



IMPLEMENTATION OF LEARNING MANAGEMENT SYSTEM (LMS) LEARNING MEDIA AT MUHAMMADIYAH 2 SMA YOGYAKARTA

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Abstract

Introduction to The Problem : The occurrence of the COVID-19 pandemic is increasingly rampant, the thing that is being hotly discussed is related to face-to-face learning into virtual face-to-face . That correct occurs in an early learning conducted by stare advance Becomes virtual stare.

Purpose : Based on the SE Minister of Education and Culture an appeal for doing education online and working from the house to avoid the spread of COVID-19. The moment occurs the COVID-19 pandemic; there are changes in implementation One of the media that can be held for online learning is the Learning Management System (LMS) as implemented in SMA Muhammadiyah 2 Yogyakarta.

Design/methods/approach: The destination of the study is to know the implementation of the learning media Learning Management System (LMS) at SMA Muhammadiyah 2 Yogyakarta. In addition, for knowing factor support and inhibitor in online learning performance using LMS. Subject from the study this namely five teachers with different eye lessons . Data collection techniques in research this use observation , interview and documentation with instruments that have been compiled . Data validity in the study this use triangulation data source . Data analysis techniques using procedure data reduction , data presentation and data interpretation.

Findings : . The results of this study find two Things important that is first , the implementation of the Learning Management System conducted through stages of planning , implementation and evaluation . Finding second is existence factor supporters like existence data plan help , strong signal , and adequate devices. The temporary factor of the barrier is no existence quota , no existence signal , and devices that do not adequate .

Research implications/limitations: Studies still have limitations on subjects and data processing.

Originality/value : For the next researcher, it is hoped that could dig and research further so that could add more results deep.

Keywords : Implementation, Learning Media, Learning Management System (LMS), Supporting Factors, Inhibiting Factors

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Introduction

Education, if we look closely, is a place to find various values and meanings in life (Ikhwan, 2014) . If we understand Law number 20 of 2003 which explains national education in chapter 1 article 1 it tells about the meaning of education, namely a conscious and systematic effort in the scope of learning, both the learning process and others that support the development of the potential of students in various fields. domains such as spiritual, religious, personality, noble character, intelligence and self-control.

In the implementation of education during the COVID-19 pandemic, the government responded by issuing regulations, one of which was Law No. 15 of 2020 concerning "Guidelines for the Implementation of Learning from Home in an Emergency Period for the Spread of Corona Virus Disease (COVID-19)" which contained recommendations about learning that carried out from home during the spread of COVID-19 which in its implementation is adjusted to the health protocol for handling COVID-19, then in its performance, distance learning is carried out online or offline. In the implementation of this learning, it must be adjusted to the learning guidelines by the circular. Learning online can use gadgets, laptops, or other media connected to the internet. While offline learning at home can use television, radio, or independent study modules and other media in the environment (Kemendikbud, 2020) .

There is a need for the state to carry out learning despite the pandemic; the government issued a circular through the Ministry of Education and Culture. Sourced from the SE Minister of Education and Culture, it is about the appeal to carry out education online and work from home to avoid the spread of COVID-19. Learning cannot be done face-to-face directly, therefore the teacher adapts to the application of education. Online learning is an alternative for the government to continue learning even from their respective places or homes (Radino et al., 2021) . This online learning is the first time to be tried on a large scale and simultaneously, so this learning can be used as an adjustment and additional experience for teachers and students in the future . (Dkk Jamaluddin, 2020; Jailani, 2014)

With the implementation of online learning, parents must play an active role in directing their children to receive subject matter (Hopid & Kistoro, 2022) . This matter restores the initial function of learning that the family is the first place for a child to get learning. Parents not only build relationships and carry out several family goals for reproduction, continuing generations, and carrying out love. The main task in the family is to create a building and an atmosphere for the family learning process, so that it will make the generation intelligent and noble and become a strong foothold for treading the life and journey of children towards their future (Jailani, 2014).

