaching methods due to limited access to technology and inadequate budgets. In Indonesia, LMS integration is a major challenge, especially at smaller universities, where technological infrastructure and institutional support are often lacking. Therefore, it is critical that educational institutions recognize and address these challenges to maximize the potential of LMSs to improve the quality of English learning.

One of the universities that does not use a Learning Management System (LMS) is Lakidende Unaaha University. This is due to budget constraints and insufficient technological infrastructure. This university faces significant challenges in providing access to technological equipment and training for teachers and students. As a result, they still rely on traditional learning methods that do not take advantage of digital systems. This situation highlights the importance of financial support and the development of technological infrastructure in educational institutions so that all students have access to learning more effectively and modernly through LMS. According to Munir (2010), financial support and the establishment of an appropriate technological infrastructure are of great importance in order to maximize the potential of LMS.

Lecturers at Lakidende Unaaha University, especially English lecturers, face significant challenges in teaching without using a learning management system (LMS). Without an LMS, they have to rely on traditional methods and use autonomous platforms and improvised learning media to deliver material. These are often less interactive and inaccessible to students outside of class time, limiting flexibility and innovation in the learning process. Additionally, lecturers struggle to effectively monitor student learning progress, provide timely feedback, and provide a variety of teaching resources. This challenge is increasingly difficult in the current digital era, where technology must be utilized to improve the quality of education. Therefore, there is a strong need to support improvements in technological infrastructure and teacher training so that they can utilize digital technology, including LMS, to support more effective and efficient learning.

This phenomenon requires an investigation in which researchers focus on English language teaching tutors at Lakidende Unaaha University to identify creative strategies used in the implementation of an EFL curriculum without LMS. In addition, it is important to understand how these strategies can overcome the challenges posed by the lack of LMS support in the learning process. This research provides a detailed look at innovative approaches used by trainers to optimize learning amid technological constraints, as well as the effectiveness of these strategies in creating interactive and productive learning environments.

II. METHOD

This research used a qualitative case study approach to explore the experiences and teaching strategies of English teachers without LMS at Lakidende Unaaha University. This research took two English lecturers, those are UMR and HIL. Data was obtained through in-depth interviews and classroom observations. This research aims to understand the creative strategies teachers use to implement the EFL curriculum without LMS support and how these strategies overcome the challenges of teaching without LMS support. This research also aims to investigate the adaptations teachers make when using limited resources and how they can keep students motivated and engaged in the learning process. The findings of this research provide new insights into effective teaching practices in technologically constrained environments and

serve as inspiration for other educational institutions facing similar challenges.

III. RESULT AND DISCUSSION

A. Contextual Teaching Materials

UMR and HIL lecturers apply a locally contextualized learning method as an educational tool without relying on learning management systems. UMR lecturer teach reading by providing descriptive texts in the form of local folklore, allowing students not only to understand the content of the text but also to explore the cultural values within it. As part of the assignment, students are asked to analyze the moral message in the folklore and create a summary. On the other hand, the HIL lecturer, in speaking class, she designs a presentation task where students talk about their favorite traditional cakes. This strategy not only trains language skills but also introduces students to diversify local foods, increasing their pride in their local culture.

This approach has a significant positive impact on students' cognitive, emotional, and social development. Students find it easier to understand the material because the context is relevant to their daily lives. In addition, their motivation to learn increased because the lessons seemed more meaningful and interesting, while also providing a sense of pride in the local culture. This is in line with Faizin, et al. (2022) noted that the use of local content in English teaching materials can increase students' engagement and motivation to learn English. This alternative approach to teaching without an LMS still allows students to develop their full potential without feeling inadequate and finding learning more difficult.

However, in implementing this approach, instructors face several challenges, such as limited local English material resources and the time required to prepare the material. To overcome these barriers, instructors reach out to local communities for inspiration and use simple technologies such as videos or podcasts to make learning more interactive. In addition, culture-based group work, such as discussions or joint projects on local cultures, promotes the development of students' social skills. Through this approach, the integration of local cultures into the classroom not only enhances language skills, but also promotes respect for students' cultural identity while supporting their holistic social and academic development.

B. Collaborative Learning Activities

Both lecturers use cooperative teaching approaches in their teaching activities, such as group discussions and role-playing. This approach makes their students interactive and collaborative in learning activities. Slavin (1995) in his theory of cooperative learning stated that cooperation-based activities are able to improve student learning outcomes by encouraging social interaction, sharing ideas, and taking shared responsibility in the learning process. In the context of no LMS, this strategy has proven to be able to bridge the gap left by the absence of digital collaborative tools that occurred at Lakidende Unaaha University, in the department of English education. Students not only develop communication skills but also build closer relationships with their peers, creating a supportive and vibrant classroom atmosphere.

At Lakidende Unaaha University, teachers use group discussion and role-play to promote collaboration and critical engagement among students, allowing them to actively engage in problem-solving and sharing of ideas. These activities enhance both academic performance and preparation for real-world teamwork, while also developing basic social and emotional skills. Even without advanced tools such as LMS, collaborative learning approaches create an inclusive and engaging classroom environment by incorporating culturally relevant topics and interactive tasks. It ensures that all students are engaged with the learning process, fosters a sense of belonging and motivation, and demonstrates that traditional methods can effectively bridge gaps in digital resources while supporting the holistic development of students.

C. Offline Technology Tools

English Lecturers of Lakidende Unaaha University also use offline resources, such as pre-downloaded USB drives, printed flyers, and offline mobile apps, to allow all students to participate in lessons, with or without access to the internet. This approach maintains continuity in the learning process and reduces reliance on real-time digital connections. In addition, video songs and movies downloaded from YouTube have been used as add-ons to improve listening skills and engagement.

