

## ABSTRACT

Uli, Dogma. (2016). *A Case Study of ExeLSA: The Implementation of ExeLSA and Its Relation to Students' Self-Regulated Learning in Interpreting Class B.* English Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: Sanata Dharma University.

The research discussed the implementation of ExeLSA as a learning management system which was used by the English Education Study Program. ExeLSA was implemented to support the teaching and learning process in this study program since 2008. This phenomenon was also noted in one of the missions of the ELESP about integrating technology to an educational process. One of the examples of the implementation of ExeLSA could be seen in Interpreting class B.

There were two research questions in this research. Those were 1) How is the use of ExeLSA as a learning management system to support e-learning in Interpreting class B best described? and 2) To what extent do learning activities provided in ExeLSA facilitate the English Language Education Study Program students' self-regulated learning in Interpreting class B?

The researcher used mixed methods. It was in the form of a case study in ExeLSA as a learning management system. To answer the questions, the researcher distributed questionnaire sheets in Interpreting class B. Then, the researcher conducted interviews to obtain further information and understand the phenomenon in depth. Moreover, students' self-reflections and documents were also used by the researcher to enrich the findings. The respondents of the research were 25 students of Interpreting class B academic year 2015/2016 and the lecturer of Interpreting course class B.

The results showed that ExeLSA supported the process of blended learning which occurred in Interpreting class B. Then, it also showed that ExeLSA facilitated students' self-regulated learning in four aspects of self-regulated measurements. Therefore, it could be concluded that ExeLSA had an important role in the process of the blended learning in the class. Then, the study program was recommended to do evaluation regarding the implementation of ExeLSA in class. Moreover, students were also recommended to support the implementation of ExeLSA by actively participating in the learning process. They were also recommended to develop better understanding regarding their self-regulated learning in their learning processes.

**Key words:** *ExeLSA, learning management system, e-learning, self-regulated learning, Interpreting*

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Uli, Dogma. (2016). *A Case Study of ExeLSA: The Implementation of ExeLSA and Its Relation to Students' Self-Regulated Learning in Interpreting Class B.* Program Studi Pendidikan Bahasa Inggris, JPBS, FKIP, Yogyakarta: Universitas Sanata Dharma.

*Penelitian ini mendiskusikan penerapan ExeLSA sebagai sistem manajemen pembelajaran yang digunakan oleh Program Studi Pendidikan Bahasa Inggris. ExeLSA diterapkan untuk mendukung proses mengajar dan belajar di program study ini sejak tahun 2008. Fenomena ini juga dicatat dalam salah satu misi dari Program Studi Pendidikan Bahasa Inggris mengenai integrasi teknologi pada proses pendidikan. Salah satu contoh dari penerapan ExeLSA dapat dilihat pada kelas Interpreting B.*

Terdapat dua rumusan masalah dalam penelitian ini, yaitu 1) Bagaimana penggunaan ExeLSA sebagai sebuah sistem manajemen belajar untuk mendukung e-learning di kelas Interpreting B dideskripsikan? dan 2) Sejauh apa aktivitas belajar yang disediakan di ExeLSA memfasilitasi regulasi belajar mahasiswa Pendidikan Bahasa Inggris di kelas Interpreting B?

Peneliti menggunakan metode penelitian campuran dalam bentuk studi kasus mengenai ExeLSA sebagai sebuah sistem manajemen pembelajaran. Untuk menjawab rumusan masalah, peneliti membagikan kuisioner di kelas Interpreting B. Kemudian, peneliti melakukan wawancara untuk mendapatkan informasi lebih lanjut dan memahami fenomena yang terjadi lebih dalam. Selain itu, refleksi mahasiswa dan dokumen juga digunakan oleh peneliti untuk memperkaya penemuan penelitian. Responden dari penelitian ini adalah 25 mahasiswa dari kelas Interpreting B tahun ajaran 2015/2016 dan dosen dari kelas Interpreting B.

Hasilnya menunjukkan bahwa ExeLSA mendukung proses dari blended learning yang terjadi di kelas Interpreting B. Kemudian, hasilnya juga menunjukkan bahwa ExeLSA memfasilitasi regulasi belajar mahasiswa dalam 4 aspek pada pengukuran regulasi belajar. Oleh karena itu, dapat disimpulkan bahwa ExeLSA memiliki sebuah peran yang penting dalam proses blended learning di kelas tersebut. Kemudian, program studi disarankan untuk melakukan evaluasi berkenaan dengan penerapan ExeLSA di kelas. Selain itu, para mahasiswa juga disarankan mendukung penerapan ExeLSA dengan secara aktif berpartisipasi dalam proses pembelajaran. Para mahasiswa juga disarankan untuk mengembangkan pemahaman yang lebih baik berkenaan dengan regulasi belajar mereka dalam proses pembelajaran.

**Kata kunci:** ExeLSA, learning management system, e-learning, self-regulated learning, Interpreting