PGSD Students' Learning Interest in Learning Using the Learning Management System (LMS)

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Abstract

Online learning for educators is a change that must be made by lecturers to continue teaching students. Online learning aims to improve the quality of education. The first research problem is the application of the Learning Management System at Tadulako University, the second is how the learning interest of PGSD students in learning using LMS. The purpose of the first study was to describe the application of the LMS in learning in the PGSD study program at Tadulako University, the second was to describe the learning interest of PGSD students in learning using LMS. Methods The research method used is qualitative. Then, the author understands and explores the phenomenon to see the effectiveness of the application. To see the effectiveness of the application, the data that has been collected is described in words by the author, who draws conclusions from the problem. the problem. The results of the research from the questionnaire on average students are happy with the learning system using LMS. The conclusion of this research is Interest in students using LMS, namely, students are very happy with the existence of an online online-based learning system through the LMS website, students can access materials and assignments given by lecturers, students are also used to access materials and assignments given by lecturers, students are also accustomed to utilizing technology in learning. utilize technology in learning.

Keywords: Interest To Learn; Students; LMS

1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process in such a way in the future so that students can actively develop their potential and have self-control, intelligence, skills, personality, and noble morals. In this learning process, students gain various kinds of knowledge and skills, resulting in better behavioral changes.

In the future, colleges will no longer choose between audio or video systems, between interactive or independent systems, or between one-way or two-way systems. The internet network will provide everything by connecting learning sources such as classes, libraries, workplaces, and homes. The challenge in the future will only be how to combine all the components so that it is practical and the costs are as cheap as possible. The focus of educational organizations will shift from teaching to learning. Adapting to this shift will require educational organizations to adopt new approaches to defining the process of learning and teaching activities carried out by lecturers and students in utilizing technology (Slameto, 2010). E-learning can be defined as the use of educational technology to design, deliver, and manage both formal and informal learning and knowledge sharing at any time, at any speed, and at any place. In educational contexts, some e-learning programs are offered completely online without face-to-face interaction, while in some contexts, programs are offered in a mixed mode which is the use of both face-to-face and online interactions facilitated by educational technology. Online learning environments can offer learners opportunities for flexibility, interaction, and collaboration.

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Online learning means learning that is interpreted online, using learning applications or social networks. Online learning is learning that is carried out without face to face but through available platforms. All forms of study material are distributed online, communication is also carried out online, and tests are also carried out online. This online learning system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo, and Zoom (Pratama & Mulyati, 2020). Online learning can be interpreted as a form of learning that utilizes the internet network. In online learning, the learning process is assisted by electronic applications to support the implementation of the teaching and learning process. If students do assignments given by the lecturer online and send them online using the internet network, then that is an example of online learning. Another example is a teacher giving lessons using the Zoom application using the internet network. Online learning and working from home for teaching staff are changes that must be made by lecturers to continue teaching students. Online learning has the aim of improving the quality of education and relevance of education as well as increasing equal access and expansion of education.

The Distance Learning Program (PBJJ) is an alternative that can be used by every university to carry out the teaching and learning process even though it is not face-to-face. Changing the learning process from face-to-face to PBJJ is a decision that must be made by the university so that educational goals can be implemented effectively and efficiently (Argaheni, 2020).

In this case, in 2020 Tadulako University implemented online learning or distance learning. In order for learning to continue effectively and efficiently, several faculties at Tadulako University use LMS or (Learning Management System) to support the teaching and learning process at that time.

Kelly and Bauer (2004) Learning Management System (LMS) is software that can automate the administration of training. LMS uses web-based technology to communicate, collaborate, learn, transfer knowledge, and learning to add value to students and employees in a business company. LMS allows an institution (both educational and corporate) to provide e-learning services easily. By using an LMS, educational institutions and companies can provide online learning facilities without needing to design the e-learning itself. The process of using this LMS is asynchronous. Asynchronous learning occurs indirectly. This learning can be carried out anywhere and anytime or is not bound by time and space. Lecturers provide material then students access it anytime and anywhere.

In the teaching and learning process, lecturers have the task of encouraging, guiding, and providing learning facilities for students to achieve learning goals. Lecturers have the responsibility to see everything that happens in the classroom to help the child's development process. Creative teachers always look for ways to ensure that the learning process achieves results in accordance with the objectives, as well as adapting their behavioral patterns in teaching according to the demands of achieving the objectives, taking into account the situational factors of students' learning conditions (Ananda, 2019).

Lecturers use various models and methods to attract students' attention and interest in the teaching and learning process so that the material taught can be more meaningful and easily absorbed by students. In this way, the desired results can be achieved (Azizah et al., 2021). Interest has a big influence on learning because if the learning material studied is not in accordance with the student's interests, then the student will not learn as well as possible, because there is no power for him. Meanwhile, if the study material is interesting for students, then the lesson will be easy to learn and retain because of interest, thereby increasing learning activities (Kurnia & Lena, 2021).