Education must be responsive, innovative and aspirational and must keep up with the times so that students can adapt and face the challenges of the times when they graduate. As is currently happening , when there is a COVID-19 pandemic that requires education to be carried out remotely in order to prevent the spread of the COVID-19 virus. (Fuadi, 2018) In this case, educators are required to be more creative and innovative in learning to achieve educational goals. With COVID-19 causing education in Indonesia to be conducted online, therefore, teaching media is needed as a form of applying digital technology to improve the development of learning technology by the story of the industrial revolution 4.0 (Rakhmawati, 2020).

Literature Review

From the point of view of education, media is a strategic instrument that participates in measuring and becomes one of the keys to success in the learning process (Harahap et al., 2021). Media has a significant impact on the role of achieving the goals of the learning process for students.

Media language is taken from Latin, namely *medius* which means middle, intermediary or introduction (Arsyad, 2011) . This human has limitations in terms of capturing, understanding and responding to a message that is inherent in abstract nature or something that has never been recorded in the human memory. The teaching and learning process is an important thing to do in terms of internalizing learning in this case the role of educational media is needed. The media itself

has a role in making it easier and clarifying the material that is delivered so that in the learning process, students can more easily catch the messages that want to be conveyed between educators and students.

The use of media in the learning process does not always run smoothly; there are obstacles or obstacles experienced such as device limitations, internet signal/connection limitations, internet quota limitations, lack of interaction between educators and students, and others (Naseh et al., 2022) . However, the more students are given various media and supporting infrastructure, the greater the possibility that educational values can be absorbed and digested. (Tafonao, 2018)

Many alternative media support online learning, including Google Classroom, Google Meet, Zoom, Edmodo, e-Learning , etc. Alternative online education used by SMA Muhammadiyah 2 Yogyakarta is to use e-Learning with other terms of Learning Management System (LMS). SMA Muhammadiyah applies LMS as an alternative to online learning because in this LMS there are features that can make it easier for educators and students to carry out the learning process.

E-Learning in Indonesia was introduced and is still a new technology. E-Learning comes from electronic learning and is then shortened to e-Learning (Arsyad, 2011) . The word e-Learning comes from the two words "e" which refers to electronica and then Learning which has the meaning of learning. So the purpose of e-Learning is learning that uses electronic media. In the learning process, the use of e-Learning usually uses various media such as audio, video, and computers, or a combination of the three media.

The operation of this e-Learning using a system commonly known as LMS / CMS (Learning / Course Management System) . This LMS/CMS has a function to provide a space for educators to deliver learning materials. The LMS/CMS also has various features if it is in the form of direct communication such as chat, teleconference, or video conference, then there is delayed communication such as email examples, mailing lists, and progress tracking, then there are learning materials such as syllabus examples, collection of questions. - questions, and provided online practice (Arsyad, 2011)

With the LMS system, it has advantages, including the learning process can be carried out flexibly both in terms of place and time, students in the learning process with this LMS system can freely choose which work to do first, then within a specific time there is a time limit for learning. finish it. Then , by using e-Learning, you can save operational costs such as trips to locations and accommodation, administrative costs, physical facilities, and the cost of repairing classrooms. Other advantages _ namely students when learning to use this LMS system when students do not understand it. Students can reopen until they understand the module (Kusuma, 2021)

In the use of LMS which is implemented in the learning process, there are also shortcomings, including only because it is done online so there is a lack of interaction between educators and students, then when viewed from other aspects the ongoing learning process is more inclined to training than the internalization of educational values. Besides that , beginning aspect method re-learning is conducted conventionally _ in an ICT system. That thing occurs because existence the demands of the times are growing , so required know the ICT system in the activity process learn and teach . none other than it also makes down interest participants educate because hit bored as well as in motivation study participant educate tend more low probability _ big will fail to follow the learning process . Another thing that makes this LMS deficiency is the even distribution area especially in Indonesia yet all connected with an internet network.

The unskilled educators still do not understand the use or procedures of the LMS system . (Kusuma, 2021) . LMS is software that is developed for learning so that it can assist in the learning process. LMS development has a reference so that in its understanding, the following is a learning management system, a virtual learning environment, and a collaborative learning environment. This LMS can be a solution in offline learning because learning can be done anytime, anywhere, and is not limited to space and time Shanty Stevania Pangaribuan, "Design Learning Media Based on Learning Management System (LMS) with Moodle to Improve Independence and Science Learning Outcomes for Junior High School Students" (UNIMED, 2022). .

