OPTIMALISASI PEMANFAATAN LMS UNJ PADA PROGRAM STUDI MANAJEMEN PENDIDIKAN FAKULTAS ILMU PENDIDIKAN UNIVERSITAS NEGERI JAKARTA

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Abstrak : Universitas Negeri Jakarta telah mengembangkan learning management system seiring dengan pergeseran paradigma baru Pendidikan di era digital. LMS UNJ memfasilitasi para dosen dan mahasiswa untuk dapat melaksanakan pembelajaran jarak jauh secara asynchronous. Dalam upaya memaksimalkan pemanfaatan Learning Management System UNJ Program Studi Manajemen Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Jakarta, penelitian saat ini fokus pada peningkatan penggunaan *Learning Management System (LMS UNJ)*. Metode yang digunakan adalah studi kasus dan analisis hasil melalui diskusi dan wawancara pakar. Analisis data menggunakan analisis tulang ikan dan menggunakan analisis APKL dan analisis SWOT. Beberapa faktor yang menjadi penyebab rendahnya pemanfaatan LMS yaitu : *Material*, Belum ada kebijakan yang mewajibkan penggunaan LMS bagi Dosen; *Methode*, Belum optimalnya koordinasi berbagai pihak; *System*, Belum adanya Tim Pendampingan Penggunaan LMS Prodi; *Man*, Rendahnya motivasi dalam penggunaan LMS. Gagasan pemecahan isu yang menjadi peringkat pertama yaitu " Pembentukan Tim pendampingan dalam penggunaan LMS oleh Dosen Program Studi Manajemen Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Jakarta". Selanjutnya dicarikan kegiatan-kegiatan kreatif dengan menggunakan Analisis SWOT antara lain : Melakukan konsultasi dengan Ketua Program Studi terkait Pemanfaatan LMS UNJ pada Program Studi Manajemen Pendidikan; Melakukan konsultasi dengan Tim Pusat LMS terkait mekanisme penggunaan; Pembentukan Tim Pendamping penggunaan LMS; Sosialisasi dan pembagian tugas Tim Pendamping penggunaan LMS; Pembuatan buku saku panduan penggunaan LMS; Pembuatan video tutorial penggunaan LMS; Melakukan pendampingan dalam penggunaan LMS; Melakukan monitoring, dan evaluasi hasil pendampingan penggunaan LMS.

Kata kunci : LMS, *fishbone*, APKL, SWOT

Enhancing Learning Management System (LMS) Usage in Educational Management Study Program at the Faculty of Educational Sciences, Jakarta State University.

Abstract : *Jakarta State University has created a learning management system that aligns with the new educational paradigm in the digital age. The UNJ LMS enables lecturers and students to engage in asynchronous distance learning. To enhance the utilization of the UNJ LMS in the Education Management Study Program at the Faculty of Education, Jakarta State University, current research is focused on increasing its usage. The method used for this research is a case study, expert discussions, and interviews. Fishbone analysis, APKL analysis, and SWOT analysis were used for data analysis. The low utilization of LMS is caused by several factors, such as a lack of policy that mandates LMS usage by lecturers, suboptimal coordination among various parties, absence of an assistance team for the Study Program LMS, and low motivation to use LMS. The proposed solution to this issue is to establish a mentoring team for the Education*

Management Study Program lecturers to use LMS. Creative activities using the SWOT Analysis are also proposed, including consultations with the Study Program Chair and LMS Central Team regarding usage mechanisms, formation of an Assistance Team for LMS usage, socialization and delegation of tasks for the Assistance Team, creating a guidebook and video tutorials for LMS usage, providing LMS assistance, and monitoring and evaluating the results of LMS mentoring.

Keyword : LMS, *fishbone***, APKL, SWOT**

INTRODUCTION

Technology has become a fundamental necessity in the era of the fourth industrial revolution. Its development influences several aspects of life, including the field of education. The shift towards learning patterns that utilize information and communication technology as a medium for learning is a result of this technological advancement (Nurfalah, 2019). E-Learning is a form of distance learning that can be conducted using electronic media such as gadgets or computers. In practice, the E-Learning model employs internet technology in the learning process, allowing learning activities to be conducted widely, quickly, and without face-to-face interaction (Mortadlo & Kibtiyah, 2021).

A Learning Management System (LMS) is a web-based application designed as a container for learning content, student interactions, assessment tools, and progress reports on learning and student activities. Online learning content accessed through the LMS allows students to view and interact with the learning materials via a web browser using a computer system or other mobile devices (Kasim & Khalid, 2016). LMS can assist educators in planning and managing teaching materials, managing students' learning activities, taking attendance, conducting evaluations, and managing grades. Besides facilitating educators in providing distance learning, this system also enables students to access learning materials anywhere and anytime according to a predefined schedule. However, as this application is web-based, it requires computer device support and internet connectivity for access.

