

## **IMPACT THE USE OF LMS ON TEACHER PERFORMANCE IN POST- PANDEMIC HYBRID LEARNING AT SMAN 2 WAWO**

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### **ABSTRACT**

Post-pandemic, the use of Learning Management Systems (LMS) to facilitate hybrid learning has become increasingly popular. This tool helps teachers at SMAN 2 Wawo manage a blend of online and in-person instruction. A qualitative descriptive methodology was used, and data was collected through document review, observation, and interviews. According to research findings, learning management systems (LMS) facilitate resource organization, increase student engagement, and simplify evaluation procedures. Benefits for students include faster feedback, more opportunities for self-directed learning, and flexibility in accessing learning resources. However, challenges remain, such as inadequate infrastructure, varying levels of instructor digital literacy, and limited internet access. While further optimization requires infrastructure support and instructor capacity building, LMSs are a crucial tool that can help make hybrid learning practices more flexible, adaptable, and student-centered.

**Keywords:** Learning Management System, Teacher Performance, Hybrid Learning, Post-Pandemic

### **INTRODUCTION**

The entire education system, including Indonesia, has undergone significant changes during the COVID-19 pandemic. Due to the urgency of the situation, educational institutions must quickly adopt digital technology for online learning. Learning Management Systems (LMS), which enable educators to plan, implement, and assess online learning, are one platform that has been widely used during the pandemic. (Assidiqi & Sumarni, 2020) .

During the pandemic, the hybrid learning model which combines face-to-face and virtual learning has emerged as a viable alternative and continues to grow, even at high school level, as proven by SMAN 2 Wawo. In this case, one important factor that has a direct influence on the success of the teaching and learning process is the teacher's proficiency in using the LMS ( Hipi & Yahiji , 2021) .

However, new challenges arise when transitioning from fully online to blended learning. Not all LMSs connect effectively with existing learning systems, and not all teachers possess the necessary digital skills. Assessing the extent to which LMS use impacts teacher effectiveness is crucial, particularly in terms of preparing, implementing, and evaluating student learning. The purpose of this study was to examine how teacher performance is affected by LMS use in the context of hybrid learning at SMAN 2 Wawo. Schools and other education stakeholders can take proactive steps to sustainably improve post-pandemic learning standards by understanding this relationship. (Husain, 2025) .

In today's digital era, educational transformation demands a paradigm shift in the teaching and learning process and the adoption of technology. During the pandemic, learning management systems (LMS) such as Google Classroom and Canvas have emerged as essential resources for facilitating educational activities. In addition to serving as a platform for distributing materials, learning management systems (LMS) also facilitate communication, evaluation, and reporting of



student progress. (Aziz & Zakir, 2022) .

In-person learning resumed after the pandemic ended. However, as part of the hybrid learning approach , many educational institutions, such as SMAN 2 Wawo, continued to implement online learning. This was done to encourage a more flexible and individualized learning experience by leveraging the effectiveness and flexibility of technology.

However, implementing an LMS in hybrid learning is not easy. Lesson preparation, using LMS capabilities, and reporting learning outcomes have proven difficult for some teachers. The extent to which an LMS can improve teacher effectiveness depends on a number of factors, including reluctance to change, lack of training, and technical limitations ( Technology et al ., 2025) . In this context, teacher performance encompasses several critical elements, including the ability to develop effective lesson plans, present information effectively, actively guide students both in person and virtually, and impartial and accurate evaluations. Teachers are expected to be more productive and effective with an LMS, but the full potential of this technology cannot be realized without adequate knowledge and support.

Therefore, assessing how LMS usage impacts teacher performance is crucial, especially when hybrid learning is implemented at SMAN 2 Wawo. In addition to providing a summary of the effectiveness of LMS usage, this assessment will help guide decisions about digital curriculum development, teacher capacity building, and future education policymaking .

