

## **POST-PANDEMIC LEARNING SUSTAINABILITY: USING CANVAS INSTRUCTURE LEARNING MANAGEMENT SYSTEM IN ENGLISH CLASSES**

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**Abstract:** Canvas Instructure is a web-based learning management system (LMS) widely used in North America even before the COVID-19 pandemic. Its adoption grew rapidly during the pandemic as higher education shifted to online learning, but in Indonesia it remains relatively new. This study explores the perceptions of an English lecturer and students at an Indonesian university regarding the use of Canvas to sustain post-pandemic learning. Using a qualitative case study design, data were collected through interviews, a focus group discussion, observations, and visual materials, then analyzed thematically. Findings reveal that the lecturer valued Canvas for its organized course design, transparent grading, course reusability, and eco-friendly practices, but noted the time-intensive nature of course preparation and emphasized the need for collaborative design. Students identified poor internet connectivity as the main challenge but appreciated Canvas's flexibility, asynchronous access, transparent rubrics, and opportunities for multiple attempts. The study implies that lecturers require targeted training, institutional support for collaborative course development, and improved digital infrastructure to integrate Canvas more effectively. These insights can guide educators and institutions in enhancing digital pedagogy and sustaining hybrid learning in Indonesian higher education.

Keywords: Canvas; English classes; hybrid learning; Learning Management System; learning sustainability; post-pandemic

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### **INTRODUCTION**

Learning Management Systems (LMSs) were already widely used before COVID-19 to support distance and hybrid learning (Dahlstrom et al., 2014; Sanga, 2016; Sriyanto & Kaniadewi, 2019; Widodo & Slamet, 2020), but their adoption grew rapidly during the pandemic across all levels of education (Widodo & Slamet, 2020; Al Ataby, 2021; Haryani & Poniam, 2021; Susanti et al., 2022). As education transitions to the new normal, sustaining effective teaching and learning remains essential. While developed countries have long integrated online learning, developing countries are still in the early stages and require further research (Marachi & Quill, 2020).

Canvas Instructure, or Canvas, is a widely used web-based LMS in higher education, holding 34% of the market share, especially in North America (John, 2021; Marachi & Quill, 2020; Hill, 2021). Its adoption accelerated during the COVID-19 pandemic as institutions shifted to online learning, and it continues to be used through institutional or free-for-teacher accounts (Hill, 2021; Jemadi et al., 2022). In Indonesia, Canvas remains relatively new and is mostly used independently by lecturers, often in hybrid formats where face-to-face instruction is supplemented with online materials and assessments (Al Ataby, 2021; Haryani & Poniam, 2021; Yaprak, 2022).

Oreta (2020) highlights how Canvas can foster student engagement through the Community of Inquiry framework, showing that tools such as live lectures, group discussions, and quizzes can balance asynchronous and synchronous activities to support meaningful learning. Similarly, Richards and Jones (2021) report that Korean university students, despite initially preferring face-to-face classes, adapted to Canvas during the COVID-19 pandemic and valued features like lecture content, announcements, and grading, though they were less satisfied with communication tools. Extending this discussion, Tuan (2023) demonstrates how Canvas supported interactive and collaborative learning in a Vietnamese university through discussion boards and video conferencing, while also noting technical barriers such as high data usage and unstable internet. Collectively, these studies underscore Canvas's potential to enhance engagement and instructional diversity, while also highlighting challenges that may limit its effectiveness. However, their outcomes do not involve post-pandemic usage and adaptation of Canvas in hybrid or face-to-face settings, which could reveal its sustained relevance or limitations beyond emergency remote teaching.

Research on Canvas in Indonesian higher education remains limited, particularly from the lecturers' perspective. Existing studies primarily focus on students' experiences, such as Santiana and Ruskan (2021), who found Canvas to be user-friendly and effective in enhancing engagement, motivation, and language skills in an English Education course, despite challenges with internet connectivity and unclear notifications. Similarly, Fatimah et al. (2022) reported positive perceptions among students in a Technology Enhanced Language Learning (TELL) class, where features like announcements, assignments, and conferencing tools were valued for streamlining learning, fostering participation, and supporting self-regulated study. Meanwhile, Haryani and Poniam (2021) evaluated Canvas using an extended LMS evaluation model, showing that pedagogical, interactivity, and student understanding qualities positively influenced satisfaction. However, they also noted students' difficulties in navigating features independently, stressing the importance of lecturers' guidance and suggesting that lecturer perspectives should be considered in evaluating Canvas.