In adapting face-to-face learning to online, there are obstacles felt by SMA Muhammadiyah 2 Yogyakarta. Such as providing material, recapping grades, giving test questions, etc. So this LMS offers features that can be a solution to these obstacles. The form of problem limitation is stated in the formulation of the problem, including the implementation of LMS learning media in SMA Muhammadiyah 2 Yogyakarta and the supporting and inhibiting factors for using LMS learning media in SMA Muhammadiyah 2 Yogyakarta

Methods

The method used in this research is method qualitative and uses an approach to phenomenology. The goal is to use techniques and strategies to produce a description of the implementation of Learning Management System media (LMS) in learning at SMA Muhammadiyah 2 Yogyakarta. The data collection method used for this research is the method of observation , interviews , and documentation. The observation method is carried out by observing the environment and state of the school, the interview method is carried out by asking questions that have been prepared previously to resource persons who are teachers from the school (Gusman et al., 2021) , and documentation is carried out to find data regarding documentation of school locations, vision and mission , school profile, and school organizational structure. After getting the data, the next step is to analyze the data.

Data analysis is a process for finding and organizing by systematic results interview , recap observation and translation results documentation good in the form of picture as well as writings that have been obtained by researchers for increase understanding to researched studies and then _ will report. To do data analysis , analyze this use technique qualitative data analysis . In a study, the data analysis technique used is Miles and Huberman model data analysis where carried out at data collection and after finished . Data analysis is done through data reduction, data presentation, and drawing conclusions. (Noor, 2015)

Data obtained from the field amount a lot , then need existing recording by more thorough and detailed . Reducing data means summarizing, select and focusing important and essential things , then looking for themes and patterns . Thus , the information that has been reduced could give a picture and make it more accessible researcher for collect data and search for it when required. In the data reduction process, researchers use results from observation and interviews to party schools and then added with documentation that has been explored. After Doing data reduction , the next step namely the process of presenting data. Presentation of data as gathering from organized information and provide possibility existence withdrawal conclusion and conclusion action.

With seeing presentations , can understand what happened and what to do conducted further and analyze or take action based on an understanding of the presentation. Presenting this data shaped text taken narrative from record data results in the field , charts , matrices , graphs , and networks . Presentation of the data used in the form of a narrative that contains information from various literature that has determined Withdrawal conclusion is the step last used in the process of data analysis . Research data that has been obtained concluded and adjusted with formula problem that has been made before . Existing data must be valid and appropriate with results from the technique data collection above . The conclusions that have been made must be checked and verified return During study the progress use way : (1) writing must thought repeat, (2) reviewing return obtained notes in the field , (3) swap opinions with friend to develop conclusion.

Result

As the results study analyzes information and data obtained by the author through technique data collection , the writer serves results deep data analysis form description . Presentation and analysis of the author 's data services based on interview results conducted Among writer with five teachers from eye PAI, Chemistry, Craft , History, and English lessons . In research entitled " Implementation of Media Learning Management System in learning at SMA Muhammadiyah 2 Yogyakarta ". Excavated descriptions with the use of technique collection data that has been applied namely ; observations , interviews , and documentation . Featured some main points in the focus study as follows:

1. Implementation of Media Learning Management System on Learning at SMA Muhammadiyah 2 Yogyakarta

Learning is a process, namely the process of regulating, and organizing the environment around the participants sitting so that they can establish and encourage participants to sit in the learning process . (Pane & Dasopang, 2017) With the Minister of Education and Culture's SE regarding the call to carry out online education and work from home to avoid the spread of COVID-19, learning that is usually done face-to-face in class must be changed to face-to-face learning from home or using internet media.

