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Beyond Course Administration: A Documentary Case Review of Learning Management System Utilization-Supported Teaching at Universitas Kristen Indonesia

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ABSTRACT

Learning management systems (LMS) can support both routine course administration and richer forms of active learning, but institutional claims about utilization are often stronger than the available evidence. This study examines how the UKI LMS is represented and pedagogically positioned at Universitas Kristen Indonesia (UKI). A qualitative documentary case-review design was applied to a fixed corpus of eight user-nominated sources: an instructor LMS tutorial, an official institutional video channel, two recorded lectures, two teaching slide decks, a peer-reviewed LMS benchmark article, and a curriculum monitoring and supervision article. Directed content analysis coded explicitly demonstrated platform functions, active-learning design elements, and governance requirements. Claims were classified as directly observed, triangulated interpretations, not evidenced, or recommendations. The instructor tutorial explicitly demonstrated 18 distinct functions: course administration (7), content and resource delivery (2), communication (1), and assignment management (8). No reporting or learning-analytics function was demonstrated. The inquiry and problem-based learning materials showed a strong conceptual fit with topic structuring, multimodal resources, forums, and controlled assignment submission; however, the corpus did not verify student participation, feedback quality, satisfaction, achievement, or causal learning effects. Cross-disciplinary lecture artifacts indicated institutional capacity to produce and circulate digital learning content in education and health-law contexts. The main implication is that UKI has documented functional foundations for LMS-supported learning, while the next maturity step is evidence-governed pedagogical orchestration: standard course design patterns, instructor support, accessible content, and privacy-conscious engagement analytics. The study offers an auditable case-review method and a measurement roadmap without fabricating primary data.

1. Introduction

An LMS is simultaneously a technical platform, an organizational service, and a teaching environment. Its visible functions—course pages, files, forums, assessments, reports, and integrations—matter, but the educational value of those functions depends on how instructors, students, and support units

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use them. The updated information-systems success model therefore distinguishes system, information, and service quality from use, satisfaction, and net benefits (DeLone & McLean, 2003). E-learning research similarly shows that technical quality is only one component of a successful learning system; instructor quality, learner readiness, support, information quality, and perceived usefulness also matter (Al-Fraihat et al., 2020; Sabeh et al., 2021).

Aldiab et al. (2019) provided the structural reference requested for this case review. Their article compared common LMS features and described platform adoption in Saudi public universities. That work is useful as a feature benchmark, but its country-level platform shares are context-specific. Reusing those percentages as evidence about UKI would be a data fallacy. The present study therefore reconstructs only an evidence matrix: values and classifications are derived from functions, instructional steps, and governance propositions explicitly present in the supplied UKI-related materials. The Saudi Arabian statistics remain background context and are not entered into the UKI results.

The UKI corpus is unusually suitable for examining the boundary between functional and pedagogical utilization. The instructor tutorial documents how a lecturer creates a course, organizes meetings, supplies resources, opens a forum, and configures an assignment (BPDI UKI, 2021). Two teaching decks describe inquiry learning and a seven-jump problem-based learning (PBL) scenario (Faculty of Medicine, Universitas Kristen Indonesia, n.d.; Sinaga, n.d.). Two public lecture videos show cross-disciplinary digital content production in education-financing and medical-law subjects (BPDI UKI, 2025a, 2025b). Finally, Poleallo et al. (2025) provide a governance lens centered on continuous monitoring, document analysis, feedback, and professional supervision.

This combination permits a more defensible question than “Does the LMS improve learning?” The corpus cannot answer that causal question. It can answer: (1) Which LMS functions are directly demonstrated? (2) How can the demonstrated functions support the inquiry and PBL designs documented in UKI teaching materials? (3) What institutional digital-teaching capacity is visible across the supplied artifacts? and (4) Which evidence is still required before UKI can make stronger claims about engagement, quality, and learning outcomes?.

