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Islamic Education in Indonesia: Comparison of Islamic Learning Management Implementation

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Abstract

Almost 88.67% of the population in Indonesia follows Islam. As a result, various schools and universities in Indonesia include Islamic education studies in their curriculum. In this regard, learning management efficiency is vital to ensure significant learning outcomes for the students. However, many higher education institutions in Indonesia have taken initiatives to promote e-learning strategies to improve students' learning mechanisms. The education management has encouraged the students' feedback to make the required changes accordingly. Thus, the main purpose of this quantitative study is to compare the impact of educational management, e-learning, and student feedback on learning management system efficiency between students enrolled in Islam education studies (group 1) and students enrolled in higher education institutes (group 2) in Indonesia. For this research, the statistical data were collected from 100 respondents of group 1 and 115 respondents of group 2 via survey method, and statistical analysis was conducted. The outcomes of this study showed that the relationship between student feedback and learning management system efficiency (LMSE) was significant for both groups. In contrast, the impact of educational management on LMSE was significant in group 1 in contrast to group 2, and the impact of e-learning on LMSE was significant in group 2 in contrast to group 1.

Keywords

learning management system efficiency; e-learning; educational management; Islamic learning; student feedback; Indonesia

1. Introduction

The spread of knowledge and technology has made the world seem smaller. Rapid economic development affects the emergence of a universal civilization (Chaw & Tang, 2018). Interdependence is a product of societal variations brought about by the global community. As a result, continuing education quality will reflect a country's quality. Every nation in the world develops cooperation to be interdependent in this competition period (Kraleva et al., 2019). The borders between nations are becoming hazier as a result of globalization. Without an active filter, information travels quickly between nations, creating numerous opportunities for competitiveness in many facets of life (Fauzi et al., 2018). The nations that prevail in research, industry, and politics also triumph in international competition. As a result, a nation's need to improve its quality through education cannot be overstated (Ghilay, 2019).

For all facets of life and in all fields, COVID-19 provides new lessons, affecting the proper foundations of the educational sector. WHO has declared the COVID-19 eruption an epidemic, posing a severe threat to individuals worldwide. It has significantly impacted our way of life (Prisuna & Zulkarnain, 2022; Raza et al., 2021). Furthermore, it tests our capacity for flexibility and adaptation in an essential catastrophe similar to COVID-19. We are coping through atypical working, studying, and other practices. Social networking, online schooling, and virtual commerce are nothing new. However, COVID-19 is driving the need for in-depth research into the potential of online learning. The teaching and learning techniques are entirely changed because of COVID-19 during lockdown time. Due to the more significant shift of education to digital, the learning management methods are entirely changed. Even before COVID-19, educational technology was increasing, with expenditures reaching US\$18.66 billion globally in 2019 and the market for online education expected to reach \$350 billion by 2025. Since the COVID-19 eruption, there has been a noticeable increase in the use of online resources (such as video conferencing, webinars, virtual tutoring, etc.) (Cathy & Farah, 2020).

The present study explores the need for e-learning management systems in Islamic learning management, as the current world of learning is changed due to the outbreak of COVID-19. The students should be aware of e-learning aids to cope with the fastest-growing world of I.T. The objectives of the study are given below;

1. To examine the effects of modern LMS techniques on the learning process in Indonesia
2. To explore the differences between traditional Islamic learning management systems with advanced LMS techniques in Indonesia
3. To determine how modern LMS techniques can help to develop current Islamic learning management in Indonesia

Indonesia's cultural, governmental, and economic structures underwent a reform period in the latter half of the twentieth century (Nuryana, 2019). Indonesia has become the largest consumer of democracy in the world thanks to the process of democracy. As a counterbalance to historically mighty government powers, the

legislative institution plays a crucial role. Along with the community's growing aspirations for an elected environment in the organization of countrywide education, this is happening in the world of education. In addition to strengthening the parliament, goals for advancing high standards in national education are also being developed (Lubis, 2013; Munastiwi, 2019). However, while some experts believe that the accidental and rapid transition to e-learning – without guidance, low internet speed, and no assignment – might result in an unsatisfying customer experience that is stern to the progress of the country, others believe that an innovative combination method of instruction may emerge, by notable returns (Ghilay, 2019; Hoq, 2020; Khairiah & Sirajuddin, 2019). E-learning will ultimately prove to be a crucial component of education, according to Wang Tao, VP of Tencent Education. Successful changes have already been made at numerous educational institutions (Anthony et al., 2019). For instance, Zhejiang University tried "DingTalk ZJU" to administer more than 5,000 digital courses just 14 days into the transition. In 2020 during COVID-19, the "Imperial College London" started offering a course on scientific studies (Munastiwi, 2019; Sari, 2017; Suhairi & Santi, 2021).

