

THE EVALUATION OF MYSPADA LMS IN SUPPORTING AUTONOMOUS LEARNING OF ENGLISH EDUCATION DEPARTMENT STUDENTS

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ABSTRACT

This study evaluated MySpada Learning Management System's effectiveness in supporting autonomous learning among English Education students at Universitas Muhammadiyah Surakarta. Using a mixed-methods approach, data were collected from 39 students through document analysis, semi-structured interviews (n=4), and questionnaires (n=35). Results showed that 71.4% of students recognized MySpada's features as supportive, yet only 37.1% agreed it enhanced learning discipline and 48.6% felt motivated. Students primarily accessed learning materials (53.6%) but rarely used discussion forums (10.7%). Technical challenges including server instability, slow performance, and mobile accessibility issues significantly hindered effectiveness. The gap between feature recognition and behavioral impact suggests MySpada functions as a content repository rather than an active facilitator of self-regulated learning. To optimize MySpada's role, the university should prioritize strengthening server stability and mobile optimization to ensure reliable access during high-traffic periods. The study further recommends integrating progress-tracking dashboards and goal-setting tools to transform the platform from a passive content repository into an active facilitator of self-regulation. Finally, establishing consistent faculty usage through pedagogical training and institutional policy is essential to sustain student engagement and maximize the platform's effectiveness in fostering autonomy.

Keywords: *Autonomous learning, Learning management system, MySpada, Self-regulation, Student motivation.*

INTRODUCTION

Digital technology has transformed higher education by providing easier access to online and blended learning (Wong et al., 2025). At the forefront of this digital transformation, Learning Management Systems (LMS) have become important tools that support the creation, delivery, and management of educational content while expanding interaction between lecturers, students, and learning resources (Thangavel, 2024). After the COVID-19 pandemic, the use of LMS expanded even further as universities needed more flexible learning environments that could support student-centered learning (Bozkurt & Sharma, 2020; Dhawan, 2020). In Indonesia, this development is also reflected in the growth of SPADA-based platforms and institutional LMS adoption at universities, including MySpada at Universitas Muhammadiyah Surakarta (UMS), alongside the widespread utilization of global applications like Google Classroom, Moodle, and Canvas across campuses (M. Amin & Sundari, 2020).

Along with the growing use of digital learning, autonomous learning has become an essential competence for university students. In autonomous learning, students are encouraged to become independent learners who take responsibility for controlling and managing their own learning process (Tuharea & Muhayyang, 2024). Autonomous learning plays an important role in English language education because language mastery requires continuous practice and active learning beyond limited classroom time (Aziza Rahimjonova, 2025). Students are expected to move beyond passive learning by managing their own learning strategies and actively engaging in the learning process to achieve long-term academic success (Theobald, 2021). However, learner autonomy in Indonesian higher education still faces cultural challenges, as the long-standing teacher-centered tradition often positions students as passive learners and limits independent learning outside formal instruction (Susanti et al., 2023).

Previous studies have shown that LMS platforms can support autonomous learning by providing flexible access to materials, opportunities for self-paced study, and interactive learning features (Chen & Razak, 2024). LMS has the capacity to assist students in autonomous study and to facilitate the development of digital learning activities by lecturers (Simelane-Mnisi, 2023). Similar findings were reported in an LMS-based ESP course for Islamic undergraduate students, where the implementation of LMS significantly improved students' learning outcomes and self-efficacy despite several technical and accessibility challenges (Hidayati et al., 2025). However, other studies have shown that LMS effectiveness depends on how the platform is used. Technical problems, limited interaction, low student engagement, and inconsistent lecturer involvement may reduce its impact (Guaña-Moya et al., 2024). In many cases, LMS platforms function mainly as repositories for course materials rather than as systems that actively support self-regulated learning (Alserhan et al., 2023).