In learning activities, interest is an important factor, because interest is the initial stage that comes from within the student to produce satisfactory grades. If students are not interested in learning something, the results they will obtain will not be optimal. On the other hand, if a student is interested in learning something, the student will focus his attention on the thing he is interested in and will definitely study it seriously.

Based on initial observations made by researchers by conducting interviews with several PGSD lecturers and students at Tadulako University, the results showed that the use of LMS was still not effective in students' interest in learning because lecturers could not directly see students' activity in the

learning process. In other words, communication between students and lecturers does not exist. So students' interest in learning using LMS is still low. However, using the LMS learning method can make it easier for lecturers to plan the online learning process and make it easier for students to access learning concepts from anywhere and at any time because lecturers can also give tests and assignments using LMS. The advantage of using LMS is that lecturers can send material and students can read it at any time. With LMS, lecturers can also send assignments for students to complete. When students are slow in sending assignments, they will receive a statement that they are late for the specified time. The weaknesses of the LMS are that the attendance list filled in by students is still unclear if you are slow to fill in the absences you will automatically forget, an inadequate network means that students sometimes do not submit assignments, and there is also no socialization about how to use the LMS.

2. RESEARCH METHOD

The research approach used in this research is a qualitative approach. Qualitative research according to (Walidin et al, 2021) is a process that understands human or social phenomena in a comprehensive and complex manner and then presents them in words, reports in detail obtained from informant sources, and is carried out in a natural setting. The author uses qualitative methods because there is a social phenomenon that occurs, namely online learning which makes world leaders, especially Indonesia, implement digital diplomacy, then the author understands and explores this phenomenon to see the effectiveness of implementing digital diplomacy, then the data that has been collected will be described through words by the author and draws conclusions from the problem or phenomenon.

The type of research used in this research is descriptive qualitative research, which is research that describes and strengthens predictions regarding everything that applies to what has been obtained in the field. This research describes, analyzes, and records what has been researched through observations and descriptions of the effectiveness of implementing learning using LMS on the learning interest of PGSD students at Tadulako University. This research was carried out at Tadulako University, Faculty of Teacher Training and Education, Primary School Teacher Education Study Program. The research was carried out in the odd semester of the 2023/2024 academic year.

In this research, the type of data used is qualitative data in the form of descriptive or explanatory statements, not nominal data or related to numbers. The data taken is also mostly in the form of primary data obtained from observation, participant interviews, and documentation. Moreover, it also uses secondary data, namely data that is already available to the agency. The data that will be collected is data on Den's role in increasing student interest in learning as well as data on student interest in learning themselves. The subjects of this research were lecturers and students of PGSD Tadulako University. The data collection techniques that will be used are observation, interviews, and documentation. The interview technique used is passive participatory observation, namely the researcher comes to the scene where the person being observed occurs, but is not involved in the activity (Sugiyono, 2015) while the interview technique used is a structured interview. "Structured interviews are interviews that are structured systematically and completely to collect data, but the interview guide used is an outline of the problems you want to ask about. Apart from that, data is also collected using questionnaires and documentation, namely records of past events

The steps taken are that the researcher observes in the field, then after that, the researcher interviews informants who have been determined previously and collects or retrieves data from records of previous events or what is known as documentation. Data collection techniques use instruments in the form of observation or observations. Observation is a method that involves researchers making direct observations of objects and systematically recording the phenomena being investigated. Researchers use observations because many important events can only be obtained during observation. This is intended to maintain the authenticity and accuracy of data obtained from the field. Observation notes are records of all events experienced, both those seen by the researcher and those heard by the researcher. This means that the statements in the observation sheet in research are facts that actually

occur in the field or during research activities.

According to Maryuliana et al., (2016) Questionnaire technique or questionnaire technique (list of questions) is a data collection technique in the form of a list of questions arranged systematically to be filled in by respondents. This questionnaire is given to students and lecturers who will fill out the questionnaire according to the existing situation. The questionnaire filled out by students aims to collect data on students' learning interests, and the questionnaire filled out by lecturers aims to find out data about the use of LMS in learning. Sugiono (2018) stated that "unstructured interviews are free interviews where the researcher does not use an interview guide that has been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems to be asked." This interview was carried out in a structured manner by asking the informant several statements to find out the system needs that the informant wanted, then recording or recording the answers. Mardawani et al., (2021) stated that "documentation is a data collection technique by obtaining information from various written sources or documents available on the subject/respondent or place. Documents can be in the form of writing, or images. The documents or archives obtained are in the form of questionnaire results, while the images are in the form of photos during observations and interviews.

