

The Effectiveness of Learning Management System in Higher Education: A Case Study of Social Sciences Course Content

Yenni Arnas¹, Andy Ahmad², Otto Fajarianto³

¹Politeknik Penerbangan Indonesia Curug, Tangerang, Indonesia

²STKIP Kusuma Negara, Jakarta, Indonesia

³Universitas Negeri Malang, Malang, Indonesia

yenni.arnas@ppicurug.ac.id¹, andyahmad@stkipkusumanegara.ac.id², otto.fajarianto.fip@um.ac.id³

Abstract

Due to the Ministry of Education and Culture's circular letter, the education sector must innovate in carrying out its duties and functions in educating students even though they do not meet face-to-face. The modern education paradigm requires educators and students to be technologically literate. The online learning that is intended is based on ICT by utilising the internet as the main media. Learning Management System is a software for administration, documentation, reports of an activity, teaching and online learning activities online. Social Science is a subject in schools that is designed on the basis of phenomena, problems, and social realities with an interdisciplinary approach. The utilisation of Learning Management System in social studies learning concept courses became the study of this research. The data collection used is a questionnaire given to students through Google Form at the final meeting of the lecture. This research uses non-test data collection techniques in the form of observation, questionnaires, and documentation. In this Learning Management System, the learning system and communication between lecturers and students can be carried out well by utilising the features available in the LMS application.

Keywords : Learning management system, social sciences, e-learning

INTRODUCTION

The Covid-19 pandemic that emerged in early 2020 has made drastic changes to people's lives in modern times (Ahmad, 2022), which eventually led the Government to finally issue a Government Regulation that regulates large-scale social restrictions. It is stated in the Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating the Handling of Corona Virus Disease 2019 (COVID-19) (Kemendikbud, 2020). With the existence of a Circular Letter from the Ministry of Education and Culture, the education sector must innovate in carrying out its duties and functions in educating students even though they are not face-to-face (Fitriani, 2020). The Distance Learning requires good infrastructure tools in terms of back-end and front-end systems to meet the needs of learning during the Covid-19 pandemic. The advancement of science and technology has affected the use of teaching aids in schools and other educational institutions. With technological advances, the development of education in schools is increasingly experiencing changes and encourages various efforts to change in order to improve the quality of education. There are two of these indicators: learning connectedness and learning engagement (Kurniawan & Fajarianto, 2022).

E-learning is the concept of digital or online learning, with this concept providing opportunities for teachers and students to carry out learning processes that are not limited by space and time (Agustina, 2013). The development of information and communication technology is currently changing the conventional education paradigm to modern or digital education. The modern education paradigm requires educators and learners to be technology literate. The intended online learning is based on ICT using the internet as the main media and with the rapid advancement of information technology can now support the implementation of e-learning. One of the tools that can accommodate such learning is through Learning Management System (LMS). An LMS is a set of web-based systems used by teachers/lecturers/and or students to share resources, submit and complete assignments and interact online (Astriani, 2021).

LMS or better known as Learning Management System is a software or software for administration, documentation, reports on an activity, teaching and learning activities online (connected to the internet), e-learning and training materials and everything is done online. There are several functions of learning media, including increasing learning motivation and student attention, improving the effectiveness and efficiency of information delivery, and the convenience of digesting content. From the functions above, we can conclude that the existence of learning media is important to help students in their learning journey.

- 1) Learning Management System (LMS) or Course Management System (CMS), also known as Virtual Learning Environment (VLE) is a software application used by educators, either in universities/colleges and schools as an internet-based online learning media (e-learning) (Amiroh, 2013). A Learning Management System (LMS) is used to manage e-learning that includes several aspects such as content, placement, management, and assessment (Mahnegar, 2012).
- 2) A LMS is an integrated software unit that comprehensively integrates various features for course delivery and management. It will automatically handle course catalogue, course delivery, assessment and quiz features. LMS is basically a software that contains features needed in the learning process. By utilising an LMS, lecturers or teachers can manage classes and exchange information with students. In addition, access to learning materials that take place within a predetermined period of time can also be done.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are needed by themselves, society, nation, and state (Ahmad, 2022). Social Sciences is a subject that studies various social science disciplines and fundamental human activities that are scientifically packaged (Ahmad,