At Universitas Muhammadiyah Surakarta (UMS), MySpada operates as the primary institutional LMS. However, its implementation within the English Education Department reveals substantial variance in utilization. While the platform offers diverse features including quizzes, assignments, and discussion forums, student engagement remains predominantly limited to passive resource retrieval. Some students use it mainly to access materials or submit assignments, while others rarely engage with its interactive features. Preliminary observations also suggest several technical and usability issues, which may affect students' learning experiences. As a result, the extent

to which MySpada supports autonomous learning remains unclear and needs to be examined more closely.

Although many previous studies have discussed LMS adoption, online learning effectiveness, and student satisfaction, fewer studies have focused specifically on how an institutional LMS supports autonomous learning in English language education within Indonesian higher education. Most existing research tends to emphasize usability or general online learning experiences rather than the relationship between LMS features and autonomous learning behaviors. Therefore, this study aims to evaluate the role of MySpada in supporting autonomous learning among students of the English Education Department at Universitas Muhammadiyah Surakarta. Specifically, this study addresses the following research questions:

1. What features of MySpada LMS facilitate autonomous learning among English Education students?
2. How do students perceive MySpada's role in supporting their autonomous learning?
3. What challenges do students face when using MySpada?

The novelty of this study lies in its specific focus on MySpada as an institutional LMS, its examination of autonomous learning rather than general satisfaction alone, and its use of a mixed-method sequential exploratory design to combine feature analysis, student perceptions, and reported challenges. This study aims to provide a more complete picture of how an LMS can support, or fail to support, learner autonomy in an English education context.

This study expected to contribute both theoretically and practically to the field of educational technology and English language education. Theoretically, this study contributes to the discussion of LMS-supported autonomous learning in higher education contexts, particularly in English language learning. Practically, the findings may provide recommendations for improving LMS implementation, strengthening lecturer involvement, and optimizing digital learning environments to better support learner autonomy.

METHODS

This study employed a mixed-methods research design, specifically an exploratory sequential approach, to evaluate the effectiveness of the MySpada LMS. This design was selected because autonomous learning involves both measurable behaviors and personal learning experiences. The qualitative phase was conducted first to explore students' experiences, perceptions, and challenges in using MySpada. The

findings from this phase were then used to develop and strengthen the quantitative investigation through questionnaires distributed to a larger group of participants (Creswell & Creswell, 2023). This design enabled the researcher to obtain a more comprehensive understanding of how MySpada supports autonomous learning among English Education students.

Data were collected through document analysis, semi-structured interviews with four students, and questionnaires distributed via Google Forms to 35 students. Document analysis was conducted to identify MySpada features that potentially support autonomous learning, while interviews explored students' experiences and challenges in using the platform. The questionnaire was used to examine students' perceptions of MySpada on a wider scale, while quantitative data were analyzed descriptively using frequencies and percentages generated from Google Forms spreadsheets. The findings from both phases were then integrated to provide a comprehensive understanding of MySpada's effectiveness in supporting autonomous learning among English Education students at UMS.

RESULTS

Features of MySpada LMS that Facilitate Autonomous Learning

Document analysis conducted on the MySpada platform shows that several available features enable students to support autonomous learning, which were then linked to the results of interviews and questionnaires, and narrowed down to respondents' answers regarding the features that support student autonomous learning.

