



STUDENT PERCEPTIONS OF BLACKBOARD: A CASE STUDY SWOT ANALYSIS

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Abstract: Al-Jouf University's e-learning and distance education systems are intended to assist it in reaching its goal of placing Al-Jouf University among the top regional and global universities for the quality of its learning outcomes. Thus, achieving the university's vision of local and regional leadership in the field of online learning and distance education is a part of fulfilling the university's mission, which is to spread the culture of effective use of online learning and distance education technologies while providing educational services and modern education that lead to the production of high-quality scientific outputs that benefit society.

A focus interview, an open-ended questionnaire, and empirical observations were used in the study to employ a methodology consistent with the design quality study.

Objective: This study examines strengths, weaknesses, opportunities, and threats (SWOT) associated with the use of Blackboard as an online learning management system to facilitate interaction between students and teachers in online lectures for integration into university education environments. **Subjects and Methods:** 150 female students and 184 male students from the Common First Year Deanship - Al-Jouf University participated in the survey. **Procedures:** Students' perceptions were analyzed manually, and qualitative content analysis was used to classify the data and align it into a SWOT matrix. **Results:** The results of this study showed how students perceive SWOT terms for blackboard and how they might use them.

Conclusion: Integration of the blackboard approach to provide e-learning services and programs requires an electronic environment that encourages learning and supports performance.

Keywords: Blackboard ,LMS, SWOT, E-learning, Higher Education.

I. INTRODUCTION

The world has gone through several revolutions that had a great impact on all economic, political, social, scientific, and educational fields. Revolution Electronics appeared in the eighties of the last century, then followed by the wireless revolution at the end of the twentieth century and the beginning of the twenty-first century, as wireless devices spread very quickly, and in large numbers around the world. This indicated the importance of that revolution and its role in life.

Those revolutions had a great impact on the development of the educational process. The industrial revolution and the technical development that accompanied it were credited with the birth of a new model for distance learning. This revolution was credited with the use of computers, local and global communication networks in education, so the E-learning model appeared, and it developed into the newly emerged new model is mobile learning.

This development in educational technology led to an increase in the opportunities for multiple services for the parties to the educational process, improvement of educational outcomes, and an increase in the technical skills of educational service providers by introducing modern teaching methods.

The opportunities resulting from the introduction of technology in educational institutions created advanced opportunities for the education and training processes, which helped in the global spread of these educational institutions, especially after adopting the idea of e-learning, so the transformation was a necessity to catch up with growth and development.

The importance of the study comes after the trend to adopt e-learning as a basis for achieving continuing education in line with modernity. Since higher education institutions are in need of high processing capabilities, large storage capacities, the ability to renew various information technology resources, high availability of information, and reduce costs, the transition to e-learning has become an urgent and attractive alternative to traditional education.

The number of studies on e-learning in Saudi higher education institutions has increased remarkably quickly, although there are still few studies on its quality and effectiveness and the development of strategic plans[7].

In our study, a strategic plan was developed to adopt the e-learning system (Blackboard) [where the strengths, weaknesses, opportunities, and threats of using this technology are identified, and then plans are made based on these factors in order to achieve them in the future.

According to the nature of e-learning, challenges arise for educational institutions that must be addressed, including challenges that require attention to the structure of e-learning so that its services are integrated and homogeneous in higher education institutions in the Kingdom of Saudi Arabia. You need design methods compatible with the modernity of mobile devices.

These issues include core issues such as security, regulatory compliance, and selection of the appropriate LMS. Therefore, this paper aimed to investigate those challenges facing the adoption of the e-learning system - Blackboard, identify strengths and weaknesses, search for opportunities, and avoid threats resulting from the use of the Blackboard system in the university education environment from the student's point of view [3].

II. THE IMPORTANCE OF STUDYING:

The importance of the study lies in the importance of using Blackboard software in learning. And that this system has only been used for a limited time and simple experiments, so we present our study this study to verify the feasibility and effectiveness of Blackboard as an education platform, as well as to review the opinions of users of this platform, to assess whether they view it as a useful tool for distance learning (Alturki et al., 2016).

This will be done by conducting an analysis of the strengths, weaknesses, opportunities and threats (SWOT) associated with the use of Blackboard as a learning management system at Jouf University. As the research aims, the research aims to provide results and conclusions that can be made by other researchers in this field. It is expected that this research will be a significant contribution to this topic area of interest of Blackboard in distance learning. Research objectives include [2].