2020) Social Sciences is designed on the basis of phenomena, problems, and social realities with an interdisciplinary approach involving various branches of social sciences and humanities (Surahman, 2017), in a simplified manner, some define it as the study of humans studied by students at the primary and secondary school levels. In practice, the field of study is often referred to by the terms anthropological-sociology, economics, geography, history, political science, psychology, or social psychology. Some also link the field of social studies with philosophy or religion, art and music, literature, and even associated with science. Essentially, all these aspects are important to the understanding of human nature. Besides the terms that have been mentioned above, there are also other terms, which are occasionally used to address the field of social studies. The terminology, among others, is Social Education and Social Learning. The development of social studies education is not only directed at the development of the competencies associated with intellectual aspects only. These social skills became one of the factors developed as a competency that must be mastered by students in social studies education. The skills of searching, selecting, processing, and using information to empower themselves as well as the skills of working with diverse groups seem to be particularly important aspects owned by students who will become an adult citizen and actively participate in the global era (Parni, 2020). The objective of social studies learning is to develop the potential of students to be sensitive to personal problems and social problems that occur in society, to have a positive mental attitude towards improving all inequalities that occur, and to be skilled in overcoming any problems that occur daily in the family environment, both those that happen to themselves and those that happen to society in general (Darayanti, 2022) The implementation of a learning will have a major effect on the ability of students to educate themselves (Manik, 2016) This research tries to examine the use of LMS in the Social Sciences Basic Concepts course for Elementary School Teacher Education students.

RESEARCH METHODS

The study was carried out at the Kusumanegara School of Education (STKIP) in 2022. In this study, the data was collected using a questionnaire given to students through google form at the end of class. This study uses non-test data collection techniques in the form of observation, questionnaires, and documentation. The questionnaire used a Likert scale. The Likert scale maximum score for a unit of analysis is the number of items in the scale multiplied by 5 given the symbol 5k, while the minimum Likert scale score for each unit of analysis is the number of items in the attitude scale multiplied by 1 given the symbol (Djaali & Muljono, 2008) The instruments used are compiled by referring to the research variables then the items of statements and questions based on the grids given. The data were analysed using percentages by examining the frequency of the student responses.

RESULT AND DISCUSSION

During the COVID-19 pandemic, all learning activities that are usually carried out in universities must be conducted online, making lecturers and students adjust to new changes in the online learning process. Universities are encouraged to be hardworking, thinking creatively and also adaptive by transforming the learning model that was conventional-based into e-learning-based or online learning. Learning Management System is one of the media used in online learning. The utilization of the Learning Management System during the COVID-19 pandemic has been incredibly supportive of the learning process in the educational process.

The data on student responses were obtained using a questionnaire survey method. The questionnaire responses were filled in after students used the LMS. There were three aspects that guided the survey questions, i.e., the usage of the LMS, the delivery of lessons, and the interface of the LMS. In the LMS usage aspect, there are questions about user convenience, user benefits, and user feedback. The questionnaire results for the usage aspect got a percentage

of 84.31%, indicating that the LMS is user-friendly, enjoyable, and relatively affordable to use. The results of the questionnaire analysis of the content delivery aspect received a percentage of 83.33%, which means that the presentation of the content on the LMS is well established. The results of the questionnaire analysis for graphic design on the LMS received a percentage of 82.71%, indicating that the graphic design on the LMS has a good and interesting display.

Table 1 Aspects and focus of questions.

ASPECTS	PERCENTAGE
CONTENT AND OVERVIEW	83,31 %
USER-FRIENDLINESS	84,31 %
GRAPHIC DESIGN	82,71%
EASE OF USE OF LMS	8%
USABILITY OF THE LMS	87,50%

The shortcomings of the LMS are the fact that not all areas are equipped with internet facilities (including electricity, computers, or laptops), however the students responded positively to the use of the LMS in learning, despite having access to the LMS only in a limited number of areas. The students were delighted and felt that learning the Social Sciences Basic Concepts with LMS was more engaging. This is demonstrated by the results of the usage obtained a score of 87.50% in the excellent category. The indicators regarding the ease of use of the LMS apparently get the least response of 8%, which is due to some students experiencing difficulties when logging into the LMS. It was recorded in the system that many students experienced errors when typing the username, including the use of uppercase and lowercase letters and space characters. Based on the analysis of the questionnaire on the usage aspect, it is concluded that the LMS can be used as an alternative to in-class learning.

