EFFECTIVENESS OF USING LEARNING MANAGEMENT SYSTEM IN ECONOMIC LEARNING IN UNIVERSITAS PGRI MADIUN

by Ana Dhaoud Daroin

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Abstract

This study aims to determine (1) how effectiveness the use of Learning Management System (LMS) in economic learning in the economic education program at Universitas PGRI Madiun; (2) the obstacles in the use of Learning Management System (LMS). This research is a qualitative research with a phenomenological approach and descriptive method. Data processing techniques and checking the validity of the data is done by data triangulation techniques. Data triangulation used in this study is the method of triangulation and theory of triangulation. The findings of the study stated (1) The effectiveness of the use of the Learning Management System (LMS) in economic learning in the economic education study program at Universitas PGRI Madiun is good enough. (2) LMS obstacles come from lecturers and students. Obstacle originates from lecturers such as signal problems, student motivation, material readiness, lack of student understanding and time management. A set of obstacles is experienced by students such as LMS servers/systems that are unstable or error, Internet signals and networks that are not stable, limitations of internet quota, and time management. Non-technical obstacles are also experienced such as understanding the material that is less than the maximum when doing activities of learning through LMS when compared to conventional systems in the form of face-to-face in class.

Keywords: Learning Management System (LMS), Learning effectiveness, economic learning.

1. Introduction

Covid-19 an infectious disease caused by a newly discovered type of coronavirus. This corona virus can cause mild disturbances in the respiratory system, severe lung infections, and even death. This virus is transmitted very quickly and has spread to almost all countries, including Indonesia, in just a few months. So WHO on March 11, 2020 established the outbreak as a global pandemic.

This made some countries set policies to impose lockdowns in order to prevent the spread of the corona virus. In Indonesia, a Large-Scale Social Restrictions (PSBB) policy was put in place to reduce the spread of this virus. Because Indonesia is conducting a PSBB, all activities carried out outside the home must be stopped until the pandemic subsides.

Some local governments have decided to implement policies to dismiss students and begin to apply learning online method. This government policy began to be effectively implemented in several provinces in Indonesia on Monday, March 16, 2020 which was also followed by other provinces.

Online learning system (in the network) is a learning system without face to face

directly between teachers and students but is done online using the internet network. The teacher must ensure that teaching and learning activities continue, even if students are at home. The solution, teachers are required to be able to design online learning media as innovation by utilizing online media. This is in accordance with the policy of the Minister of Education and Culture of the Republic of Indonesia related to Circular Letter Number 4 Year 2020 concerning the Implementation of Education Policy in the Emergency Spread of Corona Virus Disease (COVID-19).

Furthermore, the Covid-19 pandemic has a broad impact on life, the economic sector, the political sector, the social sector, the health sector and the education sector. In college learning, the corona virus outbreaks hinder teaching and learning activities which usually take place face to face. Nevertheless, this pandemic is able to accelerate education 4.0. The learning system is done remotely by utilizing information technology.

Today we live in a digital era, where everything is easily connected via the internet. Flexible and wide-ranging connections throughout the world are the primary needs of millennials. Whenever and wherever, humans don't want to be far from their gadgets. Based on data from Indonesia social digital 2020 Indonesia, the number of internet users in our country as of January 2020 amounted to 175.4 millions, with a total cellular connection of 338.2 millions. This number tells us that cellular connections are equivalent to 124% of the total population. This means that all activities of the Indonesian people are very dependent on cellular connections in their gadgets.

This has led to the emergence of new breakthroughs in various sectors, including education. If in the past the standard learning was done face-to-face, the teacher and students were present in class. Learning in the digital era can take place at home, with internet network capital and gadgets, learning can take place. This type of learning is known as blended learning, while the learning system that supports distance learning is called the Learning Management System (LMS).

In education, academic performance of students is one indicator of learning success. The level of knowledge, understanding of students' material can be seen from academic performance through evaluation. Furthermore, academic performance can be a reference for how effective learning is going. Singgih and Ismail (2017: 313) in their research results concluded that LMS is widely used as a supporter of the implementation of blended learning in universities, and the results are relatively effective in improving student academic performance.