- 1- Review and study relevant studies on the Blackboard platform and Distance Learn. Several previous studies will be carefully selected and studied.
2. Evaluate the usefulness of Blackboard platforms for the distance learning process.
3. Examine users' perceptions of Blackboard and if they think it has improved distance learning process.
4. To test the usability of Blackboard in order to measure usefulness and, the effectiveness of this tool as a distance learning tool.
5. To measure user satisfaction levels with the use of the Blackboard system in distance learning system.
6. To investigate if there is any technical or accessibility issue that might affect Blackboard users or the distance learning process.
6. To explore the strengths and weaknesses of the Blackboard system when using it as a platform for distance learning.
7. Recommend more features that can improve the Blackboard platform when it is used as a distance learning tool.

III. PREVIOUS STUDIES

The world has gone through several revolutions that had a great impact on all economic, political, social, scientific, and educational fields. Those revolutions had a great impact on the development of the educational process. The industrial revolution and the technical development that required it were credited with the birth of a new model, which is distance learning. The electronic revolution in the eighties was credited with the use of computers and local and global communication networks in education, so the E-learning model appeared that helped make distance learning and developed until a new model, mobile learning, recently emerged [14].

This development in educational technology led to an increase in the opportunities for multiple services for the parties to the educational process, to improve educational outcomes, and to increase the technical skills of educational service providers by introducing innovative teaching methods.

The opportunities resulting from the introduction of technology in educational institutions created opportunities to develop the education and training processes, which helped in the global spread of these educational institutions, especially after their adoption of e-learning, so the idea of transformation was an urgent necessity to catch up with growth and development according to [19].

Higher education in the era of the knowledge revolution faces various challenges as a result of the tremendous achievements in the field of information and communication technology, which have led to the erosion of borders between countries and to bring about a further change in the methods of knowledge formation, acquisition and

transfer. Therefore, educational institutions in general, and higher education in particular, are required to play a leading role in utilizing the advantages and possibilities of new technologies[8].

In this research paper, we will focus on the blackboard system as an effective and modern method that can help in the development of higher education, as e-learning is one of the most important modern methods used in the field of education, but its use is still developing. In Saudi universities, this new type is currently being followed. Although the level of these experiences differs from one university to another in terms of the degree of application, the participation of actors in the educational process, and the availability of its own means. Keywords: education, e-learning, higher education [11].

Modern electronic means, communication technology, media technologies, and the spread of the Internet through Wi-Fi networks led to a qualitative leap in the concept of distance education - e-learning, where e-learning is an updated and complementary form of the concept of distance education, where these technologies are integrated according to the requirements of the modern era.

The concept of e-learning began to emerge in the nineties of the last century, coinciding, as we mentioned earlier, with the spread of information and communication technology, and its integration into the educational process. The way of educational technology and the definitions of e-learning have varied with the multiplicity of educators interested in this field, and they can be summarized in two axes: The first of them: It is a concept called the use of educational technologies to build, enhance, present, facilitate learning at any time and any place through information mining in information networks And communications in digital libraries, databases, and scientific forums, with the provision of electronic educational materials to be studied for the learner, while the second axis includes: including the provision of multimedia electronic educational aids, such as audio, image, video, and others [20]. The researchers believe that e-learning is based on a set of goals, as agreed by most educators. The goals include:

Ease of access to the teacher, increasing the possibility of communication between students among themselves, and between students and educational institutions, exchanging experiences, modeling education and presenting it in a standard form, making study materials available to learners at any time and any time, reducing the administrative burden for the teacher, as well as multiple ways of evaluating learning outcomes for learners [15].

E-learning provided different learning opportunities, allowing the learner to choose the appropriate method for him, according to his needs and aspirations. With the technical development, there have been many forms of e-learning, so we can mention them: direct (synchronous) e-learning, (asynchronous) e-learning.

The researchers see that there is a difference in the nomenclature of the types of e-learning, and they can be summarized as follows: e-learning with self-control, e-learning available on the Internet through a different educational site, knowledge databases available on different sites on the Internet, and finally the so-called immediate support, which includes forums Discussion, dialogue rooms, online bulletin boards, exchange, and e-mail, where all these materials are available synchronously or asynchronously, allowing greater opportunities to ask questions, receive responses, and obtain information directly and immediately [1], [3].

