



Application of Learning Management System (LMS) Simpai 7 as A Means of Learning Social Studies at Junior High School 7 Bandung

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ABSTRACT

The availability of adequate learning facilities must support the achievement of a marginal learning process. This study aims to manage and describe social studies teachers implementing the SIMPAI 7 Learning Management System (LMS) as a learning tool at Junior High School 7 Bandung. This study uses a qualitative approach with a descriptive method. The research informants were a student of classes VI C, VI E, and VII H and teachers of Junior High School 7 Bandung. Data collection techniques in this study include interviews, observations, and documentation studies. The results of the study show that: (1) in Junior High School 7 Bandung applied LMS SIMPAI 7 as a learning tool due to changes in the learning system, limited time allocation, and the availability of ICT-based learning facilities; (2) the process of managing LMS SIMPAI 7 carried out by IPS teachers includes planning, implementation, and evaluation; (3) The effectiveness of the implementation of LMS SIMPAI 7 is categorized as sufficient, especially in terms of improving students' understanding and learning outcomes; and (4) perceived obstacles in implementing LMS SIMPAI 7 such as delays in collecting assignments and websites that are difficult to access.



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INTRODUCTION

The change in the education system from offline to online due to the COVID-19 pandemic has become a major challenge in the education sector, as it requires educational institutions to adapt to various existing limitations. In this condition, the creation of effective and efficient learning tools becomes very important, which of course must be supported by the application of technology and information in the learning process in the classroom.

Cheng (2005) states that there has been a paradigm shift in learning, which is characterised by several new characteristics, including: 1) lifelong learning, 2) diverse learning resources, and 3) globally and locally connected learning and teaching. This shift is also in line with the demands of 21st century learning, which requires teachers and students to have literacy in Information and Communication Technology (ICT) as an integral part of the learning process in schools (Cheng, 2005).

The 21st century skills required by teachers and students include aspects of hard skills and soft skills, which are divided into several parts, including: 1) ways of thinking, 2) ways of working, 3) tools for work, and 4) skills for living in the world. Of these four parts, the skills that are closely related to the creation of interesting, effective, and efficient learning activities are the mastery of tools of working, which includes the use of ICT technology in education (Plaisance, King, & Koenig, 2021).

The utilisation of ICT in schools can be done through various ways, one of which is by using a software system called Learning Management System (LMS). LMS provides a centralised platform that allows educators to plan, implement and evaluate learning activities, ensuring that educational goals can be achieved effectively and efficiently (Handayani, 2021). According to Wang in Handayani (2021), LMS is a specialised information system whose main focus is on the learning aspect.

The COVID-19 pandemic has accelerated the need for mastery of ICT tools in schools. Teachers are required to use these tools as innovative, effective, and efficient learning tools. In the midst of limited time allocation for face-to-face learning, LMS becomes important in supporting the learning process of Social Studies (IPS) in schools (Rapanta et al., 2020). By utilising an LMS, schools can optimise the time and resources available to achieve learning objectives and outcomes in social studies subjects, both offline and online (Boelens, De Wever, & Voet, 2017).

At SMP Negeri 7 Bandung, the implementation of SIMPAI 7 LMS is one of the responses to this change. The school has taken the initiative to develop their own LMS software, tailored to the specific needs of teachers and students. The use of this LMS is supported by various facilities provided by the school, such as computer labs, Android-based smart TVs, wifi networks, learning studios, projectors, speakers, and laptops, all of which are used to support learning activities both through virtual meetings and the use of SIMPAI 7 LMS.

The use of LMS in social studies learning at SMP Negeri 7 Bandung is not only intended to adapt to the demands of the pandemic, but also to improve the quality of learning itself. SIMPAI 7 LMS is designed to facilitate better interaction between teachers and students, allow more flexible access to learning materials, and provide efficient tools for assessment and feedback (Hrastinski, 2008).