2. Literature Review

2.1. Islamic Education Curriculum (IEC) in Indonesia

Indonesia now employs the 2013 curriculum as a learning guide in its educational system. The 2013 curriculum has been established to replace the 2006 curriculum. 2013 saw minimal testing of the 2013 curriculum in experimental schools (Jumaeda, 2018; Sofanudin, 2019). The 2013 curriculum is evaluated based on its acquaintance features—sympathetic, memorizing, smearing, examining, and estimating skills detecting, trying, inquiring, reasoning, presenting, and creating attitudes, accepting, applying, practicing, and reflecting—and conduct (Munastiwi, 2019; Nuryana, 2019).

The 2013 curriculum's implementation was planned using materials sent to teachers and other school personnel through workshops, seminars, and training sessions. The main goal of the 2013 curriculum application is to help pupils develop positive character traits. The 2007 Presidential Regulation No. 87 serves as proof of this (Nazarudin, 2007). According to the law, teachers must be able to offer resources and learning exercises that support students' character development. In order to build students' personalities and characters, it is essential to instill in them the principles of religion, nationality, independence, and honesty (Sunuyeko et al., 2017). As a result, managing learning under the persona 2013 curriculum (revision) presents a problem for educators. To protect the country's future, quality education for citizens is essential. Building capable generations for the twenty-first century requires the growth of critical thinking and fundamental concern abilities, as well as teamwork, creativity, and communication skills (Stefanovic et al., 2011). This is a continuation of Indonesia's 2013 curriculum implementation, which covers kindergarten through high school. All levels of the academic unit and all disciplines,

including Islamic education, are taught using the 2013 curriculum (Lubis, 2013). Islamic teachings are established by the choice and implementation of Islamic religious subjects, which can be seen as educational and study material (Nazarudin, 2007). The practice of encouraging and teaching students to comprehend and put into practice the Islamic religion's teachings as the standards for conduct throughout their lifetimes is known as Islamic education or *At-Tarbiyah al-Islamiyah* (Fauzi et al., 2018; Jumaeda, 2018).

According to Abdul Majid, Islamic education serves the following purposes: First, the methods for boosting devotion to Allah SWT. The second is the application of religious principles in the pursuit of happiness in this life and the next. The third is a tool for adaptation in interpersonal interactions (Alqurashi, 2019). The fourth step is self-examination to choose the moral course. The fifth is the avoidance of religiously forbidden behavior. Sixth is knowledge of religion. The seventh is the development of soft skills in the area of religion (Majid, 2014).

The curriculum for Islamic Education should be created to best meet the demands and objectives of this type of instruction. In order to accomplish educational objectives, the curriculum takes on the shape of an instrument plan that includes objectives, content, and media/learning resources. The objectives, curriculum, learning resources, learning methodologies, and evaluation comprise the curriculum's first three components (Ghilay, 2019; Khairiah & Sirajuddin, 2019; Sofanudin, 2019). According to a different viewpoint, the components essential for curriculum development include the aims of the curricula, the content, the methodologies, and the evaluation. As a result, according to the facilities and resources of educational institutions, the purpose of the syllabus, like a reference in the education process, needs to be developed as necessary. The management procedure determines whether a curriculum will be successful (Gunawan et al., 2018).

2.2. Learning Management System

There is a change in learning patterns in the education sector, which will significantly impact the eminence of the educational system, including student-learning-outcomes, learning management, educator and staff performance, function, and all educational programs in academic units {Irawati, 2022 #10}. George Terry believed that typical operations like planning, task division, driving operations, and attempting to control which are carried out to attain organizational goals by using existing resources—could not be divorced from the existence of management activities. The effects of student competencies in content marketing education, such as sales or other outcomes, can also be achieved through management. Then, switching face-to-face learning activities to an online learning platform is necessary. This OLS is a learning approach that uses a Learning Management System (LMS) and an interactive internet-based paradigm (Gani et al., 2021). Online learning, sometimes called E-Learning, is a type of instruction conducted through digital media using laptops and online-based mediums (Dilapanga & Jusuf, 2021).