Education institutions are in dire need to open up to the world and present themselves to the other, and the emergence of these modern needs made e-learning a strategic choice for these institutions, and through our research, we can summarize these needs according to what previous studies indicated that it has important advantages, an island solution to education problems Because it allowed continuing education at any time, any place and time, it also added flexibility to education to meet the needs of learners and their special circumstances. It also provided greater opportunities for communication with others and the exchange of experiences. It also provided educational opportunities for all those wishing to learn, as well as opportunities to acquire the required skills and knowledge [15].

The government of the Kingdom of Saudi Arabia has recognized the importance of e-learning and has singled out strategic planning areas for it to integrate information and communication technology into education, and to ensure the success of comprehensive economic, cognitive and social development programs.

Many Saudi universities and colleges have been able to achieve great strides in the use of e-learning, including, for example, Al-Jouf University, where Al-Jouf University is one of the modern universities established, as it planned to implement e-learning curricula to serve students who study remotely or students who are regular in classrooms.

IV. LEARNING MANAGEMENT SYSTEM (LMS):

As a critical part of the education process, the Learning Management System plays a large role. There are many types of this software system, but they all share some features and qualities. There are some of them with features that make them more suitable for the needs of users than others. A Learning Management System (LMS) delivers content to learners without authoring tools.

LMS can also be known as a system designed specifically for managing electronic courses, enabling collaborative work between the teacher and student, as the system manages all elements of learning management, such as displaying the schedule of study materials, registering students, and printing reports to evaluate the outcomes of the education process. Additionally, the system displays a list of students' names, enters students'

grades, prints certificates, and displays test results, as it is a system that helps with managing the educational process. Most tasks usually dealt with by these systems are user management (managers, teachers, students, etc.) and managing educational materials. Communication management (communication between the teacher and the learner). Activities Management (homework - quizzes) [13].

Al-Jouf University has adopted the use of that system to develop electronic education materials and software, in order to benefit from them in the current blended education, in order to develop it into a complete e-learning system in the future.

The experience of Al-Jouf University in building this system in its faculties is still in the beginning stage, so it must be studied and researched. The common year, the study sample was taken from the male/female students of the joint year program.

Note that the blackboard for learners is limited only to limited aspects of assignments delivery, discussion boards, viewing advertisements, and virtual classes. But from the other side. Teachers are still limited to storing the academic content, the notes, exercises, problems, information sources that he needs in teaching, and it is considered a compliment to the traditional education in the traditional classroom.

V. 5. BLACKBOARD LEARNING MANAGEMENT SYSTEMS:

The learning management systems are programs that allow learning to take place electronically, either through traditional classroom settings or virtually, as well as through interaction between components of the educational process through a variety of media, such as the Internet.

There is a profitable company that owns the Blackboard system which is a closed source system. It does not allow its use except with a license, so it is characterized by ease of use. It allows the instructor to add everything he needs - and what his students need- from various learning resources, such as content management systems, communication tools, lessons presentation tools, and others.

Additionally, it contains an academic database, a faculty database, as well as an electronic interface for Al-Jouf University, through which services and links for the university are available, and through which courses are also delivered virtually (distance education) [11].

To receive the full benefit of these systems, the researchers observed that the university's infrastructure had not been updated with the development of the systems, and in order to do that, the infrastructure should include updates, the development of means to support the educational process inside the classrooms, such as LCD displays in various forms, interactive whiteboards, electronic platforms, electronic devices to share remote lectures, video communication devices, and others.

VI. 6. BLACKBOARD FEATURES:

Blackboard has many features and tools that can be used in the educational process. Learning management systems, or LMS started to be used with higher education institutions at the beginning of 1990. Due to its reliability, it has been accepted at Al-Jouf University as the most effective learning management system in leading universities around the world, according to statistics shown on the Blackboard website of its use in international universities by more than 80% of academic institutions, for more than 60 countries around the world, with over 20 million users in 12 languages.

With the Blackboard system, all components of e-learning can be managed with content management, communication, and virtual classroom tools, as well as student databases to ensure privacy between teachers and students, and this system can be accessed from computers, portable or mobile devices [11].

A blackboard website allows the teacher to download the materials he needs for the teaching process. In addition, it allows the learner to continue the distance learning process. In addition, it allows the learner to engage in interactive education between learners on one hand and between learners and teachers, on the other hand, thus creating a joint work system in an easier and more efficient way.