In the absence of LMS, lecturers make use of communication platforms such as WhatsApp and email as they are important for maintaining effective communication. WhatsApp facilitates real-time interaction and is also used to inform topics and other information related to course material, while email is used to send assignments and get detailed feedback. According to Kumar (2020), offline learning methods have proven to be more effective in terms of student learning and retention compared to online methods.

D. Alternative Assessment Methods

To evaluate student performance without LMS-based tools, the two lecturers utilized a variety of diverse and flexible assessment methods, namely oral presentations, group projects, and paper-based quizzes that were carefully designed to align with curriculum goals. By using this method, lecturers are able to assess students' knowledge and skills comprehensively. In addition, these assessments allow students to demonstrate their learning in a variety of formats, catering to different learning styles and preferences.

Peer evaluation and self-evaluation are also encouraged in order to actively involve students in the evaluation process. This approach helps students develop a deeper understanding of evaluation criteria and expectations, and fosters a sense of responsibility for their own learning. According to Dominguez et al. (2022), he found that various assessment methods, such as oral presentations and group projects, can effectively assess student performance. This method provides valuable insights into students' abilities and progress, while maintaining a fair and inclusive approach to assessment.

E. Reflective Activities

Lecturer HIL gives reflection exercises to encourage students to analyze their learning experiences and assess their progress. It provides a checklist for self-assessment and reflection at the end of lessons to enhance metacognitive skills. These activities enable students to identify their strengths, pinpoint areas for improvement, and set personalized learning goals for their education. Reflective practices are very helpful in compensating for the lack of LMS analysis by providing students and teachers with alternative ways to track

progress.

Reflective practice has been shown to significantly improve the effectiveness of learner learning and teaching. According to Suphasri and Chinokul (2021), emphasize that reflective practice enables educators to identify factors, consequences, and assumptions underlying their actions, fostering professional competence through planning, implementing, and improving performance.

F. Community-Based Resources

In addition to classroom instruction, the lecturer UMR engages community members and resources to intensify learning. For example, speakers will engage attendees from local areas or invite cultural groups to share specific apps in English, create hands-on experiences, and gain learning experiences. This interaction gives students first information about how they use English in a variety of professional and cultural contexts, making the learning process more engaging and relevant.

Without having LMS, the lecturer strongly relies on this public event to compensate for the lack of digital and analytical resources. Community visits and initiatives help bridge the gap between theoretical knowledge and practical application, ensuring that students can see the application of language arts in the real world. According to Hughes et al. (2016), when schools or other educational institutions collaborate with families and communities, student outcomes improve, providing unique opportunities and resources that help schools meet diverse needs in English language learning (ELL).

The analysis revealed that while an LMS can streamline curriculum delivery and encourage engagement, its absence need not hinder effective teaching. The strategies used by lecturers are aligned with the goals of the EFL curriculum by emphasizing contextual relevance, student collaboration, and the ability to adapt to local constraints. These findings illustrate that limited resources can serve as a catalyst for innovation, encouraging lecturers to use creative, student-centered methods.

One important aspect of these findings is the role of contextualized teaching materials in addressing students' unique needs. By basing learning on familiar cultural and environmental contexts, lecturers are able to

make learning more meaningful and relevant. This approach not only increases student motivation but also fosters a deeper connection with the material, ensuring that language acquisition is rooted in real-life experiences. As highlighted by Richards (2013), contextualized material can significantly increase learner engagement and understanding by making the content relevant and practical.

In conclusion, the absence of LMS in the teaching environment at Lakidende Unaaha University presented significant challenges, but it also inspired innovative and adaptive teaching practices. These practices not only addressed the limitations of the context but also aligned with the overarching goals of the EFL curriculum. While the strategies employed by lecturers were effective, they required substantial time, effort, and expertise, highlighting the need for institutional support. Investments in professional development, basic technological infrastructure.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The absence of a Learning Management System (LMS) at Lakidende Unaaha University necessitates an innovative approach to English language teaching. Lecturers have implemented strategies such as contextual teaching materials, collaborative learning activities, and offline tools to compensate for the lack of digital resources. By incorporating local cultural elements into teaching materials, they make lessons more relevant and interesting, thereby fostering greater student motivation and understanding. Additionally, methods such as group discussions and role playing encourage social interaction and collaboration, improving students' academic and interpersonal skills. Offline resources and platforms such as WhatsApp and email ensure continuity and accessibility, even in the absence of sophisticated technological infrastructure.

Despite these creative solutions, teaching without an LMS demands significant effort and expertise from faculty, highlighting the need for institutional support. Investments in professional development, technology infrastructure, and access to resources are critical to improving the quality of teaching. While these innovative practices demonstrate

that meaningful education is possible in settings with limited resources, long-term improvements require a systemic approach. Lakidende Unaaha University experience illustrates that limitations can inspire creativity, but sustainable progress depends on addressing underlying challenges and providing educators with the tools they need to succeed.

B. Suggestion

To maintain the effectiveness of non-LMS teaching strategies, the university should provide more support, such as training on simple technologies and the development of local teaching materials. Furthermore, the technological infrastructure can be improved even modestly through collaboration with government agencies or external partners. Further research is recommended to evaluate the long-term effects of these strategies on students' language skills. The university is encouraged to establish faculty working groups to share best practices and co-create course materials. Additionally, community involvement could be expanded through cultural collaboration or community activities to enrich students' learning experiences. Finally, periodic evaluations should be conducted to refine and improve the educational approaches implemented.

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