
RESEARCH ARTICLE

Mobile Learning at Higher Education: Lecturers' Perception of Mobile-Based Learning in Teaching English Paragraph Writing

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ABSTRACT

Mobile technology has changed higher education teaching and learning. Mobile-Based Learning (MBL) provides flexible, accessible, and engaging ways to improve English language writing skills. Many studies have explored mobile learning from students' perspectives, but few have examined how lecturers view and implement MBL, especially in Islamic Higher Education. To fill that gap, we investigated UIN Alauddin Samata, South Sulawesi English paragraph writing lecturers' perspectives of MBL. The qualitative case study used interviews, classroom observations, and documentation analysis. The results show that lecturers like MBL as a classroom supplement. They shared materials, assigned tasks, and provided comments using LMS (Lentera), smartphones, and PCs. However, mobile tool limitations and technology limit the assessment of writing outcomes. According to the study, institutional support and blended learning approaches optimize MBL. These results add to digital pedagogy literature and suggest more studies on student perspectives and cross-institutional MBL writing instruction comparisons.

KEYWORDS

Mobile-Based Learning, Writing Instruction, Lecturer Perception, Higher Education, Blended Learning

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1. Introduction

Technology integration in education is crucial in the digital transformation (-, 2023; Ghory & Ghafory, 2021; INCE-MUSLU & Erduran, 2020). Mobile learning (m-learning) uses cellphones, tablets, and computers to enable learning anywhere and anytime, making it a major educational technology innovation. This learning method fits the modern educational paradigm of flexibility, accessibility, and learner-centeredness. Mobile device penetration, ease of use, user acceptance, and affordability drive mobile learning growth (Qazi & Mtenzi, 2023; Taufiq et al., 2021; Usita & Rosario, 2022). With increased wireless network coverage and lower data prices, m-learning is becoming more popular, especially in higher education.

As a country with many mobile phone users, Indonesia is ideal for m-learning (Mubayrik, 2021; Suzianti & Paramadini, 2021; Usita & Rosario, 2022). Mobile devices' multimedia and internet connectivity enable text, audio, video, and interactive learning tools (Mubayrik, 2021; Sophonhiranrak, 2021; Torres, 2021; Usita & Rosario, 2022). These characteristics enable asynchronous and synchronous student-instructor communication, facilitating collaborative and independent learning. Mobile learning allows for formal and informal learning through social engagement and content exchange (Sophonhiranrak, 2021; Usita & Rosario, 2022; Zou & Lertlit, 2022).

Mobile learning is becoming increasingly important in language education, especially for teaching English as a Foreign Language (EFL) (Khoiriyah, 2021; Kukulska-Hulme, 2020; Zhang & Forteza, 2024; ZHAO & Gu, 2020). Writing, a key language skill, is typically the hardest to learn and teach. Academic writing requires consistency, organization, language, and argumentation (Lin & Morrison, 2021; Sengul et al., 2022). Writing entails developing ideas, structuring them logically, referencing properly, rewriting drafts, and producing coherent documents, according to Brown (2000). Writing is important, but many Indonesian college students struggle, especially in English. According to several studies, students struggle with vocabulary, grammar, structure, and writing mechanics. At the same time, technology—especially mobile learning—can improve writing instruction. Mobile learning provides flexible access to materials, discussion forums, and multimedia resources, which can help students improve their writing (AlSaied & Akhtar,

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2021; Dewi et al., 2020; Hopcan & Tokel, 2021; Zhang, 2021). Mobile apps and LMSs like Lentera allow students to engage with materials before, during, and after class. It can improve comprehension, encourage active learning, and let students learn at their own speed. The connectivist learning paradigm emphasizes learning through networks and digital connections, and mobile learning allows teachers to use digital technologies in the classroom.

Notwithstanding the increasing interest in mobile learning, its application in teaching English paragraph writing within Indonesian Islamic Higher Education institutions remains inadequately examined (Haerazi et al., 2020; Khoiriyah, 2021; Usman et al., 2021). Although numerous studies have investigated students' experiences with mobile learning, there is a significant deficiency of research addressing lecturers' viewpoints, especially with the instruction of writing skills. Instructors are essential for effectively incorporating technology into the curriculum (AlSaied & Akhtar, 2021; Mali & Salsbury, 2021). Their attitudes, beliefs, and pedagogical methods affect the application of mobile learning and its efficacy in enhancing student outcomes. Nevertheless, the perceptions of lecturers concerning the efficacy, obstacles, and practical implementations of mobile-based learning in writing instruction remain insufficiently recorded.

The deficiency in the literature is significant as lecturers are the executors of educational reforms, and their perspectives can offer essential recommendations for policymakers, curriculum creators, and other educators. Comprehending lecturers' perceptions of mobile learning—as a facilitator, enhancer, or challenge—can inform the development of teacher training programs and the choice of suitable technological instruments (Insorio, 2021; Qazi & Mtenzi, 2023; Rahmanu et al., 2022). Moreover, analyzing these perceptions within a specific context, such as Islamic Higher Education in South Sulawesi, enhances the discourse's contextual depth and cultural significance.