A learning process or education process that includes lecturers and pupils in the application of the education and learning process is the ideal circumstance for learning activities conducted in universities (Syahmina et al., 2020). But, the Covid-19 pandemic, which has affected the entire world, including Indonesia, necessitates several immediate modifications in many different sectors. Physical separation, as used in all industries, is essential to restrict public engagement. The education sector is most impacted by this catastrophe (Prisuna & Zulkarnain, 2022).

2.3. Previous studies

Several prior works have covered university learning management during the Covid19 epidemic, notably by Herlina (2020). Herlina (2020) claimed that despite field-expiring obstacles from orators and pupils, the wholeness of auxiliary conveniences and infrastructure or hardware-related online education organization at the Economics Faculty Management Study Program was supported optimally during the Covid-19 pandemic. His study's findings demonstrate that lecturers successfully managed to learn in universities during the pandemic in several ways, including 1) complete novelty and talk design, 2) diversity of education methods, 3) platforms or apps that are material-appropriate, and 4) effective communiqué. Respectable with pupils, and 5) might lessen the financial restrictions placed by online lecture quotas.

According to Suyono (2020), who performed research at PTS LLDIKTI Region VII, learning during the pandemic was done online utilizing conferencing apps such as Zoom Meeting, Gmail, google meet, WhatsApp, and YouTube. Thus, even in the epidemic, lectures continue to proceed under applicable laws, resulting in learning objectives still being met (Aljawarneh, 2020; Raza et al., 2021). Using LMS as Online Learning Media was one of the learning management practices carried out during the COVID pandemic. By exploiting the features offered by the LMS application, this LMS application ensures that the learning and communication system continues to function effectively.

Then, using the blended learning concept, Suhairi and Santi (2021) manage learning during the epidemic. Because students and instructors can communicate offline and online, blended learning is preferred because it maximizes learning effectiveness. Last but not least, Gani et al. (2021) investigate pandemic learning management. Suhairi and Santi (2021) used online learning management based on compassion in their study. The findings of his study show a moderate association between the sustainability of learners' online learning engagement in the Covid-19 outbreak condition and web-based learning management based on empathy. The IAIN Curup Management Program also conducted learning management during the pandemic, notably in online learning, by employing online networking such as WhatsApp, but some using the LMS system.

From the review of previous studies, researchers noticed that no study could explain how modern LMS techniques can help to develop current Islamic learning management in Indonesia. So to fill this research gap, researchers find out the

implementation of modern LMS techniques on Islamic learning management in Indonesia. Based on the above discussion, the following hypotheses are proposed
H1: Education management has a positive and direct impact on learning efficiency.
H2: There is a positive and direct impact of e-learning on learning management efficiency.

H1: There is a positive and direct impact of student feedback on learning management efficiency.

