Survey on the Use of Learning Management System (LSM) for Learning at As-Shalihin Islamic Boarding School

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ABSTRACT

Along with the development of globalization, especially related to the acceleration of science and technology, Islamic boarding schools are faced with socio-cultural changes that require Islamic boarding schools as non-formal educational institutions to modernize the education system, the presence of the Learning Management System (LMS) media as a learning tool can help modernize success, because LMS can become learning tools, learning resources, and learning support facilities that will be easily absorbed by students with appropriate and effective methods and foster independence because they can be accessed alone using a PC even though it is used in a teacher's guide or monitoring. The method used in this study is a quantitative method with a descriptive approach and survey techniques. The population in this study were the As-Salihin Malangbong Garut Islamic boarding school students, totaling 75 students.

The survey results show an average of 75.23%. This is corroborated by the results of the direct observation of the researchers that the students at the As-Shalihin Islamic Boarding School are familiar with various kinds of Learning Platforms such as: Classroom, Noodle, Qubisa. as many as 11% of students always use the LMS platform as learning, 21% often, sometimes 56%, rarely 8% and never use the LMS platform as a learning medium as much as 4%. It is hoped that this survey will be used as a follow-up in encouraging learning by modernizing with the LMS platform so that it becomes a pilot plan for the development of learning in Islamic boarding schools where in Garut district there are 1030 Islamic boarding schools but only 41 Islamic boarding schools already have website data.

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INTRODUCTION

Indonesia has a vision of advanced and sovereign, independent, and personal education with the realization of Pancasila Students (Maksum, 2003). To realize that vision, one of the things that is needed is mission planning that matches the education that liberates. (Zaini, 1994). I hope that he will grow up to be a man of wisdom and maturity, and that he may possess the qualities of honesty, of love for peace, of kindness, of compassion, of brotherhood, and of respect for one another.

(memandang setara) (Bashori, 2017). It is in line with the Ministry of Religion Regulation No. 30 of 2020 on the Establishment and Maintenance of the Festival. (Farida, 2017). Next (Sholeh, 2022) In the Government of the Republic of Indonesia Regulation No. 55 of 2007 on Religion and Religious Education, article 26, paragraph 1, states that educators organize education with the aim of instilling faith and devotion to the One God, the glorious morality; and the tradition of educators to develop the ability, knowledge, and skills of teachers to become scholars or in the sense of becoming Muslims who have the skills or expertise to build Islamic life in society. (Azra, 2000). In the educational process of the Pentecostal, teachers must accommodate the center to independently cultivate their independence. (Hasyim, 2016). However, the learning situation in the Training Houses mostly still adopts conventional learning practices where learning is centered on the teacher on the basis of his or her experience rather than on the results of the latest scientific research or the innovation of modern learning processes. (Heriyudanta, 2016).

As globalization develops, especially in connection with the acceleration of science and technology, training is confronted with social and cultural changes. (Fauzi et al., 2023) which requires the teachers as non-formal educational institutions to modernize their education system so that they can sustain their existence to produce a new generation of Muslims, a man of knowledge, who will develop his knowledge based on the Qur'an and Al-Hadits and have various kinds of life skills (Zahraini & Zainudin, 2021). The modernization of the educational system of the boarding house is an important thing to do at the moment, given the things that can now evolve rapidly and the challenges facing more and more people. (Machmud, 2020). It requires innovation in teaching learning activities using media technologies, information, and communications. (TIK) (Sholihah, 2012). TICs in the Hostel are applied to make it easier for teachers to learn science, broaden the space of religious understanding and the effectiveness of learning. (Ningtias, 2017).

