

The Use of the Learning Management System (LMS) Application in Learning the History of Islamic Culture

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Abstract

This research was carried out at MTs Agung Alim Blado, Batang Regency through a teaching and learning process. The aim of the research is to analyze the process of teaching and learning activities using digital learning applications in the form of a learning management system (LMS) that are applied face-to-face and online. This research includes descriptive research with a qualitative approach. The research subjects were class VIIIA students at MTs Agung Alim Blado. Data was collected by questionnaire and analyzed using descriptive analysis techniques. Qualitative data were collected through interviews and document analysis. Then analyzed with an interactive analysis model, including: data collection, data reduction, data presentation and drawing conclusions. The results of the study show that the obstacles faced by SKI teachers in carrying out learning in schools with limited skills in using digital learning applications. In addition, SKI teachers need digital learning applications in the form of a learning management system (LMS) that accommodates the achievement of 3 competency domains for students, namely cognitive, affective, and psychomotor.

Keyword: learning management system application

A. Introduction

Islamic Cultural History Education is one of the religious education. Religious education is believed to be one of the efforts to preserve the noble values of religious teachings from educators to students. These conservation efforts are considered important, so that the noble values of religion can still be implemented in everyday life and will continue from generation to generation. Various ways and methods are taken so that the younger generation can have and implement the noble religious values adhered to by their predecessors (Zubaidi, 2001:167). At the formal education level, efforts to conserve noble religious values manifest in the establishment of religious education as one of the subjects in the 2013 Curriculum Structure. The content standards for the 2013 Curriculum include Core Competencies and Basic Competencies. Core Competency is the ability level of students to achieve Graduate Competency Standards (SKL). These Core Competencies and Basic Competencies include Core Competency 1 (Spiritual Attitude), Core Competency 2 (Social Attitudes), Core Competency 3 (Knowledge), and Core Competency 4 (Skills). (Guideline Development Team, Ministry of Education and Culture, 2014: 5-7)

In the implementation process, learning Islamic Cultural History subjects in schools, especially in Islamic education institutions, is very dependent on the

pedagogical skills of SKI teachers in presenting the learning process. SKI teachers are required to be skilled at designing, carrying out their learning, and carrying out evaluations. In carrying out SKI learning, teachers are required to be able to mix appropriate learning methods so that learning objectives are achieved accurately. During the pandemic, practically the implementation of the learning process was carried out remotely. And this is an additional problem that must be faced by SKI teachers in designing their learning. In order to help teachers design distance learning, several telecommunications network industries have introduced Learning Management System (LMS) products to the public. The Learning Management System is an application used for the learning process in online networks, electronic learning programs (e-learning programs), and training. (Munir, *Edutrained: Journal of Education and Training* Vol. 6, No. 1, July 2017: 126). Among the LMS products are Edmodo, Google Classroom, Quipper, Ruang Guru, and so on. There is also an LMS made by the regional government of Central Java, namely Central Java Smart. Of the many LMS that have been produced, not many have been used by SKI teachers in carrying out their learning process. As a pre-development study, this study attempted to obtain answers to the following questions: 1) a description of the use of learning applications in the subject of Islamic Cultural History at MTs Agung Alim Blado, Batang Regency; 2) the obstacles faced by Islamic Cultural History subject teachers in learning; 3) formulation of instructional media needed in Islamic Cultural History learning. The aims of this research are as follows: 1) to obtain information about the extent to which learning applications are used in the subject of Islamic Cultural History at MTs Agung Alim Blado, Batang Regency by SKI teachers; 2) obtain information about any obstacles faced by Islamic Cultural History subject teachers in learning; 3) obtain information about what learning media formulations are needed by SKI teachers in implementing Islamic Cultural History learning online or face-to-face.

Hamzarudin (2020) has carried out many studies related to the use of information technology in the implementation of learning. *The Use of Google Classroom-Based Learning Management System in Learning*. This study uses a case study methodology to find and collect information related to the use of Google Classroom in learning in previous research articles. The feasibility of Google Classroom as a learning medium shows a very good average validation result, so it can be said to be feasible as a learning medium.