1.1 From platform capability to educational success

Feature availability is a necessary but insufficient condition for educational success. DeLone and McLean (2003) separate quality inputs from system use, satisfaction, and benefits; Al-Fraihat et al. (2020) adapt that logic to e-learning by adding educational, support, learner, and instructor quality. Evidence from an Indonesian university also links educational and technical quality with user satisfaction and treats use and satisfaction as antecedents of individual impact (Seta et al., 2018). These models prevent a category error: a screenshot or tutorial can verify that an action is supported, but it cannot verify frequency, quality of enactment, satisfaction, or benefit.

Technology-acceptance models add a second distinction. Performance expectancy, effort expectancy, social influence, and facilitating conditions help explain intention and use (Venkatesh et al., 2003). In the present corpus, the tutorial and institutional video support can be interpreted as

facilitating conditions. No survey or behavioral log is available, so acceptance, intention, and actual utilization cannot be estimated.

1.2 Active learning as a course-design problem

Inquiry learning and PBL organize learning around questions, evidence, analysis, collaboration, production, presentation, and reflection. The UKI inquiry deck differentiates guided, structured, and open inquiry and identifies a progression from problem presentation to information gathering, analysis, action, presentation, reflection, and evaluation (Sinaga, n.d.).

The UKI medical PBL deck uses a seven-jump sequence: clarify terms, identify the problem, brainstorm, construct a mind map, set learning objectives, study independently, and synthesize or present (Faculty of Medicine, Universitas Kristen Indonesia, n.d.).

Those sequences require more than resource storage. A course needs teaching presence, opportunities for cognitive inquiry, and spaces for social interaction—the three interdependent elements of the Community of Inquiry framework (Garrison et al., 2000). The UKI tutorial demonstrates course topics, resources, a forum, and assignments, which can be mapped to those needs. The mapping establishes design compatibility, not observed student engagement. Reviews of educational technology research warn that engagement is multidimensional and must be defined and measured rather than assumed (Bond et al., 2020).

1.3 Monitoring, supervision, and learning evidence

Poleallo et al. (2025) distinguish continuous monitoring from developmental supervision and emphasize classroom observation, surveys, document analysis, peer review, and data-informed feedback. Translated to an LMS context, these practices imply a quality loop that joins course design review, activity evidence, assessment evidence, and instructor support.

LMS log data can provide indicators of access, assignment activity, assessment, and communication, but indicators must be interpreted with pedagogical context and privacy safeguards (Ahmadi et al., 2023). A login is not learning, a file view is not comprehension, and a submitted assignment is not automatically evidence of critical thinking:

2. Methodology

2.1 Design and Corpus

This study used a qualitative documentary case-review design. Document analysis is appropriate when institutional artifacts must be examined systematically for content, context, and evidentiary value (Bowen, 2009). Directed content analysis was used because the initial codes were informed by an LMS feature benchmark, information-systems success concepts, active-learning stages, and monitoring principles (Hsieh & Shannon, 2005). The case boundary was Universitas Kristen Indonesia as represented in the eight user-nominated sources available on 30 July 2026.

Table 1.

Place the caption above the table. Here the caption is wider than the table

ID	Source	Evidence extracted	Analytic role
S1	Aldiab et al. (2019), 7-page peer-reviewed article	LMS features and Saudi case	Benchmark only; Saudi adoption values not transferred to UKI
S2	BPDI UKI institutional YouTube channel	Public support and lecture archive	Institutional provenance and support ecosystem
S3	UKI instructor LMS tutorial, 7:19 (2021)	Course creation, resources, forum, assignment	Primary functional evidence
S4	Education-financing lecture, 6:53 (2025)	Hybrid delivery and academic-product planning	Cross-disciplinary teaching artifact
S5	Medical-malpractice lecture, 14:44 (2025)	Profession-based legal reasoning	Cross-disciplinary teaching artifact
S6	Inquiry-learning slide deck, 13 slides	Inquiry types, aims, and stages	Pedagogical design evidence
S7	FK UKI PBL example, 8 slides	Scenario, outcomes, seven-jump process	Pedagogical design evidence
S8	Poleallo et al. (2025), 6-page article	Monitoring and supervision	Governance and quality-assurance lens

2.2 Unit of Analysis and Coding Rules

The unit of analysis was one explicitly identifiable platform function, instructional stage, digital-teaching artifact, or governance proposition. For the tutorial, a distinct function was counted once even if several settings were configured within the same screen. For example, opening date, due date, reminder, maximum file count, file-size limit, and permitted file type were coded separately because each controls a different part of the submission workflow. Repeated verbal instructions were not counted twice.

