



Learning Management System for learning Al-Islam and Muhammadiyah in Indonesia: An Analysis of comparison lectures and students

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ABSTRACT

The research aims to provide knowledge about the recognition, and use of faculty technologies for education teachers are responsible for developing moral character. Preliminary results were gathered from a survey offered to 182 departments of four universities. The researcher used a definition and interpretation approach for qualitative use in this study. There were 530 lectures of 25-50 years of age (men and women). A study was conducted based on Kohlberg's theory's concept of gender identity findings show that technology is mostly optimistic and that universities and colleges do not have adequate technological assistance (both hardware and training). The most popular forms of technologies are course management, laptop and web applications. The data show that intermediately or marginally below, the departments as a whole operates in the accepting/use spectrum of technology. Even while the epidemic rages worldwide, closing down higher education has never been an option; instead, finding methods to avoid it has led to a growing dependence on online technologies for a course and program delivery. Although this is not intended to be a perfect alternative, some claim that online education has exacerbated the 'diploma illness' dilemma.

Keywords: Lectures; Perceptions; Learning; Technology

1. INTRODUCTION

By a lethal coronavirus is a major problem for both health care providers and policymakers around the world, in particular. Nevertheless, we should be sure that COVID-19 will keep spreading and causing disturbances, and even if it is detected and COVID-19 resolves, the next epidemic or pandemic will likely hit the planet. In the intervening years, many European countries have either partially or completely locked themselves down after the total number (for example, Italy, Spain, the UK, France, Germany and the United States). Though this occurs elsewhere, Africa has also been infected, and the virus has not escaped Zambia. Additionally, states worldwide have shut down schools, colleges and universities, since COVID-19 is alarmingly circulating and murdering people. Many of these steps to combat and suppress the outbreak of COVID-19 have been implemented. On the other hand, the epidemic of COVID-19 was a



changing game of pedagogy around the world. In Indonesia and the whole nation, universities and colleges have worked hard to shift their classes online quickly. Online learning was also an overwhelming reaction to these closures. A way to combat the transmission of a transmissible virus such as COVID-19.

This study stressed the literature contribution that education is the best answer for online or digital learning in the age of the global pandemic. This research acknowledges the potential of online learning during the COVID-19 period while also having the impression of individuality. After all the educational institutions were prematurely closed from 15 March 2021, the process of learning about a pandemic of global pandemic at Muhammadiyah University in South Sulawesi came to a higher education stop. Both higher education institutions in Indonesia have been called upon to turn to online learning. The application of technology in the course as a tool for the use and the use based on the usefulness and ease of use perceived. Few professors, teachers, universities and colleges led the acceptance of technology, and some went slowly. It was not also an operation for individuals or organizations. Many university projects explored several interrelated causes in terms of the sluggish speed of technological advancements in education. The reasons are lack of technology training, technology behaviours, lack of training and technology support, shortage of infrastructure and the scarcity of high-tech classrooms.

2. RESEARCH METHOD

The research applied a qualitative design to investigate the problems of science. The research approach is the design of the qualitative method. Prospective online learning of lectures at the Muhammadiyah University of Enrekang, Muhammadiyah University of Makassar, Muhammadiyah University of Sidenreng Rappang and Muhammadiyah University of Parepare were sampled. The exhibition sample was composed of 535 participants from 182 departments in 2021. In the framework of social media apps, the authors managed an adjusted and validated scale to quantify the online conduct of participants by online learning as follows. Participants also answered questions about their ethnicity, year of teaching, area of specialization, level of teaching, and gadgets they own, such as a desktop, laptop, and smartphone. There are 42-item to survey after a study of the literature to capture faculty members' behaviours and expectations about technology usage in the classroom. The survey contained 25 Likert-type scale elements about teaching and studying, technical assistance, and online courses. Faculty members were given a 5-point scale to respond to (1=strongly disagree, 5=strongly agree). Part B consisted of 18 questions that called for percentages of students who used a particular technology platform in the classroom. 0 per cent, 25 per cent, 50 per cent, 75 per cent, and 100 per cent were the percentages listed.



Codes	lectures' attitudes toward online learning during COVID-19 pandemic
3RQ212	I teach on my machine and talk online with my friends when I get stuck when I do online learning jobs.
3RQ213	I teach in front of my computer to browse the internet and Google for online learning assignments
3RQ214	I stop searching when I find the solution during online learning
3RQ215	I look for material on the internet that can help me learn the ideas of online learning.
3RQ216	I accept that the COVID-19 pandemic would stop schools
3RQ217	I agree to learn of the management system (SPADA LLdikti) that the class opening for online learning
3RQ218	I disagree with the online learning during the COVID-19 pandemic.

