

The Implications of learning management system on education quality in the new normal era: Evidence from islamic higher education

by Umi Yawisah

Submission date: 07-Jun-2023 04:14PM (UTC+0700)

Submission ID: 2110922675

File name: JSSER_Bu_Umi_untuk_uji_turnitin.pdf (358.06K)

Word count: 9163

Character count: 50839

The implications of learning management system on education quality in the new normal era: Evidence from Islamic higher education

Umi Yawisah¹, Akla², Agusman Khotibul Umam³, Mahrus Asad⁴, Wahyudin⁵

¹Abstract

The implementation of the learning management system (LMS) in the New Normal period was investigated in this study. A qualitative research design with a descriptive approach was used to explore two main themes: the advantages of using LMS applications and the disadvantages of using LMS applications. The data collection technique used was a written interview method with 10 lecturers and 50 students analyzed using content analysis techniques. This study was conducted at the Islamic State Institute of Metro (IAIN), Metro City, Lampung Province. The advantages of using LMS applications in education were indicated by the suitability of the LMS applications with the needs of lectures in creating, distributing, and managing learning content anytime and anywhere. Students showed weakness in using the LMS application mainly because of poor signal problems, lack of interaction in learning, and the impossibility of uploading videos and photos for practical assignments. It is concluded from these findings that using the LMS requires strong network support throughout the region. The LMS application is required to update its capacity to send lecture assignments in the form of videos and photos so that learning is maximized. Interactive learning between lecturers and students is needed to support learning. The expected implication is that the government needs to consider supporting policies related to cooperation with the private sector to build Internet access throughout Indonesia. Additionally, stakeholders must focus on the availability of LMS support facilities, providing alternative offline classroom software, and the Merdeka Learning-Independent Campus (MBKM) program based on digital technology to reach better higher education.

Keywords: *Education Quality, Islamic Higher Education, Learning Management System*

Introduction

The COVID-19 pandemic, which has been ongoing since early March 2020, appears to be far from ending, yet life must continue. The new normal refers to how industrialized countries have eased their regulations on citizen mobility (Berwick, 2020). Not just were the economy and social development affected by the pandemic, but also education. Understanding the concept of a new lifestyle, often known as “forced innovation,” is crucial since it involves adjusting behavior to

¹Lecturer of Institute Agama Islam Negeri (IAIN) Metro, umiyetrouniv@gmail.com (Corresponding Author)*

²Lecturer of Institute Agama Islam Negeri (IAIN) Metro, akla@metrouniv.ac.id

³Lecturer of Institute Agama Islam Negeri (IAIN) Metro, agusman.kh.umam@metro.ac.id

⁴Lecturer of Institute Agama Islam Negeri (IAIN) Metro, mahrus.asad@metrouniv.ac.id

⁵Lecturer of Institute Agama Islam Negeri (IAIN) Metro, wahyudin@metrouniv.ac.id

1

continue doing regular things while also applying health precautions to minimize COVID-19 transmission. In terms of social, economic, and educational life and other equally vital areas of human life. Unfortunately, behind the success of the new normal, several problems that benefit more people living in the Lampung Province but risk exacerbating inequality arise (Abidin et al., 2020; Adu et al., 2022; Bonacini et al., 2021; Gagnon et al., 2021; Subur, 2021). According to the literature, the application of technology-based remote work practices needs to be more reflective, referring to the normalization process theory (NPT) and its underlying components, such as cohesion, cognitive participation, collective action, and reflexivity (Carroll & Conboy, 2020). Thus, the community must adapt not to make physical contact with other people, avoid crowds, perform activities, and work from home.

As shown in previous studies, a new normal in global education was created by the COVID-19 pandemic. Various technical platforms for educational information that have flexibility, accessibility of information, global reach, equality, and efficient innovation have been provided by several advances in information technology. However, behind its advantages, several shortcomings are also found in using technology in education. For example, there is low motivation and lack of student independence (Xie et al., 2020). Efforts to recommend national strategies and investigate in depth the advantages and disadvantages of online learning methods to achieve the fundamental goals of higher education were supported by previous research (Emanuel et al., 2022). Karim (2022) explained that the advantages and disadvantages of implementing online learning methods have been reported in several countries globally. Different platforms have different advantages and disadvantages. Generally, educators and students are satisfied with online interactions related to their learning needs.

Online education in the new normal was also carried out at state Islamic religious universities (PTKIN), carried out from home. Still, staff and lecturers continued to work from campus by implementing work from home (WFH) and work from office (WFO) systems alternately, conducted in areas considered safe or green zones. The application of information and communication technology (ICT) is something new in the world of education in Indonesia, where not everyone can accept and apply it. This also applies to the Islamic State Institute (IAIN) of the Metro. Not all IAIN Metro students believe they can adapt to current technology, such as web-based learning. Some students can study remotely using ICT, such as Google Classroom, but others want face-to-face learning (Deiniatur, 2021). Meanwhile, a website-based platform called the

Learning Management System (LMS) was shown to be supported by IAIN Metro in another study. This platform is utilized to serve learning media needs. Unfortunately, several barriers, such as a poor Internet network connection, lack of student focus in learning, and lack of creative and original instructors, necessitate additional research into the efficiency of using the LMS. Particularly in creating video learning, written text materials, and online learning (Bustomi et al., 2021).

Learning at IAIN Metro was an LMS-based e-learning system during the pandemic. The web-based learning media used were Google Meet and Zoom, but LMS was most widely used by teaching lecturers in 2021–2022. Although other web-based learning media, such as Google Meet and Zoom, can be employed, the LMS will continue to dominate in 2021–2022. Students believe that offline lectures or, at the very least, hybrid learning can be implemented to maximize learning (Ningtyas, 2022). This study aims to answer how to apply LMS in lectures at IAIN Metro. It is known from previous research that IAIN Metro lecturers and students primarily use the LMS application compared with other online learning applications.