Five functional domains organized the LMS codes: course administration; content and resources; communication and collaboration; assessment and assignment management; and analytics and monitoring. The source paper's detailed platform comparison informed the vocabulary, but the UKI coding used only actions visible or verbally demonstrated in the UKI tutorial. Interface terminology

was consistent with Moodle, yet the supplied material did not explicitly establish a product name and version; the manuscript therefore uses the neutral term “UKI LMS.

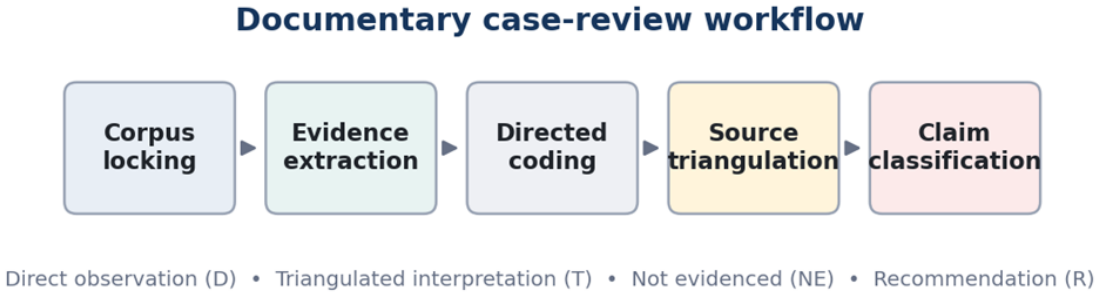


Fig. 1. Documentary case-review workflow and claim classes

2.3 Triangulation and Claim Discipline

Each candidate claim was reviewed twice: first against its source anchor and then against at least one independent conceptual or institutional source. Claims were labeled D (directly observed), T (triangulated interpretation), NE (not evidenced), or R (recommendation). “Not evidenced” is not synonymous with “absent.” This distinction is essential because the tutorial was a bounded demonstration, not a complete platform audit. Video view counts were excluded from analysis because they cannot identify unique students, required versus voluntary viewing, watch duration, comprehension, or assessment performance.

No inferential statistics were applied. The bar chart reports transparent code frequencies only. No participant-level records, LMS logs, grades, survey responses, or interviews were supplied. Accordingly, reliability coefficients, effect sizes, adoption rates, and causal claims would be invalid and are not reported.

2.4 Ethics and reproducibility

The analysis used public web materials and two teaching presentations supplied for this task. It did not recruit human participants or analyze non-public personal records. Public authorship and institutional attribution were retained for source traceability. The source ledger in Table 1, timestamped observations, operational coding rules, and explicit claim classes make the analysis auditable. Any later study using identifiable student logs, surveys, or grades should undergo institutional ethics and data-governance review before collection.

3. Results

3.1 Directly demonstrated LMS functions

The instructor tutorial follows an end-to-end lecturer workflow. It begins with authenticated access and a dashboard, then places course creation within faculty and program categories. The lecturer creates a course, specifies its name and availability dates, adds a description and image, saves the course, activates editing, and organizes empty topics as class meetings. The tutorial then

demonstrates two resource modes: uploading local documents such as PDF, word-processing, or presentation files, and adding an external URL for online materials, including video or journal content (BPDI UKI, 2021, 00:43–04:04).

