ATTITUDES, PROBLEMS, AND FACTORS INFLUENCING THE USE OF E-LEARNING (LEARNING MANAGEMENT SYSTEM) AT IAIN ANTASARI

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Abstract: *The demand for integrating e-learning with face-to-face classroom is not merely a recommendation but now it becomes a necessary to be applied by higher education institutions. IAIN Antasari as one of higher institutions in South Kalimantan applied Learning Management System (LMS) to answer this demand. This research then tried to map the lecturers' attitudes, problems, and individual factors of the lecturers that influences their attitudes toward this e-learning application. This study used cross sectional survey design by inviting 35 lecturers as the samples. Questionnaire and interview were utilized to gather the data. The findings showed that most of lecturers at IAIN Antasari had positive attitudes toward the application of the LMS. However, it also found that those lecturers had some barriers to apply the LMS, including their insufficient skills and knowledge, lack of facilities, lack of practice in the LMS training, lack of support from the head of faculty, lack of time for preparing the LMS materials, and negative influence from their colleagues. Regarding the factors influencing the lecturers attitudes for using the LMS, there was only ages variable which statistically significantly influencing.*

Key Words: attitudes, problems, influencing factors, Learning Management System

Abstrak: *Tuntutan untuk mengintegrasikan e-learning dengan tatap muka kelas bukan hanya sebuah anjuran tapi sekarang menjadi sebuah kebutuhan untuk diterapkan oleh lembaga pendidikan tinggi. IAIN Antasari sebagai salah satu lembaga tinggi di Kalimantan Selatan telah menerapkan Learning Management System (LMS) untuk menjawab tuntutan ini. Penelitian ini kemudian mencoba untuk memetakan sikap dosen, masalah, dan faktor individu dari para dosen yang mempengaruhi sikap mereka terhadap aplikasi e-learning ini. Penelitian ini menggunakan desain cross sectional survey dengan mengundang 35 dosen sebagai sampel. Kuesioner dan wawancara digunakan untuk mengumpulkan data. Temuan menunjukkan bahwa sebagian besar dosen di IAIN Antasari memiliki sikap positif terhadap penerapan LMS. Namun, penelitian ini juga menemukan bahwa para dosen tersebut memiliki beberapa hambatan untuk menerapkan LMS, termasuk keterampilan dan pengetahuan yang kurang memadai, kurangnya fasilitas, kurangnya praktek dalam pelatihan LMS, kurangnya dukungan dari kepala fakultas, kurangnya waktu untuk mempersiapkan bahan LMS, serta pengaruh negatif dari rekan-rekan mereka. Mengenai faktor yang mempengaruhi sikap dosen untuk menggunakan LMS, hanya pada variabel usia yang secara statistik sangat mempengaruhi.*

Kata kunci: sikap, masalah, faktor yang mempengaruhi, sistem pengaturan pembelajaran

Introduction

The gradual and rapid growth of information and communication technology (henceforth ICT) changes the way people communicate and learn. The demand for integrating e-learning with face-to-face classroom is not merely a recommendation but now it becomes a necessary to be applied by higher education institutions. Based on the Decree of the Ministry of National Education and Culture No. 109 Year 2013 (2013: 1-2) about distance learning for higher education, e-learning is the utilization of ICT for the purpose of learning so students can access materials anytime and anywhere. The decree stated that the purpose of e-learning is to broaden the access of learning as well as to make its process become much easier.

Furthermore, responding to e-learning issue, the ministry of religious affairs, which responsible to Islamic education, also makes one-step forward by releasing a letter No. Dt. I.IV/ Kp.02.04/ 160/2015. It orders all state Islamic universities and state Islamic higher institutions to make some betterment in teaching and learning incorporating ICT by joining National Consortium for Implementing E-Learning (NCIE) program. It requires those universities and institutions to equip teachers and staffs with sound knowledge of e-learning and skills for operating ICT media. Hence, it is popular today that some Islamic higher institutions hold seminars, trainings, and workshops related to the implementation of e-learning. Based on the NCIE website, there are 12 Islamic higher education institutions, which accomplished the program.