The benefits of Blackboard may be summarized as follows: easy access, providing feedback quickly and continuously, increasing and facilitating communication (sending and receiving mail messages, SMS messages, discussion boards, and virtual classes), tracking content, enhancing capabilities and skills - Cloud storage - Electronic exams - Documenting assignments - Electronic library - Transferring and exchanging files between faculty members' courses - and more.

VII. 7. BLACKBOARD AND EFFECTIVE LEARNING:

There are numerous ways that Blackboard promotes effective learning, as follows [10]:

1. Make the faculty system more effective at fostering communication and interaction.
2. Using the new forms of communication, contribute to the collaboration between learners.
3. Make self-learning a more effective method for continuing education by using the new forms of communication.

4. Participate in immediate feedback by using the available communication tools.
5. By adjusting these tools, students can commit to completing assigned duties, activities, and tasks on time. It also contributes to time control and time management for students.
6. Participation in the various components of the educational process can lead to the development of different talents and skills of learners.

VIII. 8. STUDY METHODOLOGY

The trend of adopting e-learning is crucial to achieving the benefits of this modern environment. Higher education institutions require high processing capabilities, large storage capabilities, and the ability to update various information technology resources while reducing cost, so the shift to e-learning has become a necessity and a viable alternative to traditional education.

Although the number of studies on e-learning has increased rapidly in Saudi higher education institutions, there are still few studies that examine its quality and effectiveness. Due to the nature of e-learning, challenges arise for institutions that must be addressed, including challenges that require attention to the structure of e-learning. Due to the fact that learning management systems require methods that are compatible with mobile devices, it is essential to provide technical support to students and faculty regarding the use of this technology prior to its integration and homogenization in Saudi Arabian universities.

There are substantive issues such as security, regulatory compliance, and selecting an appropriate LMS. Jouf University conducted a study to analyze Blackboard's strengths, weaknesses, opportunities, and threats. We conducted a survey by creating scenario-based questions and presenting them in questionnaires.

Pre-testing was carried out with a small number of respondents to determine whether the questionnaire would be robust. A preliminary test was used to modify some questions, and a questionnaire based on evidence was created to gather quantitative information about those challenges facing the adoption of the e-learning system - Blackboard. This was conducted from the student's perspective to determine the strengths, weaknesses, opportunities, and threats (SWOT) of Blackboard's in the university-based education environment.

IX. 9. PREPARING THE STUDY TOOL:

Additionally to reviewing the studies and articles related to the subject of the study, the two researchers as experts in this area asked some open-ended questions to students in an exploratory way to get a better understanding of their opinions regarding the use of Blackboard and the most important problems they face, and we had a complete picture of the questionnaire in its original form.

Use the arbitrators' opinions to develop the study tool's paragraphs and correct them linguistically, as it included in its final form two main parts, the first in which personal information and opinions about the Blackboard system were discussed, and the second consisted of measurements of strengths, weaknesses, opportunities, and threats of using Blackboard in the university education setting from a student's perspective.

X. 10. TECHNIQUE FOR SAMPLING:

Stratified random samples were used to make a more accurate estimation of the joint first-year students at Jouf University. It has been determined that the study population consists of a total of (335) students. After determining the sample size by using the Al-Bukhari sample size calculator (Al-Bukhari, 2020), which is a spreadsheet-based on MS Excel that uses Daniel's formula (1999) proposed for the distribution of the sample size, as in Table 1.

TABLE 1- CHARACTERISTICS OF THE STUDENTS

Characteristics	Number	Percentage %	Mean	Std. Deviation
Gender				
Male	184	55.6%	1.40	0.493
Female	150	44.4%		
College: Common first year - Jouf University				

XI. REGARDING THE TOOL'S VALIDITY

In order to ensure that the tool was ethically honest, the researcher took the opinions of a team of independent experts in educational technology, measurement, evaluation, and information technology, on the paragraphs of the questionnaire, in terms of its unique content and clarity, the linguistic formulation, and the suitability of the questionnaire to reach the study's objectives. For the development of the final questionnaire, the researchers incorporated the referees' observations.

XII. RELIABILITY:

The stability of accuracy was verified using cronpage Alpha to find the reliability coefficient, where the study tool was applied to students who were randomly selected from outside the study sample with an interval. The stability of the Questionnaire that was calculated as (0.77), which is one of the high reliability coefficients that can be trusted to complete the study by answering the questions.