Interactive and assessment functions are present but unevenly represented. One discussion forum is created. The most detailed workflow is the assignment activity: the lecturer names and describes the task, attaches supporting material, sets the opening and due dates, configures a reminder, limits the number and size of uploaded files, restricts accepted file types, saves the activity, and closes editing (BPDI UKI, 2021, 04:05–06:48). These steps show a practical emphasis on orderly course setup and submission governance.

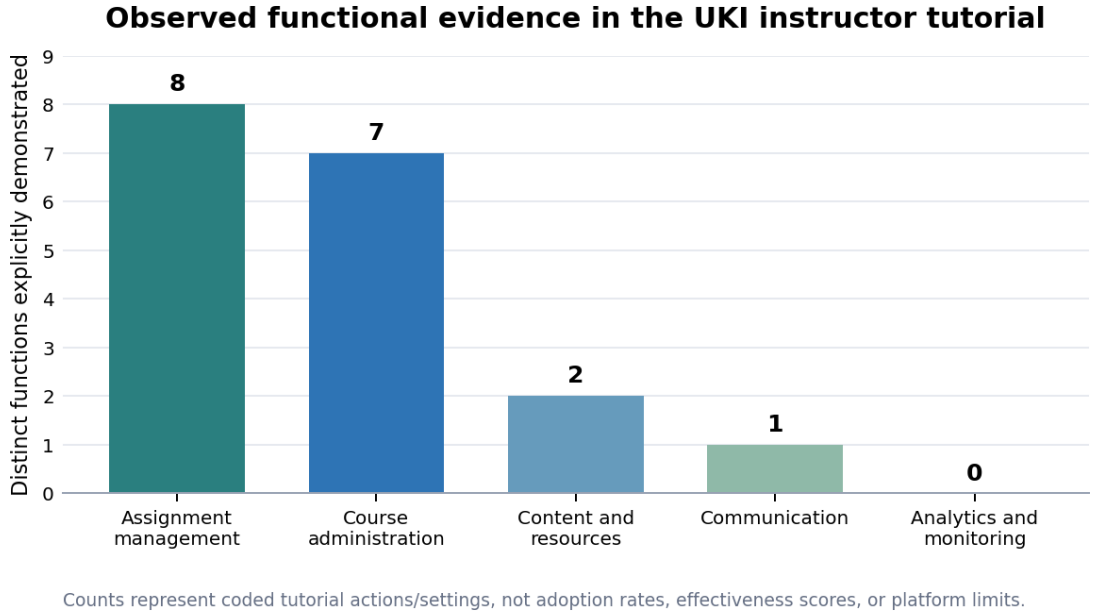
Table 2

Evidence orderly course setup and submission governance. -coded LMS functions explicitly demonstrated in the instructor tutorial

Domain	**Function**	**Evidence anchor**
Administration	Authenticated login and dashboard access	00:43–00:58
Administration	Faculty and program-level course categorization	00:58–01:24
Administration	New-course creation	01:24–01:35
Administration	Course start and end dates	01:35–01:53
Administration	Course description	01:53–02:00
Administration	Course image or icon	01:53–02:00
Administration	Topic or meeting structure editing	02:06–02:35
Content/resources	Local file resource (PDF, word-processing, presentation)	02:35–03:34
Content/resources	External URL resource (e.g., video or online journal)	03:35–04:04
Communication	Discussion forum	04:05–04:33
Assignment	Assignment activity creation	04:34–04:52
Assignment	Instructions and supporting attachment	04:52–05:16
Assignment	Submission opening date	05:17–05:31
Assignment	Due date	05:31–05:42
Assignment	Reminder date	05:42–05:54
Assignment	Maximum uploaded-file count	05:54–06:02

Domain	Function	Evidence anchor
Assignment	Maximum submission size	06:02–06:10
Assignment	Accepted file-type restriction	06:10–06:30
Analytics/monitoring	Reports, activity logs, progress statistics, or outcome dashboard	Not demonstrated

Source basis: BPDI UKI (2021); functions counted once by distinct action or configurable control



