

FACTORS SHAPING STUDENTS' POSITIVE AND NEGATIVE ATTITUDES TOWARD MYSPADA LMS IN A PHRASE CONSTRUCTING COURSE

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Abstract

Learning Management Systems (LMS) are routine infrastructure in higher education. This study aimed to identify the factors shaping students' positive and negative attitudes toward My Spada LMS in a Phrase Constructing course and to interpret these factors through the Technology Acceptance Model (TAM). A descriptive qualitative design was used with open-ended questionnaire responses from 43 students and semi-structured follow-up interviews with four purposively selected participants. Thematic analysis produced six first-order themes organized into three higher-order dimensions. Pedagogical affordances comprised centralized access to learning materials, learning flexibility, and improved task management; technological friction comprised technical access problems and system instability; and instructional orchestration concerned inconsistent lecturer use of the platform. The first two dimensions illuminate course-level experiences of perceived usefulness and perceived ease of use, whereas instructional orchestration shows that available LMS functions become pedagogically meaningful only when they are consistently organized, explained, and integrated into learning activities. The study contributes a pedagogically situated interpretation of technology acceptance in English language education by showing that students' attitudes emerge from the interaction of platform affordances, technical reliability, and lecturer enactment. The findings suggest that reliable access should be accompanied by coherent course organization, clear task sequencing, and consistent guidance so that My Spada functions as part of the learning design rather than merely as a repository or submission channel.

Keywords: *My Spada LMS, Student attitudes, Technology Acceptance Model, English language education, Blended learning*

INTRODUCTION

Learning Management Systems (LMS) have become routine infrastructure in higher education rather than optional repositories. Post-pandemic studies show that universities continue to combine face-to-face and online components because LMS-supported and blended formats can provide continuity, flexible access, and structured learning resources (Cobo-Rendón et al., 2022; Cheung et al., 2023; De Bruijn-Smolders & Prinsen, 2024; Heilporn et al., 2024). However, institutional adoption alone does not establish educational value. Students' experiences are shaped by system quality, learner readiness, course design, engagement, and instructor presence (Martin & Bolliger, 2022; Suhandiah et al., 2022; Cheng et al., 2023). Accordingly,

research on LMS use should examine not only whether a platform is available, but also how it is experienced within a particular learning design.

Conceptual precision is essential because perception, satisfaction, usability, functionality, and attitude are related but distinct constructs. Perception refers broadly to how students interpret their experiences with a system, whereas satisfaction reflects an evaluative response to whether learning needs and expectations are fulfilled (Martin & Bolliger, 2022; Sari et al., 2024; Li & Ni, 2024). Usability and functionality describe properties of the technological environment, including navigation, access, reliability, and useful features (Almusharraf, 2024), while attitude denotes the evaluative orientation toward using a technology. Recent work on

LMS experience likewise emphasizes the value of distinguishing and integrating multiple dimensions of students' platform experiences rather than treating them as a single outcome (Jiang et al., 2025). Within TAM, perceived usefulness and perceived ease of use help explain attitudes and subsequent technology acceptance (Davis, 1989). Therefore, this study treats positive and negative attitudes as the focal construct; students' perceptions provide qualitative evidence explaining those attitudes, whereas satisfaction, usability, and functionality are not analyzed as separately measured outcomes.

TAM provides an appropriate interpretive starting point because technologies perceived as useful and easy to use are more likely to be accepted. Nevertheless, recent educational-technology research indicates that acceptance is context dependent and is also shaped by learner, organizational, and pedagogical conditions beyond the core TAM relationships (Al-Mamary, 2022; Granić, 2022; Barz et al., 2024). Studies of blended learning and LMS adoption further show that teaching practice and institutional implementation influence how platform functions are used educationally, not merely whether those functions exist (Antwi-Boampong, 2022; Deng et al., 2022; Mella-Norambuena et al., 2025). For this qualitative study, TAM is therefore used as an interpretive lens rather than a psychometric model: the analysis examines how students' experiences reflect usefulness and ease of use while remaining open to pedagogically important factors that are not fully represented by the two core beliefs.

This distinction is especially relevant in English language education, where the value of an LMS depends on how it extends learning beyond scheduled class time. LMS functions can enable students to revisit explanations and examples, access language input, organize tasks, and continue practice independently. Research in EFL and ESL contexts indicates that

digitally supported and blended designs can strengthen learning experiences, self-regulation, and opportunities for practice when they are accompanied by purposeful task design and teacher support (Meşe & Mede, 2023; Birova et al., 2023; Lo, 2023; Qaddumi & Smith, 2024). Teacher support is also closely associated with students' LMS-supported language-learning experiences (Li & Ni, 2024). Thus, platform features and pedagogy should be examined together: technical functionality alone does not make an LMS pedagogically effective.

