

Utilization of Learning Management System (LMS) in Increasing Student Involvement in Islamic Religious Education Learning

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Abstract: Low student engagement in Islamic Religious Education (PAI) learning, both online and offline, is a challenge that has an impact on learning effectiveness. This study aims to examine how the use of a Learning Management System (LMS) can increase student engagement in PAI learning. The formulation of the problem raised is how the role of LMS, especially Google Classroom, in overcoming low student participation and increasing learning effectiveness. This study uses a literature review method by analyzing relevant national and international scientific articles published in the 2022–2024 period. Data analysis was carried out thematically based on five main themes, namely the definition of LMS, the concept of student engagement, the role of LMS, implementation of LMS in PAI, and challenges and recommendations. The results of the study show that LMS can increase student engagement cognitively, affectively, and behaviorally through interactive features such as discussion forums, digital assignments, and direct feedback. However, the success of implementation depends on the readiness of educators, technological support, and student adaptation to digital learning. This study recommends strategic integration of LMS in PAI learning to create a more inclusive and responsive learning experience to student needs.

Keywords: LMS, student engagement, Islamic Religious Education, Google Classroom, digital learning.

Abstrak: Rendahnya keterlibatan siswa dalam pembelajaran Pendidikan Agama Islam (PAI), baik secara daring maupun luring, menjadi tantangan yang berdampak pada efektivitas pembelajaran. Penelitian ini bertujuan untuk mengkaji bagaimana pemanfaatan Learning Management System (LMS) dapat meningkatkan keterlibatan siswa dalam pembelajaran PAI. Rumusan masalah yang diangkat adalah bagaimana peran LMS, khususnya Google Classroom, dalam mengatasi rendahnya partisipasi siswa dan meningkatkan efektivitas pembelajaran. Penelitian ini menggunakan metode literature review dengan menganalisis artikel-artikel ilmiah nasional dan internasional yang relevan, terbit pada rentang 2022–2024. Analisis data dilakukan secara tematik berdasarkan lima tema utama, yaitu pengertian LMS, konsep keterlibatan siswa, peran LMS, implementasi LMS dalam PAI, serta tantangan dan rekomendasi. Hasil penelitian menunjukkan bahwa LMS dapat meningkatkan keterlibatan siswa secara kognitif, afektif, dan perilaku melalui fitur interaktif seperti forum diskusi, penugasan digital, dan umpan balik langsung. Namun, keberhasilan implementasi bergantung pada kesiapan pendidik, dukungan teknologi, serta adaptasi siswa terhadap pembelajaran digital. Studi ini merekomendasikan integrasi LMS secara strategis dalam pembelajaran PAI untuk menciptakan pengalaman belajar yang lebih inklusif dan responsif terhadap kebutuhan siswa.

Kata kunci: LMS, keterlibatan siswa, Pendidikan Agama Islam, Google Classroom, pembelajaran digital.

Introduction

Advances in information and communication technology have brought about profound transformations in the field of education, especially in the modalities of interaction between educators and learners, as well as in the accessibility of educational resources. A prominent and rapidly growing innovation is the implementation of Learning Management Systems (LMS), a digital infrastructure specifically designed to design, deliver, and monitor online learning processes (Irfandi et al., 2023). Platforms such as Moodle, Google Classroom, and Edmodo have seen widespread adoption across educational levels to facilitate more adaptable, structured, and interactive learning experiences (Blagoeva-Karamfilova & Parusheva, 2022). One of the most widely used platforms is Google Classroom, which offers a variety of features to support distance learning and collaboration between students and teachers. Through its capacity to combine a variety of pedagogical tools, Google Classroom has emerged as a leading choice in facilitating contemporary educational practices (Sahputra et al., 2024). With features that support two-way interaction, assignments, and assessments, Google Classroom provides the flexibility needed to support effective learning, especially in the context of distance learning. In addition, this platform also helps students develop independent learning skills and adapt to developments in educational technology (Sahputra et al., 2024).

However, in the context of Islamic Religious Education (PAI) Learning, challenges are still found related to the low level of student engagement in participating in the learning process, both online and offline. These challenges include lack of motivation, difficulty in understanding the material, and limited interaction between teachers and students. Therefore, this study aims to explore how the use of a Learning Management System (LMS) can improve student engagement and learning outcomes in PAI subjects (Madiyah & Mohemad, 2023). Many students are passive, only following instructions without adequate cognitive and affective involvement. This problem becomes even more complex when the learning approach is still conventional and does not utilize the potential of available digital technology (Choi & Hur, 2023).