This makes schools and teachers adapt according to the policies set by the government. Based on the interviews, the following are responses regarding learning during a pandemic. Mrs. Indah's response as a PAI subject teacher was:

" Yes, it's me because that's the situation, so like it or not, we have to follow the existing policies. And for me when the pandemic was face-to-face online, everything was online, for me it was a challenge in itself, we were required to be IT literate and I quite enjoyed it, a lot of knowledge that I didn't get in college about IT in the end, like it or not, we have to force ourselves that it is part of learning. For me it's happy and it's okay, but when we see colleagues who are already elderly mothers or fathers, we understand. Sometimes we who are young have difficulties. Because maybe we want to upload material or files, there are several stages, if an older person, for example, clicks the wrong button, they panic. I quite enjoy it, it has its own challenges and like it or not, we have to be smarter than the kids or smarter." (Arifin, 2022)

In addition, Mr. Arifin's response as an English subject teacher regarding learning during a pandemic is:

"When we were in the pandemic yesterday, we were a bit confused because firstly, the condition of all students was still here, secondly, we had to implement health protocols until students were not allowed to enter, so we inevitably had to learn everything online. At first online learning was still in the development process, at the beginning of the pandemic the school's website had not been prepared because the preparations were very sudden, so at the beginning it was necessary to set up first from the school to improve the LMS system which was foam to use then later after that we used the e-Learning model , so the model can only be used for online learning."

In addition, Mr. Ebma's response as a History subject teacher regarding learning during the pandemic was:

"If it was related to schools, it might have been something that was not believed, after there was a pandemic that reached the students then many got sick, and then the school eliminated offline schools and the effect was felt. We are positive that we use more modern technology, let's say we enter learning devices that use more electronic technology, then we learn to use face-to-face learning applications from Microsoft Team, before we used Google meet, we also felt zoom. So I think there is a positive value because of the compulsion of circumstances that makes us develop. And the negative thing is because of the pandemic when we face something that we think we have never experienced, this is also a culture shock for me because "oh, it turns out, it's like facing students without, let's

say face to face, because there are still many who close the camera, only making sounds. , we have to be more patient in dealing with this situation, and sometimes I also make an explanation because in conditions like this, sometimes the camera can't work, but it's not a problem." (Emma, 2022)

In addition, Mrs. Swasti's response as a Master of Craft subject regarding learning during the pandemic was:

"So now we use LMS, so everything is entered into LMS. We teachers can enter anything and collaborate with anything, for example, teachers want to use the classroom but enter it into the LMS, so the first internal child opens or the main door is in the LMS. So later, if the teacher wants to use Google Classroom, you can enter the link. But if anyone wants to use eye contact, they can use zoom, google meet or they can also use Microsoft team, but the zoom is rare because it is prepaid." (Swasti, 2022)

In addition, Mrs. Huda's response as a Chemistry subject teacher regarding learning during the pandemic was:

"At SMA Muhammadiyah 2 Yogyakarta, it became an agreement to access via LMS, but after entering the LMS it only became a gateway, teachers could use Google classrooms and Microsoft team. The LMS only lists the material that will be studied tomorrow morning. There LMS is the entrance for children before entering learning. One day before, at least you have read the material to be studied first, then uploaded the ppt that will be used, the Microsoft team link that will be used, and the YouTube video link. So at least they are given a stimulant or appreciative but given intact, then if the child is lazy to download, the child runs to the Microsoft team because if it is in the Microsoft team, it does not have to be downloaded. After all, it uses an application." (Huda, 2022)

Based on the interviews from the five sources, it can be concluded that when facing a pandemic, teachers are ready or not, like it or not, they must be able to run it as usual but with a particular space. Teachers also make learning from home a challenge for them to be IT literate and learn more about technology that can be used for learning.

In the face of a pandemic, the Minister of Education and Culture's Decree regarding the appeal to carry out education online and work from home to avoid the spread of COVID-19, schools provide policies on the government's recommendations. Based on the results of interviews conducted with Huda's mother, the policies implemented in dealing with the pandemic are changing learning to online and applying the Learning Management System (LMS) media as the main door to access learning materials.