Additionally, there were differences in the findings of earlier studies regarding the use of LMS applications in terms of their advantages and disadvantages. IAIN Metro is the only state Islamic institution in Lampung Province. Based on the Higher Education Database (PDDikti) data, the university was established on August 1, 2016. It has 219 lecturers, consisting of 111 male lecturers and 108 female lecturers. The number of registered students reached 7,434, consisting of 2,094 male students and 5,340 female students (PDDikti, 2020). From initial observations, it was revealed that since the odd semester of September 2020, IAIN Metro has carried out learning through the LMS application initiated by the Information Technology and Database Unit (TIPD). However, it was discovered that both students and lecturers from all existing faculties faced several challenges and problems during LMS use. This is also explained in a previous study in which it was revealed that the learning process is facilitated by LMS, becoming more creative and independent and increasing the understanding of students of the subject matter. However, several cases of LMS deficiencies in the form of unstable signal coverage in certain areas have been detected (Ningtyas, 2022).

Learning technology is used by universities to build better infrastructure. The system infrastructure in question is a computer network and software infrastructure designed to connect all campuses as a single system, simplifying and accelerating academic processes and accessing teaching material

1 resources. The advantages of online teaching systems do not depend on learning modalities, the relevance of suggested content and expected value but rather on decision rules about how students evaluate their educational experience (Dziuban et al., 2018). The same theme was investigated using the Google Classroom quantitative-descriptive research method used at IAIN Metro. This has been made especially in learning English, which has a positive effect on the teaching and learning process (Hildayanti & Machrizzandi, 2021). The IAIN Metro is currently focusing on developing local wisdom based on Islamic values and online learning methods (Kesuma et al., 2020). The novelty of the research that researchers have submitted has not been investigated in previous studies.

In previous research, it was explained that even though it is said to be a 'panacea' in the new normal era because it is more flexible and effective, not all lecturers and students can immediately adapt to the implementation of an online learning system. They experienced various challenges, low interest, and specific problems that hampered the learning process (Ferri et al., 2020; Dhawan, 2020; Gilbert, 2015; Peterson, 2001). According to the findings by Ningtyas (2022), LMS was the most widely used online application at IAIN Metro during the pandemic because it was considered effective in helping students during the distance-learning process. Meanwhile, it was stated in another study that LMS enabled them to learn independently in completing tasks given by the lecturer (Deiniatur, 2021). Bustomi et al. (2021) explained in their findings that the LMS was used to support the needs of learning media at IAIN Metro. Still, they experienced several obstacles: poor Internet network connections, low student learning focus, and low lecturer competence. Thus, further research related to the phenomenon of using LMS was demanded. The novelty of the study is shown in an in-depth investigation of the phenomenon of using the LMS application at IAIN Metro from the point of view of lecturers and students using qualitative methods. Therefore, this research is fundamental in contributing to the development of online learning applications to support the learning process at PTKIN in Indonesia.

Research Question

Based on the research focus that the researcher has explained, the problem can be formulated as follows:

1. What are the roles of LMS in education quality in the new normal era: Evidence study on Islamic higher education?

- 1
2. How are the implications of the learning management system on education quality in the new normal era: Evidence study on Islamic higher education?

Literature Review

Learning Management System in Education

LMS is software designed to distribute and manage learning content delivery. Learning how to use an LMS offers the advantages obtained through various solutions. Each module of the learning system has different possibilities. Therefore, an evaluation of the usefulness of the standard module for effective learning is needed (Kakasevski et al., 2008). Teachers may be helped by LMS to plan and manage learning materials and other needs related to the teaching and learning process, for example, articles, e-books, animated videos, sounds, and exciting learning videos to make the learning process funnier and innovative. According to Alias & Zainuddin (2005), it is essential for teachers who teach online classes to know about technology or use new technologies that can be delivered in online learning effectively and efficiently. Every skill in using technology that the teacher has learned is undoubtedly related to the positive development of his teaching: face-to-face and online classes. There are six LMS features to support the online learning process, including: (1) a user interface that is easy to use and attractive, (2) online registration with various payment methods according to the ability of the user, (3) virtual classes in which distance learning processes are presented without having to make physical contact and provide video conferencing features, (4) online quizzes and exams in which the need to create questions and distribute them to students online is supported, (5) a discussion room regarding the subject matter that has been studied by students independently, and (6) a report feature with which it is easier for teachers to track the progress of their students (Conde et al., 2014).

Technology is considered necessary not only as a background, but also as a teaching context because this is where the teaching and learning process takes place in online teaching. The role of online learning applications is very diverse (Dube et al., 2022; Tsakeni, 2021). For example, Facebook is a content carrier, practical communication tool, and learning management tool. Nonetheless, it still has limitations regarding privacy that may be revealed (Wang et al., 2012). As a communication tool, students are allowed by the Internet to learn many things about relating and communicating with teachers and friends. Thus, the Internet has become commercialization for obtaining information and has become a paradigm in the teaching and learning process as an

1 interactive tool (Forsyth, 2003). Online education refers to e-learning. This usually leads to distance education that does not involve traditional classroom settings in which both teachers and students are taught. The study explains that LMS has a significant role in facilitating and improving the teaching and learning process in the current pandemic situation. The delivery of learning is not only enhanced by LMS through electronic devices to improve student learning outcomes in a collaborative environment, but teachers are allowed to focus on designing all meaningful pedagogical activities (Kattoua et al., 2016).

New Normal in Education

Education is a conscious effort to prepare students through guidance, teaching, and training activities for their role in the future (Pacheco, 2021). Toward the new normal means preparing oneself for the provision of education and emphasizing effective learning, motivating, and building morality. In the new normal era, higher education costs increase, and efforts are being made to adapt to online learning methods, develop learning curricula, reduce physical contact, avoid crowds, and adopt a healthy lifestyle (Doyle & Delaney, 2009). According to the literature, there are various paradigms of the new normal in education. On the one hand, a new spirit in education is instilled in the new normal, encouraging more innovative learning. On the other hand, the rejection of educational institutions owing to health and safety concerns is encouraged. The meaning of education in an administrative context, namely, the implementation of traditional schools, tends to be reduced by these two paradigms (Walunj, 2020). In the new normal era, digital technology-based learning is being implemented by only a few educational institutions because they do not have sufficient support in terms of costs, facilities, and teacher competence. The new normal in education changes the paradigm of parents, who initially entrusted most of the educational responsibilities of their children to educational institutions, especially teachers, who now accept them back. They realize that education in the new normal era is quite difficult to pass without support and shared responsibility (Motala & Menon, 2002).