On the other hand, although challenges in student engagement in Islamic Religious Education (PAI) Learning are recognized, there is an argument that the low engagement is not entirely due to factors such as motivation or difficulty understanding the material (Pillawaty, 2023). Some students may have different approaches to learning, where they prefer more traditional learning methods and are not always comfortable with the use of technology (Iqbal et al., 2022). In addition, the interaction between teachers and students may be good enough, but students do not feel the need to actively engage in the learning process (Naibert, 2022). Research that focuses on the use of Learning Management Systems (LMS) may be too limited, as it does not consider that some students may prefer a more direct approach and face-to-face interaction. Thus, it is possible that increasing

technology is not always the solution to the problem of student engagement, and more diverse approaches should be considered to meet different learning needs. As an alternative solution, the implementation of Learning Management Systems (LMS) has emerged as a strategic path to increase student engagement in the Islamic Religious Education (PAI) educational process (Syukur et al., 2023). LMS serves as a channel to provide stimulating educational materials, facilitate interactive dialogue between educators and learners, and allow for the customization of educational experiences to align with individual preferences. (Sidana, 2022). Various functions, including automated assessments, discussion forums, and interactive multimedia presentations, have the potential to significantly increase student motivation and active engagement in understanding the religious principles conveyed (Santoso & Widiyanto, 2022).

This study describes a comprehensive examination of the extant scientific discourse on the use of Learning Management Systems (LMS) to enhance student engagement in the Islamic Religious Education (ISE) domain. The novelty of this study is underlined by its emphasis on the integration of LMS within the framework of Islamic Religious Education (ISE). Furthermore, this study describes important indicators of student engagement, through cognitive, affective, and behavioral perspectives related to LMS use.

The urgency of this study is not only related to the demands of the digital age, but also the urgent need to improve the quality of religious education that can shape the character and spirituality of students more deeply. Thus, this study is expected to provide valuable insights for educators and policy makers in designing more effective strategies for integrating technology in teaching Islamic Religious Education. By utilizing LMS, it is hoped that a more inclusive and responsive learning environment can be created to meet students' needs.

Research Methods

This study uses a literature review approach, which is a method carried out by reviewing, analyzing, and synthesizing various sources of scientific literature that are relevant to the topic of study (Goertel, 2023). The purpose of this method is to gain a deep understanding of the contribution of the Learning Management System (LMS) in increasing student engagement in Islamic Religious Education (PAI) learning. In this process, researchers will identify various previous studies that discuss the use of LMS in the context of education, and analyze relevant results and findings. Thus, it is hoped that practical recommendations can be produced for the implementation of a more effective LMS in PAI learning.

The data sources in this study were obtained from various national and international scientific journal articles published in the period 2022–2024. These articles include research that focuses on the application of LMS in education, its effectiveness in increasing student engagement, and its impact on learning

outcomes. In addition, data will also be taken from books, research reports, and other relevant sources that support this study.

The analysis was conducted thematically, by grouping information based on relevant themes from the reviewed literature. (Altameemi & Altamimi, 2023). This process will involve identifying patterns, trends, and relationships that emerge from the existing data, as well as drawing conclusions about how LMS can contribute to increasing student engagement in Islamic Religious Education. (Sabrifha et al., 2023). The results of this analysis are expected to provide applicable recommendations for educators and education managers in utilizing technology for more effective learning. findings from the literature that have been collected into certain themes that are in accordance with the focus of the study, such as: 1). Definition and features of LMS, 2). The concept of student engagement, 3). The role of LMS in increasing student engagement, 4). Implementation of LMS in Islamic Religious Education learning, 5). Constraints and recommendations for implementation. Each theme is analyzed descriptively-qualitatively to describe how LMS can be applied in the Islamic Religious Education context effectively. In addition, this analysis will also cover the challenges that may be faced in implementing LMS and the solutions that can be proposed to overcome these obstacles. Thus, the results of this analysis are expected to provide a comprehensive picture of the role of LMS in increasing student engagement, as well as identifying strategic steps that can be taken to optimize its use in Islamic Religious Education learning. The recommendations produced will be a guide for educators in designing more engaging and effective learning experiences.

Results and Discussion

The results of the study indicate that the application of LMS in Islamic Religious Education (PAI) learning can significantly increase student engagement. By using various interactive features, students are more motivated to actively participate in the learning process, which leads to improved learning outcomes. (Oktaria et al., 2023). This study also identified that student engagement increased when they were given the opportunity to collaborate online, share ideas, and discuss subject matter in the forum provided by the LMS. In addition, fast and constructive feedback from educators through this platform also contributed to increasing student motivation and understanding of the PAI material being taught. The findings from previous studies can be grouped into the following five main themes:

A Learning Management System (LMS) is a digital platform designed to support the learning process by providing materials, assignments, and interactions between students and teachers (Irfandi et al., 2023). Platforms such as Moodle, Google Classroom, and Edmodo provide key features such as material management, assessments, discussion forums, and student activity tracking. In the context of Islamic Religious Education learning, these features can be used to deliver materials on faith, morals, jurisprudence, and the Qur'an and Hadith in a

more interesting and structured way (Hadi et al., 2022). These features include the ability to upload multimedia content, hold online quizzes, and facilitate group discussions that allow students to be actively involved in their learning. (Sukiyanto et al., 2023). In this context, LMS not only functions as a tool for delivering information, but also as a space to build a learning community that supports collaboration and exchange of ideas among students (Kahu et al., 2024). Thus, the use of LMS can create a more dynamic and interactive learning environment, which is very important in the context of Islamic Religious Education.

