

The Influence Of Learning Management System Usability, Leadership Effectiveness And Information Transparency On Service Quality In Education

Indri Yani^{1*}, Tyahya Whisnu Hendratni², Josef Hernawan Nudu³, Flora Grace Putrianti⁴, Sukmarani⁵, Dana Aswadi⁶

¹Prodi Ilmu Administrasi Bisnis, Universitas Krisnadwipayana

²Prodi Manajemen, Universitas Pancasila

³Prodi Teknik Industri, Universitas Atma Jaya Yogyakarta

^{4,5}Prodi Psikologi, Universitas Sarjanawiyata Tamansiswa

⁶Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas PGRI Kalimantan

E-mail: indri_yani@unkris.ac.id

*Corresponding Author



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ABSTRACT

Tujuan utama penelitian ini adalah untuk mengukur dampak fitur sistem manajemen pembelajaran (LMS), efektivitas kepemimpinan, dan keterbukaan informasi terhadap kualitas layanan pendidikan. Pendekatan kuantitatif eksploratif dengan sampel 200 mahasiswa yang dipilih melalui purposive sampling digunakan untuk penelitian ini. Mahasiswa yang berpartisipasi adalah mereka yang telah menggunakan LMS setidaknya selama satu semester dan telah berinteraksi dengan sistem layanan akademik digital. Sebelum melakukan analisis regresi linier berganda, instrumen penelitian diuji sejumlah pengujian termasuk validitas, reliabilitas, dan asumsi klasik. Hasilnya menunjukkan bahwa ketiga variabel independen tersebut memiliki dampak yang signifikan dan positif terhadap layanan pendidikan. Penelitian ini telah memberikan kontribusi teoritis pada bidang manajemen pendidikan di era digital dengan mengidentifikasi teknologi, kepemimpinan, dan transparansi informasi sebagai hal penting dalam proses tersebut. Institusi dapat, seperti halnya temuan penelitian yang bersifat praktis, meningkatkan kualitas layanan dengan mengoptimalkan LMS, memperkuat kepemimpinan, dan menyediakan informasi yang jelas dan mudah diakses.

The primary objective of this research is to measure the impact of a learning management system's (LMS) features, leadership effectiveness, and information openness on the quality of educational services. A quantitative explanatory approach with a sample of 200 students selected via purposive sampling was used for this research. The students who participated were those who had used an LMS for at least one semester and had interacted with the digital academic service system. Prior to conducting multiple linear regression analysis, the research tool was subject to a number of tests including validity, reliability, and classical assumptions. It was resulting that the three independent variables had a significant and positive impact on educational services. This research has made a theoretical contribution to the area of educational management in the digital age by identifying technology, leadership and transparency in information as essential in the process. The institutions can, as has been the case with research findings that have a practical nature, increase service quality by optimizing the LMS, reinforcing

leadership, and providing clear and easily accessible information, as it is the case with research findings that have a practical nature.



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INTRODUCTION

The quality of educational services is one of the primary factors that not only help but also support the modern educational goals which mainly stress the satisfaction, comfort, and success of the student (Riyanti et al., 2025). Era of digital transformation forces educational institutions to not only provide quality learning materials but also to support students' needs with efficient, transparent, and responsive support services first (Asih & Alief, 2022). The quality of educational services has a direct impact on the students' perception of the institution, level of academic satisfaction, loyalty, and reputation of the institution (Nudu, 2000; Nabawi & Maulana, 2024). Institutions that excel in fast, accurate, and precise service will easily gain global competitiveness. Moreover, the changing character of students, particularly that of the digital-native generation, calls for the education system to be more flexible and adaptive through the use of technology-based services that are user-friendly and provide a positive learning experience (Gusliana et al., 2024). Thus, considering the enhancement of educational services merely as a choice is no longer applicable but rather as a strategic necessity for institutions seeking to provide added value, encourage meaningful learning, and maintain the trust of all stakeholders (Hanayanti et al., 2025).