Methods

Research Design

This research is qualitative, and reality and social life are described. Qualitative data were chosen because they have the advantage of telling stories from the point of view of the participants.

Moleong (2013) explained that qualitative research is a procedure with a holistic-contextual background in a natural state. This type of research is a centralized interview to obtain information using face-to-face questions and answers between the researcher and the participants as the subject under study. Thus, this study aims to investigate what, how, and why the implications of learning management systems have a role in the quality of education at IAIN Metro in the new normal era. The research location is IAIN Metro, located in Metro City, Lampung Province. The research was conducted during the odd semester of 2021, from June to December 2021. The implications of LMS on education quality in the new normal era of Islamic higher education were investigated in this study. Specifically, the study was designed to determine the advantages and disadvantages of LMS, considering the point of view of lecturers and students. The research focus consisted of (1) the use of LMS in education and (2) the LMS practice. After the data were collected, the qualitative analyses proposed by Miles et al. (1994) were used to express answers to the research objectives. Such expressing answers included data reduction to provide a clear picture of the research, display data in descriptions and relationships between research themes, and draw credible conclusions.

Participants

The participants were people who participated in and answered the questions in this study. The research participants consisted of 50 third-semester students from the Faculty of Tarbiyah and Teacher Training for the *tadris* English department and 10 lecturers from IAIN Metro for the same major. There were no specific criteria for participating because online learning using LMS had been carried out from semester I to semester III for the Strata 1 level. The third-semester English education department was chosen because participants in this faculty had the first and longest use of the LMS application compared to other majors in the new normal era. Regarding the lecturers, they had to meet some criteria to be included in the research. Such criteria were that they had attended training on using LMS and had taught for more than one year or at least two semesters using LMS (see Table 1).

1

Table 1*Participant Description*

Variable	Characteristics	Frequency	Percentage (%)
Gender	Male	38	63.33
	Female	22	36.67
Age Group	20–30 years old	23	38.33
	31–50 years old	24	40.00
	51 years old or older	13	21.67
Participant	Lecturer	10	16.67
	College Students	50	99.83

1

Data and Sources of Data

The data source was the material from which the authors collected ideas and the data used in this study. The primary data source in this study was obtained directly from the participants. Therefore, the researchers could see and write straight from the research object. Secondary data were obtained from notebooks, official letters, and relevant previous articles (see Table 2).

Instrument

The data collection instrument was used to measure the research data collection. The researchers were actively involved in obtaining data relevant to the research objectives. The instrument used was an interview guide containing a list of questions. The researchers had 11 lists of questions divided into two sub-sections: five-question items for lecturer participants and six-question items for student participants. The interview guidelines were direct interviews through limited face-to-face interviews with lecturers and interviews via WhatsApp groups for students. The feasibility test of the instrument was assessed by colleagues who had professional expertise in LMS practice at PTKIN. The researcher distributed instrument validation sheets for each research question item to participants, including: (1) user interfaces, (2) online registration that varied according to the abilities of students and lecturers, (3) online classes in which distance teaching and learning processes were provided, (4) online quizzes and exams, (5) online discussion rooms regarding the subject matter, and (6) report features, such as learning materials, teaching journals of the lecturers,

and assignments. These six dimensions were chosen by peer review results because they were considered appropriate in representing the use of LMS in education in the new normal era. The guidelines for participant interview instruments are shown in Table 3.

Table 2
Types of Data Based on Research Themes

Theme	Data Focus	Primary Data	Secondary Data
Use of LMS Applications in Education	Advantages and Disadvantages of LMS in Education	Interview About the Use of LMS Applications in Education in College	<ol style="list-style-type: none"> 1. Document in the Form of a Guidebook for Using LMS Applications in Educational Institutions 2. Reputable Books, Official News, and Scientific Journals
The Use of the LMS Application by Lecturers in the New Normal era	The Advantages and Disadvantages of LMS in the Practice of the Learning Subjects Taught in the English Department	<ol style="list-style-type: none"> 1. Interviews by Listening to the Opinion, Knowledge, and Experience of Lecturers Related to LMS Practice 	<ol style="list-style-type: none"> 1. Documents in the Form of Lecturer Notes Related to the Practice of Using LMS in Subjects in the English Education Department 2. Books, official news, and reputable scientific journals
The Use of LMS by students in the New Normal Era	The Advantages and Disadvantages of LMS in the Practice of the Learning English Majors	<ol style="list-style-type: none"> 1. Interviews by Listening to the Opinions, Knowledge, and Experiences of Students Regarding LMS Practice 	<ol style="list-style-type: none"> 1. Documents in the Form of Student Notes About the Practice of Using LMS in Courses in the English Education Department 2. Reputable Books, Official News, and Scientific Journals

1
Table 3

Instrument Questions.

RQ1: What are the Implications of Learning Management System on Education Quality in the New Normal Era: Evidence Study on Islamic Higher Education?

RQ2: How are the Roles of the Learning Management System in Education Quality in the New Normal Era: Evidence Study on Islamic Higher Education?

Questions for Lecturers

The Use of LMS Applications in Education in the New Normal Era	1.	What Do You Know About Using LMS Applications in Education?
	2.	What Do You Know About the New Normal Era and its Impact on Education and the Development of Science and Technology?
The Use of the LMS Application by Lecturers in the Subjects Taught	1.	What Advantages Do You Feel While Using the LMS Application in Existing Courses During the New Normal Era?
	2.	What Are the Shortcomings That You Feel While Using the LMS Application in Existing Courses During the New Normal Era?
	3.	What Solutions and Suggestions Do You Offer for the Use of the LMS Application?