While prior studies on Canvas have focused on students during the COVID-19 pandemic, little is known about lecturers' perspectives, especially in post-pandemic hybrid or face-to-face settings. In Indonesia, where Canvas remains new and underutilized, research highlighting lecturers' roles in shaping instructional quality is still scarce. This study addresses that gap by examining both lecturers' and students' perceptions of Canvas in Indonesia after the pandemic. By considering the challenges, strengths, and expectations from these two user groups, the research provides novel insights that can inform institutional decision-making and lecturer

training initiatives to ensure the sustainable integration of Canvas in hybrid learning environments.

## **METHOD**

The research methodology used in this study is discussed in this section. The discussion includes the research design, the participants (a lecturer and students) as data sources, the research instrument, the data collection procedure, and the data analysis.

### ***Research Design***

The design used in this study adopts qualitative with a case study approach to allow an in-depth exploration of student experiences in a specific context, making it well-suited to address the research questions focused on perceptions in using Canvas by using interview and focus group discussion (Creswell, 2013; Hennink et al., 2014).

### ***Participants***

This study's data sources were taken from five second-year students who have utilized Canvas LMS for two consecutive semesters in the Academic Year 2022-2023. All were female aged 20. Each of the students had used Canvas for one year, equivalent to two semesters, which provided them with a moderate level of familiarity and experience with the platform. In addition, one lecturer was involved. The lecturer, a 33-year-old female, specialized in Linguistics and Teaching English as a Foreign Language (TEFL). She had 14 years of teaching experience and had been using Canvas for six years. The lecturer is coded as Lecturer 1 (L1), and the participants are coded as P1, P2, P3, P4, and P5.

### ***Data Collection***

Data were collected through an online discussion via Zoom Meeting, chosen for its time flexibility, with one focus group discussion conducted with students and one interview with the lecturer, each lasting 60 minutes. A structured discussion guide consisting of eight questions was used. During the sessions, the researcher acted as moderator, performing key tasks such as introducing the discussion, ensuring ethical conduct, fostering group cohesion, and facilitating the overall process (Hennink et al., 2014).

### ***Data Analysis***

The interview data were analyzed using thematic analysis (Braun & Clarke, 2006). First, all materials were organized by transcribing the focus group discussion and interview recordings via Auris AI, then compiling transcripts, field notes, and photographs of Canvas modules into folders labeled by participant group. Second, the researcher repeatedly reviewed the transcripts, notes, and visual materials to gain a general sense of the content and identify potential patterns or contrasts between students and the lecturer. Third, the data were coded by highlighting key

statements and assigning short labels such as “benefits” or “challenges,” with student and lecturer data coded separately to capture unique perspectives while noting overlaps. Fourth, categories and emerging themes were developed, which were then used to generate a qualitative narrative in step five, illustrated with direct participant quotes to compare student and lecturer experiences. Finally, in step six, the researcher wrote the findings by situating students’ appreciation of Canvas’s flexibility and the lecturer’s emphasis on structured content delivery within broader discussions of LMS use in hybrid learning.

## FINDING AND DISCUSSION

In this section, the researcher presents the analysis results. The discussion guide used to obtain information from the participants is grouped into three sections: the challenges or problems, the benefits, and the expectations of using Canvas.

### *Result of the Study*

This section is divided into two perspectives, the lecturer and the students’ challenges or problems that they have been experienced, the benefits taken from utilizing Canvas, and their expectation for Canvas to sustain the hybrid learning. The challenges or problems can be seen in the tables below.