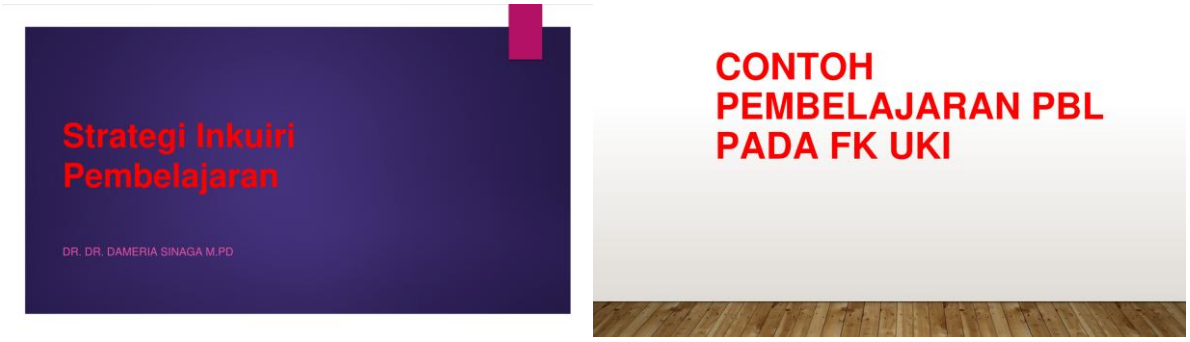
Source: Authors' coding of BPDI UKI (2021). Counts indicate evidence coverage, not utilization or effectiveness

Fig.2. Count of explicitly demonstrated LMS functions by domain

The zero in the analytics category is a zero of observation, not a platform verdict. The bounded tutorial did not show reports, activity-completion rules, gradebook analytics, participation dashboards, or early-warning functions. The evidence therefore supports the statement that such functions were not demonstrated; it does not support the statement that the UKI LMS lacks them.

3.2 Alignment with inquiry and problem-based learning

The inquiry and PBL decks specify active-learning sequences that can be partially implemented with the functions shown in the tutorial. Course descriptions and topic headings can frame a problem and organize stages. Files and external URLs can supply evidence for independent investigation. Forums can support clarification, question generation, and asynchronous discussion. Assignments can receive reports, models, presentations, or other products under explicit submission controls.



A. Inquiry-learning deck (Sinaga, n.d.) **B. Faculty of Medicine PBL deck (n.d.)**

Source: User-supplied UKI teaching presentations

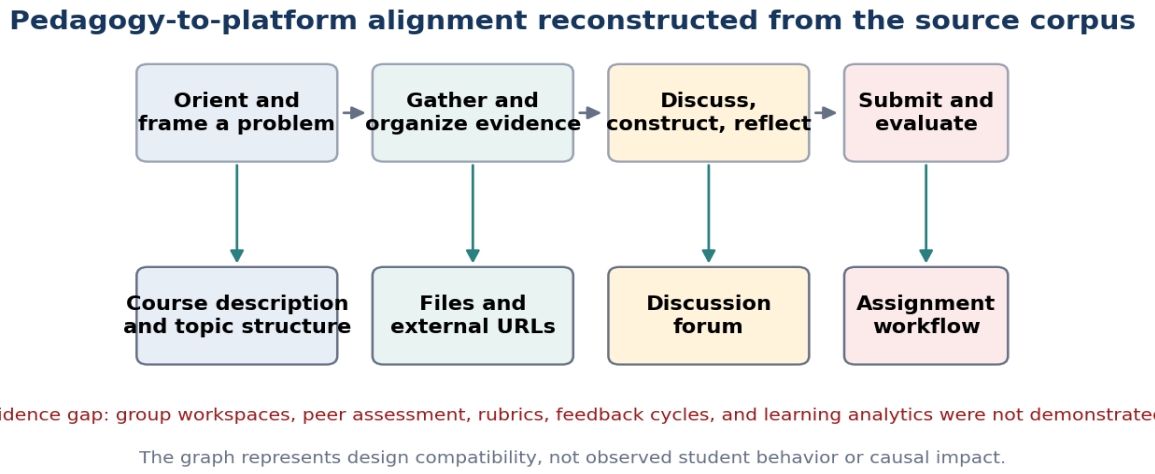
Fig 3. Pedagogical source artifacts used in the alignment analysis