Questions for Students

The Use of LMS Applications in Education in the New Normal Era	1.	What Do You Know About Using LMS Applications in Education?
	2.	What Do You Know About the New Normal Era
	3.	Does it Have Anything to Do with the Teaching and Learning Process Using the LMS Application in Higher Education?
The Use of the LMS Application by Students in the English Department	1.	What Advantages Do You Feel When Using the LMS Application During the Learning Process in the New Normal Era?
	2.	What Shortcomings Do You Feel While Using the LMS Application During the Learning Process in the New Normal Era?
	3.	What Solutions and Suggestions Do You Offer for the Use of the LMS Application?

Data Collection Procedures

The main considerations in the data collection process are outlined in this section. The main consideration was to ensure that any information that the researcher collected was carried out in a consistent manner and purpose. Explorations of the culture of IAIN Metro were made. The point of view of education and technology, including the vision, mission, goals, and history of the founding of the organization, along with programs for using LMS applications, and how decisions

were considered. Data collection techniques consist of observation, interviews, and document studies.

a. Observation

During the observation process, the value of the external context was considered from aspects of obstacles occurring during the use of the LMS application, the demographics of students, lectures where the application was used, and related issues of use. Then, the researcher examined the representation by comparing the practice and theory of LMS in education to find the required information and record it.

b. Interview

The researcher went to State Islamic Institute of Metro (IAIN Metro) to conduct face-to-face interviews. The oral interviews were carried out one month after the LMS application was conducted in the English Education Department, Tarbiyah faculty, and teacher training. The interviews with lecturers were conducted directly with health protocols. A teaching lecturer assisted the researcher in collecting lecturers in a faculty room. The researcher received official permission from the rector of IAIN Metro to conduct the research in the university in person. The researchers contacted students through the WhatsApp (WA) group. The time required to collect interview data was seven days, with a duration of 30–45 minutes for each interview. The researcher used Google Meet and a research notebook to record the meetings during the interview process. Before entering the core question, the researcher first explained the research objectives and each instrument point.

c. Document Analysis

The documentation technique was carried out by checking the LMS application manual, academic information systems, and other public access links (<https://elearning.metrouniv.ac.id/ftik> and elarning@metrouniv.ac.id). Lecturer notes regarding the use of the LMS application in the courses taught were also considered.

Data Analysis

The researcher used the qualitative analysis technique proposed by Miles et al. (1994). This analysis technique was used in the following steps. The first step was to prepare for data reduction. As an initial observation in the field, researchers looked at the condition of the IAIN Metro campus to find the proper volunteers. The primary sources of information for the researcher were interview

1 transcripts and documentation. For ease of coding, irrelevant data were eliminated. This foundational information was gathered to construct the instrument, pick the essential points, and narrow in the study theme. The second stage involved showing the data to answer the research question by assigning a code based on six aspects to each research subject. The user interface, online registration, online classes, online quizzes and exams, online discussion forums, and report features were among the six characteristics of the instrument that were determined. The researcher manually coded the data according to the serial numbers of the participants, i.e., participant one(student) = Participant Student Number One (PM 1), Participant Student Number Two (P M2), and so on, until there were 50 students.

Similarly, the serial number of participants (lecturers) is Participant Lecturer Number One (D P1) = one professor, Participant Lecturer Number Two (D P2) = two lecturers, and up to 10 lecturers. By analyzing data from interviews and documents acquired, the researcher used the data sources to determine the implications of using LMS software during the learning process in the new normal era. The information was then compared to a literature review, including past relevant research on the benefits and drawbacks of utilizing an LMS application. The data were then combined, processed, and evaluated using descriptive methods. After the data were compared, the study outcomes were obtained to conform to the research objectives. Third, data processing aims to arrive at trustworthy and understandable conclusions for readers. The conclusion contains answers to the questions posed in the problem formulation section obtained from a brief statement about the results of the analysis and discussion.

Results and Discussion

The Roles of the Learning Management System in the Education Quality of the IAIN Metro in the New Normal Era

The role of LMS on the quality of education at IAIN Metro during the new normal was revealed. The role of the LMS system is significant for the quality of education through interactive features and effective learning management, as explained in the results. This is shown by the role of the LMS system in helping lecturers plan and create a syllabus, manage learning materials, manage distance lecture activities, and recapitulate student grades and attendance. LMS was considered an effort to optimize teaching and learning activities at IAIN Metro by providing convenience for lecturers and students to interact online when viewed from the way it works. The majority of

participants agreed that LMS was able to create a more effective and efficient way of learning in the new normal era. Materials were distributed efficiently, interactive features in learning were reliable, and support management in the teaching and learning process.

Lecturers most widely use LMS because of its essential role as a supporting facility for practicum guidance, assisting, planning, and implementing learning. LMS makes the role of lecturers as teachers more time-efficient, saves on transportation costs, and makes it easier to monitor students participating in the distance learning process. This was a campus regulation for conducting the online learning period in the 2021/2022 academic year. In practice, academic materials needed by students are provided by LMS. For these materials to be well received, the LMS owned by IAIN Metro was designed to be easy for lecturers and students to use. From the results of the interviews, it was stated that the lecturers acknowledged the perceived benefits. LMS help the teaching and learning process be more systematic, especially in organizing learning materials and preparing lecturer reports. The difficulty lies in the initial use, where the lecturer must enter learning materials and arrange them according to student needs and semester learning plans. For lecturers majoring in English education, it is easier for students to learn independently by accessing LMS features in that language. In contrast to the period before the new normal era, online learning was still relatively new, but lecturers realized that the LMS application was beneficial because it could be done anytime and anywhere as long as the Internet network was stable. Consider data one.

‘LMS application development at IAIN Metro is e-learning, but another alternative is to use Google Classroom, Edlink, and Zoom Cloud Meeting. The LMS was used by lecturers during the new normal period because it can be operated remotely, anytime, and anywhere as long as the Internet network is stable. Initially, using LMS other than e-learning was easier, downloaded for free, and saved quotas during its use. It is just that some of them are not supported by video conferencing. The evaluation results during the previous semester, now the e-learning features, are easier for lecturers to understand. The evaluation results during the previous semester conducted by IAIN Metro regarding perceptions of the use of e-learning revealed that the e-learning features are easier for lecturers to understand. Adapting and updating applications makes the teaching and learning process better in the new normal period’.