The research instrument aims to support the data collection process and make it easier to obtain the required data. This research uses an instrument in the form of a questionnaire. There are 2 questionnaires used, namely: 1) Questionnaires to determine interest in learning are filled in by students. 2) The lecturer fills out the questionnaire to determine the use of the LMS. Data analysis Bogdan (Sugiyono, 2015) explains that data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be informed to other people. Data in the form of assessment scores from learning design experts obtained from questionnaires is converted into interval data, in the questionnaire four or five options are provided to provide responses about the quality of the product design being developed.

3. RESULTS AND DISCUSSION

The research was carried out at the Elementary School Teacher Education Study Program, Department of Educational Sciences, Faculty of Teacher Training and Educational Sciences, Tadulako University, Jalan Soekarno Hatta, Mantikulore District, Palu City, Central Sulawesi. The PGSD Study Program has Very Good Accreditation. Research results In 2020, the PGSD Study Program, at Tadulako University has implemented online learning to support the teaching and learning process. The PGSD Study Program uses several learning applications, including this web-based LMS. By using the LMS lecturers can carry out learning asynchronously. Where in the LMS lecturers can send material, and give assignments. Students can also access, and open materials, and collect assignments in the LMS easily. Web-based LMS is applied by educators in learning activities in the primary school teacher education study program at Tadulako University, especially in basic science concepts courses. Learning using LMS allows students to have varied learning experiences regarding a concept or topic in different settings so that it can stimulate students' interest in learning online.

Based on the results of the questionnaire, it was found that operating the LMS by lecturers was easy and very good. LMS has various features. In the LMS, learning evaluations are also carried out such as giving assignments, discussions, quizzes, and attendance. The results of an interview with Mrs. Azizah a lecturer in the basic science concepts course said that learning using LMS makes it easier for lecturers to plan the online learning process and makes it easier for students to access learning concepts or topics from anywhere and at any time. However, lecturers cannot directly see student activity in the learning process, especially students' interest in learning in the online learning process.

Apart from that, Mr. Pahriadi as a lecturer in the basic science concepts course said that the advantage of using LMS is that lecturers can send material and at any time students can read it, LMS lecturers can also send assignments for students to complete according to the specified time. However, students are often hampered by inadequate networks, and filling in absences is still less effective. Apart from that,

there has been no socialization regarding the use of LMS.

Table 1. Results of responses to LMS use by lecturers

No	Indicator	Average value	criteria
1	Program Aspects	80	Good
2	Technical Quality and Program Effectiveness	80	Good

Source: Questionnaire on LMS use by lecturers

Based on this table, the lecturer's response to the use of LMS in the program aspect received a score of 80 or with good criteria. In terms of technical quality and effectiveness of the program, it also received a score of 80 with good criteria. The results of the student interest questionnaire in learning using LMS are described as follows. According to the results of the questionnaire, the average student is happy with the learning system using LMS. However, they also find it difficult to understand how to use the LMS. Students do not take part in the learning of their own accord, they tend to open the LMS just to fill in absences. In learning using the LMS in every discussion session, students are active in answering questions in the discussion forum because they read every material that the lecturer sends on the LMS during the course schedule. Students diligently collect assignments given by lecturers via the LMS. However, students do not access the LMS if they are not instructed by the lecturer because according to them the material provided is usually quite difficult to understand and they are hampered by asking questions to the lecturer who sent the material.

This expression was also reinforced by Natalia, a student of the 2018 PGSD class at Tadulako University. With LMS we can access learning topics or concepts via the available web. Collecting assignments becomes easier because we don't have to collect printouts of the assignments. The learning process becomes easier when we cannot learn face-to-face. Apart from that, Yuni Kartika, a PGSD class of 2018 student, believes that learning using LMS is good, we are used to using technology in learning. However, learning to use this LMS also has drawbacks, namely if we don't continue to monitor the LMS which has deadlines for submitting assignments, then we won't be able to submit assignments again. Abdul Rahman, a PGSD class of 2018 student, also believes that the learning system using LMS is very interesting because we as students are given various facilities and course features which include discussion forums, quizzes, and assignments. The advantage of using an LMS is that it makes it easier for us as students to archive the material given by the lecturer, without having to take a lot of notes. On the other hand, learning using this LMS has disadvantages such as being hampered by the internet network, and student and lecturer interaction is also very lacking.

Table 2. Results of student interest in learning

No	Indicator	Average value	criteria
1	Feeling happy	84	Very good
2	Feelings of Attraction	65	Enough
3	Active learning	78	Good
4	Carry out a task	71	Good
5	Learning Participation	71	Good

Source: student interest in learning questionnaire.