## METHODS

With a case study design focused on the context of SMAN 2 Wawo as the research location, a descriptive qualitative approach was used as the research technique in this study. Teachers and students served as key informants in this study, which lasted for six months, from the planning stage to the completion of the report. Because these two LMS are the most commonly used in hybrid learning , Indonesian language and sociology teachers were selected, and the respondents were 10th grade students who were just starting to adapt to this learning style.

The information collected included secondary data from books, journal articles, learning reports, and school papers, in addition to primary data from surveys, interviews, and classroom observations. Non-participatory observation was used to document teacher and student behavior when using the LMS; semi-structured interviews were used to assess firsthand experiences; documentation was conducted in the form of content and values analysis in the LMS; and questionnaires were distributed to students to gauge their opinions about hybrid learning . Interview guides, observation sheets, student surveys, lesson plan sheets, and digital resources used by teachers were some of the learning aids. Miles & Huberman's interactive model, which includes data reduction, data presentation, and conclusion drawing, was used to conduct data analysis. ( Glory et al ., 2024) . The researchers used source triangulation, technology triangulation, member checking with respondents, and audit trails to document the research process to ensure the authenticity of the data. Each step of the research procedure was conducted with research ethics in mind, including obtaining formal approval from the school, protecting the anonymity of respondents, and ensuring the data was used solely for academic purposes (Sugiyono, 2021).



**RESULT AND DISCUSSION**

**Table 1.** Summary Utilization of LMS in Hybrid Learning

Aspect	Teacher	Student
Planning	Must prepare dual materials (face-to-face & digital). Be more creative with online quizzes and videos.	Get materials that can be accessed at any time, more independent in learning.
Implementation	Wider interaction, students can ask questions outside the classroom via LMS.	You can review the material and use online quizzes for practice.
Evaluation	The online quiz feature makes it easier to assess and recap grades.	Get quiz results faster, help with test/exam preparation.
Benefit	More systematic learning, flexible interactions, neat assessment data.	More motivated, flexible, material can be relearned at any time.
Constraint	Additional workload, limited facilities (projectors, network).	Weak signal, limited internet quota, application error, lack of focus.
Hybrid Effectiveness	It is considered more effective than full face-to-face meetings, despite technical obstacles.	It's more fun because it's flexible, but still requires face-to-face contact.

Research findings indicate that the teaching and learning process at SMAN 2 Wawo has undergone substantial changes due to the implementation of the hybrid learning paradigm . This technique creates a more flexible and adaptive learning pattern post-pandemic by combining face-to-face and online learning through the use of an LMS. (Rahmawati & Ikasari , 2023) . Researchers concluded from the data summary that both teachers and students benefited significantly from the implementation of hybrid learning using an LMS at SMAN 2 Wawo. The use of an LMS forced instructors to prepare both face-to-face and digital materials, encouraging them to offer learning materials more creatively, for example, by combining learning videos and online quizzes. Through the LMS, interactions during the implementation phase took place both online and in class, allowing students to ask questions outside of the face-to-face schedule.

The online quiz function simplifies the grading process and allows for a more methodical review of grades from an evaluation perspective. Meanwhile, students benefit from faster feedback on test results, more flexible access to resources, and opportunities for self-directed learning. However, several challenges remain, such as varying levels of instructor digital literacy, limited internet access, and the additional burden of having to produce two different types of content.

Weak signal quality, limited data allocation, and difficulty focusing while studying online are challenges students often face. Because it offers flexibility, independence, and a more adaptive learning pattern, LMS-based hybrid learning is considered more successful than full face-to-face learning, although it still has some technical challenges. (Helsa et al ., 2022) . Overall, hybrid learning at SMAN 2 Wawo represents a post-pandemic educational transformation that emphasizes a shift in learning paradigms and adaptation to technology. While students are encouraged to be



more engaged and independent, teachers act as facilitators, bridging face-to-face learning with online resources. The hybrid approach continues to improve learning effectiveness despite technological constraints and uneven readiness, particularly in maximizing instructor performance through the use of an LMS. ( Apriliani et al ., 2021) .

