IMPLEMENTATION OF LEARNING MANAGEMENT SYSTEM-BASED CHARACTER EDUCATION IN ELEMENTARY SCHOOLS

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ABSTRACT

Objective: This research aims to describe the extent to which the application of character education based on the learning management system in basic education.

Theoretical Framework: This topic presents the main concepts and theories that underpin the research. This topic highlights the Implementation of Character Education based on a Learning Management System in Primary Schools, providing a solid basis for understanding the research context.

Method: The research approach used is quantitative descriptive research. This approach was chosen because this research aims to describe the extent to which the implementation of character education based on the learning management system in DS has been successful.

Results and Discussion: Learning management system applications, such as Google Classroom, are very useful as a means of online learning during the COVID-19 pandemic. Punctuality in collecting assignments is also an important indicator of the students' character in the learning process. Discipline in completing assignments and activity in the discussion and question-and-answer process also have top priority in students' character.

Research Implications: The practical and theoretical implications of this research are discussed, providing insights into how the results can be applied or influence practices in the field of education. These implications may cover character education based on a learning management system in primary education.

Originality/Value: This research contributes to the literature with the concept of character education. The relevance and value of this research is evidenced by the results of the study, namely, the Learning Management System is very useful as a means of online learning during the COVID-19 pandemic. Punctuality in collecting assignments is also an important indicator of students' character in the learning process. Discipline in completing assignments and activity in the discussion and question-and-answer process also have top priority in student character.

Keywords: Learning Management System, Education, Student Character, Means of Learning.
Referencial Teórico: Este tópico presenta los principios conceptos e teorías que sustentan la investigación. Este tópico destaca la Implementación de la Educación del Carácter basada en un Sistema de Gestión del Aprendizaje en las Escuelas Primarias, proporcionando una base sólida para comprender el contexto de la investigación.

Método: A abordaje de investigación utilizada es la investigación descritiva cuantitativa. Esta abordaje foi escollida porque esta investigación tem como objetivo descrever en qué medida a implementación de la educación para el carácter basada en el sistema de gestión del aprendizaje na SD

Resultados e Discussão: As aplicaciones del sistema de gestión del aprendizaje, como Google Classroom, son muy útiles como medio de aprendizaje en línea durante el pandemia de COVID-19. La puntualidade na recolha de trabalhos é també un indicador importante do carácter dos alumnos no proceso de aprendizagem. A disciplina na realización dos trabalhos e a atividade no proceso de discussão e de perguntas e respostas també têm prioridade máxima no carácter dos alumnos.

Implicações da Pesquisa: As implicaciones prácticas e teóricas desta pesquisa são discutidas, fornecendo insights sobre como os resultados podem ser aplicados ou influenciar prácticas no campo de Educación. Essas implicaciones pueden abranger Educación del carácter com base num sistema de gestión del aprendizaje no ensino básico.

Originalidade/Valor: Esta investigación contribui para a literatura con o conceito de educación del carácter. A relevância e o valor desta investigación são evidenciados pelos resultados do estudio, nomeadamente, o Sistema de Gestión da Aprendizagem é muito útil como meio de aprendizagem en línea durante a pandemia da COVID-19. A pontualidade na recolha de trabalhos é també un indicador importante do carácter dos alumnos no proceso de aprendizagem. A disciplina na realización dos trabalhos e a atividade no proceso de discussão e de perguntas e respostas també têm prioridade máxima no carácter do estudante.

Palavras-chave: Sistema de Gestión da Aprendizagem, Educación, Carácter del Estudiante, Meios de Aprendizagem.

APLICACIÓN DE LA EDUCACIÓN DEL CARÁCTER BASADA EN UN SISTEMA DE GESTIÓN DEL APRENDIZAJE EN LAS ESCUELAS PRIMARIAS

RESUMEN

Objetivo: Esta investigación tiene como objetivo describir en qué medida la aplicación de la educación del carácter basado en el sistema de gestión del aprendizaje en la educación básica.