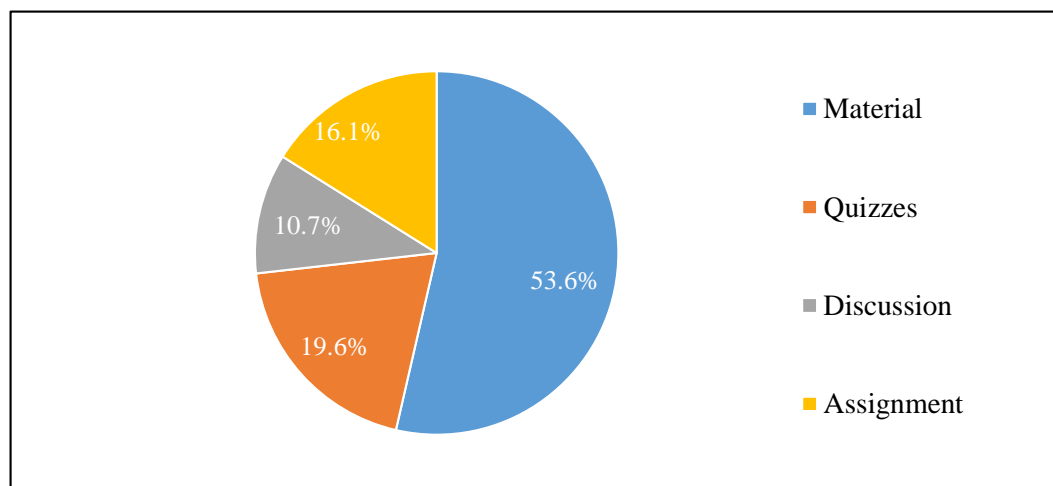


Figure 1. MySpada Feature Usage Frequency

The data presented indicates that several MySpada features can be considered to support student learning, with the most frequently used feature being access to learning materials (53.6%), while discussion forum is the least frequently used feature (10.7%). Several features were confirmed by respondents as key features that support autonomous learning:

- a. Learning Material:** The unlimited access to a variety of materials, including PDF, PowerPoint slides, and videos, supports student learning anytime and anywhere. Downloadable materials are also very helpful for students to continue learning without an internet connection. This is evidenced by the majority of respondents (53.6%) stating that the provision of materials is very useful, especially in supporting autonomous learning. Supported by several student statements:

“Kebebasan dalam mengakses materi memberi saya kebebasan untuk belajar sesuai kenyamanan saya...”

The freedom to access materials gives me the freedom to learn at my own pace..

(Interview 1)

“Belum ada fitur yang spesial, tetapi penyediaan materi di MySpada memberi kebebasan mahasiswa dalam belajar”

There are no special features yet, but the materials provided on MySpada give students freedom in learning... (Interview 2)

“Tersedianya materi bisa sangat membantu...”

The availability of materials can be very helpful... (Interview 3)

- b. Quiz and Assessment features:** This feature assists lecturers in evaluating students' comprehension of the material. Furthermore, students can assess their understanding by completing assigned assignments. This feature has the potential to assist students in evaluating their own capabilities and motivate them to enhance their comprehension of the material. Quoted from a student:

“Lebih baik jika diperbanyak kuis untuk mengasah otak mahasiswa..”

It would be better to have more quizzes to sharpen students' minds... (Interview 2)

“Kuis, karena sangat membantu saya untuk mengukur seberapa jauh saya paham materi yang sudah dipelajari...”

Quizzes, because they really help me to measure how well I understand the material I have learned... (Interview 3)

- c. Discussion Forum:** This feature designed to facilitate interactive communication between lecturers and students, or between students themselves. However, the results of a questionnaire indicate that this feature is the least frequently used to support learning, with only 10.7% of respondents reporting its use. This is understandable given the existence of WhatsApp, which can support discussion needs for both personal chats and group chats. Quoted from student statements:

“Forum diskusi dan kuis membantu memahami materi...”

Discussion forum and Quizzes help to understand the material... (Interview 1)

“Adanya forum diskusi juga sangat membantu untuk bertanya-tanya...”

The discussion forum is also very helpful for asking questions... (Interview 2)

- d. Task and Assignment:** Assignments are generally implemented to facilitate the learning process and provide students with additional points. In contrast to the utilization of quizzes, student responses suggest that quizzes are accessed more frequently than assignments, with a ratio of 19.6% to 16.1% for assignments. This could be due to the fact that lecturers assign assignments that fall outside the MySpada platform; examples of such assignments might include written essays, project, or presentations.