To optimize and develop students' potential to the fullest, students need to be given the opportunity to utilize the Learning Management System (LMS). Additionally, it is important to pay attention to the methods used as they can stimulate potential and talents, thereby addressing the needs and challenges of technological advancements (Bervell & Arkorful, 2020).

The Universitas Negeri Jakarta has developed its own learning management system in line with the new paradigm shift in education in the digital era. The UNJ LMS facilitates lecturers and students to conduct asynchronous distance learning. Lesson planning, teaching materials, discussion outcomes, quizzes, exercises, midterms, and final exams prepared by users within the UNJ LMS are valuable digital assets. Therefore, lecturers and students should take advantage of the facilities developed by UNJ. In an effort to maximize the utilization of the UNJ Learning Management System, the current research focuses on enhancing the use of the UNJ LMS in the Education Management Program of the Faculty of Education at the Universitas Negeri Jakarta.

RESEARCH METHODOLOGY

The method used is a case study and analysis of results through discussions based on literature review and expert interviews. Data collection is done through interviews, field observations, and questionnaire distribution to determine the priority scale of strategies. Information regarding the use of LMS in the Education Management Program at the Faculty of Education, Universitas Negeri Jakarta, was obtained through a semi-structured interview guide. Interview materials were directed to field personnel and online learning administrators at UNJ regarding the percentage of utilization of UNJ's LMS by the Education Management Program. Observational methods were used to identify the availability of supporting documents. Data obtained from observations and interviews were categorized and analyzed. Data analysis

was conducted using fishbone analysis to explain the gaps found and using the APKL analysis, which involves actual, problematic, feasibility, and viability aspects. Then, SWOT analysis was used to determine the implementation strategy (Suriono, 2022)

FINDING AND DISCUSSION

The results of interviews and field observations indicate that the utilization of UNJ's LMS in the Education Management Program at the Faculty of Education, Universitas Negeri Jakarta, is still low in percentage. The fishbone analysis assists in facilitating actions or improvement steps. The causative factors are developed from the man, method, system, material factors (Dahlgaard-Park, 2015; ManagementDirect, 2017). Below is an analysis of priority issues found regarding the reasons for the low percentage of UNJ's LMS usage in the Education Management Program at the Faculty of Education, Universitas Negeri Jakarta.
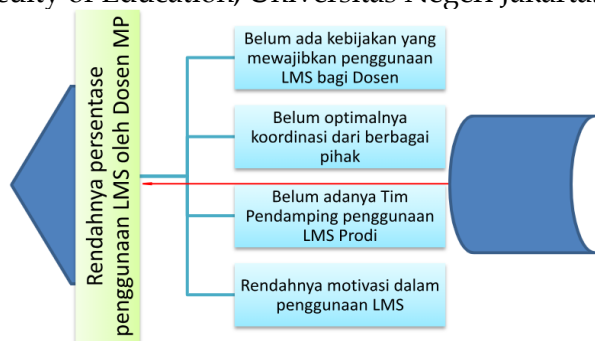
Picture 1 Diagram *fishbone*

1. The analysis above resulted in several factors causing obstacles to the curriculum development process:
2. Material: Lack of policy mandating the use of LMS for lecturers.
3. Method: Suboptimal coordination among various parties.
4. System: Absence of a Program Assistance Team for LMS usage.
5. Man: Low motivation in utilizing LMS.

Table 1. Causal Factors and Ideas for Issue Resolution

No.	Causal Factors	Ideas for Issue Resolution
1	Lack of policy mandating LMS use for lecturers	Propose the creation of a policy mandating LMS use for lecturers
2	Suboptimal	Optimize
	coordination among involved parties	coordination among the involved parties
3	Absence of support team for LMS usage	Formation of a support team for LMS usage
4	Low motivation in using LMS	Provide motivation for using LMS

From Table 1, four issue resolution ideas have been identified. The next step will involve further analysis to determine the main resolution idea. To determine the primary resolution idea, an APKL analysis will be conducted. The APKL analysis method uses the following categories:

Actual: Signifying issues that are currently happening and are being widely discussed in society. Problematic: Refers to issues with complex problem dimensions that require immediate solutions. Feasibility: Signifying issues that concern the livelihood of many people. Viability: Referring to issues that are reasonable, realistic, and relevant for initiating problem-solving initiatives (TIM HABITUASI, 2022).