In its implementation, e-learning takes some names and has some types. Tomlinson and Whittaker (2013: 12) list four taxonomy of terms related to blended learning: web-enhanced, blended learning, hybrid learning, and online learning. Those terms have different percentage for face-to-face and online meetings. For the web-enhanced, for instance, the use of online learning is for the purpose of browsing and serving materials. On the other hands, fully online learning makes 80 percent or more materials are conducted online. In Indonesia, blended learning is more commonly used because it is undeniable that we cannot extremely change the process of learning into fully online. Blended learning model combines both face-to-face and online activities. According to NCIE team, this model is appropriate for Indonesia since some people believe that face-to-face classrooms still take some important accounts for students' successful learning.

Next, blended learning model utilized in higher education in Indonesia is widely known as Learning Management System (henceforth LMS). LMS is a web-based technology used to plan, implement, and assess a specific learning process (Zain & Nurhadi, 2014: 25). It uses a free Moodle software whose features enable students to review materials and do self-assessment. This software is available in 78 languages, including Bahasa, and has been widely used by almost 72 million people all over the world. Using LMS, the limitation made by space and time has been disappeared. It enables teachers and students have extra time to learn and discuss teaching materials outside the classroom with the help from technology.

In addition, LMS also offers some benefits as those are mentioned for e-learning. Thorne (2003: 18) mentions that e-learning can create learning experiences that can provide the right learning at the right time and in the right place for each and every individual. It can be truly universal, crossing global boundaries and bringing group learners together through different cultures and time zones. In other words, blended learning is not

limited by time and geographic location. According to Wilson and Smilanich (2005: 13), it widens reach of training because it offers opportunity for students who cannot physically present in the classroom to have access to learning through the use of internet and it is more economical because e-learning offer many options, teacher can choose the most economical one which meet his/her class need. These advantages are opportunities for creating a more effective and efficient learning.

Besides the benefits, of course, there are some drawbacks and problems need to ponder for the implementation of LMS. Nayak & Suesaowaluk (2007) find that most students, teachers and administrators agreed that expensive start-up cost, the issue of security system risk, and the threat of viruses are the common problems faced by the users. In addition, LMS also requires the users, especially for both teachers and students, to become more technology-dependent. They must have positive beliefs and attitudes toward e-learning to make the process of training and implementation run swiftly. Several trainings, workshops, and seminars will be useless if the users do not have positive attitudes toward what is being trained. Therefore, efforts to minimize these problems and challenges should be done first for a better result of the implementation.

Regarding the challenges and opportunities for LMS applications, there is some noticeable research. First, Rahim (2013) investigated 78 high school teachers' attitude toward LMS and found that there was positive relationship between their attitude and their confidence level for LMS application. Then, Asiri et. al (2012) researched factors influencing the use of LMS in Saudi Arabian higher education. They revealed that there were three important factors including innovator, innovation, and context. Innovators refers to ones used the LMS. They should have technological proficiency, pedagogical compatibility, and social awareness. Meanwhile, innovation refers to the nature of technology itself to support the LMS application. Last, context refers to the availability of infrastructure with social support for the learning environment. Next, Nasser, Cherif, and Romanowski (2011) yielded their findings on the factors that impact students' usage of LMS in Qatari Schools. They concluded that there was strong relationship between ICT knowledge and LMS usage.

In Indonesia, specific research related to LMS in higher education level is hard to find in some journals. It is possibly because of lacks of publishing or it still becomes a rare topic investigated by Indonesian researchers. However, it can be found research related to e-learning application such as done by Pransisca (2014) and Yansyah (2014). Pransisca (2014) findings showed that the inclusion of internet in the teaching of listening helped students to easily access the materials, to have a less learning pressure, and to find more flexible and attractive materials. Meanwhile, Yansyah (2014) investigated that by using blended learning in teaching practice program, the pre-service teachers gain more knowledge on using ICT for teaching and become more creative for presenting the materials in the web log provided by the universities. All these research discussed that e-learning or blended learning has positive impact on both teaching and learning in Indonesia.

Considering those facts, plausible arguments for using e-learning, and previous research, the researchers are interested in conducting the same research. One of the researchers recently participated as a member of e-learning development team of IAIN Antasari who is further in charge of handling some e-learning training for lecturers in this institution. IAIN Antasari is one of state institute for Islamic studies concerns with LMS

application. In the NCIE website, IAIN Antasari is one out of twelve institutes, which accomplished e-learning program. Since the program is launched, IAIN Antasari has conducted three times e-learning training for lecturers. By joining the training, it is expected that those lecturers are able to extend their classroom to e-learning environment. However, we also cannot ignore the fact that not all of those lecturers joined the program immediately apply LMS in their practices. By having a small interview with the researcher's colleagues and students, it was revealed that some lecturers still preferred the traditional classroom. Consequently, students admitted only some lecturers invited them to use e-learning page.