It can be understood that before the new normal, lecturers had problems using the LMS application. However, they began to adapt to the various features provided over time. The views of lecturers who initially complained that online learning methods were difficult to understand. They experienced multiple advantages compared with traditional learning methods in the new normal period. The Covid 19 pandemic has created a new normal in worldwide education that has the

1 benefits of flexibility, accessibility of information, broad reach and equality, and innovation, as revealed by the literature (Xie et al., 2020). The lack of online learning methods to achieve the real goals of higher education has been supported by previous research (Emanuel et al., 2022). Karim (2022) explains that various platforms have different advantages and disadvantages. Educators and students are generally satisfied with online interactions, considering their learning needs. Researchers have identified the difficulties faced by users (lecturers) and an inventory of the advantages and disadvantages of LMS applications. Consider data two.

‘Lecturers are having difficulties with the LMS application. This application forces us to learn first in the middle of other obligations that must be completed simultaneously, such as drafting semester learning goals, thesis guidance, and community service. The most common issue is that campus servers frequently have issues—particularly early in the morning—making it difficult to use the LMS program. As a result, there is a disruption in the teaching and learning processes. We must also learn a variety of apps used on campus, such as applications for filling out attendance lists, Field Experience Practice (PPL), Community Partnership Program (PKM), and others. We believe that it is challenging for older lecturers to adjust to new applications. Before the application is installed, it is vital to conduct socialization and direct practice so that lecturers are not inconvenienced. Although there are video tutorials, they are not comprehensive. As a result, some lecturers are still perplexed and contact the LMS administrator with questions’.

In general, LMS provides benefits. However, each module of the learning system has distinct capabilities, necessitating a usability assessment for effective online learning (Kakasevski et al., 2008). Of course, each LMS has its constraints (Wang et al., 2012). As a result, after assessing the decision-making processes and campus policies of the authorities, this challenge can eventually be overcome. The following is the response to the question about the benefits of utilizing LMS apps found in data three.

‘The benefits of LMS apps are numerous. Learning time was significantly reduced. Those with busy schedules can still access the LMS at any time and from any location, as long as the network is steady. We also do not have to pay for transportation to and from university to study rooms because we can learn from home or at a suitable location. There are also interactive discussion forums, quizzes, tasks, and the ability to upload resources. The features available are more than capable of assisting students in understanding the subjects they teach. What is evident is that we are in the midst of a new normal recovery process. We still need time to adjust to new technologies, particularly the LMS, and to return to typical campus activities during this transition period. Because the New Normal era is also unpredictably unpredictable in terms of when it will become normal’.

Based on the findings of interviews with lecturers regarding the benefits of the LMS application, it is clear that lecturers are aware of the benefits of the LMS application. Access is available

anytime and from any location, and transit costs are reduced. Through the capabilities provided by the LMS, they become more focused on designing more effective learning for students. It is only that some roadblocks need to be removed right away to allow learning to go as smoothly as possible. They must reinvent themselves as learners, adapting to modern technology and adjusting their learning perspectives in the new normal era. They must be able to blend traditional and online learning approaches. Lecturers must be imaginative and innovative to take advantage of limited face-to-face time because face-to-face hours are not as busy as they formerly were. Learning delivery through electronic devices is allowed by LMS, improving student learning outcomes in a collaborative environment and teachers focusing on designing all meaningful pedagogical activities (Kattoua et al., 2016). Therefore, lecturers may learn more about the material and complete tasks through the LMS.

The Implications of the Learning Management System on the Education Quality of the IAIN Metro in the New Normal Era

It was revealed by the second findings how the implications of LMS are on the quality of education at IAIN Metro. It was shown in the findings that the LMS system in distance learning was proven to have implications for the quality of education at IAIN Metro because it was suitable for learning in the new normal era. The feasibility of the LMS system was shown by the positive responses given by lecturers and students, although some participants complained about obstacles in using LMS. In its development, these obstacles can be overcome properly because of the significant adaptability of participants to technological developments. Lecturers focus on planning and implementing learning using LMS to improve the quality of learning.

Meanwhile, students are the main object and subject of teaching and learning activities. More profoundly, it was revealed in the findings that the strong LMS implications could support the involvement of every educational material. Thus, lecturers and students have been quite successful in the teaching and learning process using LMS in the new normal era because they are aware of the consequences of using LMS, both in terms of its advantages and disadvantages.

Based on the data analysis, it can be seen that the majority of lecturers had difficulties using the LMS application before the new normal period. This happens because there are several applications that they must understand and master, such as attendance-filling applications, PPL applications, and PKM. Therefore, they were doubtful and unsure about being able to master the

1 LMS application. After the initial evaluation was conducted, the e-learning application was updated, and the lecturers realized the advantages they could gain by using it. Bozkurt and Sharma (2020) have explained the purpose of education: to create a person who has the quality and character to have a broad view of the future to achieve goals and adapt to the surrounding environment. This is one of the reasons why lecturers adapt to new learning methods, even though the time required is not short.

The views of the students on the use of LMS applications during the teaching and learning process in the new normal period are reviewed by the findings. From the study results, it was revealed that students felt some shortcomings while using the LMS application. However, this deficiency is not due to the features used but to weak Internet access and additional costs to purchase Internet quotas because learning is done online during the new normal period. Even though, in the beginning, many students had difficulties sending assignments due to Internet signal problems, they realized the advantages that were also found in this online learning system. The spirit of independent learning is enhanced with LMS due to the demands of assignments and *tadris* majors in English, where all e-learning features are made in English. What is unique is that students are given the option to use LMS applications and e-learning for religious practice assignments. Because there are compulsory practical courses that must be conducted at IAIN Metro, namely the practice of worship, the answers of the students to questions about the difficulties of using the LMS application varied widely. Consider data four.

