PROCEEDING

9 TH METRO INTERNATIONAL CONFERENCE ON ISLAMIC STUDIES (MICIS) : POST GRADUATE IAIN METRO

CONSTRUCTING SUSTAINABLE
EDUCATION, LAW AND ECONOMICS SYSTEM
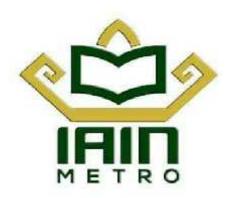IN THE POST COVID-19 PANDEMIC ERA

POSTGRADUATE OF IAIN METRO
2020

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9 TH METRO INTERNATIONAL CONFERENCE ON ISLAMIC STUDIES (MICIS) : "CONTRUCTING SUSTAINABLE EDUCATION LAW AND ECONOMIC SYSTEMS IN THE POST COVID-19 PANDEMIC ERA"
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3. Design of Arabic teaching Post Covid-19
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Constructing Sustainable Education, Law and Economics Systems in the Post Covid-19 Pandemic Era

LIST OF CONTENTS

THE USE OF LMS APPLICATION IN EDUCATION

IN THE NEW NORMAL TIME

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ABSTRACT

This qualitative study aims to identify how the LMS application is applied in lectures at IAIN Metro. Data which are in the form of written interviews with 10 lecturers and 50 students are documented, classified, and analyzed using the four-step version of Creswell. This paper concludes that: first, the difficulties of using the LMS of the lecturers are: difficult and the server does not support. Response from the students: the signal is often bad, expenditure increases, lack of socialization, many features must be learned, assignments can only be submitted via laptop. Second, response from the lecturers about the advantages of LMS: good and I don't know. From the students: practical, more disciplined, easily submitted assignments, any discussion room, save internet quota, nothing. Third, the weakness of LMS according to the lecturers: bad internet connection, difficult to understand, lack of socialization. Meanwhile, according to the students: must have knowledge of LMS, less interaction between lecturers and students, dependent on the internet, no notification, videos or photos cannot be uploaded.

Keywords: Application, Learning Management System, learning online.

A. INTRODUCTION

After an epidemic since early March, the Covid-19 pandemic does not appear to be over, while life must continue. Some countries have relaxed policies related to the mobility of their citizens; this is called the new order of life (new normal). According to Wiku Adisasmita, Chair of the Expert Team for the Task Force for the Acceleration of Covid-19 Handling, the understanding of the concept of a new lifestyle set by WHO is a change in behavior to continue to carry out normal activities but with the addition of implementing health protocols to prevent Covid-19

transmission (KOMPAS. com). Thus the community must adapt not to have physical contact with other people, avoid crowds, and carry out activities and work from home.

Related to this, the implementation of education is also carried out from home; including lectures. Since the beginning of the Covid-19 outbreak, lectures have been carried out from home, but staff and lecturers are still working from campus by implementing the Work From Home (WFH) and Work From Office (WFO) systems alternately, which are carried out in areas that are considered safe or green zones. In the Odd Semester in September 2020, IAIN (State Institute for Islamic Studies) of Metro implemented learning through the LMS (Learning Management System) application which was initiated by the Information Technology and Data Base Unit (TIPD). LMS is a learning technology that is carried out online and aims to implement, organize, and deliver learning material (Sabharwal et al.: 2018; Turnbull, Chugh, and Luck: 2019).

The application of something new is something that not everyone is able to accept and implement; this also applies at IAIN Metro. Not all lecturers and students can immediately adapt to the implementation of the learning system through the LMS application. This paper aims to answer the question of how the LMS application is applied in lectures at IAIN Metro.

According to Lee (2009), online teaching systems are related to usage technology in constructing system infrastructure with adequate performance. The growth of online teaching also has an effect on the latest developments in information technology (Coombs, 2010). As technology changes and advances, learning can be done remotely; this is what is called online teaching. According to Major (2015), technology brings information about the world into our lives. In online teaching, technology is considered important not only as a background but also as a teaching context, because this is the place where the teaching and learning process takes place. In online teaching, learning requires technology and the internet is a development of something that occurs face-to-face in class.

According to Cooperman (2017), it is very important for teachers who teach online classes to have knowledge of technology or the ability to use new technologies that can be delivered in online learning effectively and efficiently. Each of the skills in using technology that teachers have learned is of course related to the positive development of their teaching; both face-to-face and online classes.

