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The Quality Learning System Interface Factor of Success Blended Learning

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Abstract

In order to effectively deliver the learning process to both educators and learners, a high-quality LMS interface design is essential. This research's primary goal is to present a thorough understanding of the quality interface elements that influence a blended learning environment's performance. A quantitative research approach, using a questionnaire, was used. A total of 70 participants were surveyed using the questionnaire. This study shows that the fundamental predictors of quality interface were the most significant positive factor and more critical to the success of blended learning.

Keywords: E-learning, Blended Learning, Online Course, Quality Interface.

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Introduction

There have been several proposals for blended learning made by different research groups. A combination of conventional classroom instruction and virtual delivery is used in blended learning [1]. Various success aspects of blended learning include technology usage levels, attitude, courseware, access to technology, quality of e-learning system interface, curriculum, e-learning system interface comprehensiveness, quality of lecture, and more [2]. The quality of interface is the only aspect on which this study focuses. It is claimed that a learning system's interface quality influences how well users use it and, consequently, how well they achieve the system's goal of improving learning [3, 4]. Good user interfaces are crucial to the usability and satisfactory user experience of systems [2, 5], and this extends to e-learning platforms, which are a common user-centered technology example. This instructs that the quality of the technology's interface determines how well it uses it to accomplish the goals set forth, which in an e-learning system translates into an effective learning experience. Peter [2] proposed that students will become overwhelmed by the system's vast amount of information or lose interest in using it if the interactivity of e-learning is restricted and basic usability difficulties aren't adequately addressed. There are situations where a poorly designed interface will make operating the system difficult. The students will rarely benefit from e-learning system as a result, which causes information overload. It is recommended that the content be extremely accessible, easily navigable, and connected to an appropriate setting that complements the learning module. Incorporating 'drag and drop' together with any other assistive elements that make the online assessment system usable for individuals with visual or hearing impairments would also improve usability [4]. The effectiveness of the blended learning model that relies on e-learning system for the delivery of knowledge, is thus determined by the quality of learning system interface in terms of system's usability and utility, according to this study.

Method

The Technical Institute of Management's Quality Interface E-Learning was assessed using a survey. There were about seventy students enrolled in the Institute. The Scale was used for measuring the blended learning quality interface. [6]. This scale below is (1 - 1.490 – Very Negative 1.5 - 2.490 – Negative 2.5 - 3.490 – Neutral 3.5 - 4.490 – Positive 4.5 - 5 – Very Positive).

Results

The age and sex of participants were among their personal details. With a mean age of 19.4, the students belonged to the 18–22 age group, with 60% of them being female and 40% of them being male. Table 1 discusses the demographic analysis's findings.

Table 1: Personal Information

Genders		
Genders	Percentages	Frequencies
Males	40%	28
Females	60%	42
Age		
Mean	Frequency	
19.4	70	

Table 2: Study Descriptive

NO	ITEM	MEAN	Description
1	E-learning system interface text is readable	3.99	Positive
2	Interface of E-learning system supports the sound	3.29	Neutral
3	Interface of E-learning system has capability of navigating.	3.91	Positive
4	Interface of E-learning system links modules of learning	3.73	Positive
5	Interface graphics of E-learning system are readable.	3.63	Positive
6	Interface of E-learning system has good combination of colors	3.76	Positive
7	E-learning system interface is interactive	3.91	Positive
Total		3.71	Positive

Table 2 discusses the outcomes of descriptive statistics. All variables were found to be significant and positive; only one was found to be neutral significant. According to Table 2, the majority of the mean values fell between 3.29 and 3.99, which are respectable ranges. It is observed that the questions with the highest percentages (3.99)—"Text of

e-learning system interface is readable" and "The interface e-learning system could navigate"—were followed by those with the lowest percentages (3.91), indicating that they had the lowest importance. This indicates that the students use the platform and show interest in it. The fact that the students discovered a platform that does not always support sound is the only issue with the (2) stated MEAN (3.29).

These results show the importance of the quality of the platform interface for students. The total of their responses was with a high mean (3.74) for the materials on the platform (texts, colors, sounds, links, and graphics). Therefore, the interface quality must be studied as an essential factor in blended education.

Conclusion

It is stated that one of the factors to using a learning system successfully is its interface quality. Thus, this research contends that blended learning model's success, which is dependent upon e-learning system for the delivery knowledge, is determined by essential quality of interface of learning system in system usability and utility. The current study contributed to revealing the importance of studying the quality of the platform's interface. This study measured students' responses at the Technical Management Institute and found that the interface quality must be studied as an essential factor in blended education.

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