‘At the beginning of using the LMS application, precisely in the new normal period, we experienced various difficulties, such as applications that often an error, difficulties in logging in and using LMS because of its many features. Also, we faced unstable Internet problems in our area, making it difficult to submit assignments and absences via e-learning. However, along with the evaluation conducted by the campus, we have found many advantages of the application, especially in time management, which has become more flexible. It is just that it requires additional costs because it uploads the task of practicing worship in the form of videos’.

It is explained by this finding that students experience various obstacles while using the LMS application. Still, this deficiency does not lie in the application but in external factors, namely the Internet network and lecturer competencies, which still have to be improved so that students do not feel bored, lack interaction, and boredom. According to Jaradat and Ajlouni (2021), students prefer an online learning environment to face-to-face learning and consider LMS to be more reliable, except when the Internet network is unstable, lack LMS skills and has poor time

management. The importance of using counseling, training, and technical support services to enhance a better online learning experience is recommended in this study.

It is shown by the findings that the researchers have provided that there are new findings related to the implications of the LMS system for the quality of education. The LMS system can improve the quality of education optimally supported by the good adaptation of lecturers and students. This adaptation refers to the five principles of assessing student learning processes and outcomes, as stipulated in the Regulation of the Minister of Research, Technology, and Higher Education (PEMENRITEKDIKTI) No. 44 of 2015 concerning National Standards for Higher Education, fifth part, Article 20. It is shown by the findings that the researchers have provided show that there are new findings related to the implications of the LMS system on the quality of education. The LMS system can improve the quality of education optimally supported by the good adaptation of lecturers and students. These five principles have led to better integration since the use of LMS in IAIN Metro. This means that the quality of education supported by LMS, which can be seen from its implications for learning assessment, can be the minimum standard for all lecturers. This study contributes to previous findings. It was revealed by previous findings that there was student dissatisfaction with the assessment of learning performance that the lecturer had given (Arthur, 2020; Long et al., 2014; Peckham & Sutherland, 2000). A lousy problem with online learning evaluation is the possibility of technology facilitating unethical student behaviors and the possibility that it will continue after the COVID-19 pandemic (Amzalag et al., 2021). It has been revealed in other research that a new approach to preparing assessments to measure student performance by exploring student dissatisfaction with the evaluations of lecturers is required (Rozli et al., 2022).

It has been revealed in previous studies that lecturers have a low ability to use learning assessment model applications and need tools to monitor student learning performance (Feldhammer-Kahr et al., 2021; Khalid et al., 2019; Quesada-Serra et al., 2016). In this finding, this alarming possibility can be minimized by using LMS with advanced features to make teaching and learning management more effective. This finding explains that lecturers and students must understand the role of LMS in the teaching and learning process correctly and adequately. This was demonstrated in previous research that the advantages of online teaching systems do not depend on learning modalities, the relevance of suggested content, and expected value but rather on decision rules about how students evaluate their educational experience (Dziuban et al., 2018). Previous findings

1 on the importance of learning from experience and considering it for better use are supported by this study. According to the level of satisfaction with the help of the LMS application, the paradigm may change over time. Hildayanti and Machrizzandi (2021) have found that the most frequently used LMS application is Google Classroom. A new finding in the new normal period is shown in this study: Lecturers and students use e-learning more than Google Classroom. Previous studies revealed that the IAIN Metro developed local wisdom based on Islamic values and used online learning methods (Kesuma et al., 2020). It is stated in various studies that higher education is currently experiencing multiple challenges, low interest, and specific problems with which the learning process is hampered (Ferri et al., 2020; Dhawan, 2020; Gilbert, 2015; Peterson, 2001). Based on previous studies suggested by researchers, a research gap from earlier studies on the effect of using LMS on student academic performance in higher education has been found. Kakasevski et al. (2008) explained that LMS could be used for online teaching and learning activities. A phenomenon that was not the focus of attention was found in this study. This phenomenon involved the limitations of explaining the results of previous studies concerning the fact that lecturers and students had various perceptions in describing the role and implications of learning methods using the LMS application. Nonetheless, overall, the perception between lecturers and students has the same direction, and they can adapt over time. Empirically, LMS is a learning method that has a vital role in the quality of education because it is more time-efficient and well organized in an online system. Researching the implications for overcoming various obstacles in LMS practice is to continue to carry the values of local wisdom and moderate Islam.

Conclusion and Suggestions

It was revealed in this study how the implication of LMS in the new normal period at IAIN Metro, as one of the Islamic religious institutions, had implemented an online learning method that was quite capable and easy to use. It can be seen from the results and discussion that lecturers are aware of the many advantages of using LMS in education that are made from LMS applications with lecture needs. Lecture needs described in this study are the need to manage courses, learning materials, PPL, and PKM. Students monitor more about the weaknesses of using LMS applications from external aspects where poor constraints and lecturer competencies are lacking. Thus, the LMS application requires consideration of the paradigm of lecturers and students as users. Lecturers need training to improve their competence in online learning processes that become funnier and

innovative instead of monotonous. The findings are novel because they succeeded in identifying the implications of LMS on the quality of education. The way it works is based on the application of the LMS system through the performance of lecturers and students. LMS is used as a teaching and learning tool for lecturers to become more creative and innovative in finding methods, materials, and demonstration methods using the available LMS features. Lecturers are motivated to adapt to and start leaving conventional learning methods.

The quality of education improves with LMS because students gain new learning experiences and optimized knowledge. This is different from previous findings, in which it was explained that the implications of technology on the quality of education could negatively impact the dissatisfaction of lecturers and students with the learning technology used. Thus, the quality of education may be supported by the implications of LMS if lecturers and students understand the role of LMS well. The government needs to collaborate with the private sector to build Internet access in all Indonesian regions. There will be no similar complaints indicating a reduction in the effectiveness of online learning methods in the new normal period with that infrastructure. Also, IAIN Metro and other PTKIN need to focus on the availability of LMS support facilities and provide alternative software for offline classes to reach national education goals. Future studies need to consider broader external factors to obtain findings with a better research model.