The Concept of Student Engagement in Learning

Student engagement in learning includes cognitive, affective, and behavioral aspects that contribute to a more effective learning process. In the context of Islamic Religious Education (PAI), this involvement is very important to ensure that students not only understand the material, but can also internalize the values taught and apply them in everyday life (Fandi Asy'arie & Noto Suseno, 2024). High student engagement can be achieved through active and interactive learning methods, where students are encouraged to think critically and participate in discussions (Dogani, 2023). By effectively utilizing the capabilities of the Learning Management System, which is a sophisticated platform designed to facilitate educational experiences, educators have an extraordinary opportunity to design and implement a variety of activities that not only promote passive acceptance of information by students, but also actively engage them in the learning process, thus encouraging their participation and contribution to a more dynamic and interactive educational environment. Therefore, the right strategy in using LMS is very important to ensure that students feel involved and motivated in their learning. In addition, the integration of interactive features in the LMS can help create a more engaging and relevant learning experience for students.

Implementation of LMS in Islamic Religious Education Learning

Several studies have shown that the use of LMS in Islamic Religious Education can provide an effective platform for delivering teaching materials and increasing interaction between teachers and students. By integrating LMS, educators can present more interesting and relevant content, as well as facilitate more objective and transparent assessments in the learning process (Nguyen, 2023). Other studies have shown that the integration of Google Classroom in aqidah akhlak lessons at the junior high school level increases student participation in discussion assignments and reflections on religious values (Rohmah & Rusydiyah, 2022). However, some studies have shown that the use of Google Classroom in aqidah akhlak lessons at the junior high school level can reduce direct interaction between students and teachers (Nasikhin et al., 2022).

This situation can cause students to experience a decreased sense of emotional engagement and connection when it comes to participating in meaningful

discussions and reflective thinking about religious values, especially since their attention and focus tend to be more inclined to digital platforms and online interactions rather than on more personal, hands-on, and immersive learning experiences that foster deeper understanding and connection. Furthermore, over-reliance on technological resources and digital tools can inadvertently create significant gaps in educational access for students who find themselves lacking adequate resources and connectivity, ultimately reducing their opportunities for active participation and engagement in their own learning process.

Challenges and Recommendations

Challenges in implementing LMS in Islamic Religious Education learning include limited access to technology, the digital divide, and resistance from students and educators to changes in learning methods. To address these issues, it is recommended that educational institutions provide training for educators and students on the use of LMS, as well as ensure adequate technological infrastructure to support inclusive and effective learning (Nilo Pena & Manuel Pinto Santos, 2022). Thus, the process of implementing a Learning Management System, commonly referred to as LMS, in the context of Personalized Artificial Intelligence learning, places significant emphasis not only on the delivery and dissemination of educational materials alone, but also prioritizes the development of deeper and more meaningful interactions and engagement between students and their educators, fostering a collaborative and interactive learning environment. Therefore, it becomes imperative for educational institutions to engage in continuous evaluation and reassessment of their strategies and methodologies for utilizing LMS, so that these systems can be effectively customized and tailored to meet the diverse needs and unique characteristics of the student population they serve.

Conclusion

Based on the findings of the literature review, it can be concluded that the implementation of a Learning Management System (LMS) plays a significant role in enhancing student engagement in Islamic Religious Education (ISE) classes. LMS has the ability to facilitate seamless interaction between teachers and students while offering a learning environment that fosters cognitive, emotional, and behavioral engagement. The various features of LMS, including quizzes, discussion boards, and instructional videos, can encourage active student participation and deepen their understanding of Islamic values. However, the success of LMS in ISE education primarily depends on teacher readiness, content quality, and the availability of infrastructure support. Effective implementation requires a well-developed strategy, which includes training for teachers, creation of relevant and engaging media, and dedication of educational institutions to embrace digital transformation. Thus, this study provides recommendations for further

development of LMS in the context of Islamic Religious Education, as well as an emphasis on the importance of collaboration between educators, students, and other stakeholders in creating a more inclusive and effective learning environment.

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