"The school's policy in dealing with the pandemic is to implement the LMS as a learning gateway, it must be used as a gateway, so the first child accesses the LMS, after the LMS maybe someone will use Google classroom later the link will be inserted into the LMS, from the school or management it is easier to monitor when tomorrow morning the teacher who teaches who the material is and what use is ready or not." (Huda, 2022)

Learning Management System (LMS) is an application or software used to manage or manage online learning which includes various aspects including material, placement, management, and assessment . (Fitriani, 2020b) At SMA Muhammadiyah 2 Yogyakarta, he was previously not familiar with LMS. Some teachers only know about LMS since the policies that have been determined at SMA Muhammadiyah 2 Yogyakarta are based on the results of interviews conducted with Mrs. Indah:

"I don't know at all, the only thing I know is the website." (Ayu, 2022)

Some teachers previously knew but had used LMS as a learning medium, but had used other internet media such as based on the results of interviews conducted with Mr. Arifin as follows:

" Before, I only knew about LMS but had never used it. If I used to use zoology, google drive, Edmodo, then the settings cannot be determined by school policy, so I developed an LMS." (Arifin, 2022)

Implementation or implementation of learning using the Learning Management System (LMS) is a process of implementing learning that includes the planning, implementation, and evaluation processes. Planning is the primary step in the overall management of learning. Planning is related to the objectives to be achieved in education. In this case, what needs to be prepared is not only in writing, but also in mental preparation, and emotional conditions that will be built to foster the spirit of students to be active in learning. The planning carried out includes various components such as; curriculum, syllabus, lesson plans, and teaching materials. Planning in education is an important thing that must be done to support the implementation of learning, so that it is carried out correctly and in accordance with what is expected.

The use of LMS in SMA Muhammadiyah 2 Yogyakarta is indeed mandatory, but only as a gateway for students to access materials and competency tests. In further learning, it is left to the teacher to be creative and make the best use of technology. The material to be given must be uploaded one day before the learning time complete with a post test or competency test and what media will be used during tomorrow's learning. So teachers are monitored by the school's IT team when they are ready to carry out tomorrow's lessons, such as the results of interviews conducted with Mrs. Swasti as follows:

“Every day he enters the LMS, so every night before the day of learning from IT and the curriculum, the teacher checks how far the preparation has gone, at least not only the material, but also being given assignments so that children get feedback. So for example, giving material but not with assignments, or just confirming our task to the teacher, at first I looked at virtual because of the introduction, then later what material was delivered, what kind of system, then what needed to be explained and then explained but not every day we go online, for example Material a has been theorized twice and should practice later I will send a video so that day the child sees the video but does not just watch the video, then the child if there is a question according to the video. Not monotonous every day online” (Swasti, 2022).

With a policy regarding the use of LMS, the IT team can determine how far the teacher's preparation in preparing lessons, such as what material will be delivered, what media is used, and whether there are exams after the material. The material is uploaded a maximum of the night before the lesson. When there are teachers who have not uploaded materials, or have only uploaded materials, they will be contacted or confirmed by IT. That way, the learning process at SMA Muhammadiyah is neatly organized, there are no teachers who leave the class and are not ready, all teachers are prepared and learning is still effective even though it is done online with unlimited space.

Using the Learning Management System (LMS) in learning in schools gets a positive impression on the teachers. By using LMS in learning, teachers find it very helpful, in providing materials, assignments, and assessments. Based on the results of interviews conducted with Mrs. Swasti regarding the use of LMS in learning as follows:

“It is very effective and the children are more interactive. First, it makes it easier to take grades, in the past if we took grades it was like manually one by one, now if you use LMS because it can be there so the children can work on and collect them later at night, or maybe there is not enough time in class so that the kids can do it at home. For retrieval, it is downloaded and can be directly added to the list of values. If there were none before, we input them one by one, and later at the end they add up by entering first. Now it's more effective.” (Swasti, 2022).

2. Implementation of learning and evaluation

Implementation is the implementation or application of the plans made previously. In this phase, educators carry out teaching and learning interactions using various media by utilizing existing technology so that the material is conveyed correctly.