This study investigates lecturers' perspectives of mobile-based learning (MBL) in the instruction of English paragraph writing at Islamic Higher Education institutions in South Sulawesi Province, Indonesia, addressing the existing knowledge gap. This research employs a qualitative case study design to examine how lecturers conceptualize, apply, and assess the integration of mobile technology in their writing classes. Data were gathered via documentation, observations, and interviews with English writing instructors, concentrating on their perspectives regarding the concept, frequency of application, and perceived efficacy of MBL.

Preliminary data indicate that the lecturers have a favorable disposition towards MBL and acknowledge its potential to enhance writing teaching. Lecturers indicated using platforms such as Lentera to disseminate content before in-person sessions, allowing students to examine and prepare. They observed that mobile devices enhance feedback and student involvement, particularly when students utilize laptops or cellphones in class for writing assignments and instant reference. Nonetheless, the instructors recognized shortcomings, including MBL's inability to comprehensively assess students' writing development and the difficulty maintaining constant student engagement.

This study offers an enhanced comprehension of lecturers' perceptions and applications of mobile learning in English writing education. The research elucidates experiences, challenges, and recommendations, so enriching the debate on digital pedagogy and providing practical implications for improving writing education via mobile technology. It emphasizes the necessity of providing lecturers with the requisite skills and support to incorporate mobile learning into their pedagogical methods proficiently. In conclusion, although mobile learning has significant potential for enhancing writing instruction in higher education, particularly in resource-constrained or distant environments, its effectiveness is primarily contingent upon instructors' perspectives and teaching methodologies. This study seeks to elucidate how educators influence mobile-based learning and how it might be enhanced to satisfy the requirements of 21st-century learners.

2. Method

2.1. Research Design

This study utilized a qualitative methodology to examine lecturers' perspectives of mobile-based learning (MBL) in the instruction of English paragraph writing. A qualitative method was deemed suitable as it enables the researcher to investigate participants' experiences, thoughts, and perspectives in an authentic environment. A case study design was employed to examine the issue within a real-world environment, concentrating on Islamic Higher Education in South Sulawesi. The case study method offered a comprehensive perspective on the conceptualization, implementation, and perception of MBL by lecturers. According to Danial (2024) and Setiadi & Widodo (2024), case study research is especially beneficial when the distinctions between the phenomena and its setting are ambiguous. This design allowed the researcher to obtain extensive, contextual observations from the lecturers' lived experiences. The study aims to illustrate genuine educational practices and issues related to the integration of mobile technology in writing instruction with a focus on naturalistic inquiry.

2.2. Research Setting and Participants

This research was performed at an Islamic higher education institution in South Sulawesi, specifically UIN Alauddin Samata, a state university that amalgamates Islamic principles with academic distinction. The university provides English language classes within its curriculum, including required English paragraph writing for students pursuing English education. The study participants were chosen by purposive sampling, focusing on lecturers who actively teach English writing and possess experience using mobile-based learning technologies in their classroom. Three lecturers participated in the study. Each possessed five to ten years of expertise teaching English writing classes. They were well-versed in mobile technology and consistently employed platforms like

Learning Management Systems (Lentera) and communication applications to facilitate education. Their ideas were deemed significant for comprehending the integration of mobile learning into the educational process, particularly within the framework of Islamic Higher Education.

Table 1. Research Setting and Participants

Lecturer	Gender	Teaching Experience (Years)	Courses Taught	MBL Platforms Used
Lecturer A	Female	10	English Paragraph Writing	Lentera, Smartphone
Lecturer B	Female	8	English Writing	Lentera, Laptop
Lecturer C	Female	5	Writing I & II	Lentera, Smartphone, Laptop

Table 1 presents comprehensive information regarding the participants in this study—three female professors instructing English writing courses at an Islamic higher education institution in South Sulawesi. Their teaching expertise spans five to ten years, and their designated subjects encompass English Paragraph Writing, English Writing, and Writing I & II. All lecturers indicated the active utilization of Mobile-Based Learning (MBL) platforms, including Lentera (the institutional Learning Management System), in conjunction with smartphones and computers. The findings suggest that the participants have pedagogical experience and technological familiarity, rendering them appropriate informants for investigating MBL application in English writing education.