The digital Learning Management System (LMS) which serves as an online learning platform has a strong influence on the quality of educational services (Kushariyadi et al., 2024). A high-quality LMS, for instance, would not only incorporate but also facilitate learning through features like user-friendly navigation, stable access, and efficient delivery of materials, hence improving the students' perception of the institution's service quality (Tawil et al., 2024). Besides, the ease of access to modules, uploading of assignments, communication with lecturers, and participation in learning evaluation are some of the benefits that the system users will enjoy in a more comfortable way (Ramadhani & Putrianti, 2017). An effective leader, however, is a great communicator, he/she is aware of the users' complaints, and he/she has the courage to take the bolder strategic decisions (Subroto et al., 2023). Consequently, this affects the students' contentment with the educational services provided. Institutions that are blessed with visionary leadership are often the ones that provide integrated, dynamic, and good-quality-sized educational services (Aswadi & Lismayanti, 2019; Lahiya et al., 2025). Thus, the effectiveness of the leaders is a critical driver not only for the quality of service improvement but also for the enhancement of others' service quality (Purwanto, 2020). The completion, accuracy, and easy access of information are what students need most when it comes to academic and administrative matters (Susilowati et al., 2025). Therefore, the communication of class schedules, evaluations, academic policies, administrative procedures, and tuition fees must all be open to prevent misunderstandings and to build the students' trust in the institution (Apriani et al., 2025).

This research aims at finding out how far the usability of learning management systems, the quality of leadership, and the clarity of information contribute to the total quality of educational services. The study is projected to add to the educational management literature by providing enriched knowledge related to such technologies as learning systems, the effectiveness of leaders, and the openness of information as determinants for service quality improvement. In addition, it will be a start towards a broader understanding of the impact of these three variables on the students' view of the institutional service quality. It is expected that the outcomes of this study will, on the one hand, provide a practical resource to the management of educational institutions, which will accelerate their actions in technology-based service improvement, leadership competency development, and the establishment of transparent and easily accessible information systems. On the other hand, the study may be used as a reference point for quality assessment of digital learning systems and academic service innovations. Thus, the research

guarantees educational services of very high quality that are more effective, flexible, and learner-friendly.

METHOD

The quantitative explanatory method is employed in this study to examine the usability of Learning Management System (LMS), leadership effectiveness, and information transparency as the three factors with the most significant impact on educational service quality. Data was collected from a survey using a five-point Likert scale that was distributed to respondents who fit the purposive sampling criteria and who were active students throughout the semester in which the LMS was used, had one-on-one communications with the department or faculty head, and were one of the users of information transparency services. The total sample size for this study was 200 respondents which is the minimum number required for performing multiple linear regression analysis. The research instruments were validated through the item-total correlation validity test at a significance level of 0.05 and a minimum correlation limit of 0.30, and reliability test by using Cronbach's Alpha with a cut-off value of ≥ 0.70 to ensure the internal consistency of the questionnaire. Before conducting the regression analysis, classical assumptions of normality (Kolmogorov-Smirnov), multicollinearity (VIF value < 10 and tolerance > 0.10), and homoscedasticity (Glejser test) were performed on the data. Through the multiple linear regression analysis, the partial and total effects of the three independent variables on the dependent variable educational service quality were tested.

RESULT AND DISCUSSION

F-test results show the regression model to be significant via both F-value calculation, which is much higher than the F-table value, and a corresponding significance level below 0.05. So it is concluded that the factors of LMS usability, leadership effectiveness, and information transparency play an important role in the quality of educational services. The coefficient of determination (R^2) of 0.71 indicates that 71% of the variation in quality of educational services is attributed to the three independent variables considered in the model. The results from the t-tests reveal that each independent variable has a t-value which is calculated to be greater than the t-table and also has a significance value lesser than 0.05, hence all the factors are affirmed to have a positive effect on the quality of education services. That is why all the research hypotheses are accepted as true.