Subsequently, each idea will be evaluated based on the APKL categories, using a scale from 1 to 5 with the following criteria:

Score 1: The issue is not actual/problematic/feasible/viable.

Score 2: The issue is minimally actual/problematic/feasible/viable.

Score 3: The issue is moderately actual/problematic/feasible/viable.

Score 4: The issue is highly actual/problematic/feasible/viable.

Score 5: The issue is extremely actual/problematic/feasible/viable.

From the scores provided, averages will be calculated and then summed to determine their rankings. The idea with the highest total sum will be ranked first, followed by subsequent rankings. If you have the specific scores given by the 6 respondents for the APKL analysis, please provide them, and I can assist in the calculation and ranking.

Table 2. Data Analysis Processing APKL

No.	Issue Resolution Ideas	Actual Skala Frek	Actual Rata-rata	Problematic Skala Frek	Problematic Rata-rata	Feasibility Skala Frek	Feasibility Rata-rata	Viability Skala Frek	Viability Rata-rata	Total
1	Proposing the policy to mandate the use of UNJ's LMS	5 = 24 = 03 = 32 = 11 = 0	10 + 9 + 2 = 21: 6 = 3.5	5 = 24 = 23 = 02 = 21 = 0	10 + 8 + 4 = 22: 6 = 3.6	5 = 14 = 13 = 12 = 21 = 1	5 + 4 + 3 + 4 + 1 = 17: 6 = 2.8	5 = 14 = 13 = 22 = 11 = 1	5 + 4 + 6 + 2 + 1 = 18: 6 = 3	12.9
2	Optimizing coordination among the involved parties	5 = 14 = 13 = 32 = 01 = 1	5 + 4 + 9 + 1 = 19: 6 = 3.1	5 = 04 = 23 = 32 = 01 = 1	8 + 9 + 1 = 18: 6 = 3	5 = 14 = 33 = 12 = 01 = 1	5 + 12 + 3 + 1 = 12: 6 = 3.5	5 = 34 = 13 = 12 = 01 = 1	15 + 4 + 3 + 1 = 23: 6 = 3.8	13.4
3	Formation of a support team for the use of UNJ's LMS	5 = 54 = 13 = 02 = 01 =	25 + 4 = 29: 6 = 4.8	5 = 34 = 23 = 12 = 01 =	15 + 8 + 3 = 26: 6 = 4.3	5 = 44 = 23 = 02 = 01 =	20 + 8 = 28: 6 = 4.6	5 = 54 = 13 = 02 = 01 =	25 + 4 = 29: 6 = 4.8	18.5
4	Providing motivation for the use of UNJ's LMS	5 = 14 = 33 = 12 = 11 = 0	5 + 12 + 3 + 2 = 22: 6 = 3.6	5 = 14 = 23 = 22 = 11 = 0	5 + 8 + 6 + 2 = 21: 6 = 3.5	5 = 14 = 33 = 22 = 01 = 0	5 + 12 + 6 = 23: 6 = 3.8	5 = 14 = 33 = 12 = 11 = 0	5 + 4 + 9 + 1 = 19: 6 = 3.1	14

Tabel 3. Pemeringkatan Hasil Analisis APKL

No.	Ranking of Analysis Results	A	P	K	L	Total	Rangking
1	Proposing the policy to mandate the use of UNJ's LMS	3.5	3.6	2.8	3	12.9	4
2	Optimizing coordination among the involved parties	3.1	3	3.5	3.8	13.4	3
3	Formation of a support team for the use of UNJ's LMS	4.8	4.3	4.6	4.8	18.5	1
4	Providing motivation for the use of UNJ's LMS	3.6	3.5	3.8	3.1	14	2

From the analysis of APKL in Tables 2 and 3, the top-ranked issue resolution idea is "Formation of a support team for the use of LMS by lecturers in the Education Management Program at the Faculty of Education, Universitas Negeri Jakarta." The details for each criterion are as follows:

Actual received a score of 4.8, signifying it is very current, genuinely occurring, and a hot topic of discussion. Problematic attained a score of 4.3, meaning the issue is complex and necessitates an immediate solution. Feasibility scored 4.6, indicating it significantly concerns the livelihood of many people. Viability achieved a score of 4.8, signifying it is highly reasonable, realistic, and relevant for initiating problem-solving initiatives.

Discussion

From the previous analysis, the primary proposed idea for issue resolution is the "Formation of a support team for the use of LMS by lecturers in the Education Management Program at the Faculty of Education, Universitas Negeri Jakarta." Subsequently, creative activities will be sought using SWOT Analysis.