According to England (2012), there are several roles of technology, namely as content carriers, practical tools, communication tools and learning management tools. As a communication tool, the internet allows students to learn many things in the world in connecting and communicating with their teachers and friends. Thus, the internet becomes a commercialization for obtaining information and becomes a paradigm in the teaching and learning process as an interactive means (Forsyth, 2001).

The internet has facilitated e-learning. In particular, online e-learning or electronic learning, training, teaching or education via computers or other digital devices, such as: smartphones, tablets, even cell phones connected to the internet. We can also see that online education refers to e-learning. This usually leads to distance education which does not involve traditional classroom settings in which teachers and students are taught

According to Ryan K. Ellis (2009), Learning Management System is internet-based software, which is used in electronic learning programs. In the current pandemic situation, LMS plays a very important role in facilitating and improving the teaching and learning process. An LMS does not only allow the delivery of learning via electronic devices to improve student learning outcomes in a collaborative environment; but also allows teachers to focus on designing all meaningful pedagogical activities (Kattoua, Al-Lozi, and Alrowwad 2016).

In general, the LMS application has several features, including the following: A). Administration, in the form of information about units related toteaching and learning processes, such as:

  ☐ Goals and objectives

- Syllabus
- Teaching methods
- Class schedule
- Tasks
- Exam schedule
- Listof references or reading material
- Teacher profiles and contacts
- Trackingand monitoring.

B). Delivery of material and easy access to reference sources, namely:

- Dictates and lecture notes
- Presentation materials
- Examples of past exams
- FAQ (Frequently Asked Questions)
- Reference sources for work on assignments
- Sites that are considered useful
- Various articles in online journals

C). Assessment

D). Online examinations and feedback gathering

E). Communication, in the form of:

- Onlinediscussion forums
- Mailing list discussion
- Chat

LMS applications have various types, namely:

1. MOODLE, stands for Modular Object Oriented Dynamic LearningEnvironment, which is the name for an application program that is able to change learning media into web form. This application allows students to enter a

digital 'classroom' by accessing various learning materials, quizzes, and electronic journals. At IAIN Metro, the LMS application used is the MOODLE application.

2. Dokeos, a means of distance learning (e-learning) for based applicationsthe web. Dokeos is free software released by the GNU GPL and its development is supported internationally. The operating system is certified and can be used as content for the education management system. The content includes distribution of learning materials, calendars, learning progress, conversations via text, audio and video; exercises and tests, also capable of keeping records.

3. OLAT, a web-based application called the systemlearning management that supports every type of online learning. This application is a free and open source software application that supports various e-learning standards, such as LMS and SCORM. Developed at the University of Zurich in 1999, OLAT underwent various developments. On the OLAT version7.0 saw the addition of many new features, in addition to implementing other important standards.

4. a Tutor, is a type of LMS that is designed to have quick access and adaptability. Admin can install and update a Tutor, set new themes, and expand all its functions with feature modules easily and quickly. Students can also add, package, and redistribute web-based instruction content, import content, and combine lessons online. Students learn in an adaptive learning environment.

5. Sakai, used to support collaborative teaching and learning and to support research and portfolio collaborations.

6. ILIAS, is free open source software under the GNU General Public License (GPL). ILIAS has become a learning management system that allows users to create learning content, carry out online teaching, and support communication and collaboration between users.

Like other applications, LMS also has advantages and disadvantages.

The advantages of LMS include the following:

1) The effectiveness of time in learning
2) Can collect and convey learning content quickly

3) Make it easier to process administrative and learning data using the internet.

The disadvantages of the LMS application are as follows:

1. Dependence on the internet

2. There is an e-learning site that uses a large bandwidth, so it takes a long time to access e-learning.

The benefits of using an LMS are as follows:

1. Study without time limit

2. Increase knowledge in technology

3. Can do learning anywhere.

B. METHOD

This study is a qualitative study, which, according to Holliday (2002),describe reality and social life; while Merriam & Grenier (2019) argue that this kind of research aims to understand phenomena from the perspective of participants. Qualitative research products are descriptive, not numerical. Research location at IAIN Metro. The research subjects consisted of 50 students of the third semester of the English Educational Department and 10 IAIN Metro lecturers.

The data collection technique used written interviews, one month after the implementation of the LMS application. For students, interviews are conducted via the WA group, then answers are sent via email. Meanwhile, for lecturers, interview via personal WA number. Data were analyzed by applying the four steps of Creswell's (2003) version, namely: collecting data, grouping, selecting, then interpreting the data.