CONCLUSIONS

In the implementation of this Learning Management System, the instructional and communication system between lecturers and students is maintained by utilising the features available in the LMS. From the results of the questionnaire analysis of the usage aspect, it is concluded that the LMS has the potential to be used as an alternative to standard classroom learning with high percentage of LMS usage and thus can become a good and sustainable learning platform throughout the Covid-19.

REFERENCES

- Agustina, M. (2013). Pemanfaatan E-Learning sebagai Media Pembelajaran. *Seminar Nasional Aplikasi Teknologi Informasi (SNATI)*, 8–12.
- Ahmad, A. (2020). The Usefulness Concept of Social Arithmetics for Social Sciences Learning Outcomes. *International Journal of Education, Information Technology and Others*.
- Ahmad, A. (2022). PERUBAHAN KEBUDAYAAN MASYARAKAT INDONESIA . *Wiksa Tahun*.
- Ahmad, A. (2022). Use of the National Museum as a Learning Resource for Social Science. *Journal of Socio Humanities Review (JSHR) Vol. 2, No. 2*, 56-62.
- Amiroh. (2013). Retrieved from <http://amiroh.web.id/antara-moodle-edmodo-dan-school-ogy/>.
- Astriani, L. (2021). PEMBELAJARAN JARAK JAUH MENGGUNAKAN LEARNING MANAGEMENT SYSTEM DI MASA PANDEMI COVID-19. *HOLISTIKA : Jurnal Ilmiah PGSD Volume V No. 1 Mei* , 54-59.
- Darayanti, P. (2022). PENGARUH MODEL PEMBELAJARAN INKUIRI TERBIMBING BERBANTUAN PLATFORM GOOGLE CLASSROOM TERHADAP MOTIVASI

DAN HASIL BELAJAR . *Jurnal Pendidikan IPS Indonesia*, Vol. 6 No. 2, Bulan Oktober , 57-69.

Djaali, & Muljono. (2008). *Pengukuran Dalam Bidang Pendidikan*. Jakarta: Grasindo.

Fitriani, Y. (2020). ANALISA PEMANFAATAN LEARNING MANAGEMENT SYSTEM (LMS) SEBAGAI MEDIA PEMBELAJARAN ONLINE SELAMA PANDEMI COVID-19. *JISICOM (Journal of Information System, Informatics and Computing)*.

Kemendikbud. (2020). Surat Edaran Kemendikbud Nomor 4 Tahun 2020. . Jakarta.

Kurniawan, C., & Fajarianto, O. (2022). Assessing Learning Management System (LMS) for The Dairy Farmer: Obstacles to Delivering Online Learning Content. *Jurnal Teknologi Pendidikan, December*, 341-352.

Mahnegar, F. (2012.). Learning Management System. . *International Journal of Business and Social Science*, 3(12), . , 144-150.

Manik, K. (2016). PENERAPAN MODEL TWO STAY TWO STRAY BERBANTUAN MULTIMEDIA UNTUK MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR IPS. *Harmoni Sosial: Jurnal Pendidikan IPS*, 39-49.

Parni. (2020). PEMBELAJARAN IPS DI SEKOLAH DASAR. *Jurnal Kajian Perbatasan Antarnegara, Diplomasi dan Hubungan Internasional*, 96-105.

Surahman, E. (2017). PERAN GURU IPS SEBAGAI PENDIDIK DAN PENGAJAR DALAM MENINGKATKAN SIKAP SOSIAL DAN TANGGUNG JAWAB SOSIAL SISWA SMP. *Harmoni Sosial: Jurnal Pendidikan IPS*, 1-13.