3. RESULTS AND ANALYSIS

Reliability analyses (training and learning, online classes, and technological support) and a global scale of faculty attitudes and expectations on classroom technology usage were performed to assess the internal continuity between all subjects. The elements that compose the subscales were omitted from the scale with low correlation. Accordingly, there were ten items in the training and learning subscale ($\alpha = 1.54$), 12 items in the technological assistance package ($\alpha = 1.40$), and 14 items in the online classes subscale ($\alpha = 1.56$). Cronbach's total scale alpha coefficient was stated as .1.5, suggesting an acceptable internal consistency. The reliability analyzes are summarized in Table 2 below.

Subscale	Cronbach's
Training and Learning	1.54
the technological assistance	1.40
the online classes	1.56

Table 2. Reliability coefficient summary

In order to summarize views and expectations of how technology is impacting education and learning, descriptive statistics have been used. The results of Table 2 show that teachers at both colleges affect their students' learning and teamwork viewed using technology in the classroom. The notebooks ($M = 6.78$, $SD = 2.80$) and smartphones ($M = 6.54$, $SD = 2.76$) therefore are supported by this approach. According to colleges, it takes more time than conventional approaches to teach using technology in Table 3.

Components during Covid-19 pandemic	M (SD)
The use of technology in google classroom by the Department has an impact on instruction.	9.0 (2.18)
The use of technology in a curriculum affects instruction.	8.46 (2.38)
Technology enhances the cooperation of lectures in universities	8.0 (2.18)
For education/learning purposes, I allow smartphones to be used in my curriculum.	6.34 (2.76)
I promote the use for online learning of laptops in my class	6.78 (2.80)



Table 3. Lectures' perceptions of the use of technology to teach and to learn

The online classes

Regarding technological assistance, including hardware and applications, the findings show that universities and colleges appear to continue to support the institution. The Department also appears to accept that the university has a marginally greater number of training technology workshops ($M = 3.82$, $SD = 2.5$) than the schools ($M = 3.34$, $SD = 2.56$). The professors of the IT aid desk ($M = 4.58$, $SD = 1.16$) come first while looking for aid and then college ($M = 7.46$, $SD = 2.24$). The data reveal that a professional support unit for the educational use of technology wants more departments (5.38). It also shows that the Department sees technology as helping professionals. Table 4 displays the approaches and standard deviations for professional assistance perceptions as follows.

Components	M (SD)
Muhammadiyah University offer workshops on instructional technologies.	3.82 (2.5)
Muhammadiyah University provides hardware and software.	5.6 (2.54)
Workshops on instructional technologies are available at my college.	3.34 (2.56)
My college purchases hardware and software.	6.14 (2.74)
Some employees in the Department will support me with technologies.	7.46 (2.24)
I am looking for assistance with technology from the Office of Technology Services.	7.58 (2.32)

The findings in the segment on online courses showed variations in faculty views that learning outcomes are the same for online and face-to-face courses ($M = 5.46$, $SD = 3.16$). The same tends to be true in the consistency of online and face-to-face courses ($M = 5.82$, $SD = 2.82$). For an online course, a vast majority of professors believe that department student engagement is critical. According to the results, marginally more faculty have taught online courses than having taken one ($M = 7.74$, $SD = 3.24$). Lecturers believe that teaching styles used in online classrooms are the same as those used in face-to-face courses ($M = 5.46$, $SD = 2.74$), but this is not the case. Table 5 shows the means and standard deviations for professors' impressions of online classes.

ECAR's survey series offered in-depth reviews of technological patterns, problems, classroom use, assistance, and other topics relating to educational technology. Throughout their series of reports, they looked at IT use and patterns in great detail. The results of this research were more cursory and exploratory, showing that the university is not behind other schools in terms of technologies and that the faculty as a whole is running at the intermediate stage or just below.

The technologies used at this university are similar to those described in the ECAR studies. Course management systems, smartphone applications, demonstration apps, Websites, collaboration tools, videos, multimedia tutorials, and recorded lectures



are among the top eight. The majority of these are identified by faculty in the ECAR 2021 during the covid-19 pandemic of departments report as those they claim would be more successful using for teaching if they had better skills in Muhammadiyah universities. The faculty in this study shared a preference for a professional support unit devoted to instructional use, which is in line with this feeling.

Departmental variations in mobile phone usage as a learning instrument and gaming in training are similar problems observed in both the ECAR studies and this report. Another common problem is the increased amount of time taken for planning by using technologies in IT support and preparation. There are similar threads. According to the ECARs 2021 Departments report, departments request assistance from the IT help desk first, then from themselves, web searches, and finally from peers. Faculty in this study also requested assistance from IT first, accompanied by colleagues (Aiken, 1985).