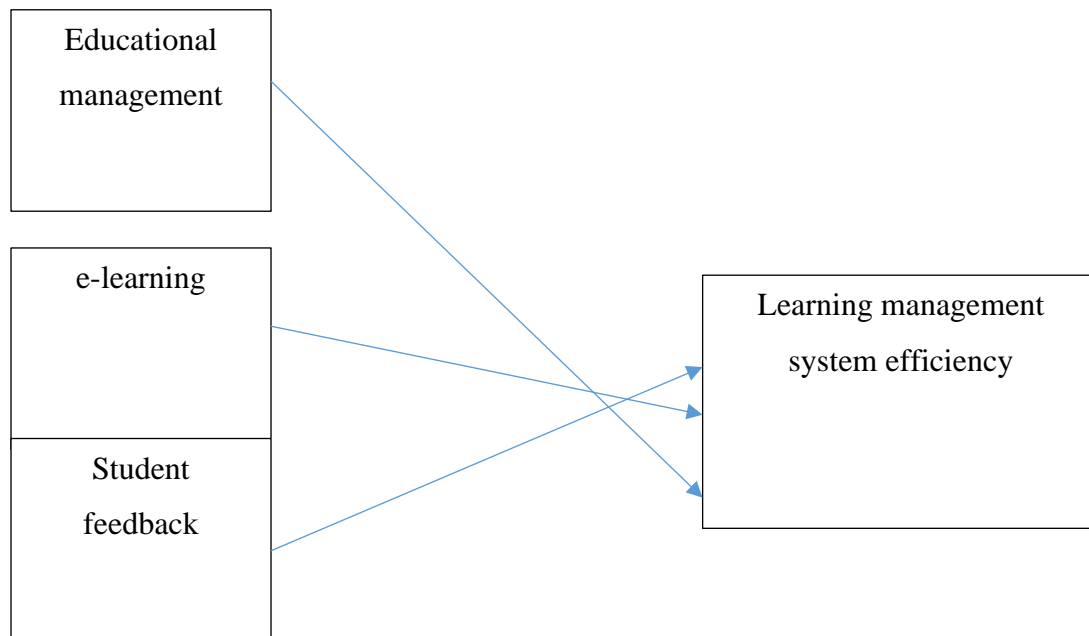


Figure 1: Theoretical Framework

3. Method

The present study focuses on determining the influence of educational management, e-learning, and student feedback on learning management system efficiency in regular educational curricula and Islamic curricula in Indonesia. The developed objectives of the present study represent the cause-and-effect relationship between the constructs, so positivist research philosophy was integrated into the present study, followed by deductive reasoning. The present study was quantitative due to its explanatory nature.

3.1 Sampling and Data Collection Route

For the present study, the data was collected for two groups. Group one includes students enrolled in Islamic education studies, and group two includes students enrolled in higher education studies in Indonesia. For this purpose, purposive sampling was done, and 100 respondents were selected for group one instead of group two, for which 115 respondents were selected.

The survey method was adapted for the collection of data from both groups. For this purpose, a questionnaire integrating the demographics of respondents and

questions related to the constructs of the study was developed. These questionnaires were self-administered to both groups by the researcher to ensure the authenticity of the collected data.

3.2 Measures

The following instruments were utilized for measuring the variables under study

Table 1: Measures

Variables	Developed by/ adapted by	Items number	Scale
Educational management	(Ghilay, 2019)	7	A "5-point Likert scale" was devised for this study. It ranged from "1 (strongly disagree) to 5 (strongly agree)."
E-learning	(Stefanovic et al., 2011)	5	
Student feedback	(Huda, 2022)	6	
Learning management system efficiency	(Huda, 2022)	8	

3.3 Data Analysis

The collected data from both groups were analyzed effectively and compared. In the first step, descriptive statistics were determined using SPSS followed by KMO, Bartlett's Test, and a rotated component matrix. CFA was also conducted for this study, and the SEM technique was considered to check the acceptance or rejection of formulated hypotheses.

4. Results

4.1 Demographics

One hundred respondents were included in group 1. 70% of these respondents were male, while 30% were female. 31% of them were doing post-graduation, while 69% were completing their Bachelor's degree. However, for group 2, 115 respondents were selected. 48.7% of them were male, while 51.3% of them were female. 61% of them were doing post-graduation, while 39% were completing their Bachelor's degree.

4.2 Descriptive Statistics

Tables 2(a) and 2(b) confirm the normality of data for both groups, as the Skewness values for both groups are between -1 and +1. Moreover, the mean values for both groups are equal to 3 or 3.

Table 2(a): Descriptive statistics (Group 1)

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
EM	100	1.00	5.00	3.1643	.92256	-.139	.241
EL	100	1.00	5.00	3.2680	.95313	-.076	.241
SF	100	1.00	5.00	3.3450	.90275	-.149	.241
LMS	100	1.38	4.63	3.1562	.78845	-.077	.241
Valid N (listwise)	100						

EM=Educational management, EL= E-learning, SF= Student feedback, LMS= Learning management system

Table 2(b): Descriptive statistics (Group 2)

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
EM	115	1.00	5.00	2.9714	1.25531	.030	.226
EL	115	1.20	4.60	2.8678	.69023	.225	.226
SF	115	1.00	5.00	3.3725	1.02511	-.452	.226
LMS	115	1.50	4.00	2.7891	.56472	.394	.226
Valid N (listwise)	115						

4.3 KMO and Bartlett's Test

Table 3 shows that the collected data was accurate for both groups 1 and 2 as their KMO values are .828 and .870, respectively.