Facts on the ground there are various supporting and inhibiting factors in the use of LMS. These obstacles come from lecturers and students, such as the level of mastery of IT, the readiness of online learning materials, teaching and family time management, and technical obstacles such as quota limitations. Universitas PGRI Madiun (UNIPMA) is a tertiary institution under the large PGRI organization that focuses on education management and the spirit of the struggle of teachers to produce quality education in Indonesia. It is hoped that UNIPMA will represent an ideal learning environment or model for other educational institutions. So the results of the study are expected to be an illustration of learning benchmarks by utilizing the Learning Management System (LMS). UNIPMA as a leading tertiary institution in the city of Madiun, has implemented one type of Learning Management System (LMS), e-learning UNIPMA (eLMA). The existence of the covid-19 pandemic has forced lecturers and students to learn through LMS, various problems that arise related to the use of LMS if it is found the right solution will maximize online learning.

Therefore, an in-depth analysis of the effectiveness of learning is needed by utilizing the Learning Management System (LMS) which has been implemented at UNIPMA during the covid pandemic 19. It is hoped that the results will be the basis for consideration of the redesign of learning with an effective and efficient LMS.

A. Learning Management System (LMS)
1. Definition of Learning Management System (LMS)

According to Ryan K. Ellis in the book A Field Guide to Learning Management System (2009:1), "Learning Management System, the basic description is a software application that automates the administration, tracking, and reporting of training events". Ryan K. Ellis explained that LMS is a software for administration, documentation, searching material, reporting an activity, providing training materials for teaching and learning online activities that are connected to the internet. Whereas (Munir, 2010) states that LMS contains material in pedagogical and professional competencies, made with multimedia packaging (text, animation, video, sound, FX), given as a supplement and enrichment for the development of learner competencies. LMS makes innovation in the world of IT, which is based on online web learning, multimedia and video conferencing. Web-based learning LMS is dynamically developed e-learning. According to Amiroh (2012: 1) Learning Management System (LMS) or Course Management System (CMS), also known as Virtual Learning Environment (VLE) is a software application used by educators, both universities / colleges and schools as online learning media based-internet (e-learning). Based on the above opinion, it can be concluded that the LMS (Learning Management System) is the management of IT-based learning process interactions through the website.

2. Benefits of LMS

Yana and Adam (2019: 5) argue that LMS can help teachers and lecturers to (1) convey learning objectives, (2) manage learning schedules so that students know what they are going to learn and when to implement them, (3) deliver learning content to students even though not in the classroom, (4) evaluating the learning process and creating a teaching track record, (5) interacting with students, (6) providing a broader source of reference that can be accessed directly by students. In line with the above opinion, Wibowo, Akhlis and Nugroho (2014: 137) in their research results stated that LMS can improve students' understanding of concepts, but LMS has not been effective in developing student character. Based on the two opinions above, it can be concluded that LMS helps educators and students to be somewhat more flexible in learning and explore various learning resources and media that are packaged in the form of technology. Like a system, in its application there are supporting and inhibiting factors for the success of learning through LMS. Sriwindono and Tumiwa (2016: 78) stated that: "Failures in implementing an information system can be divided into 2 aspects. The first aspect is the technical aspect, which is the aspect that concerns the technical quality of the information system, while the second aspect is the non-technical aspect related to the perception of users of the information system that causes users to want or not want to use the information system that has been developed ". Furthermore Indriani, Fathoni, and Riyana (2018: 137) in their research stated that the inhibiting factors of blended learning include: 1) Time; 2) Students have not been fully motivated and aware of independently learning through LMS; 3) LMS system; 4) Communication in learning; 5) Evaluation of learning only on certain aspects. While supporting factors include 1) LMS that is easily accessible; 2) network availability; 3) Government regulations.

B. Effectiveness of learning
1. Definition of effectiveness

Effectiveness in general shows how far the achievement of a goal that has been determined in advance. This is in accordance with the definition of effectiveness according to Moore D. Keneth In Moh Syarif (2015: 1) the effectiveness of a measure that states how far the target (quantity, quality and time) has been achieved, or the greater the percentage of targets achieved, the higher the effectiveness. In teaching activities contained the ability to analyze student needs, make decisions about what to do, design effective and efficient learning, activate students through extrinsic and intrinsic motivation, evaluate learning outcomes, and revise subsequent learning to be more effective in improving student

achievement. The definition of effectiveness can be concluded that effectiveness is a measure which states how far the target (quantity, quality and time) has been achieved by the management, which target has been determined in advance. This can be matched in learning how far the learning objectives that have been set can be achieved with the achievement of quantity, quality and time. In the context of learning activities, effectiveness needs to be considered, meaning the extent to which the goals set have been achieved as expected.

