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THE IMPACT OF USING PAI LEARNING MEDIA BASED ON LEARNING MANAGEMENT SYSTEM ON SKI LEARNING OUTCOMES IN GRADE VIII AT MTSN 2 MANDAILING NATAL

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Abstract

This study aims to determine the impact of the use of Islamic Religious Education (PAI) learning media based on Learning Management System (LMS) on the learning outcomes of Islamic Cultural History (SKI) of grade VIII students at MTsN 2 Mandailing Natal. This type of research is quantitative research with a quasi-experimental design using Nonequivalent Control Group Design. The research sample consisted of 60 students divided into two groups, namely the experimental class using LMS (Google Classroom) and the control class using conventional methods. Data collection techniques were carried out through pre-test, post-test, and student response questionnaires. Data were analyzed using t-test with the help of SPSS version 26. The results showed that there was a significant difference between the learning outcomes of students who used LMS-based learning media and students who used conventional methods (thitung = 4.87 > ttabel = 2.00). Thus, the use of LMS-based PAI learning media has a positive and significant effect on improving the learning outcomes of SKI of grade VIII students at MTsN 2 Mandailing Natal.

Keywords: Learning Media, Islamic Education, Learning Management System, Learning Outcomes, SKI

INTRODUCTION

Education is a key pillar in developing human resources with character, knowledge, and noble morals. Among the various fields of study, Islamic Religious Education (PAI) plays a crucial role in instilling spiritual, moral, and social values in students, enabling them to become faithful, pious, and noble individuals, in accordance with the national education goals as stipulated in Law Number 20 of 2003 concerning the National Education System.

One component of PAI that plays a crucial role in building students' historical awareness and Islamic identity is the subject of Islamic Cultural History (SKI). Through SKI learning, students are expected to emulate the values of struggle, exemplary behavior, and wisdom of past Islamic figures. However, in practice, Islamic Religious Education (PAI) often remains teacher-centered,

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memorization-oriented, and underutilizes modern technology, resulting in student inactivity and suboptimal learning outcomes (Nasution, 2020).

On the other hand, developments in information and communication technology have brought about significant changes in the world of education. The concept of learning is now shifting from traditional to technology-based digital learning. One form of this technology implementation is the use of a Learning Management System (LMS). An LMS is a system that allows teachers to manage all learning activities online, from delivering materials and submitting assignments, to assessment and communication between teachers and students. Platforms such as Google Classroom, Moodle, and Edmodo are examples of LMSs widely used in education (Munir, 2021).

The use of an LMS is believed to increase learning effectiveness because it provides various interactive features that facilitate student understanding of the subject matter. According to Anderson & Dron (2011), an LMS provides a space for collaborative and constructive learning, where students can actively participate in the learning process. Furthermore, an LMS also supports blended learning, a combination of face-to-face and online learning, which has been shown to increase student motivation and learning independence (Graham, 2013).

In the context of Islamic Religious Education (PAI) learning, particularly in Islamic Religious Education (ISK), the use of LMS-based learning media is highly relevant. Islamic Religious Education (ISK) material, rich in history, figures, and events, can be presented in various digital formats such as documentary videos, interactive maps, online quizzes, or discussion forums. Thus, learning focuses not only on conveying information but also on meaningful learning experiences. This aligns with Piaget's constructivist theory, which states that students construct knowledge through experience and interaction with their learning environment.

MTsN 2 Mandailing Natal, as a state Islamic educational institution, is also striving to adapt to developments in educational technology. Since 2023, this madrasah has implemented an LMS like Google Classroom in several subjects, including ISK. However, teachers and students are still adapting to the system. Therefore, empirical research is crucial to determine the extent to which the use of LMS-based Islamic Religious Education (ISK) learning media impacts student learning outcomes, particularly in ISK.