In addition, the development of information technology has also resulted in many schools creating LMS software independently. This allows the implementation and management of LMS to be adjusted to the conditions and needs of the learning system in the school (Anderson, 2008). Various web-based learning service provider software such as Google Classroom, Edmodo, Moodle, Lotus Learning Space, First Class, and WebCT have their own advantages and disadvantages according to their usage needs (Dziuban et al., 2018).

In conclusion, the introduction of the SIMPAI 7 LMS at SMP Negeri 7 Bandung is a significant advancement in the integration of technology into social science education. This study aims to provide a comprehensive evaluation of the effectiveness of this system, identify challenges associated with its implementation, and contribute to the development of best practices for the management of LMSs in educational settings. The findings from this study will have important implications for the future of social science education, especially in the context of ongoing efforts to integrate technology into the classroom (Sun & Chen, 2016).

METHOD

This research uses a qualitative approach with descriptive method. The qualitative approach was chosen because this research aims to understand the phenomenon of the application of Learning Management System (LMS) SIMPAI 7 in learning Social Science (IPS) at SMP Negeri 7 Bandung. Descriptive method was used to describe systematically and accurately about the implementation process, the challenges faced, and the effectiveness of the LMS.

The subjects of this study were social studies teachers and seventh grade students at SMP Negeri 7 Bandung. Data were collected through semi-structured interviews, observations, and documentation studies. Interviews were conducted with teachers and students to gain in-depth insight into their experiences in using the SIMPAI 7 LMS. Observations were conducted during learning

activities to see first-hand how the LMS is used in the teaching-learning process. Documentation study involved analysing relevant documents such as teaching notes, student learning outcomes, and learning evaluation reports.

The data obtained was analysed using thematic analysis technique, where data was coded and categorised based on emerging themes. This analysis aims to identify patterns and relationships between the use of the LMS and the improvement of student learning outcomes as well as the overall effectiveness of the learning process. Data validity was maintained through triangulation of methods, by comparing data obtained from interviews, observations and documents. The results of this analysis are expected to provide a clear picture of how SIMPAI 7 LMS is implemented in SMP Negeri 7 Bandung, as well as provide recommendations for further improvement and development in the use of LMS in schools.

RESULT AND DISCUSSION

Results

This study aims to evaluate the implementation of Learning Management System (LMS) SIMPAI 7 in Social Studies learning at SMP Negeri 7 Bandung, as well as to identify its challenges and effectiveness in supporting the learning process. Data obtained through interviews, observations, and documentation studies show that the SIMPAI 7 LMS has been used consistently in social studies learning, although there are some obstacles faced by teachers and students.

The results showed that the application of LMS SIMPAI 7 has several positive impacts on the learning process. First, this LMS allows teachers to arrange and organise learning materials in a more structured manner and easily accessible to students. The materials presented through this LMS include texts, images, videos, and interactive quizzes designed to improve students' understanding of the topics taught. Secondly, the SIMPAI 7 LMS facilitates more effective communication between teachers and students, allowing class discussions to be conducted online, and providing immediate feedback on students' submitted assignments.

However, this study also found some obstacles in the implementation of the SIMPAI 7 LMS. The main obstacles encountered were technical issues such as unstable internet connectivity and limited device access by students. In addition, some students reported difficulties in navigating the LMS, especially in accessing learning materials and submitting assignments. Teachers also faced challenges in effectively monitoring student engagement through the LMS, mainly due to the lack of face-to-face interaction.

Discussion

The results of this study indicate that the implementation of LMS SIMPAI 7 at SMP Negeri 7 Bandung is in line with the research objectives, namely to improve the quality of social studies learning through the use of technology. This finding supports the theory that the integration of information and communication technology in education can improve learning effectiveness, as stated by Cheng (2005), who emphasises the importance of ICT literacy in 21st century learning. The use of LMS has been proven to improve the accessibility of learning materials and facilitate more flexible interaction between teachers and students, as also found in previous studies by Means et al. (2014) and Anderson (2008).