Therefore, the researchers, are, challenged to conduct a further research related to the application of LMS at the institution. It is expected that the present research is able to uncover the teachers' attitudes toward LMS, their problems for applying it, and the factors influencing the lecturers' attitudes for using the LMS. It focuses only on the lecturers because they are the primary users of LMS. When the lecturers use the LMS, the students will follow. Thus, by analyzing the lecturers' attitudesp, problems in using LMS, and the influencing factors, it is expected that the present research will give valuable and reliable data about some challenges and opportunities for applying LMS at IAIN Antasari. Thus, the research questions in the present research are: (1) What are IAIN Antasari lecturers' attitudes toward E-learning (LMS)? (2) What are IAIN Antasari lecturers' problems for using the LMS? (3) What are factors influencing IAIN Antasari lecturers' attitudes for using the LMS?

METHOD
Research Design

The present research used survey research design. According to Latief (2012: 124), survey research is typically used to describe opinions, attitudes, preferences, and perceptions of people interest to the researcher. According to him, a survey research can be carried out in a national scale survey or a small school survey. Here the researcher limited the survey in the small scale. The research subject covered lecturers who teach at IAIN Antasari Banjarmasin. Since it was an individual research, the researchers should consider about time and energy used so she could not covers all populations at IAIN Antasari.

Cross sectional-survey design is the one used in this research. According to Creswell (2012: 376), in a cross-sectional survey design, the researcher collects data at one point in time. This design has the advantage of measuring current attitudes or practices. It also provides information in a short amount of time, such as the time required for administering the survey and collecting the information.

The data collected in this research was the lecturers' attitudes toward LMS and their problems in applying it. Their views on the usefulness of LMS in their courses, and their reported uses of LMS, and some common problems for applying LMS were variables measured in this research. Those data were collected from the population and sample. The population were all lecturers who joined the LMS training at IAIN Antasari. Meanwhile the samples were 35 % of the population who was chose randomly. See Table 1 for detail population and sample.

Table 1: Population and Sample

No.	Faculty	LMS Users (Population)	Presentation	Sample
1.	Faculty of Tarbiyah	65	63.12 % x 35	21
2.	Faculty of Sharia	13	12.62 % x 35	5
3.	Faculty of Da'wa	14	13.59 % x 35	5
4.	Faculty of Islamic Theology	11	10.68 % x 35	4
	Total	103	**100 %**	**35**

Questionnaire and in-depth interviews were utilized as instruments for addressing the research questions. The questionnaire is designed by using a 4-point Likert's scale to avoid an in doubt choice so the moderate option (neutral) is deleted. Before administering to the samples, the questionnaire was tried out and the result showed the questionnaire was valid with 24 items and the reliability score was .887.

To categorize the lecturers' attitudes, the researcher used classification offered by Arikunto (1998:246). See Table 2 for the classification of the lecturers' attitudes.
Table 2 The Classification of the Lecturers' Attitude.

Table 2: for the classification of the lecturers' attitudes

Good	76 % - 100 %
Fair	56 % - 75 %
Poor	40 % - 55 %
Bad	less than 40 %

To categorize the lecturers' problems, the researcher used the same classification by Arikunto (1998:246), however, by changing the category into there is no problem, fairly serious, serious, and very serious.

Table 3: The Classification of the Lecturers' Problems

There is no problem	76 % - 100 %
Fairly serious	56 % - 75 %
Serious	40 % - 55 %
Very Serious	less than 40 %

The result of interviews was recorded then transcribed, coded, and interpreted to better understand their reasons and specific problems for using the LMS.

Findings and Discussions

The Characteristics of the Respondents

The variables measured in the characteristics of the respondents related to some important variables like faculty the respondent work at, age, gender, teaching experience, and their familiarity with the use of computer and internet. See Table 4 to better understand the characteristics of the respondents.