2. The definition of learning

Learning is a process that is needed in the development of science to be applied to students. Learning according to Lefrancois in his book Yamin, 2013 is the preparation of external events in a learning situation in order to facilitate learners for learning, storing (the power of remembering information), or transferring knowledge and skills. Didi Supriadie (2012: 9) Learning or instructional is a conception of two dimensions of activities (learning and teaching) that must be planned and actualized, and directed at the achievement of objectives or mastery of a number of competencies and indicators as a picture of learning outcomes. The problem is how to make students do learning activities optimally, so they can achieve their goals and master competencies. The concept of learning (Syaiful Sagala 2005: 9) in a process in which a person's environment is deliberately managed to enable him to participate in certain behaviors in special conditions or produce a response to certain situations.

3. Effectiveness of learning

Miarso (2004) says that the effectiveness of learning is one of the quality standards of education and is often measured by the achievement of objectives, or can also be interpreted as accuracy in managing a situation, "doing the right things". According to Supardi (2013) effective learning is a combination that is composed covering human, material, facilities, equipment and procedures directed to change student behavior in a positive and better direction according to the potential and differences of students to achieve the stated learning goal.

According to Nana Sudjana (2010: 4), effective learning is not merely product-oriented, but also process-oriented, with the hope that the higher the process, the higher the results achieved. Thus, the assessment of learning effectiveness can use two indicators, namely the learning process and learning outcomes. Based on some of the opinions above it can be concluded that the effectiveness of learning is a learning process that achieves learning outcomes in accordance with established learning objectives. To achieve an effective and efficient learning concept there needs to be a reciprocal relationship between students and teachers to achieve a common goal, but it must also be adapted to the conditions of the school environment, facilities and infrastructure, as well as the learning media needed to help all aspects of development be achieved student.

Slavin (2009) the effectiveness of learning can be measured using four indicators as follows: a. The quality of learning (quality of insurance), i.e. how much is the level of information presented so that students can easily learn it or the level of error is small. The smaller the level of mistakes made means more effective learning. Determining the level of effectiveness of learning depends on achieving mastery of certain teaching goals, usually called mastery learning. b. Suitability level of learning (appropriate level of instruction) that is the extent to which the teacher ensures the level of readiness of students in accepting new material. c. Incentives, namely how much effort the teacher motivates students to complete or work on assignments and study the material provided. The greater the motivation given, the greater the student's activeness so that learning will be effective. d. Time, i.e. the time needed to complete learning activities. Learning will be effective if students can complete the lessons in accordance with the specified time.

Completing the opinion of Slavin, Fetaji and Fetaji (2009: 2) states that the success indicators of e-learning can be measured by 18 indicators, namely

"As e-learning indicators they were defined as: (1) learner education background; (2) computing skills level; (3) type of learners; (4) their learning style and multiple

intellegence; (5) obstacles they face in e-learning; (6) attention; (7) content (suitability, format preferences); (8) instructional design; (9) organizational specifications; (10) preferences of e-learning logistics; (11) preferences of e-learning design; (12) technical capabilities available to respondents; (13) collaboration; (14) accessibility available to respondents; (15) motivation; (16) attitudes and interests; (17) performance-self-efficacy (the learner sense of their effectiveness in an e-learning environment); (18) learning outcomes ".

It is said that learning using an online / e-learning system will be more effective, if the 18 indicators above are met.

C. Economic learning

The term economy comes from the Greek language *Oikonomia* which consists of two syllables namely *oikos* and *nomos*. *Oikos* means household, while *nomos* means rule. So *oikonomia* means household rules. *Oikonomia* means the rules that apply to meet the needs of life in a household (Sukwiaty, 2007: 101). Along with the times and science came the science called economics. According to Paul A. Samuelson (Sukwiaty, 2007: 101) argues that economics as a study of the behavior of people and society in choosing how to use scarce resources and have several alternative uses, in order to produce various commodities and distribute, both now and in the future to various individuals and groups in a society. Based on the description above, it can be concluded that economic learning is the study of individual and community behavior in an effort to meet their unlimited living needs with limited means of satisfying their needs.

2. Methods

This type of research is a qualitative research with a phenomenological approach. The research emphasizes an inquiry strategy to look for meaning, description both natural and holistic, so that based on the method including descriptive research. This research will describe both natural and man-made phenomena related to the effectiveness of the use of learning management system (LMS) of economic learning for students at Universitas PGRI Madiun (UNIPMA).