These findings indicate that while MySpada possesses the structural features necessary to accommodate independent study, its practical utilization remains heavily skewed toward passive resource consumption. The qualitative feedback highlighted specific student critiques regarding the platform’s user interface, which many described as visually monotonous and lacking feature diversity. To address this experiential stagnation, respondents expressed a clear preference for interface modernization and the integration of interactive elements, such as gamification, to stimulate student interest. As noted by one participant:

“Cukup interaktif, namun dapat ditingkatkan dengan menambahkan fitur gamifikasi.

Bisa menambah motivasi...”

It is quite interactive, but could be improved by adding gamification features. It could increase motivation... (Interview 1)

The frequency with which students access the MySpada platform shows that some access it often to take advantage of its usefulness, while others access it rarely or even only use MySpada to submit assignments. This shows that although MySpada supports features that can support independent learning, it does not greatly influence students' personal interest. Supported by student responses:

“Sebetulnya cukup mendukung, tetapi balik lagi ke masing-masing semangat belajar siswa...”

Actually, it is quite supportive, but it all depends on the students' enthusiasm for learning... (Interview 2)

1. Students' Perceptions of MySpada LMS

This section examines students' varied perceptions of MySpada through three interconnected aspects: general feature support, self-regulation development, and motivational impact. These three aspects represent the core components of autonomous learning which are identified as follows: motivational (interest), cognitive (knowledge of learning strategies and techniques), operational (use of learning models), and reflective (self-assessment) (Izhko, 2020).

a. MySpada's Role in Supporting Autonomous Learning

Table 1. Perceptions of MySpada's Support for Autonomous Learning

Category	Frequency	Percentage
Strongly Agree	5	14.3%
Agree	20	57.1%
Neutral	9	25.7%
Disagree	1	2.9%
Strongly Disagree	0	0%
Total Positive (A+SA)	25	71.4%
Total Negative (D+SD)	1	2.9%

The findings reveal that 71.4% of respondents held positive perceptions (agree or strongly agree) regarding MySpada's support for independent learning, while 25.7% remained neutral and only 2.9% disagreed. The dominant positive response indicates that students recognize MySpada's potential to facilitate independent learning. This finding determined that perceived usefulness is a critical factor in LMS adoption and effective use. The features that students find supportive likely include the accessibility of learning materials, flexibility in time and location of access, and the provision of course content.

However, the substantial neutral response (25.7%) warrants attention. In this context, the neutral stance may suggest that while students acknowledge MySpada's basic functionality, they have not experienced a significant transformative impact on their learning autonomy. The minor percentage of disagreement (2.9%) is encouraging,

suggesting that negative perceptions are rare. This finding suggests that MySpada has achieved a certain level of user acceptance. However, when neutral responses are included, 28.6% of students do not actively endorse MySpada's support for autonomous learning, indicating room for improvement.

The 71.4% positive perception underscores a solid baseline of acceptance among the majority of respondents, who view MySpada as a highly beneficial tool for facilitating their autonomous learning processes. This widespread cognitive acknowledgment indicates that students clearly recognize the platform's utility, even if their operational engagement with its deeper features remains superficial. This high agreement rate serves as an encouraging indicator for sustained platform utilization, provided the institutional infrastructure can resolve the accompanying functional barriers that prevent students from moving beyond passive usage.

b. MySpada's Impact on Learning Discipline (Self-Regulation)

Autonomous learning is based on self-regulation, which is a proactive and constructive process. In this process, learners set their own learning goals and then attempt to monitor, regulate, and control their cognitions, motivations, and behaviours to achieve those goals (Khine, 2024). This subsection examines students' perceptions of whether MySpada supports the development of self-regulatory behaviors, specifically learning discipline.