C. RESULTS AND DISCUSSION

The purpose of this research is to find out how the LMS applied at IAIN Metro. More specifically, to identify the difficulties faced by users (lecturers and

students), as well as taking an inventory of the advantages and disadvantages of the LMS application.

To find out the user's difficulties regarding the application of the LMS, open-ended questions are asked to the users, that is "What are your difficulties in using the LMS application?", A description of the answers is as follows.

Table 1a

Lecturers' answers about the difficulties of using the LMS application

Answers	"None"	"Difficult"	"Server does not support"	"miscellaneous"
Total	1	4	3	2

Regarding the answer about the difficulty of using the LMS application, out of 10 lecturers, 1 person answered "there is no (difficulty)," he even added that the students were happy with the use of this LMS application. The answer "difficult" was delivered by 4 senior lecturers who thought that in order to use this application they had to study first. The answer "server does not support" was delivered by 3 lecturers who explained that servers on campus often have problems - especially in the morning - so it is difficult to open the LMS application. Other answers were given by 2 lecturers who explained that they had to master many applications applied on campus, such as applications to fill out the attendance list, for PPL, KPM, and others; so, they thought that it is hard for them to adapt another new application, namely LMS.

The answers from students related to questions about the difficulties of using the LMS application are very diverse. For more details, the answer can be seen in table 1b below;

Table 1b

Students' answers about difficulties of using the LMS application

Answers	"Signal does not always good"	"Expenses increased"	"Less socialization"	"Lots of features to learn "	"Assignments can only be submitted via laptop"
Total	35	3	5	2	5

Based on the student answers related to questions about the difficulty of using the LMS application, there were 35 people who thought that "frequent bad signals" resulted in server errors so that they had difficulty filling out the attendance list, because there was a time limit. Two other people argued that the LMS application made their "expenses increase," because they had to buy more internet quotas. Another opinion came from 5 students who said there was "a lack of socialization" about how to use the LMS application — even though there was a video tutorial — this did not make them understand. There were 2 people who said there were "many features they should learn;" while 5 other people thought that the difficulty lies in "the assignments that can only be submitted through laptops," even though not all students have them.

The second question is "What are the advantages of the LMS application that is applied on campus?" The response to this question can be seen in the table 2a.

Table 2a

Lecturer answers about the advantages of the LMS application

Answers	"Good"	"I don't know"
Total	3	7

From the lecturer side, when asked questions about the advantages of LMS applications, 3 people answered "good, we can do a lot in LMS; there is a discussion forum, providing materials and assignments, .. just complete ". Meanwhile, 7 other people gave the answer "I don't know". These 7 people-- including senior lecturers who are over 50 years old-- explained that learning LMS is difficult and confusing. Some of them use the LMS application only for student attendance lists. Their lectures are done by using other applications, such as Google classroom, Google meet, and others; including WA group and email. The response of the students can be illustrated on table 2b below;

Table 2b

Students answers about the advantages of the LMS application

Answers	"Practical"	"More disciplined"	"Easy to submit assignments"	"There is a discussion room"	"Save internet quota"	"None"
Total	10	13	10	7	5	5

Regarding student responses to questions related to the advantages of LMS applications, their answers varied. There were 10 people who answered "practical," that all courses were in the LMS and could be accessed from anywhere. The answer "more disciplined" was stated by 13 people by the reason that filling in time-limited attendance list made them to be more careful. It is done, because if they were late (filling in the attendance list) they could not attend lectures. There were 10 people who thought that the LMS application made it possible for them to "collect assignments more easily," in addition to having a grace period to correct them if there were still errors. The answer "there is a discussion room" was given by 7 people and the answer that the LMS application "saves internet quota" was given by 5 people. Apart from the various answers above, there were 5 students who thought that the LMS application had "no advantages."

The third question, namely "What are the shortcomings of the LMS application that is applied on campus?". The answers from lecturers and students regarding this question can be seen in tables 3a and 3b below.

Table 3a

Lecturer answers about the shortcomings of the LMS application

Answers	"Bad internet connection"	"Difficult to understand"	"Lack of socialization"
Total	4	2	4

There were 4 lecturers who stated that the LMS application implemented on campus was not easily accessible due to "bad internet network". This often occurs when the teaching and learning process is carried out in the morning, perhaps there are large number of users so the LMS cannot be accessed and the students often cannot fill in the attendance list. In addition, there were 2 lecturers who thought that the LMS application was "difficult to understand" with its many features; As a result, this application is only used to fill in the attendance list for students, while lectures are conducted via other applications: Google meet, Google classroom or others. Another answer to the question about the difficulty of using the LMS application came from 4 lecturers who stated "lack of socialization regarding the LMS application". Furthermore, they explained that it should be necessary to conduct socialization and direct practice before an application is implemented; so that lecturers do not have any difficulties. According to them, even though there is a video tutorial, it doesn't go into detail; so there are still questions via WA group.