### **The influence of LMS on Planning Learning**

Using an LMS for lesson planning not only helps instructors organize material more systematically but also fosters creativity in lesson design. By utilizing resources like question banks, discussion boards, and multimedia integration, educators can modify lesson plans to accommodate diverse student needs. This platform enhances planning by allowing comprehensive recording of every stage, from learning objectives and resources to activities and assessments. This aligns with curriculum standards that emphasize transparency and accountability in the teaching and learning process. Furthermore, the LMS's digital archive makes it easy for teachers to review and edit previous lesson plans, significantly improving preparation standards.

According to one teacher who participated in the study, " Using an LMS greatly helps with class planning. I can focus more on creating lesson plans because I can prepare materials digitally using an LMS," she said. "I don't have to constantly explain the material in class because students can access it anytime" . This quote illustrates how an LMS helps teachers anticipate students' learning needs early on, which not only makes it easier for them to produce content but also improves planning efficiency. Teachers can more easily modify lesson plans for the next meeting and adapt them to real-world situations when they have digital documentation.

### **Challenges for Teachers in LMS Usage**

Using a *learning management system* (LMS) for post-pandemic hybrid learning presented several challenges for teachers at SMAN 2 Wawo. The main issue was limited and sometimes unstable internet connections, which disrupted learning and student access to resources. Furthermore, while not all teachers were familiar with LMS features, some still needed to hone their digital skills. Limited school infrastructure, such as the uneven distribution of projectors and other supporting equipment in each classroom, exacerbated these issues. The fact that teachers had to produce content for both digital and in-person modes added to their workload and required more creativity and time. These elements show that while *learning management systems* (LMS) significantly improve teaching effectiveness, their performance still depends on infrastructure readiness, instructor digital skills, and general support from the school ( Research , 2024) .

Coordinated efforts from various stakeholders are needed to address the challenges teachers face when using an LMS in hybrid learning. To become more proficient in maximizing LMS features, teachers can improve their digital skills through regular training, workshops, and individual learning. Furthermore, schools are crucial in providing adequate infrastructure, such as shared computer labs, projectors in each classroom, and a stable internet connection. Furthermore, technical guidance and teacher-to-teacher sharing sessions can reduce resistance to change and foster a collaborative learning technology culture. Furthermore, teachers can reduce the workload required to create multiple copies of materials by implementing effective time management and planning. Effective management techniques, infrastructure support, and competency development



can be used to mitigate LMS implementation challenges and make hybrid learning more efficient and sustainable.

## Experience Student in Using LMS

Benefits and difficulties identified based on experience students of SMAN 2 Wawo using LMS for learning hybrids. Because they can access material lesson whenever they are want , especially before exam or repetition , lots student find LMS useful Because give they more Lots freedom For Study independent . Although collection task become more easy with digital methods , components online quizzes are also considered beneficial Because fast results . However , many student experience constraint technical, including limitations gadgets , poor signal in the environment them, and limitations internet quota . As a result disturbance technology , some students also reported difficulty focus moment online learning (Putri Elisa, Interview, 9 Agustus 2025). Therefore that , even though LMS provides student greater flexibility and autonomy big in learning they , the situation network , availability devices , and discipline Study student That Alone Still influence his success.

## CONCLUSION

Learning Management System (LMS) has impact positive in many element learning , proven from the impact to teacher performance in learning hybrid Post-pandemic at SMAN 2 Wawo . Assessment tools in an LMS helps teachers become more methodical in preparation , more innovative in use of digital media, and more effective in evaluation . Students get benefit from freedom that an LMS offers in matter individual study , review content , and more access fast to the evaluation data . Although Thus , the implementation of LMS has not yet fully optimal . Obstacles encountered covering limitations means infrastructure school , low digital skills of some teachers, as well as problem internet network that is not stable . Condition This impact on additional burden teacher work and limitations access for part student . For push sustainability learning hybrid and make it more flexible, adaptive , and student - centered , LMS has proven become important tool . However , the increase teachers' digital skills, strengthening infrastructure school and work The same all party For build ecosystem continuous learning is things crucial for success its implementation.

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