Existing LMS research has repeatedly identified accessibility, flexibility, technical problems, system quality, and student satisfaction (Shaheen, 2022; Almusharraf, 2024). Reconfirming these familiar advantages and barriers, however, offers limited explanatory value unless the study clarifies how they combine within a specific instructional context. Systematic reviews of technology acceptance and LMS teaching use continue to call for closer attention to educational context and the ways instructors enact LMS functions (Granić, 2022; Mella-Norambuena et al., 2025). Consistent with this concern, qualitative evidence from higher education shows that content and pedagogy influence both the frequency and manner of LMS integration (Simon et al., 2025). The unresolved issue for English language education is therefore how platform affordances, technical conditions, and lecturer practice jointly shape students' orientations toward LMS-supported learning.

My Spada provides a bounded setting in which this relationship can be examined. The study was conducted in the Phrase Constructing course of the English Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta. Rather than positioning the study as novel merely because My Spada or the course has received limited prior attention, the analysis proceeds at two levels. First, it identifies six

first-order themes grounded in questionnaire and interview data. Second, it organizes these themes into three higher-order dimensions: pedagogical affordances, technological friction, and instructional orchestration. This structure explains how platform features, technical reliability, and lecturer enactment interact in shaping students' attitudes and is advanced as a contextual theoretical proposition rather than a statistically validated extension of TAM.

The study contributes to English language education by locating technology acceptance within classroom pedagogy. In a Phrase Constructing course, centralized materials and flexible access matter because students may need to revisit language explanations, examples, and task instructions outside class; visible deadlines and organized submission can support self-management; and inconsistent lecturer use can weaken continuity across learning activities. These claims concern students' reported learning experiences rather than direct measures of English proficiency or satisfaction. Accordingly, this study aims to identify and interpret the factors shaping students' positive and negative attitudes toward My Spada LMS in the Phrase Constructing course. It addresses the following research question: What factors shape students' positive and negative attitudes toward using My Spada LMS in the Phrase Constructing course?

METHOD

This study employed a descriptive qualitative design to identify and interpret the factors shaping students' positive and negative attitudes toward My Spada LMS. The study was conducted in the Phrase Constructing course of the English Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta, during the 2025/2026 academic year, from January to April 2026. A qualitative design was appropriate because the research question focuses on how students explain experiences that make their orientation

toward the LMS favorable or unfavorable, rather than on estimating statistical relationships among predetermined variables.

The primary data source comprised open-ended questionnaire responses from 43 students who used My Spada LMS in the Phrase Constructing course. After the questionnaire stage, four students were purposively selected for semi-structured follow-up interviews to obtain more detailed accounts of experiences relevant to the research question. Selection was based on the substantive relevance of their questionnaire responses and their willingness to participate. Questionnaire respondents are identified in the findings with the code R, and interview participants with the code I. The interviews served as an elaborative and triangulating source rather than as a separate representative sample.

The open-ended questionnaire was developed directly from the research question and invited students to describe experiences that contributed to positive or negative attitudes toward My Spada during the course. A non-scale format was used because the study did not seek quantitative scores for satisfaction, usability, functionality, perceived usefulness, or perceived ease of use; instead, participants could describe the benefits, difficulties, and learning situations they considered salient. The questionnaire was distributed through Google Forms. Semi-structured interviews were conducted subsequently with the four purposively selected participants and explored the same experiential domain in greater depth. Using two data sources allowed recurring patterns in written responses to be compared with more detailed interview accounts.

The data were analyzed thematically through a staged process informed by quality principles for thematic analysis (Braun & Clarke, 2021). First, questionnaire and interview responses were read repeatedly to establish familiarity with the dataset. Second, meaning units relevant to the research question were assigned

descriptive codes, including one-platform access, revisiting materials, deadline visibility, login difficulty, unexpected logout, and limited lecturer guidance. Third, conceptually related codes were grouped into candidate themes and reviewed against evidence from both data sources. Fourth, theme boundaries and labels were refined to ensure that each represented a distinct pattern in students' positive or negative attitudes. This first-order analysis yielded six themes: centralized access, learning flexibility, improved task management, technical issues, system instability, and inconsistent lecturer usage.

A second interpretive stage was then used to strengthen conceptual coherence. The six first-order themes were grouped according to the type of experience they represented, producing three higher-order dimensions: pedagogical affordances, technological friction, and instructional orchestration. TAM was applied only after the data-grounded themes had been established. Centralized access, flexibility, and task management were interpreted primarily in relation to perceived usefulness; technical access problems and instability were interpreted in relation to perceived ease of use and the effort required to reach or sustain learning activity; and inconsistent lecturer usage was retained as a pedagogical-context dimension rather than being forced into a core TAM construct. This sequence reduced the risk that the theoretical framework would predetermine the themes.