The presence of the Learning Management System (LMS) media as a learning tool can help to succeed in modernization, as the LMS can be a learning instrument, learning resource, and learning facility that will be easily absorbed by the center with the right and effective methods as well as fostering independence because it can be accessed on its own using the PC even if used in the instructions or instructions of the teacher. (Kerimbayev et al., 2017). Well-made and professional e-learning material will use multimedia features. (Harto & Syarnubi, 2018) That is, learning materials should include text, images, graphics, animations, simulations, audio and video. This makes learning materials more interesting, interactive, and attractive. So it can make centers want to learn more and become more curious. (Adzharuddin & Ling, 2013)

So, as a solution to modern learning in the Training Houses, there needs to be a new breakthrough with the development of LMS which at the moment will try to focus on the Merdeka Platform LMS with a model based on learning patterns implemented every day where the centers will be presented with a series of activities to be completed. By learning independently using LMS, then there is learning jointly guided by the teacher with reference to the Quran and hadiths. (Navastara et al., 2020)

METHODS

The methods used in this research are quantitative methods with descriptive approaches and survey techniques. (Sari et al., 2020a). The reason researchers use descriptive methods is because these methods pay more attention to obtaining a representative sample of the population in research, more appropriate data collection techniques or procedures and more clear questioning problems. (Branch, 2009). The same is the reason why researchers use descriptive methods with survey techniques because they relate to representative samples. Survey techniques seek answers directly from respondents, usually using samples from representative populations so that data collection is more accurate if it has to be drawn conclusions from such samples (Zellatifanny & Mudjiyanto, 2018). Thus, the research methods and techniques used in this research are expected to provide answers to problem solving through the collection of field data information that describes factors related to the variable studied namely literacy culture and student character formation.

The population in this study is the Santri hostel As-Shalihin Malangbong Garut which has a total of 75 centers. The sampling technique used in this research is the census technique, that is, the thorough examination of the subject of research. (Safitri, 2019). The researchers did not take samples, because the entire teacher population was responding. It's often done when the population is relatively small. This census sampling technique was done to the entire center in the As-Shalihin Malangbong Garut Training House.

The data collection technique in this research is using documentation study techniques and field studies. (Jailani, 2023). The documentation study technique is to examine a number of documents relevant to the research through the secondary data sources of the research by collecting data from the documents. (Nilamsari, 2014). Whereas field study techniques include: observations, interviews and dissemination of questionnaires to respondents or related stakeholders (Sari et al., 2020a).

FINDINGS AND DISCUSSION

This study examines the facts about the understanding of the centers in using the Learning Management System (LMS) in Learning. The results of the study present statistical calculations that can be represented in the form of tables, as shown in the following table:

Table. 1 Core Understanding Score on LMS Platform

Statement	Score	Percentage
Usage Indicator		
Has ever used the Learning Management System Platform (LMS) in learning	250	66.67%
Open Learning Management System Platform (LMS)	287	76.53%
Santri has a learning LMS account	241	64.27%
Santri can access LMS well	290	77.33%
Santri has no difficulty using the Learning Management System Platform (LMS)	292	77.87%
Presentation Indicators		
The Learning Management System (LMS) platform has forum facilities for questions and discussions	301	80.27%
Materials, videos & about training uploaded by Santri on Learning Management System Platform (LMS) are easy to understand	254	67.73%
The language used in the Learning Platform Management System (LMS) is easy to understand	316	84.27%
View Aspect		
The Display Aspects of Images and Videos in the Learning Management System Platform (LMS) are clearly visible	304	81.07%
Use of interesting theme colors for Learning Platform Management System (LMS)	321	85.60%
Design in Platform Learning Management System (LMS) consistent	303	80.80%
Implementation Aspects		
Learning is more interesting using the Learning Management System Platform (LMS)	279	74.40%
Learning using Learning Management System Platform (LMS) is fun	230	61.23%
Average		**75.23%**

Based on the above table, an average result of 75.23% was obtained. This is supported by the results of the observation of the researchers directly that the centers in the As-Shalihin Cottage have known various kinds of Learning Platforms such as: Classroom, Noodle, Qubisa. The same is the result of an interview with one of the managers of the cottage below: "related facilities of the trainees in supporting such activities already exist, but related use in learning is not well systematized

