
STUDENTS' PERCEPTIONS OF THE EFFECTIVENESS OF SCOLA'S LEARNING MANAGEMENT SYSTEM (LMS) IN IMPROVING THE QUALITY OF LEARNING

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ABSTRACT

This study aims to explore students' perceptions of the Teaching and Learning Process (Kegiatan Belajar Mengajar - KBM) involving the use of Learning Management System (LMS), particularly Scola. The research method employed is qualitative, supported by a descriptive quantitative approach, combining observations, literature reviews, and questionnaires as data collection tools. The results of the study indicate a high interest among students in using LMS Scola to support the teaching and learning process. Students express satisfaction with the use of LMS Scola, considering it effective, efficient, user-friendly, and ensuring a high level of data privacy. These findings indicate that the utilization of technology, especially LMS, can have a positive impact on the learning process, motivate students, and create a more interactive learning environment. The implications of this research provide a crucial push to encourage the adoption of LMS, such as Scola, in various educational institutions. By leveraging this technology, it is anticipated that the learning process can become more efficient, effective, and supportive of overall educational development. This study serves as a robust foundation for enhancing the quality of education through the integration of technology in the Teaching and Learning Process (KBM).

Keywords: Learning Management System, Scola, Student Perceptions, Learning Quality.

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INTRODUCTION

One of the important tools in online education that can influence the quality of learning is the Learning Management System (LMS) (Adinda & Patimah, 2023). LMS is widely used in schools during the COVID-19 pandemic (Fitriani, 2020). LMS is considered a way that can make it easier for teachers to distribute material, assignments, and exam questions to students in Distance Learning (PJJ) situations (Hamim, 2022). However, after the COVID-19 pandemic ended, it turned out that many schools still chose to use LMS. One of the best LMS applications is Scola. Scola is an educational technology application that helps schools or educational institutions build and realize a digital education ecosystem by providing the right and best solutions.

After the COVID-19 crisis, major challenges for education emerged (Baber, 2021; Ratten & Jones, 2021), as limitations in physical contact have led to a massive and rapid shift to online teaching methods (Baber, 2021; Ratten & Jones, 2021; Kang & Park, 2022; López et al., 2023). Mashroofa et al. (2023) said that although the COVID-19 pandemic may motivate us to gain benefits in using e-learning portals, their use must continue in the future.

One important component in community development and individual progress is education (Sujana, 2019). Traditional learning approaches have shifted to more efficient and contemporary methods amidst the development of the digital era and information technology. Learning

Management Systems, also known as LMS, are tools that have played an important role in transforming education (Pratomo & Wahanisa, 2021). According to Al-Mamary (2022), Technology can be used to improve education and make learning more interesting. For example, Technology is essential for disseminating information and helping students gain skills and knowledge. As Technology becomes more important in modern learning, LMS is one of the best systems that can be widely adopted and quickly accepted by academics, especially for the Teaching and Learning Activities (KBM) process.

LMS is an online-based platform used to manage and support learning, both in formal and non-formal educational environments (Lelatobur et al., 2023). LMS allows students to access study materials, submit assignments, communicate with teachers, and carry out evaluations online. Scola is one LMS that is increasingly popular due to its easy-to-use user interface and various interesting features. Many students feel that using LMS during the pandemic is enough to satisfy them. Research findings conducted by (Weerarathna et al., 2023) prove that student satisfaction influences student academic success. Existing literature also confirms the same findings (Kirmizi, 2015) regarding a study on predictors of success and satisfaction in online higher education programs in Turkey, which studied the relationship between student satisfaction and academic achievement and found a positive correlation between the two variables.

One LMS that is growing in popularity is Scola, which is known for its user-friendly interface and advanced features to support learning. The effectiveness of LMS in improving the quality of learning is a major concern in the world of education (Mahande, 2023). How students perceive the use of an LMS like Scola in their learning process is an important aspect to understand. Students' perceptions of the LMS can influence the extent to which this Technology is used effectively in the educational process.

Based on the description above, the research wants to explain further the urgency of improving the quality of learning. In this context, effectiveness includes the extent to which Scola's Learning Management System (LMS) facilitates access to learning materials, student interaction, teaching quality, and achieved learning outcomes. By understanding student perceptions, this research can provide valuable insight into the successful implementation of Scola's Learning Management System (LMS) in education.

This introduction provides background on the importance of LMS in education and outlines the purpose and relevance of this research. Apart from that, this research will also discuss the conceptual framework of the research and the methodology used. It is hoped that this research can make an important contribution to understanding the role of Technology in improving the quality of learning and assisting decision-making in an increasingly digital educational context.

METHOD

This research method is a quantitative descriptive method. Quantitative data was obtained from questionnaires distributed to respondents and analyzed using descriptive statistics to determine the average score and percentage. Qualitative methods involving interviews, observation, and document processing are used to obtain an overview (description) of program implementation related to successes and obstacles. Observations were carried out at SMP Nasional Plus BPK

PENABUR Bogor. This school collaborates with LMS Scola to support the teaching and learning process. The research was carried out by providing a questionnaire that was filled out by a sample of 30 students out of a total of 97 students. The literature study was carried out by searching for appropriate data from various journals, ebooks, and existing research results related to the problem formulation.