Table 2. Perceptions of MySpada's Impact on Learning Discipline

Category	Frequency	Percentage
Strongly Agree	0	0%
Agree	13	37.1%
Neutral	18	51.4%
Disagree	4	11.4%
Strongly Disagree	0	0%
Total Positive (A+SA)	13	37.1%
Total negative (D+SD)	4	11.4%

The findings show that 37.1% of students agreed that MySpada enhances their learning discipline, while 51.4% remained neutral and 11.4% disagreed. No students strongly agreed or strongly disagreed with the statement, indicating that MySpada has a moderate yet limited impact on students' self-regulatory behavior, especially in

maintaining discipline. The absence of "strongly agree" responses and the dominance of neutral responses (51.4%) suggest that students do not perceive MySpada as a significant tool for enhancing their disciplined learning habits. Self-regulation in learning involves several key processes: goal setting, strategic planning, self-monitoring, and self-evaluation (Winardi, 2024). For an LMS to effectively support self-regulation, it should provide tools that facilitate these processes. The findings suggest that MySpada may lack features that explicitly support self-regulatory behaviors, or that existing features are not being utilized to their full potential.

However, the underutilization of such features in MySpada may explain why students do not perceive significant discipline enhancement. In the interview results, one student responded in support of this interpretation:

"Kedisiplinan tergantung pada kesadaran masing-masing siswa buat belajar..."

Discipline depends on each student's awareness of learning... (Interview 4)

Other students provided responses indicating that technical barriers can hinder disciplined study habits. When system access itself becomes an obstacle, it can disrupt planned learning routines rather than reinforcing them.

"Rumit soalnya harus login dulu setiap buka MySpada..."

It's complicated because you have to log in every time you open MySpada...

(Interview 3)

It is notable that while 71.4% of students perceive MySpada's features as supporting independent learning (Section a), only 37.1% agree it enhances discipline. This 34.3 percentage point gap suggests that students recognize MySpada's functional utility for accessing resources but do not experience it as actively cultivating self-regulatory behaviors.

Self-regulation is not merely about following schedules but about developing metacognitive awareness and strategic control over one's learning. The findings suggest that MySpada functions more as a passive content management system than as an active facilitator of self-regulatory skill development. The data suggests that for MySpada to effectively enhance learning discipline and support self-regulation, significant enhancements to its self-regulation support features would be necessary.

c. MySpada's Impact on Motivation

Motivation is a critical component of autonomous learning. It is the inner energy that drives students to engage in, manage and sustain their own learning processes (Sani

et al., 2025). This subsection examines students' perceptions of MySpada's role in motivating independent study behaviors.

Table 3. Perceptions of MySpada's Motivational Impact

Category	Frequency	Percentage
Strongly Agree	0	0%
Agree	17	48.6%
Neutral	14	40%
Disagree	4	11.4%
Strongly Disagree	0	0%
Total Positive (A+SA)	17	48.6%
Total Negative (D+SD)	4	11.4%

The findings reveal a moderate motivational impact, with positive responses (48.6%) slightly exceeding neutral responses (40%). This finding indicates that students' perceptions of MySpada's motivational influence are moderately positive, though not overwhelming. The absence of strong agreement (0%) indicates that, while nearly half of students perceive motivational benefits, the impact is not sufficiently powerful to generate enthusiastic endorsement.

According to Self-Determination Theory, autonomous learning is optimally supported by intrinsic motivation (engaging in learning for its inherent satisfaction) rather than extrinsic motivation driven by external rewards or pressures. The moderate positive response suggests that MySpada provides some motivational support, but primarily through extrinsic factors. Student statement support this interpretation:

“Deadline tugas mendorong saya untuk mengerjakan tugas, karena saya bisa lihat tanggal pengumpulannya...”

Assignment deadlines encourage me to do assignment, because I can see the due date.

(Interview 3)

This comment suggests that motivation is associated with external accountability rather than intrinsic interest in learning content. For intrinsic motivation to develop, three basic psychological needs must be satisfied: autonomy (feeling of control), competence (feeling of effectiveness), and relatedness (feeling of connection) (Howard et al., 2021). In Indonesian digital classrooms, fulfilling these psychological needs is important for developing self-determination and deeper student engagement

(De Vega & Rahayu, 2023). MySpada appears to provide limited support for these needs.