From this table, it can be seen that the average student's interest in learning is good in using LMS

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in learning science courses. The discussion in the research on the use of LMS is said to be effective in increasing student interest in learning. This is intended because based on research results, the advantages of implementing LMS are: (1) It makes it easier for lecturers and students in the online learning process. If lecturers usually give assignments face to face and students submit assignments directly to the lecturer, then through LMS lecturers and students can send and collect assignments via LMS without meeting in person. (2) More effective in terms of place and time. Students can access concepts or material anytime and anywhere. Lecturers can also determine the time and place to teach. In line with the definition of LMS proposed by (Neli laa, 2017).

The Learning Management System (LMS) which is integrated with online learning on campus is a web-based LMS connected to the academic lecture administration system at Tadulako University. The campus has facilitated learning using a web-based LMS. This web-based LMS can be accessed via the Google platform, Chrome, Browser, and others. So it can help lecturers and students in lectures. Web-based LMS can be used as a helpful website tool that supports a more varied learning process with complete and structured features so that it can build and improve students' critical mathematical thinking skills. Students' interest in learning can be developed if lecturers are able to encourage and motivate students in teaching and create a pleasant learning atmosphere for students with a variety of creativity. Learning must be packaged effectively and fun (Herzamzam, 2018).

Previous researchers have conducted research on the use of Learning Management Systems (LMS) in the teaching and learning process. According to (Sudiana, 2016) The effectiveness of using online LMS that are already available, such as Quipper School, Edmodo, Schoology, Learnboost, and Medidu. So that lecturers instructors and students as learners can use it practically. Students who used the LMS were asked for their opinions about the ease and effectiveness of using the LMS being studied. The results showed that the LMS being tested had the same effectiveness even though they had different levels. Meanwhile, research was conducted by (Hamid, 2015). The research results show that the implementation of the Efront Learning Management System in web programming subjects has proven to be effective in increasing student interest. This proves that the application of the Efront Learning Management System has a positive influence on learning and can increase students' interest in learning.

A Learning Management System is a software application that can automatically handle the administration, implementation, and reporting of a training activity. A Learning Management system (LMS) is software for administration, documentation, activity reporting, teaching and learning activities, online activities, e-learning, and training materials, all of which are carried out online (Nurlisah, 2019). LMS provides features that can meet all user needs in the learning process. Currently, there are many types of LMS on offer, each LMS has its own features according to the facilities provided. LMS can contain materials packaged in multimedia form (animation, video, text, sound) which are provided as supplements and enrichments for developing learning competencies. The features taken in this thesis are only the LMS website features as used in the PGSD study program during the Covid era (Sulistyorini & Anistyasari, 2020).

Interest is a psychological factor that exists in every person. According to Slameto and Sirarit (Agnes Priswi Yudtika, 2021). Interest in learning is a tendency or high enthusiasm or a great desire for something to be achieved. Interest is a feeling of preference and interest in a particular thing or activity, without anyone telling you to. Interest in learning is a feeling of joy, attention in learning, and a student's interest in someone's lessons, giving rise to changes in behavior that are different between studying and before studying (Wasti, 2013). Interest is a feeling of preference and interest in a particular thing or activity, without anyone telling you to. Indicators of interest according to Slameto Nurhasanah & Sobandi are interest, attention to learning, motivation to learn, and knowledge (Dewi. K, 2020).

Interest in learning is a driving factor for students in learning which is based on interest or enjoyment and the student's desire to learn (Ricardo and Meilani, 2017). It can be understood that in interest there is a concentration of attention on the subject, there is an effort to approach, know, or master the subject which is done with a feeling of pleasure. Feelings of interest can lead to better learning outcomes. According to (Septiani et al., 2020). Student interest is related to the driving force that encourages them to tend to feel interested in people, objects, and activities or can be an affective experience that is

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stimulated by the activity itself.

In this case, it shows that students' interest in learning is due to the teacher's influence in teaching and interesting teaching materials. Students who have a high interest in a subject will tend to be more interested in studying it and exploring things related to that subject. Fun teachers also influence students' interest in learning. Therefore, feelings of interest are one indicator that shows someone's interest.

4. CONCLUSION

Based on the research results that have been described, it can be concluded that the implementation of LMS at Tadulako University, especially in the PGSD Study Program, really helps students' learning process in learning using LMS. The operation of the LMS by the lecturer is very good, making it easier for lecturers to plan the online learning process. Makes it easy for students to access anytime and anywhere. Lecturers can send material and whenever students can read it, they can send it and do assignments. However, there are several obstacles, namely the internet network is inadequate, and lecturers are also unable to directly see student activity in the learning process. Students' interest in learning using LMS means that students are very happy with the online-based learning system via the LMS website, students can access material and assignments given by lecturers, and students are also accustomed to using technology in learning. Based on the research that has been carried out, researchers can provide suggestions, namely that learning requires an active role from the person who is learning. Therefore, students must get used to using technology in learning. It is hoped that future researchers with a theme like this will be better at collecting data and the results from the current research.

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