Table 3

Pedagogy-to-LMS alignment matrix with evidentiary boundaries

Instructional stage	Pedagogical evidence	Demonstrated LMS affordance	Boundary or gap
Problem orientation	Teacher presents a topic/problem; PBL scenario introduces Cindy's decision problem	Course description and topic headings	Actual course implementation not observed
Questioning and clarification	Learners ask questions; PBL clarifies terms and identifies problems	Discussion forum	Participation and facilitation quality not measured
Evidence gathering	Reading, observation, interviews, literature search, independent study	Files and external URLs	Resource quality and accessibility not audited
Analysis and synthesis	Analyze information; brainstorm; formulate conclusions	Forum plus structured assignment instructions	No rubric or cognitive-quality analysis shown

Instructional stage	Pedagogical evidence	Demonstrated LMS affordance	Boundary or gap
Knowledge representation	Mind map, model, report, experiment, scientific paper	Assignment upload with controlled file types	No mind-mapping or laboratory integration shown
Presentation and reflection	Present findings; reflect on process and unanswered questions	External media links, forum, submitted presentation file	Peer feedback and presentation workflow not shown
Evaluation	Teacher and learners evaluate goal attainment	Due dates and submission controls	Gradebook, feedback, rubric, and outcome analytics not shown



Source: Triangulation of the UKI tutorial, inquiry deck, and PBL deck

Fig 4. Reconstructed pedagogy-to-platform alignment

The alignment is therefore strongest for learning-resource orchestration and product submission. It is plausible—but not yet demonstrated—that the same LMS could support deeper cycles of guided inquiry, collaborative PBL, and reflective feedback. Evidence of group spaces, peer assessment, rubrics, feedback use, or analytics would be needed to move that claim from design compatibility to verified pedagogical enactment.

4.3 Cross-disciplinary digital-teaching capacity

The two lecture videos extend the case beyond a single course. The education-financing lecture connects planning, institutional and individual funding, academic products, hybrid delivery, and program quality; it explicitly notes the use of technology and the need to record and plan activities and financing (BPDI UKI, 2025a). The medical-malpractice lecture uses a structured legal classification to distinguish ordinary wrongdoing from profession-linked misconduct and then develops ethical, administrative, civil, and criminal dimensions (BPDI UKI, 2025b). These videos do not prove LMS use in the depicted courses, because they are publicly hosted video artifacts. They do show that UKI units can produce concise digital lectures across distinct disciplines and circulate them through an institutional channel. Combined with the LMS tutorial's external-URL function, the videos form evidence of a potential content pipeline from institutional production to course-level curation. The pipeline's pedagogical effect remains unmeasured,

Table 4.

Cross-disciplinary digital artifacts and defensible interpretations

Artifact	**Observed content**	**Defensible inference**	**Non-inference**
Education-financing lecture	Planning, funding sources, hybrid delivery, collaborative academic products	Digital lecture production and institutional dissemination	Student access, completion, or learning not evidenced
Medical-malpractice lecture	Professional standards, categories of malpractice, elements of civil and criminal liability	Digital explanation of complex professional reasoning	No assessment or interaction evidence
Institutional video channel	Tutorials and recorded learning content under UKI institutional authorship	Visible support and content ecosystem	Audience composition and adoption cannot be inferred
LMS external-URL workflow	Lecturer can add online video or journal content to a course	Technical bridge between external resources and course structure	Embedding quality, copyright review, and accessibility not audited

4.4 Evidence gaps and claim boundary

The corpus is stronger on enabling conditions than on educational outcomes. It documents instructor-facing procedures, pedagogical intentions, digital content examples, and a monitoring rationale. It does not contain student or lecturer survey data, LMS logs, course-completion data, grades, comparative cohorts, accessibility audit results, or evidence of feedback use. Accordingly, the

most important result is not a high or low effectiveness score; it is a calibrated boundary around what the available evidence can support.