References

- Abidin, Suryanto, T., & Utami, P. (2020). Beyond muamalah principles in digital payment education and its impacts on corruption prevention in Indonesian public sectors. *Journal of Social Studies Education Research*, 11(3), 46–64.
- Adu, K., Badaru, K., Duku, N., & Adu, E. (2022). Innovation and Technology: A Panacea to Teaching and Learning Challenges during the Covid-19 Lockdown in South Africa. *Research in Social Sciences and Technology*, 7(1), 69-89. <https://doi.org/10.46303/ressat.2022.5>
- Alias, N., & Zainuddin, A. (2005). Innovation for better teaching and learning: Adopting the learning management system. *Malaysian Online Journal of Instructional Technology*, 2(2), 27–40.
- Amzalag, M., Shapira, N., & Dolev, N. (2021). Two sides of the coin: Lack of academic integrity in exams during the Corona pandemic, students' and lecturers' perceptions. *Journal of Academic Ethics*, 0123456789. <https://doi.org/10.1007/s10805-021-09413-5>

1

Arthur, L. (2020). Evaluating student satisfaction - restricting lecturer professionalism: outcomes of using the UK national student survey questionnaire for internal student evaluation of teaching. *Assessment and Evaluation in Higher Education*, 45(3), 331–344. <https://doi.org/10.1080/02602938.2019.1640863>

Berwick, D. M. (2020). Choices for the “new normal.” *Jama*, 323(21), 2125–2126. <https://doi.org/10.1001/jama.2020.6949>

Bonacini, L., Gallo, G., & Scicchitano, S. (2021). Working from home and income inequality: risks of a ‘new normal’ with COVID-19 *Journal of Population Economics*, 34, 303–360.

Bozkurt, A., & Sharma, R. C. (2020). Education in normal, new normal, and next normal: Observations from the past, insights from the present and projections for the future *Aras. Asian Journal of Distance Education*, 15(2), 1–10. <http://www.asianjde.com/ojs/index.php/AsianJDE/article/view/512>

Bustomi, A., Zuhairi, Z., & Ilmudinulloh, R. (2021). The problems of learning media at university amid COVID-19 post new normal in Indonesia. *Jurnal Aplikasi Teknologi Pangan*, 15(2), 129–140. http://www.ejurnal.its.ac.id/index.php/sains_seni/article/view/10544%0Ahttps://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=tawuran+antar+pelajar&btnG=%0Ahttps://doi.org/10.1016/j.jfca.2019.103237

Carroll, N., & Conboy, K. (2020). Normalising the “new normal:” Changing tech-driven work practices under pandemic time pressure. *International Journal of Information Management*, 55(June), 102186. <https://doi.org/10.1016/j.ijinfomgt.2020.102186>

Conde, M. Á., García-Peñalvo, F. J., Rodríguez-Conde, M. J., Alier, M., Casany, M. J., & Piguillem, J. (2014). An evolving learning management system for new educational environments using 2.0 tools. *Interactive Learning Environments*, 22(2), 188–204. <https://doi.org/10.1080/10494820.2012.745433>

Deiniatur, M. (2021). Students perception on the use of Google Classroom in essay writing class. *INCARE, International Journal of Educational Resources*, 1(6), 1–12. <http://ejournal.ijshs.org/index.php/incare/article/view/101>

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>

Doyle, W. R., & Delaney, J. A. (2009). Higher education funding: The new normal. *Change: The Magazine of Higher Learning*, 41(4), 60–62. <https://doi.org/10.3200/chng.41.4.60-62>

Dube, B., Makura, A., Modise, A., & Tarman, B. (2022). COVID-19 and the Quest for Reconfiguration of Disciplines: Unpacking New Directions. *Journal of Culture and Values in Education*, 5(1), i-viii. <https://doi.org/10.46303/jcve.2002.12>

- Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: The new normal and emerging technologies. *International Journal of Educational Technology in Higher Education*, 15, article 3. <https://doi.org/10.1186/s41239-017-0087-5>
- Emanuel, E. J., Osterholm, M., & Gounder, C. R. (2022). A national strategy for the “new normal” of life with COVID. *JAMA*, 327(3), 211–212. <https://doi.org/10.1001/jama.2021.24282>
- Feldhammer-Kahr, M., Tulis, M., Leen-Thomele, E., Dreisiebner, S., Macher, D., Arendasy, M., & Paechter, M. (2021). It’s a challenge, not a threat: Lecturers’ satisfaction during the COVID-19 summer semester of 2020. *Frontiers in Psychology*, 12(July), 1–10. <https://doi.org/10.3389/fpsyg.2021.638898>
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4), 1–18. <https://doi.org/10.3390/soc10040086>
- Forsyth, R. (2003). Supporting e-learning: an overview of the needs of users. *New Review of Academic Librarianship*, 9(1), 131–140. <https://doi.org/10.1080/13614530410001692086>
- Gagnon, E., Johannsen, B. K., Gagnon, E., Johannsen, B. K., & David, L. (2021). Understanding the new normal: The role of demographics. *IMF Economic Review*, 69(2), 357–390. <https://doi.org/http://dx.doi.org/10.17016/FEDS.2016.080>
- Gilbert, B. (2015). *Online learning revealing the benefits and challenges how has open access to Fisher Digital Publications benefited you ?* [St. John Fisher College]. https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1304&context=education_ETD_masters
- Hildayanti, A., & Machrizzandi, M. S. (2021). Preferensi learning management system di masa pandemi COVID. *Jurnal Ilmiah Ilmu Komputer*, 7(1), 26–31. <http://jurnal.fkip.unila.ac.id/index.php/aksara/article/view/20700/14471>
- Jaradat, S., & Ajlouni, A. (2021). Undergraduates’ perspectives and challenges of online learning during the COVID-19 pandemic: A case from the University of Jordan. *Journal of Social Studies Education Research*, 12(1), 149–173.
- Kakasevski, G., Mihajlov, M., Arsenovski, S., & Chungurski, S. (2008). Evaluating usability in learning management system moodle. *Proceedings of the International Conference on Information Technology Interfaces, ITI*, 613–618. <https://doi.org/10.1109/ITI.2008.4588480>
- Karim, S. A. A. (2022). *Engineering and Sciences Teaching and Learning Activities: New Systems Throughout COVID-19 Pandemics* (Vol. 381). Springer Nature.
- Kattoua, T., Al-Lozi, M., & Alrowwad, A. (2016). A review of literature on knowledge management using ICT in higher education. *International Journal of Business Management*