because there is a need for socialization for centers and asatidz to manage such learning platforms. As for the data for the category score can be classified in the table below
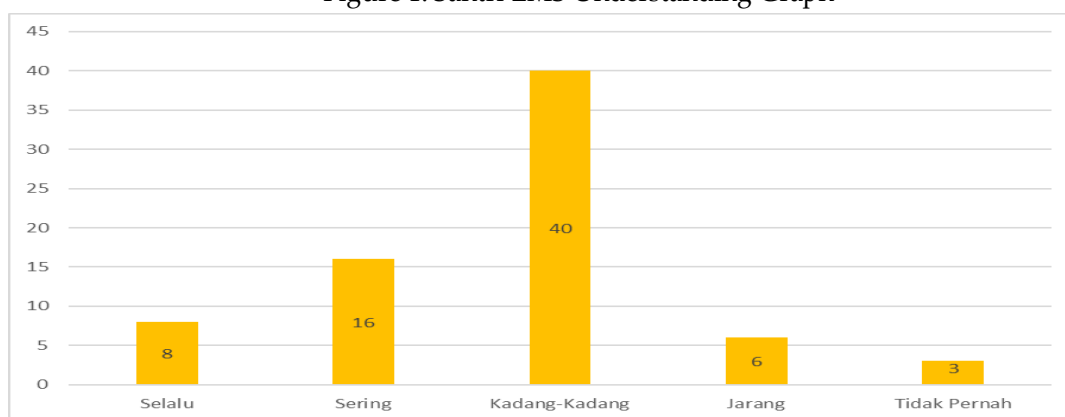
Table.2 Category Score

Kategori	Skor	Jumlah	Persentase
Always	315-375	8	11%
Frequently	255-315	16	21%
Sometimes	195-255	40	56%
Rarely	135-195	6	8%
Never.	75-135	3	4%

Of the total number of respondents 75 centri in the Pondok Pesantren As-Shalihin Malangbong Garut can be classified that, as much as 11% centri always use the LMS platform as learning, 21% often, sometimes 56%, about 8% and never use the platform LMS as learning medium as 4%.

If presented in the form of a graph, then it will look like the following picture:

Figure 1. Santri LMS Understanding Graph

The presence of the Learning Management System (LMS) media as a learning tool can help to succeed in modernization, as the LMS can be a learning instrument, learning resource, and learning facility that will be easily absorbed by the center with the right and effective methods as well as fostering independence because it can be accessed on its own using the PC even if used in the instructions or instructions of the teacher. (Sari et al., 2020b). Well-made and professional e-learning material will use multimedia features (Muchtar, 2001). That is, learning materials should include text, images, graphics, animations, simulations, audio and video. This makes learning materials more interesting, interactive, and attractive. So it can make centers want to learn more and become more curious. (Utomo, 2019).

LMS or Learning Management System is a learning management system that can not only be used for formal management of learning systems or in specific sectors only. (Pramitha, 2021). Further development in the world of education can be applied in the learning system in institutions, where its development implements the conventional learning system into the form of learning in the cyberspace, this learning using the Internet as its communication medium and the Learning Management System as its main classroom. (Daulay & Dalimunthe, 2004).

The development of the Learning Management System in this case can be said to be e-learning against institutional centers, i.e. (Lundeto et al., 2021), 1) (2) The learning resources are not limited to one source, but can be obtained from a variety of different sources. (Azra, 2000); 3) Through a virtual classroom, students can repeat material that they have not understood in conventional learning periodically; 4) students will be more motivated to learn because of the many innovations that can be done in virtual classrooms, depending on how teachers make innovations in learning that can make students become interested in the materials they are taught; 5) saturation of

conventional methods of learning can be overcome with the presence of innovation in learning in virtual classes, where students feel challenged to undertake a new experience; and 6) teachers' activities are not limited to a certain number of subjects as in a conventional class, so students can choose which lessons they want to learn randomly or randomly.

This activity is a pilot plan for the development of learning in the training hut where in the district of Garut the number of training as many as 1030 students but who already have data website only 41 students. Certainly this change of significance has triggered the government's urge to pay more attention to the reception house as an important institution in advancing resources that have religious knowledge and technological skills. (Puteh, 2023).

CONCLUSION

The results of the survey showed an average of 75.23% This is supported by the results of observations of researchers in person that the centers in the Pondok Pesantren As-Shalihin have known a variety of Learning Platforms such as: Classroom, Noodle, Qubisa. As many as 11% centers always use the LMS platform as learning, 21% often, sometimes 56%, rarely 8% and never use the platform LMS as learning medium as 4%. Hopefully this survey was used as a follow-up in promoting learning with moderation with the platform of LMS so as to become a pilot Plan for the development of learning in the hostel where in Garut district there are 1030 trainees but who already have data website only 41 Pondren.

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