Table 4: The Respondents' Characteristics

Characteristics	Frequencies	%
Faculty		
▪ Tarbiyah	21	60
▪ Sharia	5	14.3
▪ Ushuluddin	4	11.4
▪ Da'wa	5	14.3
Age		
0 (did not mention)	3	8.57
25-35	21	60
35-45	10	28.57
< 45	2	5.71
Gender		
▪ Male	14	40
▪ Female	21	60
Teaching Experiences	14	
▪ < 5 years		40
▪ 5-10 years	13	37.1
▪ 10-15 years	3	8.6
▪ > 15 years	1	2.9
Familiarity with the use of computer and internet		
▪ I don't use	0	0
▪ Less than 5 hours	12	34.3
▪ 5-10 hours	21	60
▪ 10-20 hours	2	5.7
▪ > 20 hours	0	0

Respondents' Attitudes toward the LMS

This variables were divided into three sub-variables: (1) Their familiarity with the LMS, (2) Their attitudes toward the usefulness of the LMS for teaching, and (3) their reported use of the LMS for teaching.

The lecturers' familiarity with the LMS was observed by asking them about the easiness of using the LMS and the information they got about the existence of the LMS at

IAIN Antasari. Table 5 showed that 23 lecturers (65.7%) said it was easy to use the LMS, others said it was very easy (22.9%) and there was only 4 respondents (11.4%) who disagreed. It meant that most of the participants of the LMS were able to use it without so many difficulties.

Table 5: Lecturers' Opinion about the Easiness of the LMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	11.4	11.4	11.4
	3	23	65.7	65.7	77.1
	4	8	22.9	22.9	100.0
	Total	35	100.0	100.0	

Then, Table 6 showed that most lecturers were satisfied with the information about the LMS. It was shown by the highest percentage (82.9%) fell on the agree statement. There were only 2.9% who felt unsatisfied. It meant that the socialization of the LMS at IAIN Antasari has been warmly received by most lecturers.

Table 6: Lecturers' Satisfactory on the Information of the LMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.9	2.9	2.9
	2	2	5.7	5.7	8.6
	3	29	82.9	82.9	91.4
	4	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

Regarding the lecturers' attitudes toward the usefulness of the LMS for teaching, the data related to this variables distributed in 11 items (questions no.3, no.5, no.6, no.7, no.8, no.9, no.10, no.13, no.14, no.15, and no.16). The summary of the lecturers' attitudes could be seen in Table 7.

Table 7: The Summary of Lecturers' Attitude Towards the Usefulness of the LMS for Teaching

No.	Item No.	Statements	Score	Category
1	item 3	The LMS makes me easier to provide the teaching materials	106 (77.86%)	Good
2	item 5	The LMS gives my students opportunity to acquire new knowledge	114 (81.43%)	Good
3	item 6	The LMS makes the learning outcome better than the traditional one	103 (73.57%)	Fair
4	item 7	The LMS makes my students more engaged in learning because it integrates all form of media	107 (76.43%)	Good
5	item 8	The LMS increases my students satisfaction in learning	104 (74.23%)	Fair
6	item 9	The LMS helps me to increase my skills	113 (80.71)	Good

No.	Item No.	Statements	Score	Category
		and knowledge as a lecturer		
7	item 10	By using the LMS, students can learn and access the material faster	107 (76.43%)	Good
8	item 13	The LMS does not promote different result in learning	93 (66.43%)	Fair
9	item 14	The lecturers do not need to come to the class if they use the LMS	110 (78.58%)	Good
10	item 15	The LMS makes the process of evaluation easier than using the traditional ways.	96 (68.57)	Fair
11	item 16	The LMS does not offer traditional values.	97 (69.29)	Fair

Based on the above findings, it could be seen that the lecturers of IAIN Antasari mostly have positive attitudes toward the implementation of the LMS. It could be seen that the category of the lecturers attitudes were in good and fair category. None of statements fell into poor or bad category. It meant that the opportunities for applying the LMS at IAIN Antasari was quite big. According to the theory *The Technology Accepatance Model* developed by Davis (1986 in Purnawan &Linawati, 2011). According to Nayak & Seusaowaluk (2007) findings, there is positive relationship between the technology users with their level of confidence for using that technology. Since most of the lecturers had positive attitude, it meant the application of the LMS would not get many problems if their problems for using the LMS could be minimized by the stake holders at IAIN Antasari.