Marco Teórico: Este tema presenta los principales conceptos e teorías que sustentan la investigación. Este tema destaca la Aplicación de la educación del carácter basada en el sistema de gestión del aprendizaje en la enseñanza básica, proporcionando una base sólida para comprender el contexto de la investigación.

Método: El enfoque de investigación utilizado es la investigación descriptiva cuantitativa. Se eligió este enfoque porque esta investigación pretende describir en qué medida ha tenido éxito la implantación de la educación del carácter basada en el sistema de gestión del aprendizaje en DS.

Resultados y Discusión: Las aplicaciones del sistema de gestión del aprendizaje, como Google Classroom, son muy útiles como medio de aprendizaje en línea durante la pandemia del COVID-19. La puntualidad en la recogida de tareas es también un indicador importante del carácter de los estudiantes en el proceso de aprendizaje. La disciplina a la hora de completar las tareas y la actividad en el proceso de debate y de preguntas y respuestas también tienen prioridad en el carácter de los alumnos.

Implicaciones de la investigación: Se discuten las implicaciones prácticas y teóricas de esta investigación, proporcionando ideas sobre cómo los resultados pueden aplicarse o influir en las prácticas en el campo de la educación. Estas implicaciones pueden abarcar la educación del carácter basada en un sistema de gestión del aprendizaje en la enseñanza primaria.

Originalidad/Valor: Esta investigación contribuye a la literatura con el concepto de educación del carácter. La pertinencia y el valor de esta investigación se ponen de manifiesto en los resultados del estudio, a saber, el Sistema de Gestión del Aprendizaje es muy útil como medio de aprendizaje en línea durante la pandemia de COVID-19. La puntualidad en la recogida de tareas es también un indicador importante del carácter de los estudiantes en el
1 INTRODUCTION

The importance of character education cannot be separated from the phenomena occurring today. We can see that there is still a lot of dishonest behavior on the part of students, such as being late for school, not doing their homework, disrespecting teachers, etc. This behavior becomes an inherent character in students, so educators must transform it into noble character values. To strengthen character, education can be done from early childhood through to higher education. The character value of integrity, which includes the values of honesty, responsibility, etc., is expected to form the character of leaders who are anti-corruption, collusion and nepotism. We can see that many leaders in this country have been caught up in corruption cases, so the content of integrity education must be applied from an early age.

The Ministry of Education and Culture implements the strengthening of the character of the nation's successors through the Strengthening Character Education (PPK) movement, which has been implemented since 2016. "The Strengthening Character Education Movement is the foundation and main spirit of education," said the Minister of Education and Culture, Muhadjir Effendy.

Character is not innate from birth, but is formed through a process. Character formation is influenced by the surrounding environment. Therefore, the participation of the family and educators is very important in the formation of students’ character. Character education in Indonesia is based on values derived from religion, Pancasila, culture and the goals of national education (Johnson, 2007). These values are explained below:

1. Religion: the values of cultural and national character education should be based on values and rules derived from religion.

2. Pancasila: cultural and national character education aims to prepare students to become good citizens who have the ability, willingness and application of Pancasila values in life as citizens of Indonesia.
3. Culture: there is no human being living in a society that is not based on cultural values recognized by the community. These cultural values are used as a basis for making sense of concepts and meanings in communication between members of society.

4. Objectives of National Education: The objectives of national education are the most operational source in the development of national culture and character education.

A person is said to have character if they display the three domains of character, which include moral knowledge, moral feelings and moral action. The Indonesian nation is currently being hit by a moral and tolerance crisis, which proves that character education is weakening (Abidin, 2012). Evidence of the nation's weakening character can be seen in the culture of corruption, nepotism, collusion, the loss of a culture of shame, the rampant flattery of dishonesty and the weakening of children's potential by this nation is increasingly heard and witnessed (Abidin, 2012). This phenomenon has become a national issue that must be addressed, especially for education personnel in Indonesia.