**Table 3. Lecturer's Perception of Challenges and Problems**

No.	Challenges and Problems
1	Spending much time to design a module

**Table 4. Students' Perception of Challenges and Problems**

No.	Challenges and Problems	P1	P2	P3	P4	P5
1	Poor Internet connection	√	√	√	√	√
2	Different deadline time	√	-	-	-	-
3	The website gets refreshed unexpectedly.	√	-	-	-	-
4	No notification if not opening the website or email	-	√	-	-	√

The only challenge that the lecturer mentioned was the time to design a module, while the discussion with the students resulted in four challenges and problems, which were the poor Internet connection, the different deadline time for each student, unexpectedly refreshed website, and no notification on their phone because at that time, Canvas notification could only be accessed through the website or email.

The benefits can be seen in the tables below.

**Table 5. Lecturer's Perception of Benefits**

No	Benefits
1	Sophisticated and useful
2	Easy to navigate and complete features
3	Transparent rubric and grades
4	Courses can be reused and readjust

5	All assignments are saved in the system
6	Using less paper
7	Automatic grading for timesaving
8	Personal feedback

**Table 6. Students' Perception of Benefits**

No	Benefits	P1	P2	P3	P4	P5
1	Flexibility in doing the assignment (time and place)	√	√	√	√	√
2	Transparent rubric and grades	√	√	√	√	√
3	Immediate grading	-	-	√	-	-
4	Unlimited attempts to correct answers and increase scores	√	√	√	√	√
5	Clear voice recording feature	√	√	√	√	√
6	Complete page material (PowerPoint and videos)	-	-	-	√	-
7.	Saving paper or using less paper	√	-	√	-	-

The lecturer listed eight benefits of utilizing Canvas in the classroom, including being sophisticated and useful LMS, being easy to navigate and having complete feature, providing transparent rubric and grades, being easy to reuse and readjust courses, having the system saves the students' assignments, using less paper, automatic grading for time saving and proving a space for personal feedback. Meanwhile, the students mentioned seven benefits for them, such as flexibility in doing the assignment since they could do it anytime anywhere, transparent rubric and grades, immediate grading, unlimited attempts to correct answers and increase scores, clear voice recording feature, complete page material (PowerPoint and videos), and saving paper or using less paper.

The expectations can be seen in the tables below.

**Table 7. Lecturer's Expectations**

No	Expectations
1	Collaborating with lecturers who teach the same course

**Table 8. Students' Expectations**

No	Benefits	P1	P2	P3	P4	P5
1	Using Canvas to type the assignment instead of handwriting	√	√	√	√	√
2	Using Canvas features according to a different course	-	√	-	-	-

The lecturer only mentioned an expectation, which was to collaborate with other lecturers who teach the same course to design the modules in a course, whereas the students expected that they can use Canvas to type the assignment instead of handwriting it. They also wanted to explore Canvas features according to different courses, since they only experience two different courses with the lecturer.

### **Interview and Focus Group Discussion Result**

In this section, the result of the study in the form focus group discussion is presented. The transcription of each individual is respectively coded.

#### *Problems and challenges*

Regarding the first experience with Canvas, the lecturer and the students as the Canvas users explained their difficulties in navigating it during the pandemic.

**L1:** *“When the pandemic outbreak happened, I wanted to go full force with Canvas, but it was truly difficult at first. I spent hours in front of the laptop to design the content page, took lots of videos and edited them, prepared the PowerPoint, made the quizzes and assignments with the rubric also. I barely had enough sleep because I had five different classes back then. I spent lots and lots of time designing everything by myself. I did not stop there just because it was difficult, because I knew I could use the materials in the future.”*

**P1:** *“In my opinion, ya, Ma’am. My difficulty was the Internet connection and the deadline time in every assignment. For example, my deadline for this assignment was 11:59 p.m., but my friend was at 10 p.m. or even in the early evening. When I wanted to do the task, I was afraid that I got the wrong deadline, and I did not know which one was true. That is the problem, but I had no problem in doing the assignment.”* Additionally, **P1** stated, *“I use the browser to open the website, from the phone and from the laptop. Sometimes when I type the answers, the web gets refreshed, and some answers are gone in some sections. Sometimes I think I already answered all the questions and submitted it, but when I saw the result, they were not recorded. So, I tried a few times to make sure all answers were recorded.”*