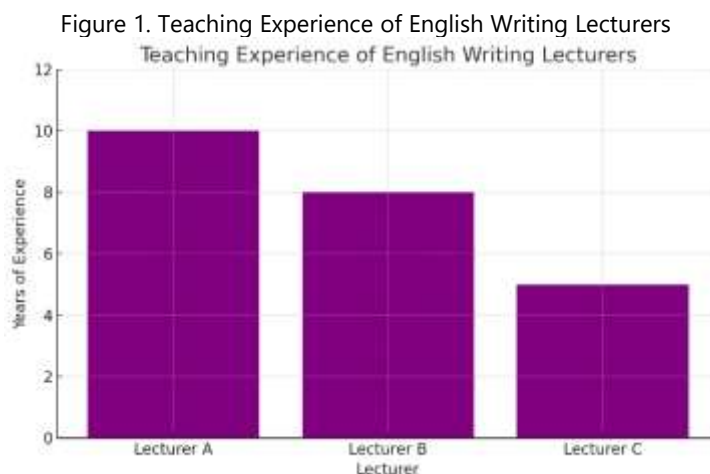


Figure 1 illustrates the teaching experience of the three lecturers involved in English writing education. Lecturer A possesses the most extensive experience at 10 years, succeeded by Lecturer B with 8 years, and Lecturer C with 5 years. This distribution illustrates a diverse yet robust level of professional teaching experience among the participants. Their extensive experience provides useful insights into the integration of Mobile-Based Learning (MBL) in classroom practices. The chart substantiates the study's reliability by affirming that the lecturers' perspectives are rooted in significant instructional experience within the higher education framework.

3.3. Data Collection Techniques

This research included three methods of data collection: observation, interviews, and documentation. Classroom observations were performed during in-person teaching sessions to document how instructors integrated mobile-based learning (MBL) utilizing laptops and cellphones. The observations concentrated on utilizing LMS (Lentera), interaction dynamics between lecturers and students, and the role of mobile devices in facilitating writing instruction. Semi-structured interviews were conducted with English writing instructors to better understand their perceptions of MBL. Interview questions examined definitions, implementation tactics, obstacles encountered, and the overall efficacy of mobile learning in instructing paragraph writing. Furthermore, documentation was gathered to substantiate observational and interview data. This encompassed instructional resources disseminated through the LMS, exemplars of student assignments, and activity records from Lentera. The triangulation of these three methodologies allowed the researcher to thoroughly examine lecturers' experiences and corroborate findings from many sources, so enhancing the depth and trustworthiness of the qualitative case study.

3.4. Data Collection Procedures

The data collecting occurred over two months, from October to November 2024. Before data collection, ethics approval was secured, and all participants were granted informed consent, guaranteeing their voluntary involvement and the confidentiality of

their responses. The identities of participants were anonymized through the use of pseudonyms. The instruments employed comprised an observation checklist to record the utilization of mobile devices during classroom instruction and interaction, with a semi-structured interview process to facilitate talks with lecturers. These processes were established to guarantee systematic data gathering while maintaining ethical standards in qualitative research.

3.5. Data Analysis

The data underwent thematic analysis to discern patterns and principal topics concerning lecturers' perceptions of mobile-based learning (MBL). The analysis followed six systematic stages: data familiarization, first code generation, topic identification, theme review, theme definition and labeling, and final report production. Coding was performed manually, supplemented by verification using NVivo software to ensure consistency and rigor. Data from interviews and observations were classified into significant themes and displayed in coding tables to emphasize repeating concepts and professor reactions. This methodology guaranteed clarity, profundity, and validity in the results.

3. Results

3.1 Lecturers' Perceptions of Mobile-Based Learning (MBL)

This section delineates findings from interviews, observations, and documentation, examined through theme analysis. The initial theme examines educators' opinions of Mobile-Based Learning (MBL) within instructing English paragraph composition. The lecturers exhibited a comprehensive understanding of MBL, linking it to the utilization of mobile devices and internet-based platforms to enhance the teaching and learning process. They regarded MBL not solely as a technological instrument, but as a technique to augment access to educational resources, promote student participation, and streamline the writing process.

Instructors characterized MBL as a methodology that amalgamates tools, including LMS (Lentera), smartphones, and computers, to disseminate content and interact with students.. One lecturer stated, *"Mobile-based learning means using applications that involve networking to support the teaching process."* Another explained, *"I always send materials through Lentera before class meetings to prepare students in advance."* These observations indicate that MBL is regarded as a versatile and facilitative instrument in writing instruction. The instructors also highlighted that students may access materials anytime, enhancing their exposure to English writing resources. Consequently, MBL is recognized as a dual breakthrough in technology and pedagogy that facilitates student-centered learning and enhances academic writing skills.

Table 2. Lecturers' Perceptions of MBL

Lecturer	Definition of MBL	Perceived Role of MBL in Teaching Writing
Lecturer A	Using applications involving the internet to support teaching	Prepares students before class via LMS; facilitates learning
Lecturer B	Application-based learning involving networking	Helps manage class assignments; improves engagement
Lecturer C	Using mobile devices to access materials and increase knowledge	Provides flexible access to resources; supports understanding

The table summarizes the perceptions of participating lecturers concerning Mobile-Based Learning (MBL) in the instruction of English paragraph writing. It delineates each lecturer's interpretation of MBL, emphasizing the incorporation of mobile devices and internet-based platforms for educational objectives. The table also delineates their perceived functions of MBL, encompassing student preparation before class, assignment management, enhancement of engagement, and facilitation of flexible learning access. This data was obtained via semi-structured interviews and represents the lecturers' educational experiences using mobile technologies. The replies demonstrate a consensus that MBL functions as both a digital instrument and a significant support system for writing education.