Based on the results of the interview with Indah's mother, the following is the learning process carried out when using the LMS:

“Sending materials, ppt, assignments, videos, if the video is via a link, and a meet link. Start the class by joining, 5 minutes waiting for the children, then say hello to ask the situation or randomly call the name so that the class comes alive, then I am absent one by one at the beginning to find out whether the child joins from the beginning or not, then conveys the learning objectives, conveys or reminds the students that the material is also shared in the LMS along with the competency test being carried out within a certain time limit, then delivering the material, and asking questions about students' understanding.” (Ayu, 2022)

As stated by Mrs. Indah, educators must actively interact with students. This can be done at the beginning of learning by asking how they are while waiting for students who have not taken part in education. With the interaction between educators and students, the class will be active and lively, thus making students not bored and sleepy.

Evaluation is a process, meaning that an evaluation implementation, it should be consists of various kinds of actions that must be carried out, thus evaluation is not a result of production, but a series of activities. (Primayana, 2020) Evaluation in learning is used by educators to see whether the teaching that has been carried out is successful or not. Evaluations conducted during online learning are not much different from those conducted face-to-face. The only difference is the media in its implementation. Evaluation is carried out with Mid-Semester Examination (UTS), Final Semester Examination (UAS), and daily assignments or tests. The evaluation results can be used as material for developing student understanding in understanding learning.

3. Supporting and Inhibiting Factors in the Use of LMS Learning Media in SMA Muhammadiyah 2 Yogyakarta

In the learning process , especially those that do not normally occur like when pandemic of course have factors that can push success from goals that have been determined . However _ no could undeniable and inevitable have factors that can block smoothness in the learning process. Like in the use of LMS in learning at SMA Muhammadiyah 2 Yogyakarta. The supporting factors for using the Learning Management System media in learning include Wi-Fi or quota data packets . Wi-Fi or quota Becomes role important in the implementation of online learning . When the teacher or participant does not have a percentage, then LMS cannot be accessible , he will take a long time to load and want to be awaited until any time no will can . So when online learning is done , participants students who have Wi-Fi at home will be safe , but not _ have or use quota data package must confirm there is . So that when learning carried out to enjoy and not need afraid suddenly stops because data packet has run out . Help quota from the government Becomes a factor supporter of online learning .

Then the other supporting factor is the connection or strength good signal . _ Connection or strength signal Becomes a factor supporter in doing online learning . When participants educate and have connection good then _ in accessing the LMS will be easy and fast .

The last supporting factor is the device or device. Device Becomes a factor supporter in online learning using LMS. Participant students and teachers who have devices must confirmed can access the LMS. When the device is sufficient, then will can use for access LMS for learning. Like based on the results Interview with beautiful mother that is “factor supporters yes Wi-Fi or quota and a laptop or gadget that supports it ” (Indah, 2022).

As for the factors blocking the use of Learning Management System media in learning including Wi-Fi or quota data packets. In online learning, participants students and teachers who do not have Wi-Fi but quota the internet a little, will experience difficulty accessing the LMS. Even when the percentage is finished and there is no government help, LMS could not be accessed.

The next inhibiting factor is the connection or strength signal. When students and teachers have a quota or Wi-Fi but do not have a strong or weak signal, the LMS also has problems accessing it. Usually will take a long time to load, so will be a little left behind in uploading Theory learning.

The last one is the device or devices. Device Becomes a role main in online learning. When the device is used no sufficiently, then the LMS is not accessible, even though now all already advanced no deny permanent anyone has _ constraint in this.

In the use of LMS for learning, there are also advantages and disadvantages felt by the teacher. Benefits in the use of the LMS, namely the teacher only enough upload Theory one time and participant education could access one entire semester and makes it easier for teachers to control participant education, like results Interview with Huda's mother is:

"The advantages our only enough upload once and the child can open one full semester, different with using WA for giving Theory can stack, easy for control." (Huda, 2022)

In addition, in using LMS, teachers are also given convenience in providing, assessing and recap score tests. Like based on the results Interview Indah's mother said that "LMS is beneficial once, when a test or there is a task, we give Duty there and the kids work there, automatically score by the system already read, we no need correct and assess one by one after that add up and still need a recap." (Indah, 2022).