**P2:** *“My problem was also the Internet when I uploaded a photo or a video for my assignment. For example, even though I thought I already sent a photo or a video, I could not open it. I believe it was sent, but it wasn’t uploaded completely. I do not know whether it was the Internet or my phone, I just sent it. Usually, the video material is about 20-30 minutes, it takes a lot of time to load the video. I think it is the connection.”* Agreeing to **P1**, **P2** stated, *“Same. I use the web too. Sometimes the reminder or notification of assignment comes to my email, but the thing is I seldom check my email. If the lecturer posted an assignment, I would not know if my friends did not tell me.”*

**P3:** Agreeing to **P1** and **P2**, **P3** stated, *“Same. It was the Internet too. When I uploaded a photo, I saw red lines where the photo should be, so I thought it was not sent. Actually, I didn’t know if it was sent or not, so I uploaded it many times.”*

**P5:** *“Another challenge for me actually, because Canvas is a web based LMS, not an application, I do not get any notification. If I were careless, I would miss and did not do the assignment, or the deadline was really close.”*

#### *Benefits of Using Canvas*

In this part of the focus group discussion, the researchers asked about the benefits of using Canvas.

**L1:** *“Since I have already experienced being a teacher, a designer, and a student in Canvas, I must say that it is really sophisticated and useful. The features in Canvas are easy to navigate and pretty much everything I need have been there. It is a place for me to put the materials, to do discussion, and to post assignments or quizzes. I want to be as transparent as possible to my students, so they can see the rubric and the grades immediately after I grade it. In the beginning, it took a lot of time, but I feel the benefits now. I just need to copy the course and make an adjustment if I teach the same course in the next year. And then, I would not miss my students’ assignment because all the assignments are saved in the system, and I could go green by using less paper. Some assignment features even automatically grade the assignments, so it considerably saves time. There is also a chat box where I can also give them feedback personally if needed.”*

**P1:** *“Me, Ma’am. I can do the assignment everywhere anywhere. The grade is transparent, and I can make as many attempts as I want in some assignments.”*

**P3:** *“I can see the score immediately, Ma’am. If I compare it to Classroom, I do not see the score right away. With Canvas, I can predict if I need a remedial. The score is transparent. Another benefit is if my answer is wrong, I will remember the correct answer, and I make another attempt to correct it.”*

**P5:** Agreeing to **P3**, **P5** stated, *“Same, the score is transparent, and I can make many attempts in the quiz. I can fix the wrong answer to increase my score. I also do not need a lot of paper to write.”*

In another question, the students also expressed their fondness for features that they can use in Canvas.

**P2:** “Voice recording feature, it is clear. With another lecturer, we also tried to record our voice for an assignment. It was also web based LMS, but the voice cracked.”

**P3:** Agreeing to P2, **P3** stated, “Same. We were asked to sing in Pronunciation Practice class. My voice was really good and clear.”

**P4:** Agreeing to P2 and P3, **P4** stated, “Same, Ma’am. The audio is clear. Another feature that I like, the lecturer gave us a video of herself when explaining. For example, phoneme materials. We were given PowerPoints and explanation videos to support our face-to-face meeting. So, we do not just read the PPT, but we can repeat the explanation in the video. We can confirm our understanding, from our point of view and the lecturers’ too.”

#### *Expectations in Using Canvas*

The lecturer and students discussed their Canvas expectations in this last question and discussion session.

**L1:** “Honestly, I expect to collaborate with other lecturers who teach the same course to design it. I can do it alone, but I need much time to design everything. I can spend 10 hours only designing a module. A team is much needed.”

**P1:** “I think the use of Canvas is great to implement. Some lecturers still give us handwritten assignments. Using Canvas is easier; I can do it anytime anywhere and I can type instead of writing. It saves a lot of paper too.”

**P2:** “Yes. I also want lecturers in our English Education Department to implement Canvas. For example, in Speaking class we can record and upload a video or audio.”

**P3:** Agreeing to P1 and P2, **P3** stated, “Same. The lecturers in our department can apply this LMS, so the assignments don’t need to be handwritten. Besides, in Canvas, we have options to upload a photo or text. We just need to choose. It really saves our time in finishing our assignments, because, you know, the assignments are not only from one lecturer. It can also save paper.”