Table 5.

Claim audit: supported statements and prohibited overreach

Claim	Class	Reason
The tutorial demonstrates an instructor workflow for creating and structuring a course.	D	Direct, timestamped tutorial evidence
The tutorial demonstrates file resources, external URLs, a forum, and assignment controls.	D	Direct, timestamped tutorial evidence
The demonstrated functions can be aligned with inquiry and PBL stages.	T	Triangulation across tutorial and two pedagogical decks
UKI shows cross-disciplinary capacity to produce public digital lecture artifacts.	T	Two institutional videos in distinct disciplinary contexts
The LMS is widely or frequently used across UKI.	NE	No population, logs, enrollment denominator, or usage period
Students are satisfied with the UKI LMS.	NE	No survey or interview data
The LMS improves grades, engagement, or retention.	NE	No outcome measure, counterfactual, or longitudinal evidence
Saudi LMS market shares describe UKI.	Prohibited	Different country, institutions, sampling frame, and period
UKI should develop a monitored active-learning maturity program.	R	Derived from observed functions, pedagogy, and governance gaps

5. Discussion

5.1 Functional maturity is visible; utilization maturity is not yet measurable

The UKI tutorial displays a coherent minimum viable course-production workflow. Its strongest domains are course administration and assignment governance. This matters because standardized categories, dates, topic structures, file rules, and deadlines reduce ambiguity for instructors and students. The tutorial itself is also evidence of institutional facilitation, a condition emphasized by technology-acceptance research (Venkatesh et al., 2003).

However, the title of an LMS case study should not promise more than the evidence. “Utilization” can refer to platform availability, configured courses, active users, meaningful learning activity, or educational benefit. The supplied corpus validates instructor-facing functional use. It does not measure institutional reach, depth, regularity, or net benefit. Distinguishing these levels is consistent

with information-systems success research and avoids equating installation with impact (DeLone & McLean, 2003; Sabeh et al., 2021).

5.2 The pedagogical opportunity is orchestration, not digitization alone

The inquiry and PBL materials make the case educationally significant. Both designs require learners to move through structured cycles of problem framing, evidence collection, analysis, production, presentation, and evaluation. The demonstrated LMS functions can hold the artifacts of those cycles, but a repository structure alone does not create inquiry. The instructor must sequence prompts, assign roles, establish expectations for discussion, provide criteria, and design feedback that helps learners revise their thinking.

The single demonstrated forum can support social and cognitive presence, while topic organization and assignment instructions can support teaching presence (Garrison et al., 2000). Yet the corpus does not show facilitation protocols, peer interaction, or feedback. That gap is important because research on educational technology and engagement finds that tools operate through learning design and context rather than producing a uniform engagement effect (Bond et al., 2020).

5.3 Monitoring should connect design, behavior, and outcomes

Poleallo et al.'s (2025) emphasis on continuous monitoring and developmental supervision provides a useful institutional mechanism. For UKI, the equivalent process could begin with course-document review: Are outcomes, resources, learning activities, assessments, and feedback aligned? A second layer could use privacy-conscious activity indicators: access to required resources, on-time submission, forum contribution, assessment completion, and patterns of inactivity. A third layer would examine outcomes and user experience through course-specific assessment evidence and carefully designed surveys.

The layers must not be collapsed. Ahmadi et al. (2023) organize engagement indicators around login and use, performance, and communication, but each remains a proxy. A useful dashboard would therefore display indicators alongside their limitations and trigger support rather than punitive labeling. It should define retention periods, access rights, aggregation rules, and procedures for human review before intervention.