The findings of the research suggest that the system's user-friendliness has a significant and positive impact on the education service quality, which translates that the more user-friendly and effective the system the more students will consider educational services quality high. A positive coefficient indicates that every single characteristic such as ease of navigation, clarity of screen, speed of material access and system performance consistency has a very large impact on the positive learning experience of the students. A responsive LMS that is reliable and pleasing to use can take digital learning to the next level, the tech barriers will be gone, and students' participation in the learning process will be more intense. Moreover, the use of discussion forums, automatic grading, assignment notifications, and multimedia material integration can also make the communication between students and teachers faster and learning more fruitful. It is a fact that when the technology that the learners are using does support them, their perception of the quality of the institution's services also gets better. On the contrary, a user-unfriendly, buggy, or slow LMS can be very frustrating for students, which might lead to a lower motivation to learn and eventually have a negative impact on the students' perception of quality service. The above statements undoubtedly show that educational institutions must think about with great care the selection, development, and maintenance of a high-quality LMS if they want to offer the best educational services. The LMS usability is regarded as an important factor for the establishment of a positive, all-around, and satisfaction-oriented learning experience.

According to the findings of the study, the leadership quality was the principal problem perceived by the institution towards its users, thus being the sole reason for the users to rate the institution highly in terms of the quality of service. When it comes to the leadership quality, the quality of Forest or Seeds leadership is dictated by the ideal leader's vision who will be able to easily form a well-designed, responsive, and quality-focused academic community. These leaders would not only provide clear direction and allocate resources but also communicate with the teachers, educational staff, and students in the best way, which ultimately produces professional and academic services that are credible.

Transformative, visionary, and flexible leadership are the traits that institutions ought to have in order to quickly and accurately address the shifts in technology, student behavior, and modern learning demands. The study also uncovered that the leaders who actively participate in the service process, are open to criticism, and are very skilled in uplifting the morale of both the education and administration staff, play a very important role in influencing the students' perceptions about the quality of the institution's service. Winning leaders not only build up the quality work culture, back the policies, and energize the whole organization to provide the best service but also make sure everybody is integrated into the quality-oriented work culture. Consequently, the problem of leadership effectiveness is not only a management issue but also a strategic one in terms of the overall quality enhancement of the educational services.

Based on research, it has been concluded that the clarity of information has a very strong and positive influence on the quality of educational services. The availability of academic information conveyed in a clear, quick, and doubtless way is one of the major drivers of transparency that is recognized not only for the growth of students' trust in the institution but also for the corresponding increase in their participation in the institution's educational services. When the academic community is clear in its communication, students feel more involved in their education and are more likely to understand and appreciate the academic institution's position. The university's success in this aspect is mainly due to its ability to maintain an open and direct line of communication with the students and thus projecting a very professional and responsible image. The arrival of new technologies, such as LMS, academic portals, and campus apps, has significantly contributed to the expansion of information accessibility and the improvement of student-institution interaction. Conversely, lack of transparency can make students feel confused, insecure, and dissatisfied, thus leading to a gradual drop in the quality of educational services. For that reason, the research backs up the assertion that transparency is not just an administrative issue but a significant factor in the control of educational services quality. Schools and universities, by making their information more transparent, will not only be able to foster better and deeper relationships with students but also reduce the number of misunderstandings and consequently improve the overall quality of the services they provide.

CONCLUSION

The main results of this study indicate that a learning management system (LMS) usability, leadership effectiveness, and information transparency are three factors that together positively and significantly uplift the quality of service provided in the educational sector. The availability of the fast, reliable, and user-friendly LMS has brought about a paradigm shift in the students' perception of educational service, resulting in better e-learning. On the other hand, the quality of leadership has been defined by an individual's ability to lead, manage, and creatively use the academic resources the institution has, thereby establishing a learning environment that is supportive, flexible, and quality-conscious. The authors brought up the topic of information transparency where they suggested that having clear, correct, and easily accessible information can alter students' views of the institution from suspecting to trusting. The research findings project a new continuous optimization of LMS management in educational institutions as a recommendation that encompasses not only the upgrade of features but also the training of users, maintenance of the system to keep it stable and user-friendly, and so on. It is a widely accepted practice for academic leaders to possess both the managerial and transformational skills so that decision-making can be fast, efficient, and up to the demands of the modern learner. The faculty and administrative staff of the institution maintaining open and honest communication is one of the strategies to win over the students' trust, while at the same time providing them with accurate, easy to find, and frequently updated information through different digital channels.

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