XIII. DISCUSSION THE STUDY :

This study aimed to analyze the strengths, weaknesses, opportunities and threats of using the Blackboard system in the university education environment from the student's point of view. The results of the descriptive statistical analysis are presented in Table (2), where it appears that the frequency of Very Important and Important on all paragraphs, where the averages ranged between "3.09" to more than "3.93". The figure (1) shows the distribution of acceptance rates for answers, averages, and the standard deviation of the entire section with arithmetic mean (3.52), standard deviation (0.28), , as shown in Table 1, and Fig. 1. , 2. , 3. , & 4.

TABLE 2: STUDENT PERCEPTIONS OF BLACKBOARD: STRENGTHS

Strongly disagree, Disagree ,Undecided ,Agree ,Strongly agree									
Item		5	4	3	2	1	Mean	Std. Deviation	Result
1. Student-teacher communication is enhanced by Bb	R	80	88	81	34	52	3.38	1.28	Moderately Important
	%	23.9	26.3	24.2	10.1	15.5			
2. Bb is a modern tool for improving learning process at your university?	R	60	109	85	36	45	3.33	1.224	Moderately Important
	%	17.9	32.5	25.4	10.7	13.4			
3. Virtue classes increases your understanding and recognition of the content?	R	85	88	71	49	42	3.35	1.376	Moderately Important
	%	25.4	26.3	21.2	14.6	12.5			
4. Bb saves effort and time for the students	R	43	84	101	33	74	3.09	1.173	Moderately Important
	%	12.8	25.1	30.1	9.9	22.1			
5. I learned a lot from BB classes in previous subjects.	R	101	110	79	16	29	3.75	1.12	Important
	%	30.1	32.8	23.6	4.8	8.7			
6. Bb helped developing your computer skills.	R	69	106	90	25	45	3.44	1.174	Important
	%	20.6	31.6	26.9	7.5	13.4			

TABLE 3: STUDENT PERCEPTIONS OF BLACKBOARD: WEAKNESSES

Strongly disagree, Disagree ,Undecided ,Agree ,Strongly agree									
Item		5	4	3	2	1	Mean	Std. Deviation	Result
7. Using Bb helps autonomous learning	R	80	88	88	23	56	3.44	1.214	Important
	%	23.9	26.3	26.3	6.9	26.3			
8. Bb provides with additional learning resources related to your study	R	108	109	58	20	40	3.73	1.201	Important
	%	32.3	32.5	17.3	6	11.9			
9. You face difficulties in doing assignments and attending virtue classes.	R	110	126	52	24	23	3.82	1.173	Important
	%	32.8	37.6	15.5	7.2	6.9			
10. Bb duties add extra burden on the students	R	107	142	51	9	26	3.93	1.011	Important
	%	31.9	42.4	15.2	2.7	7.8			
11. Students don't follow teachers, so they don't pay much attention to virtue classes.	R	58	74	105	50	48	3.13	1.282	Moderately Important
	%	17.3	22.1	31.3	14.9	14.3			

12. Students need a large effort and time to know how to use blackboard?	R	102	123	65	19	26	3.79	1.13	Important
	%	30.4	36.7	19.4	5.7	7.8			

TABLE 4: STUDENT PERCEPTIONS OF BLACKBOARD: OPPORTUNITIES

Strongly disagree, Disagree ,Undecided ,Agree ,Strongly agree									
Item		5	4	3	2	1	Mean	Std. Deviation	Result
13. Some teachers don't activate Bb properly?	R	54	104	86	28	63	3.28	1.185	Moderately Important
	%	16.1	31	25.7	8.4	18.8			
14you have trouble using Bb on your mobile (submitting assignments and virtue classes)	R	56	127	82	28	42	3.42	1.155	Important
	%	16.7	37.9	24.5	8.4	12.5			
15. You need more training in how to use Bb?	R	76	128	79	16	36	3.63	1.091	Important
	%	22.7	38.2	23.6	4.8	10.7			
16. Discussing information in study groups (if available and followed by teachers)	R	54	145	71	16	49	3.51	1.075	Important
	%	16.1	43.3	21.2	4.8	14.6			
17Allowing students to attend classes with other teachers of the same subject to exchange information and learn from each other?	R	110	126	52	24	23	3.82	1.173	Important
	%	32.8	37.6	15.5	7.2	6.9			
18. Bb system can be used as a substitute for the traditional learning system?	R	107	142	51	9	26	3.93	1.011	Important
	%	31.9	42.4	15.2	2.7	7.8			