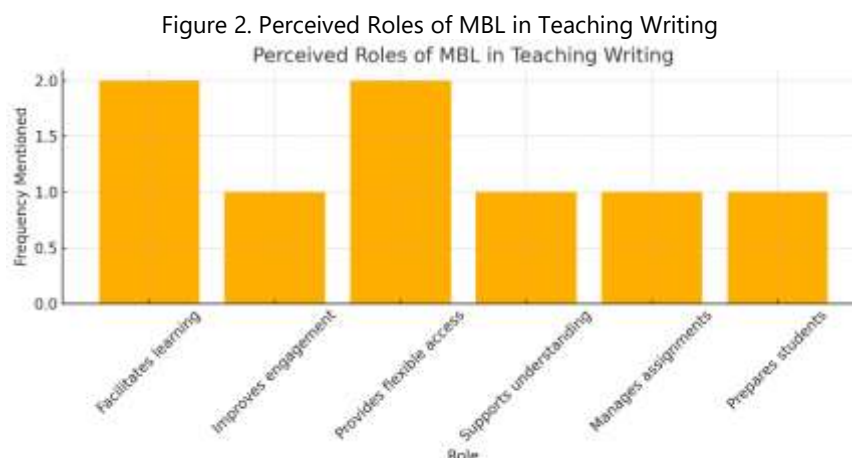


Figure 2 depicts the frequency of perceived responsibilities assigned to Mobile-Based Learning (MBL) by the participating lecturers in the study. The roles of "facilitates learning" and "provides flexible access" are among the most commonly highlighted, each stated twice, underscoring their importance in MBL-supported training. Additional functions, including "enhances engagement," "oversees assignments," and "prepares students," were each referenced once. This distribution illustrates lecturers' perception of MBL as a diverse pedagogical instrument that enhances numerous dimensions of English writing instruction. The figure illustrates significant themes derived from qualitative data and emphasizes MBL's tangible impact on the classroom experience.

3.2. Implementation of MBL in Teaching English Paragraph Writing

The application of Mobile-Based Learning (MBL) in instructing English paragraph composition was consistent and prevalent among the participating lecturers. All three professors consistently integrated mobile devices into their teaching methodologies. A professor indicated that she consistently dispatched materials through Lentera (the institutional LMS) one or two days before to class to enable students to evaluate the topic beforehand. This pre-class technique helped students prepare for in-class conversations and writing assignments.

Mobile devices, including cell phones and laptops, were commonly utilized during classroom sessions. Instructors used these tools to enhance student-teacher engagement, assess student submissions, and deliver immediate feedback. In-class implementations of MBL involved students composing paragraphs using computers or mobile phones while receiving rapid feedback from the instructor. LMS platforms were employed for content dissemination and attendance and assignments management.

These tactics underscore the multifaceted function of MBL as both a preparation and pedagogical instrument. The persistent application of MBL illustrates lecturers' dedication to incorporating technology into writing pedagogy, fostering a more adaptable and engaging educational atmosphere. The results indicate that mobile learning has become a fundamental component of the instructional practice in English writing schools.

Table 3. Implementation of MBL by Lecturers

Lecturer	MBL Frequency	Platform Used	Pre-Class Strategy	In-Class Strategy
Lecturer A	Always	Lentera, Smartphone	Send materials 1-2 days before	Students bring laptops for discussion
Lecturer B	Always	Lentera, Laptop	Upload tasks before class	Real-time feedback on student work
Lecturer C	Always	Lentera, Smartphone, Laptop	Distribute resources via LMS	Students write and consult using phones

Table 3 delineates the execution of Mobile-Based Learning (MBL) by three English composition instructors. All participants regularly utilized MBL in each session. The predominant platform utilized was Lentera, the institutional LMS, succeeded by cellphones and PCs. Pre-class strategies involved submitting materials and homework one to two days before to the lecture. In class, instructors urged students to utilize their mobile devices for paragraph composition and immediate feedback acquisition. The systematic incorporation of MBL illustrates a methodical strategy in which mobile platforms serve not only for material dissemination but also to facilitate active, student-centered participation throughout the writing process.