However, it could be seen in the Table 7 that some lecturers still have fair attitudes towards some aspects of the LMS. Most of their fair attitudes located in the same type of question, which asked about their opinion that LMS were better than the traditional ways of teaching or evaluation. It meant that their beliefs on the traditional teaching and learning were still stronger compared to online learning. This data was strengthened by the respondents' opinion in the interview that traditional learning provide more values than by using the LMS. She said that teaching and learning in the classroom showed the "real faces" of the students. She could recognize whether they understood the material or not. The direct interaction between teacher and students also become additional values which could not be offered by the LMS. That was why she felt that the LMS were not better than the traditional ways of teaching. Another lecturer also uttered that he felt LMS served the material as best as he did. He said that his subject was dynamic. He needed various ways and technique to deliver the materials and the LMS could not cover it all.

The process of changing belief from traditional learning into online or blended learning, of course, does not take one night. It needs years to convince the lecturers that the result of blended learning could be better than the traditional one. To cope with this problem, there must a rule that regulate every lecturer to conduct or use the LMS once or twice in a semester. Along with the time, when the lecturers feel the usefulness and the benefit of the LMS, their belief will change time to time.

Respondents Problems for Using the LMS

The problems referred to some sub variables related to time for preparing LMS materials (item no. 21), the LMS training (item no. 20), the respondents' skill and knowledge for operating the LMS (item no. 18), the support from the head of faculty (item no. 22), the influence of colleagues (item no. 23), and other problems (item no. 24). See Table 8 to get a clear description about the lecturers' problems and Table 9 for other problems not listed in the questionnaire.

Table 8: Lecturers' Problems for Using the LMS

No.	Problem	Item No.	Score	%	Category
1	Limited Skills and Experiences for using the LMS	18	83	59.64	Fairly Serious
3	Lack of facilities for using the LMS	21	84	60	Fairly Serious
2	Lack of Practice in the LMS training	20	86	61.43	Fairly Serious
4	Lacks of support from the head of faculty	22	86	61.43	Fairly Serious
5	Lack of time for preparing materials for the LMS	19	89	63.57	Fairly Serious
6	Influence from their colleagues	23	97	69.29	Fairly Serious

Table 9: Other problems for Using the LMS

No.	Problems	f	%
1.	Lack of internet access/ speed	8	40
2.	Lack of students' skill for using the LMS	7	35
3.	Students' lack of facilities	3	15
4.	Did not sure that the students learn the material given in the LMS	1	5
5.	Face to face learning is more interesting	1	5

Table 9 showed that the biggest problem was their insufficient skill and knowledge for operating it. This problem then followed with lack of facilities for using it, lack of practice in the LMS training, lack of support from the head of faculty, lack of time for preparing the LMS materials, and negative influence from their colleagues. Other problems was lack of students' skill for operating the LMS, students lack of facilities, their doubt that students really learnt the LMS material, and also the inability of LMS to cover various way for delivering the material.

Concerning the first problem, about insufficient skill and knowledge for using the LMS, it was supported by the previous research (Asiri et.al, 2012; Nasser, Cherif, and Romanowski, 2011). They found strong relationship between ICT knowledge with the LMS usage. The present study also found that the lecturers' hindrance for using the LMS was related to their less proficiency about this technology. It was supported with another item of the questionnaire about the LMS training at IAIN Antasari. Some of them still felt that the training was insufficient to make them good at operating this technology. To

overcome this problem, for sure, it must be a good cooperation between the LMS trainers with the lecturers. *Pusat Teknologi Informasi* IAIN Antasari should offer help for any lecturers to come and discuss their problems after training. The lecturers also should consult their problems to them or their colleagues.

Next problem based on the result of questionnaire and interview was the lack of facilities, mainly the low speed of the internet at IAIN Antasari. Based on the interview, this problem was not only experienced by the lecturers but also the students. They avoid to use the LMS since the internet connection in the campus does not support this technology. The low speed makes the process of uploading and accessing the LMS material take a long time. This problem should be a food for thought for the head of faculty and others who had authority to handle this problem. Since the internet is the tool to connect with the LMS, of course, its sufficient speed become a necessary to the successful application of the LMS.

Factors Influencing the Use of LMS

To investigate factors influencing the use of LMS, the researchers used multiple regression analysis. The aim for using this analysis was to find out the influence of dependent variables: ages, gender, teaching experiences, and familiarity with internet on the dependent variable, the teachers' attitude. Here is the hypothesis of the research:

$H_0 = b_1=b_2=b_3=b_4=0$ (there is no significant influence from the independent variables to the dependent variable).

$H_1 = b_n \neq 0$ (there is significant influence from the independent variables to the dependent variable).

The result of multiple regression analysis can be seen in the Table 10, Table 11, and Table 12.