The weakness when using LMS is that there are several stages or processes that the teacher does to provide material. Based on the results of interviews with Mr. Ebma as follows:

"The weakness is that there are several applications that are there, but some are simpler in the Microsoft team, for example, quizzes on the LMS with quizzes on the Microsoft team are easier to upload from the teacher in the Microsoft team than in the LMS. And the values in the Microsoft team are easier to access for a recap, if at LMS several steps are carried out."

Other perceived weaknesses regarding access to LMS, as based on the results of interviews with Huda's mother, are:

"The weakness and the inhibiting factor is that it is difficult to access, because you have to log in to Chrome first, sometimes children with signal limitations require time lag or loading."

With the supporting and inhibiting factors along with the advantages and disadvantages of using LMS in learning, the teacher also asks that the LMS is not abolished even though the teaching that is currently being carried out is face-to-face. Teachers can use the LMS facility to provide additional material and tests when class meetings are deemed insufficient or insufficient. Based on the results of interviews with Huda's mother, namely:

"LMS can be used, for example, for tests. We spend time giving material, for example we teach in third grade, and semester one and two are given in semester one, and semester two for repeating, so face-to-face time is limited and maximized to explain the material. To give questions or exams using the LMS." (Huda, 2022)

This statement was reinforced by the results of interviews with Indah's mother, namely:

"Still, it is used for daily tests or assignments for children who are inactive in class or considered uncooperative; it can be used for additional grade assignments. For now, teachers who want to take a test

through the LMS are allowed, they are still used, giving assignments at the LMS are allowed." (Beautiful, 2022)

The learning that is being carried out is now standard, but when there is a suggestion to study online again, LMS will be an alternative for online learning because it is felt that it can be used, as the results of the interview with Mr. Arifin are as follows:

"LMS can still be used because it is still very applicable. Some of the benefits when we are back online, for example with urgent or emergency situations, are still being carried out. In the future may still use the LMS. Flexible, applicable, to build safe autonomous learning for students." (Arifin, 2022)

From what has been explained above, the Learning Management System (LMS) has become part of learning, so even when it is expected, teachers still need it to complete the learning process and schools do not limit it in this regard.

Development of the world of education could be seen from the method learning used in schools . _ This thing refers to a place or learning process taught for . students and teachers. Learning media expected could serve in various methods as means of delivery Theory learning . In the form of PowerPoint, learning videos , modules, etc. , of course help teachers convey activity learning . Technology information and communication naturally Become aspect key that can be used in education in face Revolution Industry . Not anyone can _ avoid transitioning this , so required will adapt to existing developments . _ E-Learning is a developed medium for institutional education to support online learning . (Dhaka et al., 2020)

Smartphone users in Indonesia are expected to be able to take advantage of as many as intelligent phones. Especially for Indonesian students, it is hoped. people can access the LMS created by using a smartphone. Distance learning has been implemented. This blended learning approach is indispensable or a learning approach that works somewhere between face-to-face distance learning and the use of technology.

Based on research that developed from LMS, several existing LMS have effectiveness in their use and almost the same ease as some LMS. (Putra et al., 2020) . In addition, the Learning Management System (LMS) allows course owners or makers to manage, deliver, and monitor their students. Not only that, the Learning Management System (LMS) combines traditional learning with digital media. There are interactive tools including online education, virtual live sessions and discussion forums. This LMS also increases time utilization, because the Learning Management System can be accessed online or anywhere and anytime. (Fitriani, 2020a)

In addition to learning methods and the use of media, the influence of motivational factors on students also affects students' understanding and learning outcomes (Masduki et al., 2021) . Not only that, but the existence of supportive learning motivation also dramatically influences the development of students in learning. Learning motivation is the strength and energy contained in a student that motivates him to learn (Kistoro et al., 2020) , improve his skills, knowledge and experience, and inspire him to achieve the desired goals. Motivation determines learning reinforcement, clarifying learning objectives, and determining student learning persistence. (Pertwi & Sumbawati, 2018).

Discussion

From what has been explained above, the Learning Management System (LMS) has become part of learning, so even when it is expected, teachers still need it to complete the learning process and schools do not limit it in this regard.