Table 3: KMO and Bartlett's Test

		Group 1	Group 2
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.828	.870
Bartlett's Test of Sphericity	Approx. Chi-Square	3456.647	3456.647
	df	325	325
	Sig.	.000	.000

4.4 Rotated Component Matrix

Table 4 shows that the values of all constructs of the present study were between 0.4 and 0.8, so no duplicity was observed.

Table 4: Rotated Component Matrix

	Component			
	1	2	3	4
EM1		.708		
EM2		.831		
EM3		.680		
EM4		.835		
EM5		.830		
EM6		.892		
EM7		.851		
EL1			.739	
EL2			.817	
EL3			.786	
EL4			.883	
EL5			.852	
SF1	.843			
SF2	.791			
SF3	.857			
SF4	.549			
SF5	.451			
SF6	.522			
LMS1				.503
LMS2				.788
LMS3				.748
LMS4				.820
LMS5				.743
LMS6				.584
LMS7				.519
LMS8				.781

4.5 Discriminant and Convergent Validity

Tables 5(a) and 5(b) show that the collected data for both groups was valid as the value of C.R. was greater than 0.7 for all variables, and the value of AVE was greater than 0.5 for all variables for both groups.

Table 5(a): Validity analysis (Group 1)

	CR	AVE	MSV	EM	EL	SF	LMS
EM	0.852	0.692	0.359	0.880			
EL	0.796	0.758	0.531	0.851	0.729		
SF	0.721	0.852	0.555	0.671	0.612	0.930	
LMS	0.847	0.871	0.310	0.709	0.501	0.851	0.623

Table 5(b): Validity analysis (Group 1)

	CR	AVE	MSV	EM	EL	SF	LMS
EM	0.834	0.694	0.349	0.873			
EL	0.718	0.702	0.562	0.873	0.719		
SF	0.773	0.871	0.468	0.661	0.722	0.810	
LMS	0.849	0.861	0.420	0.718	0.710	0.745	0.793

4.6 Confirmatory Factor Analysis (CFA)

Tables 6(a) and 6(b) show that both groups' observed values of CMIN/DF were associated with the threshold, while the observed value of IFI for both groups was not associated with the threshold. The RMSEA value for group 2 was in association with the threshold value in contrast to group 1. Figures 2(a) and 2(b) represent CFA for Groups 1 and 2.

Table 6(a): CFA (Group 1)

CFA Indicators	CMIN/DF	GFI	IFI	CFI	RMSEA
Threshold Value	≤ 3	≥ 0.80	≥ 0.90	≥ 0.90	≤ 0.08
Observed Value	1.431	0.710	0.802	0.783	0.094

Table 6(b): CFA (Group 2)

CFA Indicators	CMIN/DF	GFI	IFI	CFI	RMSEA
Threshold Value	≤ 3	≥ 0.80	≥ 0.90	≥ 0.90	≤ 0.08
Observed Value	1.420	0.820	0.893	0.713	0.083

Structure Equation Modeling (SEM) Outcomes

As per the results, H1 and H3 were accepted for this group, while H2 was rejected, as shown in table 7(a) ($p \leq 0.05$). In contrast, table 7(b) shows that H2 and H3 were accepted for group 2 while H1 was rejected. Figures 3(a) and 3(b) represent SEM for Groups 1 and 2.

Table 7(a): SEM results (Group 1)

	Hypothesized Path	B	S.E	P value	Conclusion
<u>Direct Effects</u>					
Hypothesis 1	EM→ LMS	.154	.046	0.00	Accepted
Hypothesis 2	EL→ LMS	-.136	.010	0.73	Rejected
Hypothesis 3	SF→ LMS	.139	.052	0.04	Accepted

Table 7(b): SEM results (Group 2)

Effects	Hypothesized Path	B	S.E	P value	Conclusion
<u>Direct Effects</u>					
Hypothesis 1	EM→ LMS	-.134	.006	0.90	Rejected
Hypothesis 2	EL→ LMS	.149	.049	0.00	Accepted
Hypothesis 3	SF→ LMS	.142	.048	0.01	Accepted