Data is obtained from the opinions and experiences of lecturers and students who use the Learning Management System (LMS) in conducting economic learning. Data processing techniques and checking the validity of the data is done by data triangulation techniques. Data triangulation used in this research is source triangulation, and method triangulation. The data analysis technique used in this study is an interactive analysis technique, while the data that has been collected is then reduced, presented and made conclusions.

This research was conducted in Universitas PGRI Madiun. The reason for choosing a research location at the Universitas of PGRI Madiun based on UNIPMA has had one type of Learning Management System (LMS) called e-learning UNIPMA (eLMA). In addition UNIPMA is a tertiary institution under the large PGRI organization that focuses on education management and the spirit of the struggle of teachers to produce quality education in Indonesia. It is hoped that UNIPMA will become an ideal representation or learning environment model. So the results of the study are expected to be an illustration of learning benchmarks by utilizing Learning Management System (LMS). The research was conducted in March-June 2020 during the Covid 19 pandemic in Indonesia, which required lecturers and students to do online learning by utilizing the Learning management system (LMS).

3. Results and Discussion

1. The effectiveness of learning through LMS

a. Quality of learning

According to Slavin (2009) The quality of learning can be seen from the achievement of instructional learning objectives contained in the learning indicators and the ability of students after the application of learning. The quality of learning can be seen from the material presented in the LMS interesting or not, the form of delivery in the LMS, feedback between lecturers and students, assignments and evaluation of the material in the LMS, and the level of understanding of the material. Respondents' answers indicate that the majority of lecturers of economic education program in delivering material in LMS are quite interesting, some are less interesting. The media used in learning activities are also diverse, such as powerpoints, videos, and there are even lecturers who provide material summaries to students. Likewise with the interaction between lecturers and students in learning through LMS is good enough established, but there are still obstacles that inhibit learning activities, sometimes there are some students who are still confused with indirect explanations through LMS, this is because every student has a learning style and capture different ones. Although there are obstacles the lecturer in economic education program always strives for good quality of learning, one of them is by giving assignments, questions and answers, discussions both through Elma and the WA group. So that, it can affect the level of student understanding of the material. Most respondents answered that students' understanding of learning material through LMS was not optimal. findings; (4) linking research findings to established knowledge structures; and (5) bringing up new theories or modification of existing theories.

b. Suitability level of learning

An assessment of the suitability of this learning level can be seen from a number of things including, whether or not there are apperception activities before the delivery of material to the LMS, whether the lecturer is always ready when delivering material, whether students are always ready when receiving material in the LMS, and the last point is related by whether the material in the LMS is in line with the learning objectives. In accordance with the opinion of Slavin (2009) the suitability of the level of learning is seen in the achievement indicators contained in the RPS that have been planned by the lecturer. To attract the attention of students and try to motivate students a lot of things done by lecturers in learning activities, especially at the beginning of learning through apperception, including praying, absent, there are those who provide a video first before entering into the core material, some are reviewing the material at the previous meeting, discuss and try to give real examples around related to the material presented and questions given to students so that they think in the direction of the material to be delivered. While at the point of readiness of lecturers and students in learning through LMS is quite ready, but there are also students who are lacking focus when learning for work reasons, besides that sometimes there is a change in schedule so students are not ready to accept the material, because online learning is so that at times lecturers provide material so that it makes students less understanding. And for material delivered by lecturers through LMS it can be concluded from the respondents' answers that accordance with the learning objectives written in the RPS.

c. Motivation

Motivation is the important thing in the learning process. Fetaji and Fetaji (2009: 5) argue that motivation is essential to learning and performances, particularly in e-learning environments where learners must take an active role in their learning by being self directed. The results showed that student motivation in participating in learning using LMS was lacking. This is evidenced by the condition of students when they attend lectures in an unprepared condition. This is due to the lack of control from both sides, both students and lecturers. In contrast to direct learning, where student responses to lecturer's explanations can be seen with

expressions and enthusiasm to be actively involved in learning. This lack of motivation affects the effectiveness of learning. The lack of feedback from students to lecturers on the material reinforces the notion that the material has not been thoroughly understood by students.