Figure 3. Platforms Used by Lecturers for MBL

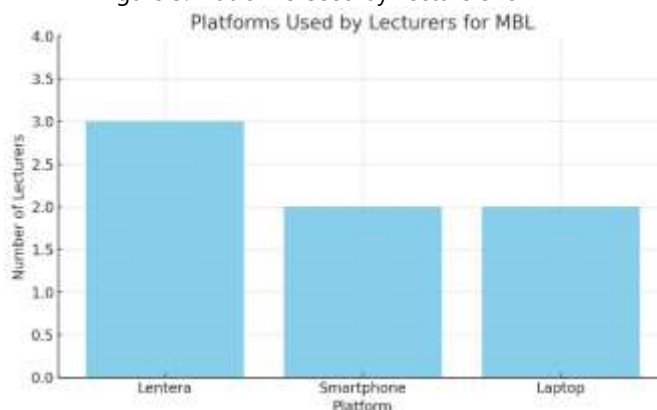


Figure 3 depicts the number of lecturers employing particular mobile platforms to facilitate English writing teaching. All three instructors utilized Lentera, underscoring its pivotal function in material and assignment management. Two instructors integrated smartphones to enhance accessibility and enable real-time interaction. Furthermore, two lecturers utilized laptops specifically for in-class writing and evaluating student assignments. This data underscores the multi-platform approach to MBL implementation, wherein lecturers integrate institutional systems with personal devices to augment the flexibility and efficacy of the learning experience. The utilization of several technologies demonstrates the versatility of MBL across multiple teaching methodologies.

3.3. Effectiveness of MBL in Supporting Writing Instruction

Instructors regarded Mobile-Based Learning (MBL) as an efficacious instrument for improving the instruction and acquisition of English paragraph composition. A significant advantage noted was enhanced accessibility—students can download and examine materials anytime through the Lentera platform. This flexibility enabled learners to review content at their own pace, improving comprehension and readiness before in-person classes. Furthermore, instructors observed enhanced student engagement, with learners demonstrating increased motivation and participation while utilizing mobile devices in the classroom. Students demonstrated increased confidence and autonomy in completing writing tasks.

Notwithstanding these benefits, lecturers recognized specific constraints in evaluating students' writing enhancement exclusively using MBL platforms. Although Lentera enabled content dissemination and discourse, it lacked comprehensive analytics for monitoring individual writing advancement. A lecturer noted that while MBL facilitated the process, offline exams were still crucial for a comprehensive evaluation of students' progress.

Nonetheless, student feedback was predominantly favorable. Instructors noted that pupils exhibited greater enthusiasm and ease while composing on known subjects utilizing mobile devices. The favorable response and enhanced capacity to compose cohesive paragraphs indicate that MBL significantly enhances writing teaching, especially when integrated with direct coaching and classroom engagement.

Table 4. Effectiveness of MBL in Writing Instruction

Lecturer	Perceived Benefits	Challenges	Student Reactions
Lecturer A	Increased access to materials; forum discussion on LMS	Lack of measurable data on writing progress via LMS	Active in accessing materials and forum discussions
Lecturer B	Students enjoy writing; easier to complete tasks using mobile	Cannot assess improvement fully through mobile tools	Happy and motivated during mobile-based writing activities
Lecturer C	Helps identify student strengths and weaknesses in writing	Learning remains mostly offline; limited to material delivery	Students more aware of their writing competence

Table 4 encapsulates the perspectives of three lecturers on the efficacy of Mobile-Based Learning (MBL) in instructing English paragraph writing. Each instructor recognized specific advantages, such as augmented access to resources, heightened student motivation, and higher self-awareness in writing competencies. Nonetheless, other limitations were observed: the restricted capacity to evaluate student progress immediately via mobile platforms such as LMS. The instructors highlighted that although mobile tools facilitate learning delivery, the majority of evaluations are conducted offline. Students exhibited a high level of responsiveness, demonstrating active participation and enthusiasm when utilizing mobile devices, suggesting that MBL positively impacts both student engagement and writing performance.

Figure 4. Perceived Challenges of MBL

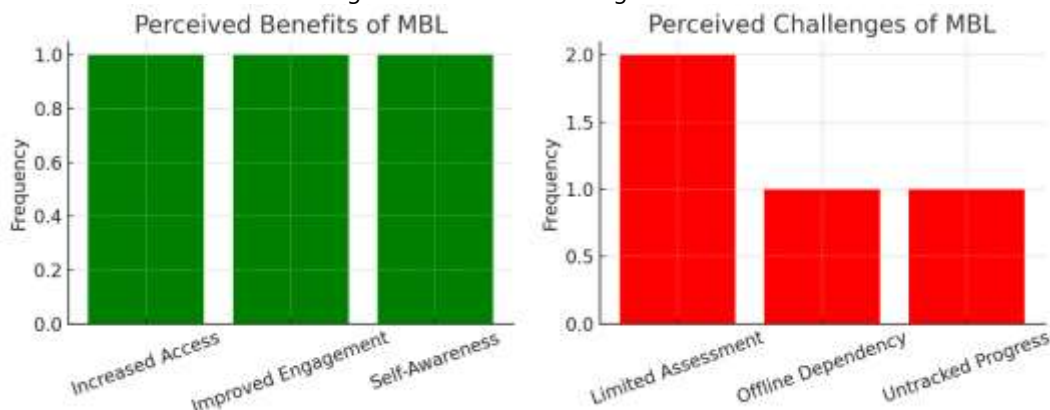


Figure 4 illustrates the frequency of principal advantages and obstacles educators recognize in implementing Mobile-Based Learning (MBL). Each advantage was cited once, indicating an equitable acknowledgment of enhanced access, engagement, and student self-awareness. Conversely, obstacles were more commonly observed—especially the difficulty in monitoring student progress and the persistent reliance on offline education for thorough assessment. These observations indicate that although MBL is regarded as a beneficial educational resource, it needs supplementary offline measures to adequately evaluate and enhance student writing progression in higher education settings.