5.4 Implications for institutional practice

The evidence supports a staged quality-improvement program rather than a new procurement decision. First, UKI can standardize a course shell that preserves the tutorial's strengths: clear naming, dates, meeting structure, accessible resources, a communication space, and transparent assignment settings. Second, learning-design patterns can translate the inquiry and PBL decks into reusable LMS sequences. Third, instructional support can extend beyond “how to click” toward facilitation, assessment criteria, feedback, accessibility, and copyright-aware curation. Fourth, a limited analytics pilot can test whether selected indicators are reliable, interpretable, and useful for support.

Table 6.

Evidence-governed LMS maturity roadmap for UKI

Stage	Priority action	Verification	Expected evidence
1. Baseline	Standardize course shell, dates, topic labels, resource naming, forum purpose, and assignment settings	Course-design checklist; accessibility spot-check	Consistent student navigation
2. Pedagogy	Create inquiry and PBL templates with prompts, milestones, roles, evidence tasks, and reflection	Design review against learning outcomes	Visible active-learning sequence
3. Support	Train lecturers in facilitation, rubrics, feedback, accessible documents, and external-resource curation	Pre/post confidence plus sampled course audit	Improved instructor capability
4. Evidence	Pilot privacy-conscious activity and outcome indicators in selected courses	Validity review; false-alert review; student and lecturer feedback	Defensible utilization and quality claims

6. Limitations and Future Research

This case review is bounded by a purposively supplied corpus rather than a comprehensive institutional archive. The instructor tutorial is a snapshot of a particular workflow and may not represent the current interface, all LMS functions, or all faculties. The two slide decks show intended pedagogy, not enacted courses. The public lecture videos show content production and dissemination, not authenticated LMS activity. The curriculum-monitoring article is a conceptual and school-oriented source; it is used as a governance lens rather than as empirical evidence about UKI higher-education operations.

The coding was conducted by one analyst using a two-pass audit, so inter-coder reliability is unavailable. Function counts are sensitive to the operational rule that separates distinct configurable controls. They are provided for transparency and comparison within this corpus, not as a validated scale. Finally, no claim about Moodle product identity or version is made because the source did not explicitly establish it, even though the demonstrated terminology resembles a Moodle workflow.

A subsequent empirical phase should combine an institutional course inventory, de-identified activity logs, course-design audits, lecturer and student surveys, and selected assessment evidence. Sampling should be stratified by faculty, course level, delivery mode, and class size. Before hypothesis testing, the study should define utilization at several levels: provision, active use, pedagogical use, engagement indicators, satisfaction, and learning outcomes. Longitudinal or quasi-experimental designs would be required for stronger claims about outcomes

6. Conclusions

The supplied evidence portrays the UKI LMS as a documented instructor-facing environment for structured course creation, multimodal resources, a discussion forum, and detailed assignment submission controls. Those functions provide a credible foundation for the inquiry and PBL approaches contained in UKI teaching materials. Public lectures in education and medical law further indicate cross-disciplinary capacity to produce digital learning artifacts. The case does not yet establish institutional adoption rates, user satisfaction, engagement, or learning gains. Its contribution is a calibrated account of what is visible, what can be inferred through triangulation, and what remains unmeasured. The next institutional step is not simply to add more content. It is to connect course design, instructor development, accessible learning activities, feedback, and ethically governed evidence into a continuous quality cycle. That shift would move UKI from documented functional capability toward defensible pedagogical utilization.

Author Contributions

Conceptualization, methodology, software, validation, formal analysis, D.S.; investigation, resources, data curation, writing—original draft preparation, writing—review and editing, visualization, B.S.; supervision, project administration, funding acquisition, D.M. All authors have read and agreed to the published version of the manuscript.

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Data Availability Statement

The documentary corpus is identified in Table 1. Public web sources are listed in the references. The two presentation files were supplied for this analysis and should be deposited, cited as institutional teaching materials, or made available on reasonable request in accordance with the submitting journal's policy and the rights holder's permission.

Conflicts of Interest

The authors declare that there is no conflict of interests.

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