This research is expected to contribute to the development of Islamic Religious Education (PAI) learning strategies in the digital era, as well as become a consideration for teachers and educational institutions in utilizing technology as an effective and engaging learning medium. Based on this description, the researcher is interested in conducting a study entitled "The Impact of Using Learning Management System-Based Islamic Religious Education (PAI) Learning Media on SKI Learning Outcomes in Class VIII at MTsN 2 Mandailing Natal."

METHODS

This study employed a quantitative approach with a quasi-experimental design because the researcher could not fully control the independent and dependent variables within the school environment. The research design used was a Nonequivalent Control Group Design, involving two groups: an experimental group and a control group. Both groups were given a pre-test to determine students' initial abilities. The experimental group was then given a treatment in the form of Islamic Religious Education (PAI) learning media based on the Learning Management System (LMS) Google

Classroom, while the control group received no treatment and continued with conventional learning. After the treatment was completed, both groups were given a post-test. This design was used to determine the effect of using LMS-based Islamic Religious Education (PAI) learning media on students' learning outcomes in Islamic Cultural History (IS).

The population in this study was all 120 eighth-grade students at MTsN 2 Mandailing Natal, spread across four parallel classes. The sampling technique used was purposive sampling, taking into account equivalence in student academic ability and the availability of digital learning tools. The research sample consisted of two classes: class VIII-A, consisting of 30 students as the experimental group, using the LMS (Google Classroom) as the learning medium, and class VIII-B, consisting of 30 students as the control group, using conventional learning methods such as lectures and question-and-answer sessions.

The research instruments used in this study included a learning outcome test and a student response questionnaire. The learning outcome test consisted of a pre-test and post-test, consisting of 25 multiple-choice questions covering cognitive domains C1 to C6 based on the revised Bloom's Taxonomy, and was used to measure improvements in students' learning outcomes in the SKI (Skills and Skills) domains. Furthermore, the student response questionnaire consisted of 20 statements structured on a Likert scale ranging from 1 to 5. The purpose of the questionnaire was to determine students' responses to the use of LMS-based learning.

Before use, the research instruments underwent validity and reliability testing. The validity test was conducted using the Pearson Product Moment formula, with the results indicating that 23 of the 25 items were valid, as the calculated r value was greater than the table r value of 0.361. Next, a reliability test was conducted using Cronbach's Alpha, and a value of 0.86 was obtained, indicating that the instrument is in the high reliability category.

Data collection techniques were carried out in several stages: administering a pre-test to both groups, implementing the learning process according to each group's treatment, administering a post-test after the treatment was completed, and distributing a student response questionnaire to the experimental group. In the experimental group, the learning process was conducted using Google Classroom to access materials, learning videos, quizzes, and online discussions, while the control group implemented learning using lecture methods and a textbook.

Data analysis was conducted in several stages: a normality test using the Kolmogorov-Smirnov test to ensure normal distribution of the data, a homogeneity test using Levene's Test to ensure homogeneity of the variance of the data for both groups, and a hypothesis test using a two-sample independent t-test to determine differences in learning outcomes between the experimental and control groups. All data were analyzed using SPSS version 26 software.

RESULTS AND DISCUSSION

The t-test results showed that the average score for the experimental class was 83.6, while the average for the control class was 75.2. The calculated t-value of 4.28 is greater than the t-table value of 2.00 at a significance level of 0.05. Thus, there is a significant difference between the learning outcomes of students using the LMS and those using the conventional method.

These results indicate that the LMS is effective in improving Islamic Education (IS) learning outcomes. This finding aligns with research by Sari (2020), which demonstrated that the use of Google Classroom can improve independence and Islamic Education (IS) learning outcomes. The LMS provides greater learning flexibility, allowing students to access materials at any time and independently repeat teacher explanations.

CONCLUSIONS

Based on the research results, it can be concluded that the use of Islamic Religious Education (PAI) learning media based on a Learning Management System (LMS) has a positive and significant effect on the learning outcomes of eighth-grade students at MTsN 2 Mandailing Natal. The use of an LMS can improve students' conceptual understanding, motivation, and active participation in the learning process. Teachers are advised to continuously utilize LMS as an innovative learning medium in the digital era.

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