Trustworthiness was addressed through triangulation of questionnaire and interview data, member checking, peer checking, and maintenance of an audit trail. Evidence from the two data sources was compared to identify converging and contrasting patterns, and the coding and theme-development process was

documented. Ethical reporting focused on confidentiality and minimization of identifiable information: participant names are not reported, and quotations are presented only with the R and I codes used in the study. The available study documentation does not include a formal institutional ethics-approval identifier; consequently, no approval number is reported in this manuscript.

The study distinguishes analytic sufficiency from claims of broad data saturation. Data collection was bounded by 43 questionnaire respondents in one course and four follow-up interview participants. Within this dataset, the interviews elaborated recurring questionnaire-based patterns and did not generate an additional theme in the final coding structure. The analysis therefore claims thematic sufficiency for this bounded case rather than exhaustive saturation across courses, cohorts, or institutions.

RESULTS AND DISCUSSION

The results are presented through a hierarchical thematic structure that links six data-grounded themes to three higher-order dimensions. Centralized access, learning flexibility, and improved task management constitute pedagogical affordances because students described how My Spada supported access, review, and organization of learning. Technical issues and system instability constitute technological friction because they increased the effort required to enter or continue using the platform. Inconsistent lecturer usage constitutes instructional orchestration because it concerns how lecturers organized and guided LMS use rather than a technical property of My Spada. Table 1 summarizes the higher-order dimensions, first-order themes, illustrative codes, and analytical meanings.

Table 1. Hierarchical coding and thematic structure of students' attitudes toward My Spada LMS

Higher-order dimension	First-order theme	Illustrative codes	Analytical meaning
Pedagogical affordances	Centralized access	one-platform access; organized materials; revisiting resources	The LMS is useful for locating and reviewing course resources.
Pedagogical affordances	Learning flexibility	anytime access; review outside class; self-paced reopening of materials	Access extends learning beyond scheduled class time.
Pedagogical affordances	Improved task management	visible deadlines; prioritization; organized submission	Platform structure supports planning and self-management.
Technological friction	Technical issues	login difficulty; password/authentication problems; administrator reset	Access effort reduces ease of use and delays entry to learning resources.
Technological friction	System instability	slow loading; errors; unexpected logout	Reliability problems interrupt learning activity and continuity.
Instructional orchestration	Inconsistent lecturer usage	partial feature use; limited guidance; variation in implementation	Pedagogical value depends on how consistently lecturers organize and guide LMS use.

Centralized access was the clearest positive pattern in the data. Students valued having materials, assignments, and learning activities available in one place. R11 explained, "All course materials are available on one My Spada platform, so I do not need to search other sources. Everything is more organized, making it easier to study independently and review the materials." R16 similarly noted that "Learning becomes more organized because all activities are available on one platform," while I1 emphasized that materials could be accessed without searching elsewhere. These excerpts show that centralized access was valued not merely as a system feature but as a way to reduce the organizational effort required to return to course content.

Learning flexibility formed a second positive theme. Students described reopening materials when preparing for examinations, when a classroom explanation was not yet understood, or when they were studying outside scheduled class time. R25 stated, "My Spada helps me because I can reopen materials anytime before examinations or when I do not understand the lesson in class." R3 added that materials could be accessed "anytime and anywhere," while I2 explained, "If I do not understand the material, I usually reopen it in My Spada without waiting for

the next class." The recurring code was therefore not flexibility in the abstract, but flexible re-access to learning resources for review and independent follow-up.

Improved task management was the third pedagogical affordance. Students connected clear deadline information and submission organization with their ability to plan academic work. R12 reported, "I can clearly see assignment deadlines in My Spada, so I manage my time better and do not submit assignments late." R21 similarly stated that deadline information helped prioritize tasks, and I1 identified assignment submission as one of the most useful aspects because deadlines were clear. These responses locate the value of My Spada partly in supporting self-management around course tasks.

Technical access problems contributed to negative attitudes. Login difficulties, password recovery, and authentication were repeatedly mentioned as obstacles to reaching course materials. R4 described needing assistance from the IT department after forgetting a password, and R9 reported that the platform was sometimes inaccessible even after entering the correct password. The interviews reflected the same pattern: I2 referred to waiting for an administrator to reset an account, while I1 reported being unable to access the system until assistance was

available. The analytical significance of these experiences is the additional effort and delay required before learning activity can begin.