3.4. Supporting Data from Observation and Documents

Classroom observation and documentation data corroborates the interview findings concerning implementing Mobile-Based Learning (MBL). During observed sessions, instructors incorporated mobile devices, including cell phones and computers, into their pedagogical approaches. Students were observed utilizing their gadgets in class to produce paragraphs and gain prompt comments from the lecturer. Mobile devices facilitated access to previously uploaded content, allowing students to engage with the class more effectively.

Documentation obtained from the Learning Management System (Lentera) comprised educational resources like writing prompts, instructional slides, and downloadable handouts. Instances of student assignments provided on the LMS included composing introductions to argumentative essays, revising paragraphs, and engaging in peer-response tasks. These exercises were created to be available on mobile devices, guaranteeing students' flexibility and convenience of participation.

Supplementary corroborative evidence was derived via screenshots and documentation of interactions within Lentera. These displayed time-stamped uploads, student reactions, and conversation threads between instructors and students. These records illustrate how MBL promotes asynchronous learning opportunities and offers a structured digital environment for training and feedback. The observational and documentary evidence substantiates the practical and pedagogical use of MBL in writing teaching.

Table 5. Supporting Evidence from Observation and Documents

Evidence Type	Description	Purpose
Observation	Students used smartphones/laptops in class to write and receive feedback	To support real-time writing and lecturer feedback
LMS Documents	Tasks included writing prompts, revision activities, peer review assignments	To provide structured, mobile-accessible learning tasks
LMS Interaction Records	Screenshots showed material uploads, student responses, forum discussions	To demonstrate asynchronous communication and engagement

Table 5 delineates three categories of supporting data gathered during the study: classroom observations, LMS-based papers, and LMS interaction logs. Observations indicated that students utilized mobile devices throughout the class to compose and receive comments. The documentation from Lentera encompassed organized activities, including writing prompts, peer evaluations, and paragraph modifications. Screenshots and activity logs from Lentera further demonstrated student responses, material submissions, and forum conversations. The evidence served to triangulate the interview data, affirming the integration of Mobile-Based Learning (MBL) into instructional practices and corroborating lecturers' consistent utilization of mobile resources to improve writing instruction.

Figure 5. Types of LMS-Based Writing Activities Observed

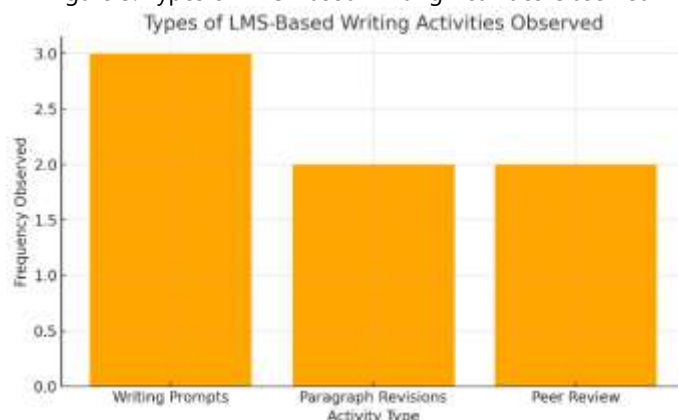


Figure 5 illustrates the frequency of various writing exercises assigned using the Learning Management System (LMS). Writing prompts were the most commonly stated, appearing in all observed instances, whereas paragraph revisions and peer review activities were each mentioned twice. This indicates that instructors emphasize fundamental writing skills while promoting collaborative and reflective learning. The figure illustrates the diverse writing styles employed via mobile platforms and shows how MBL facilitates both structured and adaptable training. These exercises promote the development of writing skills and exemplify deliberate instructional design that aligns with the objectives of student-centered learning in higher education settings.

4. DISCUSSION

4.1. Relevance of MBL in Higher Education Writing Instruction

This study's findings underscore the increasing significance of Mobile-Based Learning (MBL) in higher education, especially in the instruction of English paragraph writing. The lecturers' regular utilization of mobile platforms, including LMS (Lentera), smartphones, and laptops, demonstrates the incorporation of digital pedagogy into routine instructional practices. This corresponds with the tenets of connectivism, a learning paradigm that underscores learning as a process of constructing networks and establishing connections via digital instruments. Consistent with connectivist theories, MBL enhances access to varied resources, promotes cooperation via discussion forums, and fosters independent learning beyond the confines of the classroom (Kononets et al., 2020; Monika et al., 2023; Torres, 2021).