Development of the world of education could be seen from the method learning used in schools. This thing refers to a place or learning process taught for students and teachers. Learning media expected could serve in various methods as means of delivery Theory learning. In the form of PowerPoint, learning videos, modules, etc., of course help teachers convey activity learning. Technology information and communication naturally become aspect key that can be used in education in face Revolution Industry. Not anyone can avoid transitioning this, so required will adapt to existing developments. E-Learning is a developed medium for institutional education to support online learning. (Dhaka et al., 2020)

Smartphone users in Indonesia are expected to be able to take advantage of as many as intelligent phones. Especially for Indonesian students, it is hoped. people can access the LMS created by using a smartphone. Distance learning has been implemented. This blended learning approach is indispensable or a learning approach that works somewhere between face-to-face distance learning and the use of technology.

Based on research that developed from LMS, several existing LMS have effectiveness in their use and almost the same ease as some LMS. (Putra et al., 2020). In addition, the Learning Management System (LMS) allows course owners or makers to manage, deliver, and monitor their students. Not only that, the Learning Management System (LMS) combines traditional learning with digital media. There are interactive tools including online education, virtual live sessions and discussion forums. This LMS also increases time utilization, because the Learning Management System can be accessed online or anywhere and anytime. (Fitriani, 2020a)

In addition to learning methods and the use of media, the influence of motivational factors on students also affects students' understanding and learning outcomes (Masduki et al., 2021). Not only that, but the existence of supportive learning motivation also dramatically influences the development of students in learning. Learning motivation is the strength and energy contained in a student that motivates him to learn (Kistoro et al., 2020), improve his skills, knowledge and experience, and inspire him to achieve the desired goals. Motivation determines learning reinforcement, clarifying learning objectives, and determining student learning persistence. (Pertiwi & Sumbawati, 2018)

Conclusion

Based on the results of the study, in responding to the pandemic by carrying out online learning from home, SMA Muhammadiyah 2 Yogyakarta implemented a Learning Management System (LMS) as an alternative to online learning, the researchers can conclude as follows: implementation of Learning Management System (LMS) learning media. Online learning using LMS at SMA Muhammadiyah 2 Yogyakarta is carried out by utilizing technology, which can be seen from the efforts made by educators in carrying out the planning, implementation, and evaluation stage then planning. Planning in the learning process includes preparing teaching materials, creating lesson plans, choosing the media to be used when learning, and evaluating. The teaching materials used are from books or modules and the internet. The media used are LMS in the form of applications and modules.

In addition, there is an implementation process . In the implementation of learning at SMA Muhammadiyah 2 Yogyakarta, the material is uploaded to the LMS a maximum of one day before the lesson is carried out. On the day of learning, students open the LMS and then access the material to be studied on that day. Teachers are free to use other technologies in the learning process, for example the teacher wants to face each different using zoom, the link is uploaded to the LMS along with the material. Then in the evaluation process In this learning there is an evaluation process. evaluation learning can be conducted usually with Mid -Semester Examination (UTS), Final Semester Examination (UAS), and assignments . Can also be done when learning as usual called with daily or posttest .

As for supporting and inhibiting factors in the online learning process using LMS at SMA Muhammadiyah 2 Yogyakarta, namely Wi-Fi or quota, connection or signal, and laptop or device. First , there is Wi-Fi or allocation and assistance from the government will become a factor supporter in doing online learning . When have so with easy LMS for access it , while when no have, LMS does not be accessed . Second , there is a connection or strong signal _ or good to support learning using LMS. The existence strong signal will make it easy to access and not take a long time to load, while when have weak signal LMS in accessing the LMS will need time due to long loading. Third , laptops or supported devices influence the learning process using LMS. When the device is used sufficiently, can for access the internet and download Theory than the teacher and the participants educate with easy can use it whenever and wherever , while when a device no adequate participants students and teachers will have difficulties and even no can access it. In this study, there are shortcomings that are hoped future researchers could dig into and research farther so that could add more results deep.

Declaration of interests statement

The authors declare that there is no conflict of interest in writing the article.

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