System instability formed a related but analytically distinct theme. R27 reported slow performance and errors when opening learning materials, while I4 and I3 described being unexpectedly logged out during use. Unlike account-access problems, these experiences occurred after students had entered the system and interrupted ongoing learning activity. The distinction between access difficulty and instability therefore clarifies two different forms of technological friction: difficulty entering the learning environment and disruption while using it.

Inconsistent lecturer usage was not adequately explained as a technical characteristic of My Spada because students described differences in how lecturers implemented the same platform. R29 stated, "The use of My Spada depends on the lecturer. Some use it completely with materials and assignments, while others only use it for assignment submission." I3 noted that not all lecturers provided guidance, while I1 explained that some features were not described in detail and students had to learn them independently. This theme shows that students' attitudes were shaped by the pedagogical enactment of the LMS: a platform can contain useful functions, but students experience those functions differently when lecturers organize, explain, or use them inconsistently.

The findings show that students' positive and negative attitudes toward My Spada were shaped by the interaction of pedagogical affordances, technological friction, and instructional orchestration. This interpretation extends beyond a descriptive inventory of LMS advantages and disadvantages by locating the six themes at different analytical levels. Pedagogical affordances explain what students perceived the platform as enabling, technological friction identifies conditions

that impeded access or continuity, and instructional orchestration explains how lecturer practice determined whether available functions were translated into coherent learning opportunities. TAM remains useful for interpreting perceived usefulness and perceived ease of use, but the data indicate that these technology-related experiences are pedagogically situated.

Centralized access, flexible re-access, and task management align with perceived usefulness in TAM because students described My Spada as helping them complete course-related learning activities more efficiently (Davis, 1989). Similar LMS research links organized content, accessibility, and perceived usefulness with favorable student experiences and technology acceptance (Al-Mamary, 2022; Shaheen, 2022; Almusharraf, 2024). The present study does not identify these benefits as new features; rather, it shows how they function as pedagogical affordances within a language-learning course. Their usefulness is therefore interpreted in relation to the learning activities they enable, not merely to the presence of platform functions.

In the Phrase Constructing course, students' accounts of reopening materials when a lesson remained unclear or before an examination indicate that flexible access supported repeated engagement with explanations and examples. This is pedagogically relevant because digital and blended language-learning environments can extend opportunities to review and practice beyond classroom time when resources are deliberately organized for that purpose (Meşe & Mede, 2023; Birova et al., 2023; Qaddumi & Smith, 2024). The finding also aligns with research on self-regulated learning in higher education, where accessible resources and structured support can assist students in planning and monitoring learning activity (Edisherashvili et al., 2022; Miao & Ma, 2022; Debora et al., 2026). The present data do not demonstrate improved English

proficiency; they identify a condition that students perceived as enabling independent review.

Task management likewise has pedagogical significance beyond administrative convenience. Students associated visible deadlines and organized submission with clearer prioritization and planning, indicating that perceived usefulness included regulation of the learning process as well as content access. Systematic reviews of blended learning emphasize that engagement depends on learning design rather than technology alone (De Bruijn-Smolters & Prinsen, 2024), while research on online learner satisfaction identifies course organization and delivery as important components of students' experiences (Martin & Bolliger, 2022). For English lecturers, this finding implies that an LMS should structure materials and tasks as a coherent learning sequence in which deadlines, instructions, examples, and follow-up activities are easy to locate and revisit.

The two negative technology themes refine perceived ease of use by identifying friction at different stages of LMS use. Login and authentication problems occurred before students reached learning resources, whereas slow loading, errors, and unexpected logouts interrupted activity after access had been obtained. Both experiences increase the effort required to use the platform, but they affect different points in the learning process. This distinction explains why an LMS can be functionally capable yet still generate negative attitudes when access procedures or system reliability disrupt learning. Comparable studies likewise show that technical complexity, facilitating conditions, and platform quality influence students' online learning experiences (Suhandiah et al., 2022; Cheng et al., 2023; Li & Ni, 2024).

In English language learning, such friction has pedagogical consequences because interruption can break the continuity of review, task completion, or

access to examples at the moment they are needed. The relevant issue is therefore not only whether My Spada contains adequate functions, but whether students can use those functions reliably enough to sustain a learning activity. This interpretation also preserves construct precision: because the study did not administer a satisfaction scale or measure satisfaction directly, the findings are not presented as satisfaction outcomes. Instead, they show how technical experiences contribute to favorable or unfavorable attitudes toward the LMS.