RESULTS AND DISCUSSION

The following is a diagram of the results of a questionnaire conducted at SMP Nasional Plus BPK PENABUR Bogor with 30 students as respondents:

From the picture above, it can be concluded that the questionnaire was carried out using a Likert scale system. According to Sugiyono (2019), the Likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. There are 5 Likert scales in the questionnaire in this study, which are as follows:

- A : Very happy, very effective, very helpful, very frequent, very efficient, very facilitating, very easy, very good, and very safe.
- B : Happy, effective, helpful, frequent, efficient, facilitating, easy, kind and safe.
- C : Just normal
- D : Not happy, not effective, not helpful, not frequent, not efficient, not facilitating, not easy, not good, and not safe.
- e : Very unpleasant, very ineffective, very unhelpful, very infrequent, very inefficient, very unfacilitative, very uneasy, very unkind, and very unsafe.

Table 1. Results of the Student Perception Questionnaire

| Indicator | A | B | C | D | E |
|--------------------------------------------------------------------------|------------|------------|-----------|-----------|----------|
| Students enjoy using Scola's Learning Management System (LMS). | 8 (26.7%) | 15 (50%) | 6 (20%) | 2 (6.7%) | 0 (0%) |
| LMS Scola helps students understand course material | 13 (43.3%) | 16 (53.3%) | 3 (10%) | 0 (0%) | 0 (0%) |
| Students love using Scola LMS for exams | 7 (23.3%) | 13 (43.3%) | 9 (30%) | 1 (3.3%) | 1 (3.3%) |
| Scola LMS helps students keep up with schedules and assignment deadlines | 11 (36.7%) | 12 (40%) | 3 (10%) | 4 (13.3%) | 0 (0%) |
| Students often use the Scola LMS to access assignments | 12 (40%) | 14 (46.7%) | 2 (6.7%) | 2 (6.7%) | 0 (0%) |
| The efficiency of LMS Scola | 11(36.7%) | 11(36.7%) | 5 (16.7%) | 3 (10%) | 0 (0%) |

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| Indicator | A | B | C | D | E |
|----------------------------------------------------------------------------------------------------------------------------------|------------|------------|-----------|----------|--------|
| influences students in managing their study time | | | | | |
| Scola LMS facilitates interaction between students and instructors or fellow students through features such as discussion forums | 10 (33.3%) | 16 (53.3%) | 4 (13.3%) | 2 (6.7%) | 0 (0%) |
| LMS Scola provides easier access to learning resources, such as study materials, assignments, exercises, and exams | 13 (43.3%) | 13 (43.3%) | 4 (13.3%) | 0 (0%) | 0 (0%) |
| LMS Scola provides feedback on learning progress | 12 (40%) | 10 (33.3%) | 8 (26.7%) | 1 (3.3%) | 0 (0%) |
| Students' opinions about data security and privacy when using the Scola LMS | 11 (36.7%) | 15 (50%) | 4 (13.3%) | 0 (0%) | 0 (0%) |

Based on the results of respondents in questionnaire question 1 regarding students' level of enjoyment in using Scola LMS, the highest score was obtained from the happy category, namely 50%. The results of respondents in questionnaire question 2 regarding LMS Scola helping students understand the subject matter showed that the highest score was obtained from the effective category, namely 53.3%. The results of respondents in questionnaire question 3 regarding students' level of enjoyment in using LMS Scola for exams showed that the highest score was obtained from the happy category, namely 43.3%. The results of respondents in questionnaire question 4 regarding LMS Scola helping students follow assignment schedules and deadlines show that the highest score was obtained from the helping category, namely 40%. The results of student respondents in questionnaire question 5 regarding the level of frequency with which students use Scola LMS to access assignments show that the highest score was obtained from the frequent category, namely 46.7%. The results of student respondents in questionnaire question 6 regarding the efficiency of

LMS Scola influencing students in managing their study time obtained a result of 36.7% in the very efficient and efficient category.

The results of student respondents in questionnaire question 7 regarding LMS Scola facilitating interaction between students and teachers or fellow students, such as discussion forums, showed that the highest score was obtained from the facilitating category, namely with a score of 53.3%. The results of student respondents in questionnaire question 8 regarding the level of ease of students in accessing learning resources or assignments or exams, the highest score was obtained from the very easy and easy category, namely with a score of 43.3%. The results of student respondents in questionnaire question 9 regarding how well Scola LMS provides feedback or feedback regarding student learning progress showed that the highest score was obtained from the very good category, namely 40%. From the results of the last question regarding the level of security and privacy of student data when using the Scola LMS, it was obtained with a score of 50% in the safe category.

CONCLUSION

From the results obtained by administering questionnaires to a sample of 30 students out of a total of 97, it can be concluded that students enjoy using Scola LMS because Scola LMS helps students understand lessons, manage assignment schedules and deadlines, manage study time, and is easy to access. Learning materials and exam questions or assignments. This proves that LMS is still relevant and very popular with students even though it is no longer the COVID-19 pandemic or Distance Learning (PJJ). From a student's perspective, the Scola LMS is effective and efficient to use not only during online learning but also on-site.

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