2. Challenge Faced and Support Needs

Analysis of survey responses from English Language Education Department students revealed substantial challenges that impede MySpada's effectiveness as a self-directed learning platform. These obstacles can be classified into several critical dimensions.

a. System and Technical Performance

Technical difficulties emerged as the predominant complaint among student users. Server reliability and system stability issues represented the most critical concern, with the platform frequently experiencing failures during periods of high concurrent access. One respondent noted that the website becomes inaccessible when traffic volume increases, while another reported that:

“Biasanya kalau webnya ramai diakses jadi lemot atau tidak bisa dibuka...”

If the website is busy, it usually becomes slow or cannot be opened... (Interview 3)

“Kalau mendekati deadline tugas kan banyak yang akses, jadi sulit masuk webnya...”

When the assignment deadline approaches, lots of people will access it. This makes it difficult to access the website... (Interview 4)

This pattern suggests that MySpada's server infrastructure lacks the capacity to handle peak demand, particularly during critical periods like assignment deadlines and scheduled assessments.

System failures manifested in various forms, ranging from general malfunctions to specific errors including 404 responses. Multiple students reported frustrating encounters with repeated downtime and navigation failures, indicating persistent problems with content accessibility. Such technical disruptions not only interrupt the learning process but may also erode student motivation to engage consistently with the platform.

MySpada users consistently complained about system responsiveness. Students described the system as lagging, with slow access speeds and decreased performance during high-traffic periods. Response delays affected both content access and file upload processes, with users reporting extended waiting times for both login and upload operations. Poor performance creates frustration and reduces the efficiency of students' learning time.

Performance problems appeared particularly acute when accessing MySpada through mobile devices. One student specifically noted frequent malfunctions when accessing the platform via smartphone, suggesting inadequate mobile optimization. Given students' reliance on mobile devices to access course materials, this limitation poses a significant barrier to flexible learning.

“Buat login lewat handphone sering bermasalah, solusinya kadang buka pakai laptop baru bisa login...”

Logging in via mobile phone often has problems, the solution is sometimes you have to open it using a laptop to be able to log in... (Interview 1)

b. Platform Technical Limitations

MySpada exhibits technical constraints that restrict usage flexibility. The most frequently cited limitation concerned file upload size restrictions. Students reported that the platform imposes constraints on file size for uploads, creating problems when submitting assignments containing multimedia presentations, videos, or visually-rich documents requiring larger file sizes.

Content accessibility problems also emerged as significant obstacles. Several respondents indicated that learning materials frequently fail to open, forcing them to seek alternative sources such as requesting files from classmates. Such failures to access instructional content naturally impede self-directed learning and diminish the platform's effectiveness as a primary educational resource. Some responses that support the statement above:

“Kesulitan upload file tugas karena batasan ukuran file...”

Difficulty uploading assignment files due to file size limitations... (Interview 1)

“Ribet harus kompres file sebelum diupload ke MySpada, soalnya ada batas maksimal ukuran file...”

It is a hassle having to compress files before uploading to MySpada, because there is a maximum file size limit... (Interview 3)

“Kadang harus minta materi ke temen, soalnya materi yang di MySpada tidak bisa di download...”

Sometimes I have to ask my friends for materials, because the materials on MySpada cannot be downloaded... (Interview 4)

c. User Experience and Feature Deficiencies

MySpada's user experience requires substantial improvement. Several students criticized the web interface as lacking interactivity and visual appeal, calling for

additional features. One particularly desired feature was a notification system, with respondents expressing the need for alerts regarding pending assignments or newly posted materials. The absence of such notifications requires students to actively check the platform for updates, potentially causing them to miss important information.