Meanwhile Nur Ika Sari et al (2020) researched the Development of a Learning Management System (LMS) in the Era of the Covid-19 Pandemic in Early Childhood Education. The results of the LMS that have been developed and validated for the devices used in the LMS using the online survey method are considered very feasible to use.

Regarding the design of a learning management system application, A'am Rifaldi Khunaifi et al (2022) also conducted research on the use of learning management system (LMS) applications using sevima edlink for high school teachers and the results of this activity showed an increase in ability based on pretest results with the value of 62.3 increases in the posttest results with a value

of 80.5. The N-Gain score results show an increase in the teacher's ability of 0.48 in the moderate category.

While Iim Halimatul Mu'minah et al (2021) Socialization of the Use of the Learning Management System (LMS) in Online Learning for Teachers during the Covid-19 Pandemic at MTsN 2 Majalengka "The results of the dedication showed a positive response to one of the LMS which showed effectiveness in learning online during the covid-19 pandemic is the WhatsApp Group. This WhatsApp Group provides convenience in the learning process with the features in this WhatsApp Group for both teachers and students.

B. Method

The method used by the authors in this research is descriptive research with a qualitative method approach or better known as descriptive qualitative. The subjects of this study were 20 class VIIIA students at MTs Agung Alim Blado, Batang Regency for the 2022/2023 academic year.

Data collection methods and instruments in this study were 1) data collection methods in the form of observing teacher (researcher) and student activities through face-to-face and online learning, 2) data collection instruments in the form of observation instruments of teacher activities in face-to-face and online learning, activity observation instruments students in face-to-face and online learning, and 3) the method/technical data analysis used is an analysis of observations of teacher and student activities in face-to-face and online learning. The procedure for carrying out the research in general/overall is as follows 1) the researcher observes the activities of teachers and students in the face-to-face and online learning process, 2) The researcher carries out the learning process face-to-face and online. Activities carried out by researchers in the face-to-face and online learning process are as follows: (a) opening lessons, (b) praying before learning activities, (c) making attendance, (d) asking questions to students about the material that has been studied previously, (e) convey learning objectives, (f) motivate students, (g) convey steps, (h) deliver material to be studied, (i) provide opportunities for students to respond or ask questions about the material that has been presented, (j) form students in groups and distribute LKPD, (k) guide and observe students in completing discussions (l) Ask students to present the results of discussion activities (m) Provide feedback (n) Guide students to summarize lessons (o) Deliver meeting material next (p) Doing prayer and closing the lesson.

This study will describe the analysis of the use of the Learning Management System application in SKI learning starting from the introduction, core and closing. The subjects of this study were 20 class VIIIA students at MTs Agung Alim Blado, Batang Regency, in the 2022/2023 academic year.

C. Discussion

Learning is a process of interaction between students and educators, with learning materials, delivery methods, learning strategies, and learning resources in a learning environment. The learning process as a whole includes preliminary activities, core activities, and closing activities. The data obtained by the

researcher through observation regarding the activities of teachers and students in learning are described in the following table:

Table 1. Implementation of Teacher Activities in Face-to-Face Learning

No.	Teacher Activity	Yes	No
1	The teacher opens the lesson by greeting	✓	
2	Doing Prayer Before Learning Activities	✓	
3	Conduct Presence Activities	✓	
4	Linking Previous And Current Learning	✓	
5	Delivering Learning Objectives	✓	
6	Motivating Students	✓	
7	Convey Steps/Strategy	✓	
8	Delivering Material	✓	
9	Giving Students the Opportunity to Ask Questions About Materials Which Learning Materials Not yet Understood	✓	
10	Forming Groups, And Distributing LKPD	✓	
11	Guiding And Observing Students In Finishing the Discussion		✓
12	Asking Students to Present the Results of Discussion Activities		✓
13	Provide Feedback		✓
14	Guiding Students Summarizing Lessons		✓
15	Presenting Materials for the Next Meeting		✓
16	Doing prayer and closing the lesson	✓	

From table 1 the results of observing the implementation of teacher activities in face-to-face learning can be seen that not all activities in the implementation of the discovery learning model in learning can be carried out. Implementation of teacher activities in face-to-face learning can only be implemented as much as 75%. This means that in the implementation of teacher activities, only 12 of the 16 activities that must be carried out can be carried out. The four activities that have not been carried out are asking students to present the results of discussion activities, provide feedback, guide students to summarize lessons and deliver further material.