d. Accessibility

The last indicator of learning effectiveness is measured from the available accessibility. Includes mastery of technology, availability of quota/data packages, and stability of LMS network servers. The results showed that the mastery of technology, both lecturers and students, was quite good/mastered the features of the LMS. Meanwhile, the availability of quota or data packages and the stability of the LMS network server are the main obstacles for lectures. This is because not all students and lecturers are in the areas with stable internet coverage. In addition, the average financial condition of UNIPMA students is in the middle to lower range. This has an impact on the limited availability of the quota or data package used. The results of this study are in line with the opinion of Fetaji and Fetaji (2009: 5) who state that accessibility available to respondents is defined as important indicators in discussions with e-learning specialists and experts. They represent the essential influencing factors on e-learning mentioned in different studies such as if there is a problem with access to the LMS, automatically learning with the LMS cannot be maximized / less effective.

2. Obstacles in the use of LMS

Data is collected by interviewing lecturers and students. Obstacles are divided into two points of view, namely the lecturer's perspective and the student's perspective.

a. Obstacles from lecturers

The results showed that the obstacles in terms of lecturers as instructors in the form of 1) Signals; 2) Student motivation; 3) Material readiness; 4) The level of student understanding is lacking; 5) Time management. In line with the opinion of Sriwindono and Tumiwa (2016: 78) that the failure of LMS is divided into technical and non-technical obstacles. Technical obstacles that occur in the economic education in the use of LMS in general can be said because the full use of LMS was only done in the even semester 2019/2020. This circumcision relates to the state of Pandemi Covid and government and campus regulations which require work from home. This condition causes mental readiness for students and lecturers who are accustomed to doing face-to-face learning then switches to LMS which decreases the level of motivation to conduct learning, further impacting on students' level of understanding of the material.

b. Obstacles from students

Based on the results of research the obstacles of students in the form of technical obstacles such as 1) LMS server/system error; 2) Unstable internet signals and networks; 3) Limitations on internet quota; 4) Time management. While non-technical barriers such as understanding the material is less maximal if using LMS when compared with conventional systems in the form of face-to-face class. In accordance with the theories of Indriani, Fathoni, and Riyana (2018: 137) that the supporting and inhibiting factors of LMS learning include adequate LMS networks and systems, sufficient time availability. In this case quota restrictions and unstable signals become the main non-technical factors that inhibit learning through LMS. These obstacles are overcome by students by: 1) finding other learning resources outside the LMS with relevant material; 2) find a place with a more stable network or signal; 3) saves data usage by prioritizing online learning/lectures and reducing the use of social media and other applications that consume quotas; 4) while for time management by making a schedule of activities and assignments from each lecturer and course.

4. Closing

a. Conclusion

Based on the results of research and discussion that has been stated above, the following conclusions can be drawn:

1. Effectiveness of using Learning Management System (LMS) on economic learning in the economic education program of the Universitas PGRI Madiun is good enough, facing many obstacles in its implementation. This is evidenced through the four indicators answered by respondents, according to the quality of learning, according to the level of learning, motivation and accessibility.

2. The obstacles in the use of Learning Management System (LMS) in economic learning in the economic education program of the Universitas of PGRI Madiun both the obstacles that come from lecturers of economic education study programs as well as obstacles from students. Obstacles received from lecturers such as problem signaling, student motivation, preparation material, lack of student understanding and time management. Unstable or error LMS server/system, unstable internet signals and networks, limitations on internet quota, and time management. Non-technical obstacles are also successful such as material understanding that is less than the maximum when doing learning activities through LMS when compared to conventional systems that involve face-to-face in class.

b. Suggestion

Based on the conclusions of research, the suggestions in this study are as follows:

1. To educational institutions

    Educational institution with a focus and availability of sufficient IT development funds, we should choose a paid LMS, because in terms of network/server quality it is more stable.

2. To lecturers and educators

    a. Readiness of the material in online learning needs to be done well, so that mastery and presentation to students can be done appropriately taking into account different student learning patterns.

    b. Adding knowledge in the IT field, so that they can use LMS to the maximum through adding features that can facilitate learning.

3. To Students

    a. Actively looking for learning resources that are relevant to the learning material, so as not to make LMS as the only source of learning and increase understanding of the material.

    b. Scale the priority of task deadlines and time management so that learning can run optimally.

4. To other researchers

    Conduct research development with the theme of LMS from another angle. Because the use of LMS in the digital age is absolutely necessary in the world of education.

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