SWOT Analysis refers to internal and external factors that influence the institution/work unit, namely the Education Management Program at the Faculty of Education, Universitas Negeri Jakarta. Internal factors encompass strengths and weaknesses, while external factors include opportunities and threats (Benzaghta et al., 2021).

After determining the internal and external factors, the next step will involve identifying alternative strategies that capitalize on strengths and opportunities while mitigating weaknesses and threats.

Table 4. SWOT Analysis Factors

Strength	Weakness
- Accredited Excellent Study Program - Majority of senior faculty members - State University status - Program located in the main campus	- Ongoing renovation of facilities and infrastructure - Outdated Study Program website - Majority of faculty members are seniors

- Experienced faculty resources - Adequate facilities and infrastructure	
Oportunity	Threat
- Active student organizations within the program - Competent graduates - Evolving Information Technology (IT) - Development teams at University and faculty levels	- Emergence of new private universities - Relatively congested traffic in the capital city - Evolving Information Technology (IT)

From the factors of the SWOT analysis, alternative strategies will be determined by pairing internal factors with external ones to develop creative activities. The strategies are as follows:
SO Strategy: Combining Strengths and Opportunities. ST Strategy: Pairing Strengths with Threats. WO Strategy: Aligning Weaknesses with Opportunities. WT Strategy: Combining Weaknesses and Threats (Fitri Anggreani, 2021).

Internal Factor Analisys Strategy (IFAS) External factor Analisys Strategy (EFAS)	Kekuatan (Strength)	Kelemahan (Weakness)
	- Accredited A Study Program - State University status - Program located in the main campus - Posses ses experie	- Ongoing renovations - Low percentage of LMS usage - Majority of faculty members are seniors

	nced faculty resources • Adequate facilities and infrastructure	
Peluang (Oportunity) • Active student organization within the program • Presence of competent graduates • Evolving Information Technology (IT) • Development teams at University and faculty levels	Strategi (SO) • Collaborate with the central LMS team • Formation of LMS Support Team for the Program • Socialization and division of tasks for LMS Support Team	Strategi (WO) • Provide support for faculty members needing LMS assistance • Creation of pocket guidebooks and video tutorials for LMS usage
Ancaman (Threat) • Emergence of new private univer	Strategi (ST) • Consultation with the Program	Strategi (WT) • Monitoring and evaluating the

sities • Relatively congested traffic in the capital city • Evolving Information Technology (IT)	Study Chair	results of LMS support for lecturers in the Education Management Program, Faculty of Education, UNJ • • •

Ideas that can be proposed to address the low utilization of the UNJ LMS in the Education Management Program include:

1. Consultation with the Head of the Education Management Program regarding the utilization of UNJ LMS.
2. Consultation with the University's LMS Central Team regarding the mechanisms of using the LMS.
3. Formation of a Support Team for LMS usage by the faculty members in the Education Management Program.
4. Promotion and delegation of tasks to the Support Team for LMS usage by Faculty Members in the Education Management Program at FIP UNJ.
5. Creation of a pocket guidebook for LMS usage.
6. Development of video tutorials for using the LMS.
7. Providing support and guidance in the use of LMS to faculty members in need.
8. Monitoring and evaluating the outcomes of the support for LMS usage by Faculty Members in the Education Management Program at FIP UNJ.

CONCLUSION

By leveraging the online learning platform developed by Universitas Negeri Jakarta, the activities of teaching and learning conducted by faculty members and students can be meticulously recorded. Consequently, careful control and evaluation of these learning activities can be carried out. In this regard, the Rector of Universitas Negeri Jakarta encourages faculty members to utilize the online learning platform developed by the university.

Positive impacts for the institution include:

1. The optimal performance of study programs using available resources, enabling them to compete effectively with other study programs.
2. Enhancement of students' competencies, especially in the use of digital media and technology.
3. Continuous improvement and increased value of the UNJ online learning platform through consistent usage.

Positive impacts for faculty members include:

1. Opportunities for faculty to improve their digital literacy competencies.
2. Opportunities for faculty to develop innovative teaching media for students.

Positive impacts for students include:

1. Opportunities for students to enhance their digital literacy competencies.
2. Opportunities for students to develop themselves and acquire skills in managing digital media.

With the optimal utilization of the online learning platform, graduates from these study programs have the potential to compete in the job market and advance their careers.

Recommendation

In the effort to optimize the utilization of UNJ's Learning Management System, the Education Management Program can implement the strategies outlined in the discussion above. It can consistently execute these strategies and evaluate the outcomes of their implementation. This process will enable the further development of implementation strategies for optimizing the utilization of UNJ's Learning Management System in the Education Management Program.

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