The factor that caused the four activities not to be carried out was the inefficient use of time. This is in line with the opinion of Hosnan (2014: 288-289) who argues that the implementation of the Learning Management System (LMS) takes up a lot of time because teachers are required to change their teaching habits, which are generally as information providers to become facilitators, motivators, and mentors.

Table 2. Implementation of Teacher Activities in Online Learning

No	Teacher Activity	Yes	No
1	The teacher opens the lesson by greeting	✓	
2	Doing Prayer Before Learning Activities	✓	
3	Conduct Presence Activities	✓	
4	Linking Previous And Current Learning		✓
5	Delivering Learning Objectives		✓
6	Motivating Students		✓
7	Convey Steps/Strategy		✓
8	Delivering Material	✓	
9	Giving Students the Opportunity to Ask Questions About Materials Which Learning Materials Not yet Understood	✓	
10	Forming Groups, And Distributing LKPD		✓
11	Guiding And Observing Students In Finishing the Discussion		✓
12	Asking Students to Present the Results of Discussion Activities		✓
13	Provide Feedback		✓
14	Guiding Students Summarizing Lessons		✓
15	Presenting Materials for the Next Meeting		✓
16	Doing prayer and closing the lesson	✓	

From table 2 the results of observing the implementation of teacher activities in online learning can be achieved a lot. This is because the teacher's (researcher) mastery of the LMS application is still lacking considering the time spent conducting research is not long. In line with what Pohan (2020) has stated, the problem experienced by teachers is the ability to use technology in the online learning process, because not all teachers master various learning platforms as other media that support the online learning process, so this becomes a problem for teachers in implementing online learning process. However, according to Anugraha (2020: 287) explains that "the advantage of online learning is that it is more practical and relaxed, practical because it can give assignments at any time and report assignments at any time".

Table 3. Implementation of Student Activities in Face-to-Face Learning

No	Kegiatan Guru	Ya
1	Readiness of Students in Following Learning	80%
2	Student Enthusiasm During Apperception	65%
3	Students' Attention to Teachers in Delivering Material Activities	75%
4	Student Activeness in Asking	85%

5	Student Activeness in Answering Questions	70%
6	Student Skills in Conveying Opinions	60%
7	Student Interaction in the Discussion Process	75%
8	Involvement in Following the Learning Process	70%
9	Performance of Work Results (Presentation)	50%
10	Student Skills in Applying Concepts/Principles of Problem Solving	90%

In table 3, data is obtained from the results of implementing observations of student activities in face-to-face learning. In observing the implementation of student activities in face-to-face learning, the highest percentage of student activity data was obtained in student interaction activities in the discussion process and student skills in applying concepts/principles of problem solving by 90%. While the second highest percentage of the implementation of student activities in face-to-face learning is 85% in student activity in asking questions. This opinion is in line with what Hosnan (2014: 287-288) put forward. 2) Make it easier for teachers to collect and analyze data on student learning outcomes in a shorter time. 3) Making it easier for teachers to find and organize learning materials for students 4) Learning time is more efficient because online learning can be accessed anywhere and anytime. 5) LMS learning methods that use several information technologies in the form of images, sound, animation, video, and text make learning material easier to understand and not boring. 6) Encourage students to carry out independent learning. 7) Learning content for students can be well documented. 8) Facilitate interaction between teachers and students with chat features and discussion groups. 8) Alternative online learning during the COVID-19 pandemic. (Salman Hakim Darwadi: 2022).