- ¹
and Economic Research, 7(5), 754–762.
<http://www.ijbmer.com/docs/volumes/vol7issue5/ijbmer2016070504.pdf>
- Kesuma, T. A. R. P., Sujarwo, Ciciria, D., & Purwasih, A. (2020). The development of local wisdom and Islamic values-based democratic material in IAIN Metro. *Proceedings of the International Conference On Social Studies, Globalisation And Technology (ICSSGT 2019)*, 458, 58–66. <https://doi.org/10.2991/assehr.k.200803.008>
- Khalid, S. M., Ali, K. A. M., & Makhbul, Z. K. B. M. (2019). Assessing the effect of higher education service quality on job satisfaction among lecturers in premier polytechnics using hedperf model. *Logforum*, 15(3), 425–436. <https://doi.org/10.17270/J.LOG.2019.356>
- Long, C. S., Ibrahim, Z., & Kowang, T. O. (2014). An analysis on the relationship between lecturers competencies and students satisfaction. *International Education Studies*, 7(1), 37–46. <https://doi.org/10.5539/ies.v7n1p37>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (1994). *Qualitative data analysis: A methods sourcebook*. In 3 (Ed.), Arizona State University. Sage.
<https://doi.org/10.4324/9781315701134-11>
- Moleong, L. J. (2013). *Qualitative research methodology revised edition*. PT Remaja Rosdakarya Offset Publisher.
- Motala, S., & Menon, K. (2002). In search of the “new normal:” Reflections on teaching and learning during COVID-19 in a South African university higher education in the BRICS countries view project teaching and learning in higher education view project. *Southern African Review of Education*, 26(August), 80–99.
- Ningtyas, D. T. (2022). Persepsi Mahasiswa terhadap program e-learning berbasis learning management system (LMS) Pada Materi Akhlak Pembelajaran e-learning berbasis LMS (Learning Management System) adalah salah satu upaya dalam meningkatkan kualitas pembelajaran sekal. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 5(2), 210–222.
<https://doi.org/10.32332/tarbawiyah.v5i2.3600>
- Pacheco, J. A. (2021). The “new normal” in education. *Prospects*, 51(1–3), 3–14.
<https://doi.org/10.1007/s11125-020-09521-x>
- PDDikti. (2020). Profil Perguruan Tinggi Institut Agama Islam Negeri Metro. *Kemendikbud.Go.Id*.
https://pddikti.kemdikbud.go.id/data_pt/Qki0MDI4NTAtMjEzNS00REM4LTk2Q0QtOUNCQjY5QjU0QTNF
- Peckham, G., & Sutherland, L. (2000). The role of self-assessment in moderating students’ expectations. *South African Journal of Higher Education*, 14(1), 75–78.
- Peterson, P. W. (2001). The debate about online learning: Key issues for writing teachers.

- Computers and Composition*, 18(4), 359–370. [https://doi.org/10.1016/S8755-4615\(01\)00068-8](https://doi.org/10.1016/S8755-4615(01)00068-8)
- Quesada-Serra, V., Rodríguez-Gómez, G., & Ibarra-Sáiz, M. S. (2016). What are we missing? Spanish lecturers' perceptions of their assessment practices. *Innovations in Education and Teaching International*, 53(1), 48–59. <https://doi.org/10.1080/14703297.2014.930353>
- Rozli, M. I. F., Rohim, R., & Min, Y. H. (2022). A New Approach in Preparing Assessment to Gauge Students Performance. *Borneo International Journal*, 5(1), 30–37. [https://radar.brookes.ac.uk/radar/file/5e5cae84-3a2d-46d2-aa15-5d9e042b12a4/1/Student satisfaction lecturer professionalism-2019-Arthur.pdf](https://radar.brookes.ac.uk/radar/file/5e5cae84-3a2d-46d2-aa15-5d9e042b12a4/1/Student%20satisfaction%20lecturer%20professionalism-2019-Arthur.pdf)
- Subur, S. (2021). Online learning on the COVID-19 pandemic to create educational access inequality. *Journal of Social Studies Education Research*, 12(4), 170–196.
- Tsakeni, M. (2021). Transition to online learning by a teacher education program with limited 4IR affordances. *Research in Social Sciences and Technology*, 6(2), 129-147. <https://doi.org/10.46303/ressat.2021.15>
- Walunj, R. E. (2020). *Changing Scenario in Teaching Pedagogy*. Empyrean Publishing House. <http://www.editedbook.in/pdf/changing-scenario-in-teaching-pedagogy-by-dr-renuka-ekanath-walunj.pdf#page=26>
- Wang, Q., Woo, H. L., Quek, C. L., Yang, Y., & Liu, M. (2012). Using the Facebook group as a learning management system: An exploratory study. *British Journal of Educational Technology*, 43(3), 428–438. <https://doi.org/10.1111/j.1467-8535.2011.01195.x>
- Xie, X., Siau, K., & Nah, F. F. H. (2020). COVID-19 pandemic—online education in the new normal and the next normal. *Journal of Information Technology Case and Application Research*, 22(3), 175–187. <https://doi.org/10.1080/15228053.2020.1824884>

The Implications of learning management system on education quality in the new normal era: Evidence from islamic higher education

ORIGINALITY REPORT

98%

SIMILARITY INDEX

99%

INTERNET SOURCES

18%

PUBLICATIONS

18%

STUDENT PAPERS

PRIMARY SOURCES

1

files.eric.ed.gov

Internet Source

97%

2

Submitted to Universitas Negeri Jakarta

Student Paper

1%

Exclude quotes Off

Exclude bibliography Off

Exclude matches Off