TABLE 5: STUDENT PERCEPTIONS OF BLACKBOARD: THREATENED

Strongly disagree, Disagree ,Undecided ,Agree ,Strongly agree									
Item		5	4	3	2	1	Mean	Std. Deviation	Result
19. Taking exam on Bb is better than taking them traditionally in classrooms?	R	58	74	105	50	48	3.13	1.282	Moderately Important
	%	17.3	22.1	31.3	14.9	14.3			
20. Using Bb decreases the importance of the teachers in classrooms?	R	102	123	65	19	26	3.79	1.13	Important
	%	30.4	36.7	19.4	5.7	7.8			
21. Is it possible that too many activities on Bb detract from learning?	R	54	104	86	28	63	3.28	1.185	Moderately Important
	%	16.1	31	25.7	8.4	18.8			
22. Bb encourages students not to attend traditional classes because of absences?	R	56	127	82	28	42	3.42	1.155	Important
	%	16.7	37.9	24.5	8.4	12.5			
23. Some Bb activities might decrease students' final grades in the subject?	R	76	128	79	16	36	3.63	1.091	Important
	%	22.7	38.2	23.6	4.8	10.7			
24. If they fail to open Bb and follow the announcement for the exam, the student may miss the test?	R	54	145	71	16	49	3.51	1.075	Important
	%	16.1	43.3	21.2	4.8	14.6			