The use of technology at Muhammadiyah universities in South Sulawesi is in line with faculty views on a national and international basis. Although the Department agrees that using technology in the classroom helps students understand, further support for incorporating technology into teaching is needed. This study's results would reinforce the need for further support in studying emerging technology and incorporating them into the classroom. More professors from other colleges could be recruited for future study, and gaps between colleges could be investigated (Alyahyan & Düştegör, 2020).

The advent of information technology affected the educational environment, especially during the learning process. The learning process has five changes due to the increased use of technology: from instruction to performance, from classrooms everywhere and anywhere, from print to "internet" or on the channels, from physical to network facilities, and from time to time. From a technological standpoint, this information technology is an IT application subsystem. '3RQ212; 3RQ213' were the codes allocated to the participants in the study. Students involved in the study were coded as '3RQ212; 3RQ213; 3RQ214; 3RQ215; 3RQ216; 3RQ217; 3RQ218,' while the assistant was coded as '3RQ212-18.'

Learning Al-Islam and Kemuhammadiyah

The orientation of the online system in Al-Islam and Kemuhammadiyah courses through the Learning Management System with the use of the Moodle application at Muhammadiyah Enrekang University has undergone significant changes following the challenges of industry 4.0 and the conditions of the Covid-19 Pandemic. Even though the Islamic education orientation system concentrates more on matters of the hereafter and sometimes overrides the world, it is found in the field that the Islamic education system labeled Al-Islam and Kemuhammadiyah, especially at the Muhammadiyah Enrekang University, is very dominant in fiqh, tasawuf, rituals and so on. The Islamic education system has two current orientations, namely the Islamic education system and the national education system. Academically and philosophically, there is still a dichotomy between religion and general science, religion is related to spirituality and is sharply focused on scientists or technology.

Results of online system activities in Al-Islam and Kemuhammadiyah courses through the Learning Management System with the use of the Moodle application, namely digital-based systems and lecture systems at Islamic-based universities in themes that are explored in stages namely AIK I, AIK II, AIK III, AIK IV, AIK V and AIK VI. In the



moodle system, Muhammadiyah Enrekang University which implements the E-Learning system which is taught to students is not optimal according to the indicators of the moodle implementation procedure, namely the character-building program. This was caused by the Covid-19 outbreak, student and lecturer networks, skills in operating the Moodle application. Study Program at Muhammadiyah University of Enrekang in terms of fostering and developing a special Study Program curriculum that is integrated into several programs on aspects of excellence and Islam on an eduTech basis.

The development of an online system in Al-Islam and Kemuhammadiyah courses through the Learning Management System with the use of the Moodle application is a form of aridity of religious and ethical values faced by general education, especially among Muhammadiyah students because there are no face-to-face meetings. Through a balance of curriculum and expectations, students do not only fulfil knowledge as taught in general knowledge but are directed to religious knowledge.

The phenomenon of the challenges of Industry 4.0 education and the challenges of the Covid-19 virus which prohibits face-to-face meetings, the need for efforts to deal with the psychology of educational stakeholders to integrate science, especially in Al-Islam and Kemuhammadiyah courses through the Learning Management System with the use of the Moodle application. The involvement of leaders, lecturers and students to apply Islamic character through formal education and vice versa will further strengthen the ability to improve the quality of Human Resources in the Islamic education system, both in relation to fellow human beings (Habl-Min-Nas) and relationship with God (Abdullah, 2006).

Efforts to achieve a religious climate and efforts to form Islamic character, lecturers and students are expected to have high ability to make it happen which is directly related to their duties and functions, namely as an E-Learning program in lecture halls, especially within the scope of Muhammadiyah members at Muhammadiyah Enrekang University. transformer, informant/counselor, motivator, dynamist, facilitator, communicator, and so on, (Elihami et al., 2021a).

In connection with the lecturer's efforts in implementing the lecture system using the Moodle application, an analysis is carried out on a number of activities or activities in the E-Learning process starting from; 1) being a role model, 2) instilling discipline, 3) being a motivator, 4) being professional, 5) being informative in choosing E-Learning methods (Elihami, 2020), 6) being a communicator in facilitating understanding, 7) being an evaluator of E-Learning results, 8) become a facilitator, 9) become a coordinator in carrying out coordination and cooperation.

1) Increasing exemplary

Lecturers are the best figures in front of their students, noble qualities that are expected to be possessed by a lecturer, especially a lecturer at the Muhammadiyah Enrekang University who is a role model for his students in practicing the true teachings of Islam. In this case Abdullah Nasih Ulwan argued that exemplary nature in Islamic education is an influential and proven method of being the most successful in preparing and shaping the moral, spiritual and social aspects of students, especially in the Industrial Age 4.0. The unification of words and actions can be assessed and emulated by students. The implementation of such education is the right method for carrying out Islamic religious education and especially in Al-Islam and Muhammadiyah subjects (Elihami, 2020).