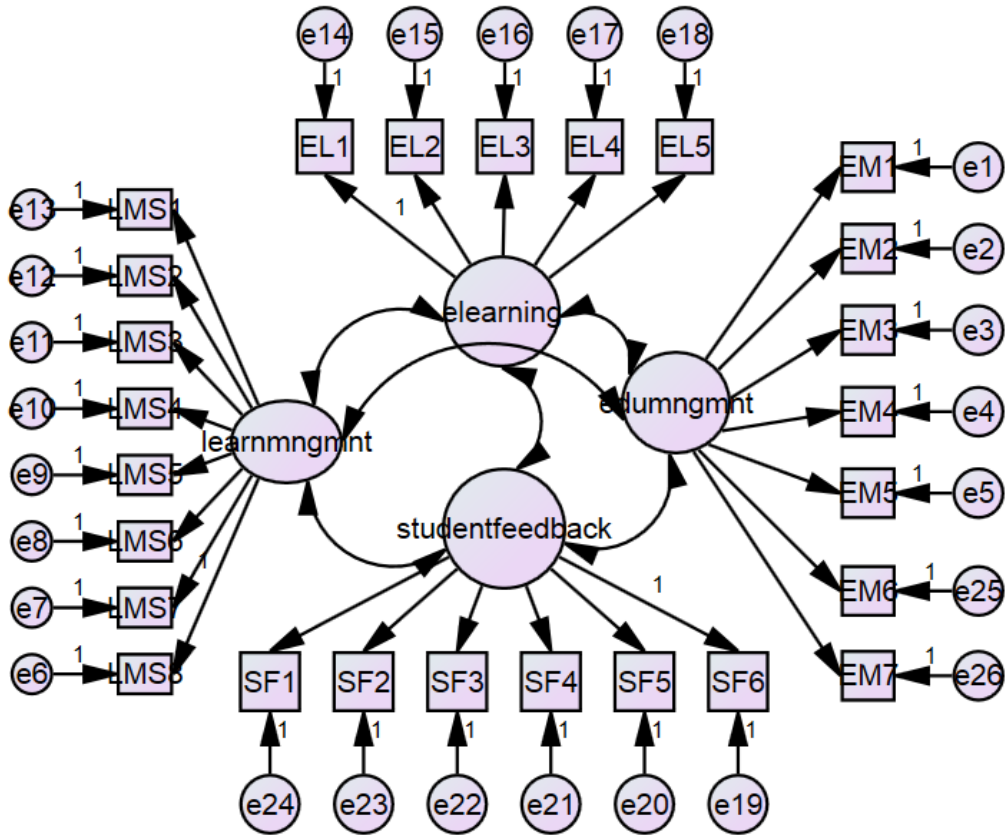


Figure 2(a) CFA (Group 1)