Comparisons with alternative learning platforms surfaced in multiple responses. Students noted that MySpada has numerous shortcomings compared to Open Learning and suggested that a mobile application would provide easier and more convenient learning experiences, citing examples such as Open Learning and Schoology. These comparisons reveal that students maintain specific expectations informed by their experience with more sophisticated learning platforms.

d. Other Challenges Faced

In addition to the challenges and obstacles previously described, several students also reported experiencing various issues. Despite their limited numbers, these obstacles warrant consideration. The necessity for students to authenticate when accessing the platform was regarded as a challenge by some students. It was observed that students who had forgotten their passwords experienced a further increase in frustration when attempting to access the mySpada platform. The students' lack of knowledge about changing passwords may also be caused by the absence of a socialization programme on campus regarding the use of MySpada. Many students hoped for a socialization program, not only for students but also for related lecturers. This phenomenon emerged due to the perception that the utilization of the MySpada platform was often overlooked.

While not inherent to MySpada itself, internet connectivity constraints represented a frequently mentioned impediment. Students reported difficulties due to network limitations and slow connection speeds. Several respondents also mentioned access restrictions related to limited data allowances, requiring them to seek alternative internet connections. These infrastructure challenges demonstrate that online learning platform effectiveness depends not solely on system quality but also on adequate internet access and quality.

Beyond technical and infrastructure constraints, the empirical data revealed that MySpada's operational effectiveness is heavily dependent on consistent faculty adoption. Participants explicitly reported that many instructors rarely utilize the platform on a regular or structured basis, which inadvertently minimizes its perceived importance and positions it as an overlooked learning tool. Consequently, the systemic

challenges surrounding MySpada extend beyond mere software or server malfunctions, pointing directly to a lack of uniform pedagogical integration across the department's curriculum.

DISCUSSION

This study evaluated the role of MySpada in supporting self-directed learning among English Language Education (DEE) students at Muhammadiyah University of Surakarta (UMS). The findings revealed a consistent pattern in which MySpada was recognized for its functional utility but had a limited impact on changes in students' learning behaviors.

Interestingly, the 71.4% positive perception among DEE students differs from previous studies showing that student acceptance of institutional LMS platforms is usually moderate and transactional (Cheng et al., 2022). The high approval at UMS may reflect students' familiarity with MySpada and its practical usefulness. However, the low self-regulation result (37.1%) suggests that although students appreciate the platform's convenience, it does not necessarily encourage intrinsic motivation (48.6%) or the behavioral changes needed for deeper learning autonomy. This indicates that MySpada is used more as a content repository than as a tool for independent learning. Similar findings were reported who found that LMS platforms focused mainly on content delivery have limited impact on self-regulatory skills (Kamath et al., 2025). A similar pattern also appeared in SPADA at ITN Malang, where the LMS was mostly used for downloading lecture materials and handling administrative tasks rather than interactive learning (Nani Prihatmi & Istiqoma, 2021). In contrast, the Google Classroom-based LMS at Universitas Islam Makassar showed that simpler interfaces and active assignments, such as video tasks, could improve students' skills more effectively (Taufik et al., 2021). These findings suggest that MySpada still tends to support passive learning rather than active and self-regulated knowledge construction.

The novelty of this study lies in the identification of technical barriers that directly hinder the psychological aspects of UMS students' learning autonomy. From the perspective of Self-Determination Theory, MySpada supports autonomy through flexible access to materials, yet provides minimal support for competency development through feedback mechanisms or engagement via interactive features. In the UMS English Education environment, autonomy is highly dependent on consistent access; however, findings indicate that server issues and slow performance during periods of

high traffic (such as approaching deadlines) directly erode students' sense of control over their learning process.

Variability in faculty adoption emerges as a critical mediating factor at UMS. When instructors use MySpada inconsistently, students receive an implicit message that the platform is tangential to their academic success, which severely dampens their regular engagement. This implementation gap differs sharply from the Moodle optimization at Universitas Muhammadiyah Jember, where the combination of stringent institutional policies and continuous pedagogical training successfully enabled faculty to design highly interactive, user-friendly digital courses (Werdiningsih et al., 2025). The comparison reinforces the argument that technical upgrades alone cannot solve the autonomy deficit; institutional governance must mandate standardized faculty participation to validate the LMS as a primary, non-negotiable educational space.