According to President Joko Widodo's guidelines, character education at elementary school level receives a higher percentage than education that teaches knowledge. In elementary school, this percentage is 70%, while in secondary schools it is 60%. Instilling character education at elementary school age is an asset for students to face more complicated social problems at higher levels of education and as they get older. The character education provided to primary school-age children becomes a benchmark for considering and deciding the attitude to take towards the factors that can trigger delinquency in school-age children.

The Learning Management System (LMS) or also known as the Virtual Learning Environment (VLE) is a learning management system that has the function of providing material, supporting collaboration, assessing student performance, recording student data and generating useful reports to maximize learning effectiveness (MUALIMAH, 2021).

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A Learning Management System (LMS) or Course Management System (CMS), also known as a Virtual Learning Environment (VLE), is a software application used by educators in both universities/colleges and schools as a means of Internet-based online learning (e-learning). A Learning Management System (LMS) is an application or software used to manage online learning that.

2 OBJECTIVES

This research aims to describe the extent to which the application of character education based on the learning management system in primary education. The Learning Management System is very useful as a means of online learning during the COVID-19 pandemic. Punctuality in collecting assignments is also an important indicator of the student's character in the learning process. Discipline in completing assignments and activity in the debate and question-and-answer process also have top priority in a student's character.

3 DEVELOPMENT

The site of this research will be Selakau Tua State Basic School 2, Selakau District, Sambas Regency. The research period was conducted in 2021. The research approach used is quantitative descriptive research. This approach was chosen because this research aims to describe the extent to which the implementation of character education based on the learning management system in DS.

4 FORMULAS AND EQUATION

During the COVID-19 pandemic, all learning activities or activities of an academic nature have to be carried out online or at home, causing schools and students to have to adapt to the new changes in the learning process applied online. Schools are encouraged to be capable, to think creatively and also adaptively, changing the learning model that was originally based on the face-to-face classroom to electronic or online learning. The Learning Management System is one of the means used in online learning.
One of the learning management systems, Google Classroom, has become the most downloaded free app in the Google Playstore and Apple App Store, as some schools and universities have implemented a study from home policy to prevent the spread of the COVID-19 pandemic. The Google Classroom app has been downloaded more than 50 million times. This achievement is quite remarkable because, based on AppBrain's research, Google Classroom is just outside the list of 100 popular apps and this Google app is very useful for distance learning or online teaching. With this app, students can keep in touch with teaching staff even when they are abroad. Students can't see their teachers explaining the subject in front of the class, but they can still learn using this technology.

In addition, the use of Google Classroom is also outlined in this application, where teachers can manage all the documents needed for learning and enable more effective communication between teachers and students. In addition, teachers can create assignments, send announcements and start debates directly in the class. Teaching staff can also quickly see who has submitted assignments and who has not, and immediately give grades and feedback in real time.

**Table 1**

*Evaluation of LMS-based character education*

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUNCTUALITY</td>
<td>85%</td>
</tr>
<tr>
<td>ACTIVISM IN THE LEARNING PROCESS</td>
<td>82.22%</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>83.52%</td>
</tr>
</tbody>
</table>

The students' evaluation of the LMS developed, seen from the aspect of punctuality in collecting the work, obtained a percentage of 85.00% with very good criteria, while in the aspect of activity in the learning process it obtained a percentage of 82.22% with very good criteria. Next, the average evaluation obtained a percentage of 83.52% with very good criteria.

The learning activities carried out provide material and, in the learning video, become a distinct experience, so punctuality in collecting work is also an important indicator to see the student's character in the learning process. Discipline in completing assignments and activity in the debate and question-and-answer process also have top priority in the student's character.
Based on the above discussion, it can be concluded that Learning Management System applications, such as Google Classroom, are very useful as means of online learning during the COVID-19 pandemic. Punctuality in collecting assignments is also an important indicator of the students' character in the learning process. Discipline in completing assignments and activity in the discussion and question-and-answer process also have top priority in students' character.

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REFERENCES