The study's findings corroborate previous research by Chen et al. (2022), Torres (2021), and Zhampeissova et al. (2020), which highlighted the significance of mobile learning in facilitating student education "anytime and anywhere." Likewise, the favorable student involvement and adaptability observed by the instructors corroborate the findings of Cao et al. (2023), El-Sofany & El-Haggag (2020), Khoiriyah (2021), and Torres (2021), who determined that mobile learning tools can substantially improve students' writing proficiency and motivation. This study demonstrates that students' capacity to obtain materials beforehand and participate in writing activities using mobile devices exemplifies how mobile-based learning (MBL) converts static education into an interactive and adaptive experience.

The study also delineates limits that reflect the apprehensions articulated by Sutrisno & Istiyanto (2019), specifically the difficulty of assessing student advancement solely via mobile platforms (Bai & Wang, 2020; Cahyana et al., 2020; Cao et al., 2023). While MBL offers significant instructional assistance, it cannot replace traditional offline evaluation methods. Consequently, although MBL improves accessibility and engagement, its complete efficacy relies on its integration with in-person instruction and assessment (Setiawan et al., 2020; Torres, 2021; Usita & Rosario, 2022). The findings validate the significance of MBL in higher education writing training and underscore the necessity for blended methodologies that include the advantages of both digital and conventional pedagogical frameworks.

4.2. Implications of Positive Lecturer Perceptions

The favorable attitudes of lecturers towards Mobile-Based Learning (MBL) have substantial ramifications for teaching methodologies and student learning results. Educators who regard MBL as efficient and pragmatic are more inclined to continuously include mobile devices in their teaching practices. In this study, instructors exhibited proactive involvement by uploading materials prior to class, enabling writing exercises through mobile devices, and delivering feedback via Learning Management Systems (LMS) such as Lentera (Cao et al., 2023; Khoiriyah, 2021; Morris & Sarapin, 2020). These techniques foster student autonomy, augment engagement, and stimulate ongoing learning beyond the classroom.

Instructors' positive perspectives on MBL further facilitate the creation of more student-centered learning environments. Mobile learning allows students to access educational materials at any time, complete assignments at their own pace, and review knowledge for enhanced understanding. Consequently, students exhibit greater confidence and autonomy in their writing,

resulting in enhanced learning results. Furthermore, MBL offers avenues for prompt feedback and individualized assistance, which are essential for enhancing writing skills (Al-Jarf, 2022; Handoko & Ayumi, 2021; Topping et al., 2025).

The effective execution of MBL is significantly reliant on institutional backing. The presence of a dependable LMS, consistent internet connectivity, and professional development opportunities for instructors are critical elements. Organizations that offer technical infrastructure and professional development enable educators to investigate innovative methodologies and enhance MBL in their instruction. The presence of Lentera as a centralized platform facilitated uniform material distribution and assignment administration. However, more investment in training and resource development could augment the pedagogical efficacy of MBL. When supported by institutional frameworks, favorable lecturer perceptions can lead to significant instructional innovation and promote more effective, technology-enhanced learning environments for students in higher education, especially in skill-based courses like English paragraph writing.

4.3. Challenges and Limitations of MBL Implementation

Notwithstanding the potential benefits of Mobile-Based Learning (MBL), some problems and limits were recognized during its application in teaching English paragraph writing. A primary worry expressed by instructors was the challenge of evaluating students' writing proficiency exclusively via mobile platforms. Although technologies such as Lentera enable lecturers to disseminate information and gather assignments, they frequently lack comprehensive analytical capabilities to monitor student progress, furnish precise feedback, or facilitate intricate assessment tasks like paragraph construction, coherence, and revision quality. Consequently, instructors persisted in utilizing in-person teaching and traditional assessments to guarantee precise evaluation of student performance.

Technological limitations exacerbate the challenges associated with the adoption of MBL. Certain students have constraints stemming from unreliable internet connections, especially in remote regions, or lack access to personal devices proficient in managing multimedia content and learning management system platforms efficiently. Disparities in digital access might result in inequitable learning experiences, wherein some students fully capitalize on mobile learning while others encounter difficulties in participation. Instructors observed sporadic difficulties in uploading materials and ensuring effective communication via mobile platforms, particularly when students did not routinely monitor or respond to updates.

Furthermore, not all students have the same preparedness level to utilize mobile learning tools for educational objectives. Some individuals may possess insufficient digital literacy or lack the willingness to interact with content beyond designated class hours. These factors diminish the potential efficacy of MBL and impose further instructional responsibilities on lecturers, who must reconcile technical disparities while preserving teaching quality. Consequently, although MBL presents significant potential for enhancing writing instruction, its efficacy depends on overcoming infrastructure obstacles, improving student preparedness, and ensuring that mobile platforms are adequately equipped to facilitate thorough and meaningful writing assessments in higher education settings.