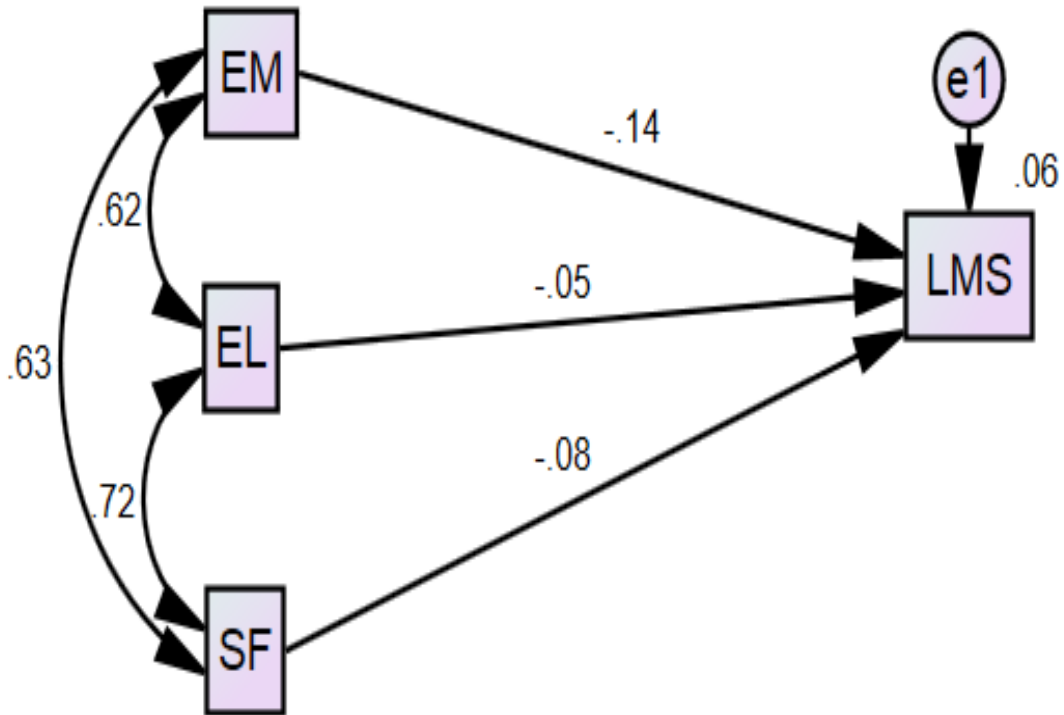


Figure 3(a) SEM (Group 1)

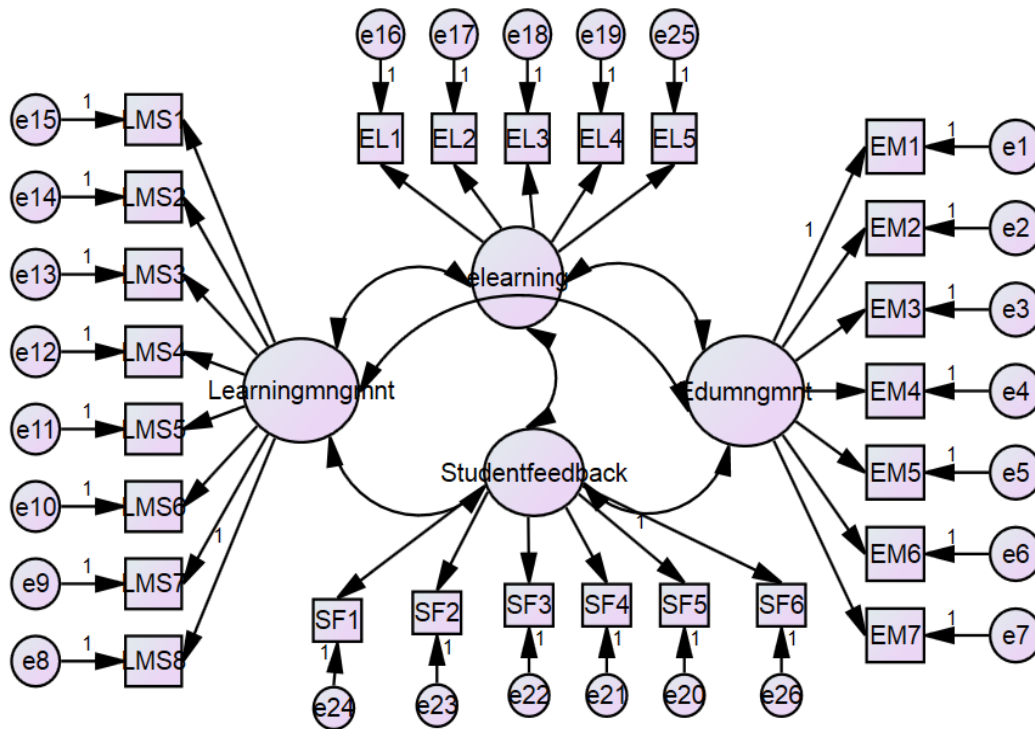


Figure 2(b) CFA (Group 2)