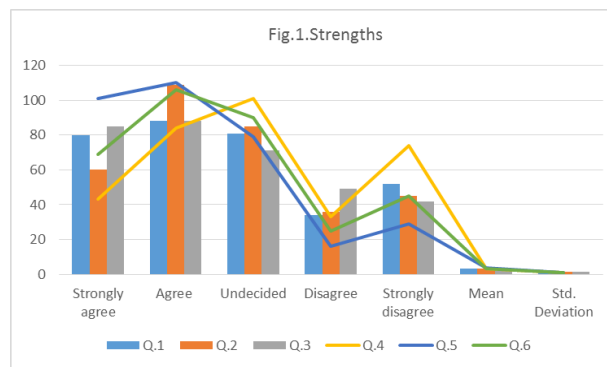


Fig. 1 strengths

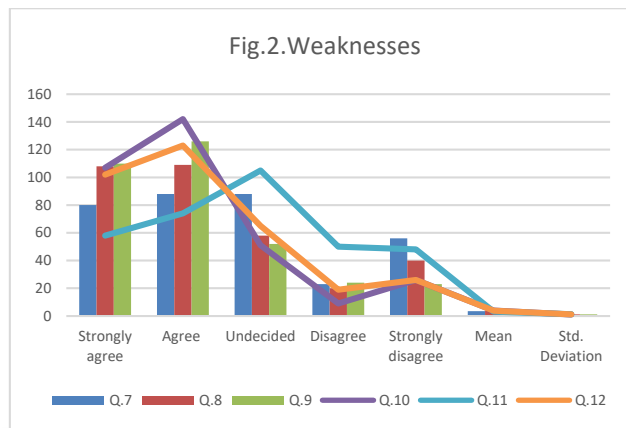


Fig. 2 Weaknesses

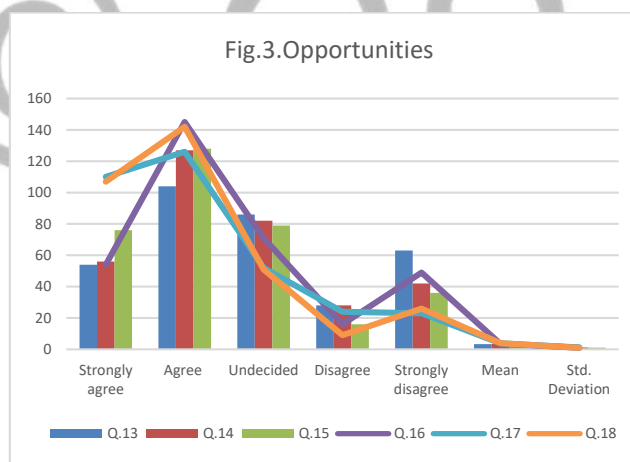


Fig. 3 Opportunities

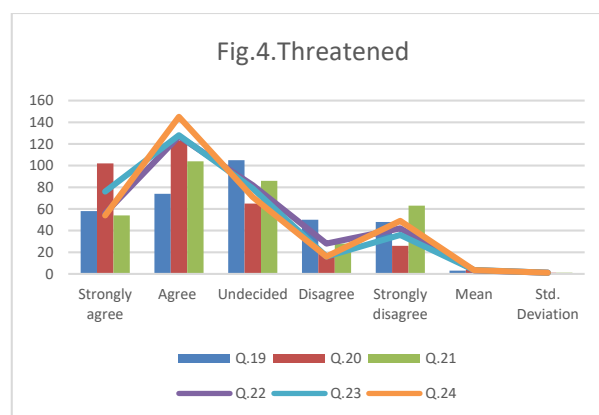


Fig. 4 Threatened

XIV. RESULTS

This section introduced a summary of the SWOT analysis resulting from the discussion of previous studies, the Blackboard Learning Management System, provides an integrated educational system for managing courses and providing them to educational institutions, as it enables the management of academic content, as well as allow communication, an assistant system for analyzing student assessments.

The system includes various capabilities that make it an advanced system for data integration with student information systems, from many variables, and it is not without weaknesses that are represented in the blackboard environment's lack of cloud capabilities, which makes it a slow system due to the wide variety of features of the connected devices and version variations in operating systems, As for opportunities, the Blackboard provides various capabilities for IT staff to adapt to the needs that suit the needs of educational institutions. These opportunities provide context-sensitive tools and options for all activities for teachers and students, gain insight into the best communication methods for effective preparation within the organization [10].

From another perspective, Blackboard's threats are that the migration to the cloud is unsuccessful, and the cloud computing options are insufficient with regard to the internal goals of different educational institutions. The following paragraphs explain the opportunities, strengths, weaknesses, and threats to the blackboard system from the perspective of the learners [13].

XV. STRENGTHS

Students learned some of the material independently and help them to apply the learning in learning more easily Environment. They found that the blackboard enables students to learn inside and outside the classroom, and allows them to follow up even while roaming through mobile devices, and the services provided to students make the classroom more interactive, from another perspective that students can share the actual classroom by sharing assignments Quizzes, quizzes, and presentations and discussions thus reduce fatigue, resulting in more productive classroom interactions through pre-coordinated work encouraging them to use time outside of the classroom for meaningful activities [17].

Short tests via the blackboard enabled students to practice on various question models, this diversity gave students immediate feedback on the answers, the benefit was in the method of delivery and the immediate evaluation process at the moment of delivery and completion, on the other hand, the homework can be delivered easily in more than one way, As for the content and study materials, there are many ways to present the materials based on the objectives of the course content.

The use of multimedia, external links, and the publication of classroom materials (PowerPoint) was useful for understanding the course content, and formative assessments of presentations could be consulted frequently throughout the semester.

The most prominent feature of e-learning is the process of direct and immediate evaluation of exams, and this model of self-evaluation is considered plans for education and self-development by repeating exams in more than one way more than once. Improve course vocabulary. Other features are the creation of online polls for the class evaluating sessions in real-time, as it enables the blackboard to create dialogue outside the classroom between students and teachers, through discussions and forums available in the program [12].

XVI. WEAKNESSES

There are many advantages of using Blackboard, which includes coordinating activities between faculty and students, allowing students to communicate via class chat rooms, as well as many disadvantages, which includes a lack of cloud features, which makes it a slow system due to the sheer number of features and variety of devices connected to it, as well as differences in operating systems between versions. There are also weaknesses in Blackboard's internet speeds, especially when the time is limited, like during tests, or when virtual sessions are offered, special settings may be required to enable laptops and desktops to connect to Blackboard [5].

There were several restrictions relating to specific types of data and files, which made it more difficult for students. Moreover, online exams incur additional costs for technology setup, which are not necessarily affordable for all off-campus students.

In general, Blackboard lacks cloud functionality (an older script) like other e-learning management systems in part due to slow development due to the variety of product features and variety of versions. In addition, various products lack quality due to modifications and changes made to web browser technology [18].

XVII. OPPORTUNITIES

Considering the advantages offered by e-learning systems in that they can be used at any time, even when it is not possible to attend traditional classes. With the flexibility these systems provide, learners are able to complete the tasks assigned to them in a variety of formats and at times that are convenient to them.