Table 3b below is the response of the students about the shortcomings of the LMS application.

Table 3b

Student answers about the shortcomings of the LMS application

Answers	"Must have knowledge about LMS"	"Less interaction between lecturers and students"	"Dependence on the internet"	"No notification"	"Cannot upload assignments in the form of videos and photos"
Total	7	10	20	7	6

There were 7 students who stated "must have knowledge of LMS" in order to attend lectures smoothly. The answer "lack of interaction between lecturers - students" was voiced by 10 students who preferred face-to-face lectures. They assume that by studying via LMS something is "missing". There were 20 students who stated that the LMS application "really depends on the internet". The underlying reasons are: not all areas get a good signal; sothat some students admit to having to climb trees to get a good signal; Some students admitted that they could not fill in the attendance list up to 3 times because of this and resulted in not being able to attend lectures. Another answer came from 7 students who answered "no notification" that could be connected to their cellphone, so that if there was an assignment from the lecturer they did not know it, because they did not open the LMS every time. Another shortcoming of the LMS application was the answer from 6 students, namely "unable to upload video or photo in their assignments".

D. CONCLUSION

Based on data analysis it can be seen that:a) the difficulties of using the LMS application at IAIN Metro are: from the lecturer side, 1 of 10 people said "there was no difficulty", 4 people said "difficult", 3 people said "the server does not support," and 2 people said "Others." ,because there are a number of applications they must

understand and master - such as applications for filling in attendance, applications for PPL, KPM - making them doubtful and not sure they can master the LMS application. As an alternative, they use the LMS application through the help of other people, either their own son or other employees.

From the student side, which consisted of 50 people, their answers were divided into 5 opinions: 35 people stated that it was difficult to use the LMS application because "the signal was not always good", 3 people said "expenditure increased," 5 people thought it was because "lack of socialization," 2 people said "lots of features they have to learn," and 5 people said the cause of the difficulty was "assignments can only be submitted via laptop", whereas not all students have them.

b) Responses from the lecturer which consists of 10 people regarding the advantages ofLMS application is: 3 people said "good" because according to them, LMS contains many features, from the attendance list, discussion forums, as well as examinations. Meanwhile, 7 people expressed doubt and ignorance through the answer "I don't know". Most of these lecturers are in their 50s, and some are even approaching their retirement, so they find it difficult to learn something new.

From the student side, which consisted of 50 people, 6 opinions were gathered: 10 people stated that LMS was superior because it was "practical," accessible anywhere, 13 people said "more discipline" in terms of attendance, because filling out the attendance list had a deadline; so that if they miss the time they cannot attend lectures. The answer "easy to collect assignments" was delivered by 10 students, who explained that it was enough to do this in the application; different in face-to-face lectures which have to go to the lecturer room first. The answer "there is a discussion room" was delivered by 7 people; while the answer "saving internet data package" is the answer of 5 people. The apathetic answers came from 5 students with the answer "none (excess of LMS application)".

c) The third question is about the weaknesses of the LMS application, from 10 lecturers. There were 4 people who answered "bad internet connection," especially when lecturing in the morning, the server was often down so filling out the

attendance list was difficult for students to do. Another answer, namely the LMS application "difficult to understand" was responded by 2 lecturers; while the answer "lack of socialization" was delivered by 4 lecturers. The four lecturers admitted that they had difficulty to understand and use the LMS application, because it had many features that they should know about, besides the lack of socialization of its use.

The responses from 50 students consisted of 5 types, namely "must have knowledge of LMS," "lack of lecturer - student interaction," "dependence on the internet," "no notification," and "unable to upload assignments in the form of videos or photos. " According to 7 students, to be able to use the LMS application requires knowledge of the application; because of the many features it has. Another answer, "lack of interaction between lecturers and students" was stated by 10 students, who thought that in the LMS application the lecturer only sent material or assignments, but had minimal explanation. Another 20 people stated that the weakness of the LMS application is its "dependence on the internet," so that students whose homes are far away have difficulty to access it. Another opinion, "no notification" was conveyed by 7 students, which caused them often not know when there were assignments from their lecturers. Another opinion regarding the weakness of the LMS application, namely "unable to upload assignments in the form of videos or photos" was stated by 6 students.

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