4.4. Practical and Pedagogical Contributions

This study provides numerous practical and educational contributions, especially in facilitating the integration of Mobile-Based Learning (MBL) into a blended learning framework for writing training. The results indicate that integrating mobile learning with conventional classroom methods fosters a more efficient and adaptable educational setting. Educators can utilize mobile platforms for disseminating information, commencing pre-class assignments, and enhancing student interaction beyond the classroom, while continuing to depend on in-person sessions for more profound writing instruction, peer cooperation, and organized evaluations. This integrated method facilitates individualized education and accommodates varied student requirements and learning styles.

Furthermore, the study underscores the significance of offering educators continuous professional development and digital training. Although the lecturers in this study demonstrated proficiency and assurance in utilizing MBL, broader adoption across institutions necessitates training programs that furnish instructors with both technical and pedagogical expertise. This training should emphasize the creation of mobile-accessible writing assignments, the utilization of mobile tools for formative assessment, and the integration of mobile platforms with comprehensive instructional methodologies.

MBL also presents a versatile and scalable alternative for instruction in many educational settings, particularly in distant or under-resourced areas. As mobile phone usage rises and internet infrastructure enhances, MBL presents chances to address educational disparities in areas with restricted access to conventional classrooms. It is particularly advantageous during unforeseen disruptions, such as pandemics or natural disasters, facilitating the continuation of teaching asynchronously. Consequently, the results of this study support the deliberate implementation of mobile learning not as a substitute for classroom instruction, but as a potent adjunct that enriches the teaching of English writing. Institutions ought to regard MBL not merely as a technology fad but as a durable pedagogical innovation that fosters inclusive, student-centered, and future-oriented education in higher education.

4.5. Linking to Research Questions and Objectives

The central research question guiding this study was: *"How are the lecturers' perceptions about mobile learning in teaching English writing at Islamic Higher Education?"* The findings thoroughly address this inquiry by demonstrating that lecturers possess predominantly favorable attitudes of Mobile-Based Learning (MBL) and regard it as an effective supplement to conventional

classroom instruction. Thematic analysis of interviews, observations, and documentation revealed that lecturers regard MBL as an effective instrument for augmenting access to learning materials, fostering student participation, and facilitating writing instruction. Instructors characterized MBL as a methodology that enables them to disseminate knowledge flexibly, enhance learning both within and beyond the classroom, and offer immediate or asynchronous feedback using platforms like Lentera. Their perceptions correspond with the study's objectives—to investigate how MBL is comprehended, executed, and assessed by educators in an Islamic higher education setting. The research revealed tactics employed by lecturers, including distributing materials prior to class and utilizing mobile devices for in-class activities, thereby affirming the active integration of MBL into pedagogical practice.

The study also documented essential insights from instructors concerning the limitations of MBL, especially in relation to student assessment and technological obstacles, indicating a nuanced and realistic comprehension of its function. Notwithstanding these obstacles, lecturers highlighted the capacity of MBL to facilitate blended learning, address varied learning requirements, and ensure instructional continuity.

The data indicate that lecturers are not only open to mobile learning but are also effectively employing it in their writing classes. This aligns with the study's aim to elucidate lecturer attitudes and behaviors, indicating that with sufficient institutional support, MBL can be further refined to improve English writing instruction in Islamic higher education contexts.

5. Conclusion

This study examined lecturers' perspectives on Mobile-Based Learning (MBL) in the instruction of English paragraph writing at Islamic Higher Education institutions in South Sulawesi, Indonesia. The research was based on the growing significance of mobile technology in education and sought to comprehend how mobile-based learning (MBL) is viewed, implemented, and assessed by educators in their instructional methodologies. The study utilized a qualitative case study design, gathering data through interviews, observations, and document analysis to obtain in-depth insights into the role of mobile learning in English writing teaching.

The results indicated that lecturers possess predominantly favorable views about MBL. They perceive it as a pragmatic and adaptable pedagogical method that improves student involvement, enables access to educational resources, and fosters autonomous learning. Instructors often utilized mobile technologies, including LMS (Lentera), smartphones, and computers, to disseminate curriculum, assign writing tasks, and offer feedback. Notwithstanding these advantages, obstacles were also recognized, especially in evaluating students' writing proficiency via mobile platforms and confronting technological restrictions such as internet accessibility and device constraints. Nonetheless, educators acknowledged the instructional significance of MBL, particularly when combined with traditional teaching in a blended learning framework.

The study finds that MBL is a viable instructional technique for writing education in higher education, contingent upon sufficient infrastructure and lecturer training. These findings indicate the necessity for institutional investment in digital literacy initiatives and the ongoing advancement of mobile-accessible content and evaluation instruments.

Future research should investigate student perceptions of MBL in writing classes and assess the long-term effects of mobile learning on students' writing proficiency. Additional comparative research across various higher education institutions or locations could provide more extensive insights into the efficacy and scalability of MBL in English language education.

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