The most important contextual finding concerns inconsistent lecturer usage. Unlike the technical themes, this pattern originates in teaching practice: students experienced the same platform as more or less useful depending on how fully lecturers used its features, organized resources, and provided guidance. Research on LMS implementation increasingly recognizes that technology use in higher education is shaped by teaching practice and institutional conditions (Antwi-Boampong, 2022; Deng et al., 2022; Mella-Norambuena et al., 2025). Recent qualitative evidence similarly shows that content and pedagogy influence how frequently and in what ways LMS functions are integrated into teaching (Simon et al., 2025). In language education, teacher support and instructional design also influence students' LMS-supported learning experiences (Lo, 2023; Li & Ni, 2024). Taken together, these studies support interpreting lecturer enactment as a condition that shapes the pedagogical value students derive from a technically available platform.

On this basis, the study uses instructional orchestration as a higher-order contextual concept for interpreting technology acceptance in classroom settings. Instructional orchestration refers here to the consistency with which lecturers organize, explain, and integrate LMS functions into the learning process. The qualitative evidence suggests that this

orchestration conditions whether platform affordances become pedagogically useful experiences: a centralized repository is useful when materials are uploaded and organized consistently; flexible access is valuable when students know what to revisit and for what purpose; and task-management functions support learning when lecturers use them coherently. The pedagogical value of the LMS is therefore enacted through instructional practice rather than embedded in the platform alone.

This interpretation strengthens the study's contribution to English language education by treating LMS acceptance as pedagogically situated. Students respond to the combined experience of what the platform enables, whether the technology operates reliably, and how lecturers translate platform functions into learning opportunities. This perspective connects technology acceptance to classroom practice rather than treating My Spada as a generic technological object. Research on EFL blended and digital learning similarly emphasizes that technology becomes educationally meaningful through task organization, teacher involvement, and opportunities for learning (Kwee & Dos Santos, 2022; Suriaman et al., 2022; Birova et al., 2023; Qaddumi & Smith, 2024).

Taken together, the three dimensions support a contextual proposition: positive attitudes are more likely when pedagogical affordances are accessible, technically reliable, and coherently orchestrated, whereas negative attitudes are more likely when technological friction or inconsistent instructional use interrupts those affordances. This proposition explains how the six themes relate to one another without claiming that the themes themselves are novel or that the qualitative data establish causal relationships. It also defines the study's boundary conditions: the analysis concerns attitudes and reported learning experiences, not measured satisfaction, behavioral intention, LMS log behavior, or English achievement.

CONCLUSION

This study identified six factors shaping students' positive and negative attitudes toward My Spada LMS in the Phrase Constructing course and organized them into three higher-order dimensions: pedagogical affordances (centralized access, learning flexibility, and improved task management), technological friction (technical issues and system instability), and instructional orchestration (inconsistent lecturer usage). This structure aligns the research question, analysis, and conclusion around attitude as the focal construct while treating usability- and functionality-related experiences as explanatory conditions rather than separate measured outcomes.

The main theoretical contribution is a pedagogically situated interpretation of technology acceptance. TAM explains why students value usefulness and ease of use, but the qualitative findings show that these experiences are also conditioned by how lecturers enact the platform. Instructional orchestration therefore offers a contextual concept for explaining how available LMS functions are translated into, or fail to become, pedagogically useful experiences. The contribution is intentionally presented as a conceptual proposition derived from a bounded qualitative case rather than as a validated causal model. Practically, English lecturers should integrate MySpada into instructional design rather than use it only as a repository or assignment-submission channel. Materials and examples should be organized so that students can revisit them independently, tasks and deadlines should follow a clear sequence, and guidance on platform use should remain consistent across learning activities. At the institutional level, stable access, timely account support, and system reliability are necessary because technical friction can prevent students from benefiting from otherwise useful learning functions.

Several limitations define the scope of these findings. The study involved one Phrase Constructing course within one

English Education Study Program, limiting transferability to other courses and institutions. Follow-up interviews were conducted with four purposively selected students, and the analysis relied on self-reported experiences rather than LMS log data or classroom observations. The study did not directly measure satisfaction, behavioral intention, lecturer perspectives, or English language achievement, and its qualitative design cannot test causal paths among TAM constructs. In addition, the available study documentation does not provide a formal institutional ethics-approval identifier.

Future research should examine the proposed relationship among pedagogical affordances, technological friction, and instructional orchestration across multiple English courses and institutions. Mixed-method designs could combine student interviews with validated TAM measures, LMS analytics, and language-learning outcomes. Including lecturer perspectives would allow researchers to examine whether differences in instructional orchestration correspond with variation in students' experiences across classes. Such work could test the transferability of the present proposition and evaluate whether these dimensions predict sustained LMS use or language-learning outcomes.

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