This system is a learning management system that can help teachers plan and create syllabus, manage learning materials, manage student learning activities. Because it is based on a digital application, besides making it easier for teachers to plan online learning processes, LMS also makes it easier for students to access learning content from anywhere and anytime.

Table 3. Implementation of Student Activities in Online Learning

No	Kegiatan Guru	Ya
1	Readiness of Students in Following Learning	80%
2	Student Enthusiasm During Apperception	65%
3	Students' Attention to Teachers in Delivering Material Activities	55%
4	Student Activeness in Asking	65%
5	Student Activeness in Answering Questions	70%
6	Student Skills in Conveying Opinions	60%
7	Student Interaction in the Discussion Process	65%
8	Involvement in Following the Learning Process	60%
9	Performance of Work Results (Presentation)	50%
10	Student Skills in Applying Concepts/Principles of Problem	70%

From table 4 the results of observing student activities in online learning obtained the highest percentage in student readiness activities in participating in learning by 80%. When the teacher opened learning in the WA group and asked students to take part in learning activities via Google meet, as many as 16 students responded well. However, when the teacher started the learning process on Google Meet, student participation began to decrease. This incident was also supported by the expressions of Cahyani, Listiana & Larasati (2020) through pre-research interviews conducted with several teachers that during online learning, student motivation decreased, only a few participated and were active in learning. Aminullah (2021: 24) also explained that "the involvement of students in online learning is indeed not as big as in direct or face-to-face learning. The fact shows that while online learning is carried out, students do more other activities such as playing." The lack of student participation in participating in online learning results in disagreement with opinion. This finding is in line with research results which state that LMS can provide facilities for better interconnection with parents to students, LMS can provide infrastructure for all assignments, children can also use content that has been prepared by the teacher as long as there is good communication and collaboration between the teacher and parents (Dias & Diniz, 2013). Apart from that, this is in line with what has been stated that the development of LMS has fulfilled four management functions, namely planning, organizing, implementing and evaluating (Aryani et al., 2020). Based on this explanation, it can be concluded that the development of LMS is in accordance with the learning management function but must still be based on learning principles.

D. Conclusion

1. Conclusion

Based on the research results obtained, the final conclusions can be drawn as follows:

1. Most PAI teachers have used a simple application (Whatsapp) to carry out distance learning. A small number of them utilize complex applications (Learning Management System) in the form of Google Meet and other digital applications.
2. The obstacle faced by most PAI teachers in implementing distance learning is the unavailability of easy applications for teachers and students that can support the implementation of distance learning interactions.
3. A specific learning management system application is needed to facilitate the implementation of distance learning carried out by SKI teachers, by reducing their operational costs. This can be realized if the provision of the LMS SKI application is facilitated by the state or government.
4. The LMS application prototype needed to facilitate the learning process according to the characteristics of SKI subjects contains the following features

- a. Video conferencing feature, which is used for learning cognitive and affective
- b. Discussion or chat forum features, which are used to deepen students' insights and understanding of learning material (cognitive aspect) and to raise students' awareness to behave properly according to the material delivered by the SKI teacher (affective aspect) Multimedia upload and download features, which can be used by SKI teachers and their students. SKI teachers can take advantage of this feature to upload their learning materials to the LMS, and can download students' work and reports of learning outcomes via the LMS. . Likewise, students can download material delivered by the SKI teacher, as well as upload their work and reports on their learning outcomes via the LMS.
- c. Computer based test (CBT) feature, which can be used to assess students' cognitive learning outcomes in real time Download and upload features for observing student behavior at home filled in by parents. In addition, this feature can also be used to download and upload self-assessment forms filled in by students.

2. Suggestion

Based on the research that has been done, the authors hope that especially the MGMP SKI Batang Regency will take the initiative to pioneer and create a special SKI learning management system, to provide better learning services in the future. So that the competence and digital skills of SKI teachers increase and are ready to compete and side by side with teachers of other subjects.

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