However, the challenges faced in the implementation of SIMPAI 7 LMS, such as technical issues and access limitations, indicate that the effectiveness of the LMS is highly dependent on the readiness of the infrastructure and the digital competence of the users. This is in line with the findings from the study by Al-Azawei et al. (2017), which stated that the success of e-learning implementation is highly dependent on the technological readiness and digital literacy of students and teachers. Therefore, although the SIMPAI 7 LMS has provided significant benefits, there needs to be further efforts to overcome technical obstacles and improve support for users, especially students who are less experienced in using this technology.

Analysis of the research results also shows that the implementation of LMS can affect students' engagement in learning. The study by Hrastinski (2008) indicates that effective e-learning

should consider both synchronic and asynchronous aspects of online learning. In the context of SIMPAI 7, although there are strong asynchronous elements, such as self-directed access to materials and assignments, synchronic elements such as live discussion and real-time feedback are also needed to increase student engagement. This is consistent with research by Dziuban et al. (2018), who stated that blended learning, which combines both synchronous and asynchronous elements, tends to be more effective in improving student learning outcomes.

In addition, the constraints in monitoring student engagement suggest that there is a need for more sophisticated evaluation tools in the LMS, which allow teachers to monitor student activities more accurately. These findings are in line with research by Kebritchi et al. (2017), who suggested that the LMS should be equipped with analytical tools that can assist teachers in identifying students who need further intervention.

The implications of this study include several important aspects of LMS implementation in secondary schools. Firstly, the results of this study show that the development of an LMS that is customised to the specific needs of the school can improve the quality of learning, but it must be supported by adequate infrastructure and proper training for teachers and students. Secondly, this research highlights the importance of continuous technology support to ensure equitable accessibility for all students, especially those with limitations in internet access and devices.

Thirdly, the results of this study show that to improve the effectiveness of LMS, there needs to be better integration between synchronic and asynchronous elements in learning. This can be done by providing more opportunities for direct interaction between teachers and students, for example through regular online discussion sessions. Finally, this study shows that the development of evaluation and analytics tools within the LMS can assist teachers in monitoring student engagement and providing more timely interventions.

Although this study has provided valuable insights into the implementation of the SIMPAI 7 LMS, there are some limitations that need to be recognised. Firstly, this research was conducted in the context of one school only, so the results may not be fully generalisable to other schools with different conditions. Secondly, this study focused more on the perspectives of teachers and students, while the perspectives of school management and LMS developers may also be relevant to consider in future research.

In addition, this study was conducted during the COVID-19 pandemic, which may have affected students' and teachers' perceptions and experiences of using the LMS. In the future, further research can be conducted in a more stable context to see how the LMS is used under normal conditions. Lastly, although the data collected includes various sources, more in-depth analysis of qualitative data, such as interviews and observations, might provide richer insights into users' experiences of using the LMS.

Overall, this study shows that the implementation of SIMPAI 7 LMS at SMP Negeri 7 Bandung has had a positive impact on the social studies learning process, although there are still some challenges that need to be overcome. The results of this study can serve as a basis for other schools that want to implement LMS to improve the quality of learning. With the right support, LMS can be a very effective tool in creating more structured, interactive and flexible learning.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded: 1) the reason why SMP Negeri 7 Bandung implements LMS SIMPAI 7 as a learning facility is due to changes in the learning system, limited time allocation, and the availability of ICT-based learning implementation facilities; 2) the management process of LMS SIMPAI 7 carried out by social studies teachers includes planning, implementing, and evaluating; 3) The effectiveness of the application of LMS SIMPAI 7 is included in the category of sufficient, especially in terms of improving the understanding and learning outcomes of students; 4) the obstacles felt in implementing the SIMPAI 7 LMS such as delays in collecting tasks and websites that are difficult to access. This research for students makes the results as motivation to familiarize learning using LMS SIMPAI 7, and for social studies educators at SMP Negeri 7 Bandung is expected to help teachers develop social studies learning, especially in terms of planning, implementing, and evaluating learning.

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