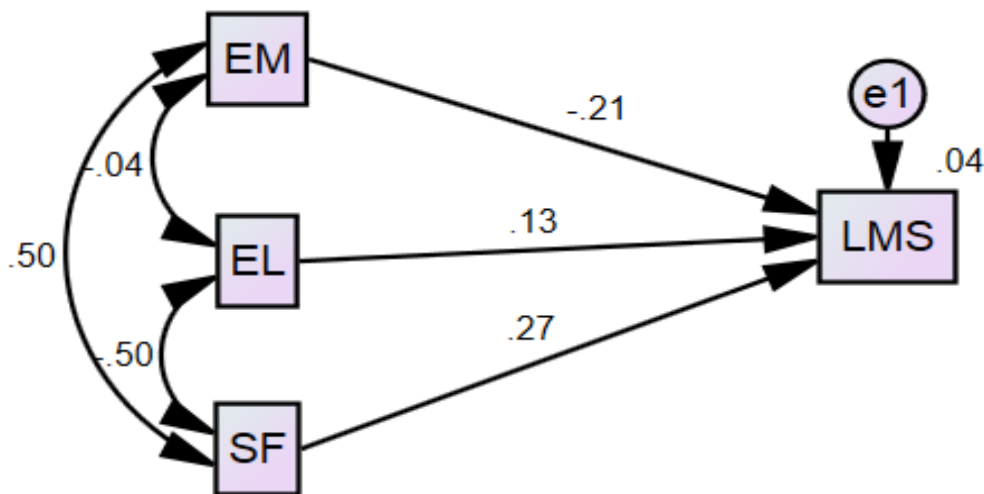


Figure 3(b) SEM (Group 2)

Discussion

For this quantitative study, the impact of educational management, e-learning, and student feedback on learning management system efficiency was observed in two groups of students. Group 1 includes the students enrolled in Islam education studies, and group 2 includes those enrolled in higher education institutes in Indonesia.

Results for Group 1

For group 1, three important results were obtained from this study. First, it was observed that educational management significantly impacts learning management system efficiency (LMSE), as aligned with the findings of Raza et al. (2021). Educational management influences the students' overall learning environment, providing them with the necessary facilities (Khairiah & Sirajuddin, 2019). Second, it was observed that e-learning has an insignificant impact on LMSE, as aligned with the findings of Fauzi et al. (2018). The educational system has largely transformed digitally, encouraging implementing different e-learning strategies and reducing the communication gap between teachers and students for better outcomes (Chaw & Tang, 2018). Finally, it was observed that student feedback significantly impacts LMSE, as aligned with the findings of Kraveva et al. (2019). Students are the main focus of an educational institution, so their ideas and concepts must be focused on to promote a better educational curriculum. Pérez-Pérez et al. (2020) have also emphasized this in this regard.

Results for Group 2

For group 1, three important results were obtained from this study. First, it was observed that educational management has an insignificant impact on LMSE, as aligned with the findings of Aljawarneh (2020). It has been observed that the education system influences the investments and associated educational programs in an educational institute, so they are considered to make important decisions for better student learning outcomes (Hoq, 2020). Second, it was observed that e-learning significantly impacts LMSE, as aligned with the findings of Mpungose (2020). However, continuous technological advancements have also encouraged the educational sector to adapt various ICT and other technologies to provide students with new and advanced learning opportunities (Alqurashi, 2019). Finally, it was observed that student feedback significantly impacts LMSE, as aligned with the findings of Anthony et al. (2019). Different educational professionals have also emphasized student and staff feedback to improve the overall performance of the educational management and teachers.

Conclusion and Implications

Over the years, the educational sector has dealt with various issues regarding learning management system efficiency. Educational management is essential in promoting innovative strategies to improve students' learning systems effectively. For this study, the impact of educational management, e-learning, and student feedback on learning management system efficiency in Groups 1 and 2. The results obtained from this study showed that the relationship between student feedback and learning management system efficiency (LMSE) was significant for both groups. In contrast, the impact of educational management on LMSE was

significant in group 1 in contrast to group 2, and the impact of e-learning on LMSE was significant in group 2 in contrast to group 1.

The present study helps increase the literature on the impact of educational management and e-learning on learning management system efficiency in Islamic education studies. This study also helps encourage education management to take important steps for promoting e-learning strategies to improve students' learning efficiency. In this regard, different training sessions could be held to improve students' knowledge of e-learning strategies and to learn management system efficiency.

Limitations and Future Work

This study has different shortcomings, which can provide opportunities for future studies. The present study included a small sample size for groups 1 and 2 due to the ineffective accessibility of the researcher. Another observed shortcoming in the current study is the lack of any mediator in the conceptual model due to improper understanding of the researcher and limited literature review. In order to resolve these issues in future studies, large sample size can be considered, and a related mediator, such as performance management, knowledge sharing, etc., can be added for a broader approach.

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