Table 11: The Result of Multiple Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.447[a]	.200	.093	3.675

Predictors: (Constant), Familiarity with Internet, Ages, Gender, Teaching Experiences

Table 9 showed that the R-value was .447 that meant the relationship between independent variables and dependent variable was in fair category. The R-Square value was .200 showed that the independent variables (ages, gender, teaching experiences, and familiarity with the internet) gave only 20% towards the respondents' attitudes for using the LMS. It meant that the other 80 % was influenced by other factors.

Table 12: The Result of Multiple Regression

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	101.027	4	25.257	1.870	.142[b]
	Residual	405.259	30	13.509		
	Total	506.286	34			

a. Dependent Variable: Attitudes
b. Predictors: (Constant), Familiarity with Internet, Ages, Gender, Teaching Experiences

Table 10 showed that the F-value was 1.870 with the significance .142 which was bigger than the level of significance used in the present study (.05). It meant that the independent variables did not affect the attitudes of the respondents.

Table 13: The Result of Multiple Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.328	3.415		10.637	.000
	Ages	-.133	.057	-.395	-2.308	.028
	Gender	1.687	1.296	.217	1.301	.203
	Teaching Experiences	-.061	.788	-.014	-.077	.939
	Familiarity with Internet	.011	1.241	.002	.009	.993

a. Dependent Variable: Attitudes

Table 12 gave us a clear information that the contribution of the independent variables on the lecturers' attitudes for using the LMS was relatively small. In the table, we can see that only Ages variable was statistically significant (t=2.0423). The t-value told us that every unit increased in the ages, a 2.308 unit decreased in the respondents' attitudes was predicted. The negative coefficient showed us that the older the user, the lower their attitudes towards the use of LMS for their teaching and learning. There was no significant different between male and female lecturers, or less experienced and experienced lecturers, or familiar or less familiar lecturers with internet towards the application of LMS.

The present findings were quite different from previous research, which highlighted the importance of teachers' familiarity factors. Zaree (2011) found that

familiarity of teachers' for using the internet was the most influential factors in setting the teachers' attitudes for using the ICT. However, in the discussion of the problems, it was mentioned that what the lecturers need to have more was the intensive training. Some of them did not interest to apply the LMS since they felt that one time training was insufficient for them. They still require a lot of practice before they are ready to use it and integrate it in the lesson.

Conclusions and Suggestions

Based on the findings, it was found that most of IAIN lecturers had positive attitude toward the use of LMS. It becomes a big opportunities since positive attitude leads to the acceptance of the technology. However, it also needs to be noted that their attitude toward the value of the LMS for resulting better outcome compared to the traditional ways is still in fair category. It needs time to change this belief.

Some challenges to apply the LMS related to some barriers possessed by the lecturers. The biggest problem was their insufficient skill and knowledge for operating it. This problem then followed with lack of facilities for using it, lack of practice in the LMS training, lack of support from the head of faculty, lack of time for preparing the LMS materials, and negative influence from their colleagues. Other problems were lack of students' skill for operating the LMS, students lack of facilities, their doubt that students really learnt the LMS material, and also the inability of LMS to cover various ways for delivering the material.

The relationship between respondents' ages, gender, experiences in teaching, and their familiarity with internet and their attitudes towards the application of LMS was in fair category. Only 20% of the variance in respondents attitudes was explained by the independent variables included in the present study. Among those factors, only ages of the lecturer was statistically significant influencing their attitudes toward the LMS. The older the user, the lower their attitudes toward the LMS application.

Regarding the results of this research, some suggestions are proposed. First, the suggestion goes to the lecturers as the users of the LMS. Their insufficient knowledge and skill for operating the LMS can be overcome by frequently consult their problems with the staffs of *Pusat Teknologi Informasi* IAIN Antasari. They also can discussed with their colleagues who have been good at operating the LMS.

Second, the suggestions go to head of faculty or others who had authority to provide the infrastructure or facilities supported the use of LMS. Many lecturers complained that the low speed of the internet is one the problems, which hinders them from using the LMS. The Dean also can give more encouragement for the older lecturers to apply this application in the classroom. He can ask the young and the old lecturers to collaborate each other in overcoming the problem found in the application of LMS.

Last, the suggestions go to the future researchers who can also explore the same topic. Since factors included in the present research gave only small influence on the subjects' attitudes, future researchers are expected to look for the other variables that might significantly influence them.

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