Exemplary is an important aspect of leadership (Yasdar et al., 2020). The position of the lecturer as a leader for all of his students requires that every lecturer who is involved in the Muhammadiyah Association set himself as a good role model or as a good role model. In showing exemplary behavior to their students, every lecturer, especially Al-Islam and Kemuhammadiyah lecturers in all levels of the Muhammadiyah organization, is required to make a number of efforts to encourage the achievement of such exemplary (Elihami, 2022). The example that can be seen from the behaviour of the staff, the lecturer concerned is according to the guidance of his majesty Muhammad Saw. Therefore, if a lecturer wants to set an example for the students they lead, then the lecturer must try to display commendable behaviour, not conflict with applicable norms, be wise and prudent, have a sense of empathy/concern and be especially responsible. in various forms of Muhammadiyah Charitable activities (Elihami et al., 2021b).

2) Improve discipline

Discipline is an important factor in achieving the success of an effort to improve student learning achievement in implementing Moodle usage policy activities (Khalik et al., 2020). Discipline that needs to be instilled by lecturers in their students includes compliance with the study program rules of conduct at Muhammadiyah Enrekang University which apply to both universities that have implemented moodle and those that have not implemented moodle, punctuality in following class hours and obedience to lecturer orders. The lecturer's efforts in instilling discipline must start from himself and then be passed on to his students (Arifin, 2016).

3) Increase motivation

Motivation is a factor that encourages someone to do a business because of a perceived need. These needs can be in the form of psychological, safety, security and well-being which always encourage them to carry out activities or businesses (Ekanayake & Wishart, 2014). Regarding the context of the Lecturer's role and function, each Lecturer must be able to be a motivator for his students. The presence of the lecturer is expected to be able to encourage each student to study well in an interesting way. Each student has different abilities and interests in subjects (Dien et al., 2020). Of the many students, they have stratifications of interest in learning that can be categorized as high, medium, low and very low (Conradie et al., 2013).

The emergence of stratification at Muhammadiyah Enrekang University is caused by several factors, both internal and external. Internal factors of influence mainly come within the participants from external influences such as family, parents, friends and others, but one of the external factors that is identified as quite influential in relation to the status of students as educated people is the lecturer factor (Katz, 2015). The lecturer plays on the achievement of the student's learning achievement in question. Therefore, every lecturer must be able to strive to encourage and increase the learning interest of their students through a number of ways or approaches (Granić et al., 2010).

4) Increasing Professionalism

Professionalism is the ability or skill and doing a job (Almuhaideb & Saeed, 2020). Lecturers have an important role in developing students themselves by providing various



kinds of knowledge and skills as well as personality formation. Therefore, lecturers are required to prepare various abilities in carrying out education and guidance to students by helping them to reach maturity independently (Álvarez et al., 2020). The abilities that must be possessed by Lecturers in E-activities.

Lecturers must master the material and methods of E-Learning. Even if a lecturer masters the subject matter, but the strategy and method of delivery are not appropriate, the results cannot be satisfactory. And vice versa, if you only master E-Learning strategies and methods, the material is not studied, the results achieved are not in accordance with what is expected (Syarif et al., 2021). This is where the role and ability of a Lecturer is in combining these two abilities and other abilities in E-Learning activities so that the desired goals can be achieved optimally. The lecturer activities are as follows in E-Learning through the zoom application.(Arifin, 2016)

CONCLUSION

The COVID-19 pandemic raised major concerns among students, especially in South Sulawesi, Indonesia. Based on the report results, the students were aware of the COVID-19 pandemic and were well aware of this global issue, even though numerous differences still existed. Students knew the transmission of the virus, its effects and the necessary precautionary steps by individuals and the wider community. They also supposed the Mass monitoring and improved community quarantine must be carried out in the local community. Because of WHO is advice, students follow the concept of the COVID-19 vaccine even though a significant proportion of students demonstrated their lack of confidence. Students were reticent to use Alquran and Hadist learning to adopt a mixed-learning method online because of technical and financial constraints. During this COVID-19 pandemic, students were responsive and happy with the government's efforts to reduce infection spread.

While students are more anxious about COVID-19 infection, sufficient evidence still exists that students from two local colleges in South Sulawesi practice measures to cope with anxiety during the challenge to world education safety. More importantly, though the paradigm shift for pedagogical education is still being adopted in Indonesia, schools should start pieces of training for pupils and teachers on the application of online learning and improve the resources and skills of both teachers and students for information and communication technology (ICT).

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