Moreover, this technology provided unified content for all learners of their different sites, where the content is available in various languages online. In addition, it filled the shortage of faculty members, as one teacher can register any number of students in one course for any level. As another advantage, IT staff can acquire technical and software expertise with the assistance tools provided by those systems, and develop administrative skills as a result of being able to adapt Blackboard to meet the specific needs of their organization [4].

Students and teachers will be able to develop context-sensitive tools and options for all activities, and IT staff will be able to create effective solutions for many LMS and Blackboard functionality issues, leading to the development of appropriate cloud computing options for change, while companies will gain insights into the best ways to communicate for effective preparation and training (Alturki et al., 2016).

XVIII. THREATS

It is noteworthy that Saudi universities and colleges have achieved great advancements in e-learning, including Al-Jouf University, which is one of the modern universities in Saudi Arabia. Al-Jouf University implements e-learning curricula for students who study remotely or attend classes regularly.

An effective Blackboard implementation requires a stable, high-bandwidth network, which is needed to access learning content and connect to virtual classrooms, as needed. There should be a clear requirement in the policies and legislation of higher education institutions regarding e-learning systems so that quality and standard e-learning plans are achieved [16].

E-learning requires institutions that aspire to implement it to develop appropriate policies in order to maintain the e-learning approach. Legislation and policies concerning e-learning are also necessary. However, e-learning is also under threat because user tasks have been reduced in order to reduce technical techniques [1].

Due to the increased use of digital devices, there is likely to be a degradation in knowledge as students cheat by exchanging user IDs and passwords to complete tasks on behalf of others. While conducting online coursework or assessments, chat sessions have proven to be distracting. Moreover, there is a lack of global and national competition among student employers. Students who are studying e-learning, especially at the university level.

XIX. SUMMARY OF FINDING

TABLE 3: KEY RESPONSES TO BLACKBOARD LMS'S STRENGTHS AND WEAKNESSES

Strengths	Weaknesses
Using study materials, getting immediate feedback, adjusting lessons according to student schedules, engaging students in/out classroom.	Connectivity problems, expensive resources, incompatibility of hardware and software, and time-limited assignments are stressful
Longevity in the e-learning environment	Lacking in cloud capabilities
Offers blended learning for different learning styles	Aspects of slow development due to the wide range of product features.
Learning and teaching can be critically assessed using the LMS.	These products and features lack quality due to changes in browser technology and modifications.
Easy to use and navigate	relatively outdated platform
Offers Flexibility and Efficiency	Dealing with Technical Issues

TABLE 4: KEY RESPONSES TO BLACKBOARD LMS'S OPPORTUNITIES AND THREATS

Opportunities	Threats
Availability of classes on a regular schedule and uniform delivery of content Handles faculty shortage	In assignments, internet shorthand is used in chat sessions and other distractions
Understandable content, especially for international students	Student exchanging IDs and passwords for assignments
Develop adequate cloud computing options	Blackboard transition unsuccessful for students and faculty
Organizational IT staff will have several opportunities to customize Blackboard.	Lack of adequate cloud computing capabilities and options
There are chances to develop effective support for Bb functionality and common LMS issues.	Cost of more advanced cloud computing capabilities
IT staff will be able to develop context-sensitive tools and options for all activities.	Insufficient technical support

XX. CONCLUSION

The e-learning and distance education systems at Al-Jouf University are intended to assist with the achievement of its strategic goals of establishing a quality assurance system in higher education and remaining competitive in the region and internationally based on the quality of its learning output.

In fulfillment of the university's vision of being a leader in e-learning locally and regionally, the university will spread a culture of using technologies effectively for distance learning, while providing services to develop high-quality scientific outputs that will benefit the community.

University managers can effectively achieve their aspirations through e-learning. This solidifies the relationship between the two and the way in which the significance of the study was derived.

Studying the SWOT analysis of Blackboard as an online learning management system to enable interaction between students and teachers in online lectures for use in university education environments examined the strengths, weaknesses, opportunities, and threats (SWOT) associated with Blackboard use. Various methods and procedures were used by the researcher to evaluate students' perceptions manually, and qualitative content analysis was used to classify and align the data [9].

Based on the results, it was concluded that students understand the Blackboard SWOT terms and how to apply them, to produce an integrated approach to the provision of e-learning programs that require an electronic environment that supports performance and encourages learning.

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