Based on specific findings in the context of English Education students at UMS, the following corrective steps are recommended:

- a) **Technical Infrastructure Strengthening:** Given reports of server instability during high load, universities should prioritize increasing server capacity and optimizing mobile access to ensure reliability during critical periods.
- b) **Self-Regulation Feature Development:** To address the low impact on learning discipline (37.1%), MySpada needs to integrate a progress tracking dashboard and goal-setting tools to help students actively monitor their learning.
- c) **User Experience (UX) Improvements:** Based on complaints about file size limits and a less interactive interface, upload limit adjustments and the addition of notification features for new assignments and materials are needed.
- d) **Pedagogical and Policy Integration:** In response to the finding that discussion forum usage reached only 10.7%, a faculty development program focused on pedagogical integration is needed, as well as institutional policies to ensure consistent standards for MySpada use across courses.

CONCLUSION

This study concluded that the effectiveness of the MySpada platform in supporting autonomous learning among English Education students at Universitas Muhammadiyah Surakarta (UMS) cannot be evaluated as a monolithic measure; instead, it must be multidimensionally mapped across learner autonomy, engagement, motivation, and self-regulated learning outcomes. Functionally, the platform

successfully facilitated learner autonomy by providing flexible access to digital learning materials, a benefit positively recognized by 71.4% of the respondents. However, its effectiveness in fostering tangible self-regulated learning outcomes (specifically in enhancing independent learning discipline) remained constrained, as experienced by only 37.1% of the students. From a motivational perspective, MySpada exerted a moderate psychological impact (48.6%), with students' drive to learn tending to be reactive to assignment deadlines rather than guided by intrinsic commitment. Furthermore, student engagement exhibited a stark imbalance: the majority of digital interactions were passive, centered primarily on downloading course materials (53.6%), whereas active engagement within interactive spaces like discussion forums was critically low (10.7%). These behavioral discrepancies, compounded by persistent technical challenges (such as server instability during high-traffic peak hours and inadequate mobile optimization) indicate that MySpada predominantly functions as a passive content repository rather than an active facilitator of self-regulated learning within the department.

To bridge the gap between functional feature availability and meaningful behavioral impacts, the institution and technology management at UMS must implement targeted, evidence-based interventions. First, to alleviate the system infrastructure barriers that directly disrupt student autonomy and engagement, priority must be given to expanding server capacity and enhancing mobile responsive design, thereby ensuring uninterrupted access during critical deadline periods. Second, to address the low outcomes in self-regulated learning discipline (37.1%), the MySpada ecosystem should integrate progress-tracking dashboards and interactive goal-setting tools to help students actively monitor their learning trajectories. Third, to counter the marginal engagement in discussion forums (10.7%), formal institutional policies and targeted faculty development programs are required to mandate and guide instructors in deploying asynchronous interactive pedagogical strategies, thereby transforming the platform from a static storage system into a dynamic educational space.

Finally, to build upon these insights and overcome the methodological limitations of the current study, several future research directions are proposed to strengthen the empirical justification in this domain. Because this study adopted an exploratory sequential design that only captured student perceptions at a single point in time, future investigations should employ a longitudinal design to track the gradual development of self-regulation and autonomy behaviors over an extended duration.

Second, since this research did not systematically examine usage variations or compare high versus low patterns, experimental designs are highly recommended to empirically verify the direct causal impacts of specific LMS features on student learning outcomes. Third, to overcome the generalizability constraints associated with a single-institution study at UMS, multi-institutional research is needed to evaluate how diverse academic cultures and administrative technology frameworks alter platform effectiveness. Lastly, to minimize the potential for subjective bias inherent in self-reported questionnaire data, future research should combine surveys with objective behavioral metrics, such as direct observation or learning analytics, to provide a more rigorous and accurate assessment of students' actual digital engagement.

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