### **Discussion**

In this discussion, the first area to address is the challenges of using Canvas. From the lecturer’s perspective, the main difficulty lies not in internal factors but in the external demand of time required to design courses, particularly when handling multiple subjects. This concern aligns with Sanga (2016), who describes his faculty’s transition from Desire to Learn (D2L) to Canvas, where members required repetitive training workshops over several weeks. His findings suggest that successful LMS implementation necessitates collective effort and support from a dedicated team, reinforcing the lecturer’s view that course design cannot be managed effectively in isolation.

On the other hand, the students reported that poor internet connectivity was a major obstacle, leading to issues such as missing answers when pages refreshed, video buffering, and incomplete photo uploads. They also noted challenges related to different deadline settings and the absence of mobile notifications, since Canvas is primarily web-based. These concerns reflect what Sanga (2016) classifies as Level One Issues, which can be addressed relatively quickly. Nevertheless, internet instability remains a widespread barrier that hinders effective LMS use, as also highlighted by Hussaini et al. (2020) and Santiana and Ruskan (2021).

Regarding the advantages of using Canvas, both the lecturer and students highlighted complementary yet distinct perspectives. The lecturer emphasized its convenience in navigating interface features, designing organized course modules, automating grading, providing transparent rubrics and grades, and supporting sustainability by reducing paper use. Students, on the other hand, valued its flexibility in time and place, the opportunity for unlimited assignment attempts to improve grades, and the transparency of rubrics and grades to monitor their performance. These findings align with Sanga (2016) and Fathema and Sutton (2013), who note

that LMS features such as user-friendly design, structured course procedures, varied assessment options, and accessibility significantly enhance teaching and learning. Haryani and Poniam (2021) further confirm that Canvas supports both lecturers and students by enabling access to materials and assignments anytime and anywhere. Similarly, Burrack and Thompson (2021) endorse the efficiency of automated grading in Canvas, though they caution that many institutions underutilize this feature. The students' comparison with Google Classroom also illustrates that grade transparency depends largely on the lecturer's discretion, as explained in Classroom Help (2023). Finally, Balogun et al. (2023) reinforce the shared intention of both lecturers and students to go green, noting that reducing paper use contributes to cost efficiency and waste reduction, which has been central to achieving green university initiatives.

Both lecturers and students expressed expectations for the continued use of Canvas. While institutional adoption may not occur soon, lecturers teaching the same course could collaborate to implement it independently. As Burrack and Thompson (2021) note, Canvas operates at institutional, college, program, and course levels, with lecturers able to begin at the course level to encourage wider adoption. However, as Sanga (2016) emphasizes, intensive and repeated training is necessary for lecturers, requiring significant time and effort before Canvas can be sustainably integrated into Indonesian higher education. On the other hand, students hoped that all English lecturers would adopt Canvas to reduce handwriting tasks and save time, a view supported by Balogun et al. (2023), who highlight that minimizing paper use contributes to cost efficiency and waste reduction, aligning with efforts toward a green university.

## **CONCLUSION**

This study explored an English lecturer's and students' perceptions of Canvas LMS in sustaining post-pandemic higher education in Indonesia. Findings show Canvas remains a reliable platform, offering organized course design, transparent grading, material reuse, and eco-friendly practices. The lecturer found it beneficial for structuring content but time-intensive, suggesting collaborative course design. Students faced connectivity issues but valued its flexibility, asynchronous access, and clear rubrics, advocating for wider adoption to standardize digital learning. Implications include training lecturers for effective Canvas use and improving infrastructure for connectivity. Limitations include a small sample, warranting broader future research across disciplines and longitudinal studies. Practically, at the classroom level, lecturers are encouraged to collaborate in designing modules to reduce individual workload, integrate Canvas features such as audio and video recordings to support English language skills, and provide clear instructions to help students navigate tasks more effectively. Students, in turn, can be guided to maximize Canvas's tools for self-regulated learning and practice digital

responsibility by regularly checking notifications and submissions. Future research should continue to explore classroom-based practices, examining how Canvas can be adapted to specific subjects and learning needs. Overall, the study contributes insights for enhancing digital pedagogy and strengthening the sustainability of hybrid learning in the post-pandemic era.

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