THE USE OF LMS IN VIEW OF STUDENT READINESS: PHENOMENOLOGICAL STUDY OF STUDENTS OF THE DEPARTMENT OF DEVELOPMENT ECONOMICS, UNG

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ABSTRACT

This research aims to analyze the readiness of students in online learning using LMS. The approach in this research uses a qualitative descriptive approach with a type of research phenomenological. The research subjects were students study the program in Development Economics at the State University of Gorontalo, and the selection of subjects used the Purposive Sampling technique. Data were collected by observation and in-depth interviews. Data analysis is carried out by reducing data, conveying or displaying data and conclusions. To test the validity of the data using source triangulation. The overall results of the research indicate that student readiness plays an important role during the online learning process, the success of online learning depends on how prepared students, especially in the use of LMS. Viewing from the physical readiness several things need to be considered: 1) Get used to getting enough sleep before attending the next day's lesson, 2) Try to eat nutritious food every time, 3) Get used to doing sports regularly. Mental readiness, to maintain the mental condition of students, the need for 1. Learning that is not boring 2. The need for motivation and special ways in online learning so that students are motivated and interested when participating in online learning 3. Students must have hobbies or hobbies. In emotional readiness, students need 1. Students socialize well in their environment, 2. Students can control their emotions during the online learning process.

Keywords: : E-Learning, Learning Management System, Learning Readiness

INTRODUCTION

The development of technology has now reached the world of education, especially with the current pandemic, the world of education is required to carry out learning activities that utilize online learning media. Optimizing technology in the world of education is expected to help the current learning process, as stated by (Lee et al., 2011) that E-Learning is an information system that can integrate various teaching materials in the form of audio, text, and video media. Delivered via e-mail, live chat sessions, online discussions, forums, quizzes and assignments. By implementing E-Learning, lecturers and students can carry out the learning process anywhere and anytime flexibly.

The concept of E-Learning, in general, is a learning process that is carried out without having to meet in person but can interact using electronic devices connected to the internet which will make the learning process take place. As explained (Schemas, 2012) E-Learning is a type of learning or teaching platform that relies on electronic devices and technology, not paper and classroom teaching. The tools/applications used during online learning to meet face-to-face visually or share materials that can be accessed by both lecturers and students, such as Edmodo, Google Classroom, Schoology, Modle are examples of E-Learning platforms that provide LMS (Learning Learning) facilities. Management Systems). The advantages of E-Learning are increasing scientific literacy skills and analytical thinking (Setiaji, 2018), increasing effectiveness (Al-Said, 2015), increasing preparedness and shortening learning time (Ravitz & Blazevski, 2014). By implementing E-Learning learning, universities in Indonesia finally realize that learning can be done anywhere and anytime. This according to (Ali, 2010) makes learning more effective and efficient.

LMS is the development of a powerful software system, known as a learning management system, to enhance learning in various environments (Kakasevski et al., 2008). Meanwhile (Sonmez, 2018), LMS is a web-based platform used to enhance and support classroom teaching or providing online instruction. The use of LMS makes it easier for lecturers in the teaching and learning process and the factors that influence the ease of using the LMS itself are the instructors, organization, and technology: (1) Instructor factors include attributes such as perceptions of self-efficacy, attitudes towards LMS, experience, teaching style, and personal innovation, (2) organizational factors including motivators, technology alignment, organizational support, technical support, and training (3) technological factors include system quality, information quality, and service quality (Zaharias & Pappas, 2016). As for the shortcomings in online learning, such as research conducted (Muflih et al., 2020) found that the lack of experience in operating online learning tools is an obstacle experienced by students during the learning process. Not only that, but online learning also has factors that can hinder the online learning process, as described by (Hart, 2012) finding several factors that can hinder students in the online learning process, including auditory learning styles that make it difficult for students to process information. Verbally delivered in written form, difficulties in accessing online learning resources and difficulties in communicating with lecturers.

The advantages of using LMS in the online learning process, which can be seen from the use of Moodle, google classroom, Schoology and Edmodo. (Amiroh, 2012) also mentions several advantages of Moodle, including 1. Simple, lightweight, efficient, and compatible because it is supported by many browsers. 2. Easy installation process because it is also available in Indonesian. 3. Have special site management (dashboard) to manage overall content, module changes, and others. 4. Have good user management and course management. 5. Network system and security can be set by yourself. 6. Can limit access space according to the desired network. 7. Because it is open-source, the learning process of the system can be adapted to the needs. 8. Having good features for conducting distance/online learning. The advantages of LMS Edmodo according to (Labib, 2017), include 1. Edmodo guarantees convenience and security for all activities in learning such as sharing ideas or others, both within the school environment and outside of school (online). Edmodo is very flexible because it can be accessed via computers or smartphones so that students can still learn even though they are anywhere. 2. Teachers can collect sources or materials used in learning, thus

helping students to find alternative learning resources to be studied by students independently. 3. Features such as assignments, web-based learning resources, quizzes, and others are available with easy and fast access. 4. Enables teachers to expand their library and learning strategies because of the convenience provided by Edmodo to share ideas, files, and other learning materials with fellow teachers. The advantages of this Google Classroom LMS include 1. The setup process in Google Classroom is very fast, easy, and because it does not need to independently install applications supporting the learning system. 2. Google Classroom has been integrated with all other Google For Education services, namely Google Drive, Google Calendar, Google Mail, Google Docs, Google Sheets, Google Forms, Google Slides, and Google Sites which are very useful to support online learning performance. 3. Equipped with a deadline for collecting assignments and taking exams so that students are required to be disciplined in time. 4. It is easier for teachers to assess student work automatically. 5. Centralized data storage both student assignments and documents and learning resources are stored in one centralized directory. Students can save all their assignments in certain folders while teachers can store data such as grades and learning resources that can be accessed in the application. 6. Users can access all Google Classroom features for free and without ads throughout the Google Classroom interface. 7. User data is guaranteed safe because it is not used for advertising purposes.

Based on preliminary observations, the phenomenon of learning to use the LMS into a crowded among educators referred also to in Gorontalo State University Faculty of Economics Department of Economic Development. Then the researchers conducted preliminary observations in Gorontalo State University Faculty of Economics Department of Economic Development and the results of these observations are implemented E-Learning has begun in implementing in the learning process and there are some media LMS used in the process of online learning such as Google Classroom, Edmodo, Schoology which will later support the online learning process. Based on the observation that the researcher wants to analyze the readiness of the students in online learning, especially using the media LMS later in the review of the readiness students using readiness indicators: the physical, mental and emotional.

In online learning that uses LMS, some factors support the success of this application in the online teaching and learning process, namely the readiness of students. Because the success or failure of online learning depends on the learning process experienced by students. As stated by (Dwi Erawati & Yonisa Kurniawan, 2019) the learning process affects the goals of education and one of the psychological factors in it is readiness. According to (Effendi, 2017) readiness is the overall condition of a person who makes himself ready to give a response or answer in a certain way to a situation "Willingness to respond or react". That willingness arises from within a person, therefore it is necessary to pay attention to the learning process, because if students learn and there is a readiness in themselves, then the level of success in learning will be better (Susanto, 2018). Students can experience meaningful learning from E-learning by using LMS if students themselves are ready in the learning process. Readiness for online learning is accompanied by mental and physical readiness (Spiros Borotis, 2004). Student readiness consists of independent learning, student control, motivation, independence in operating computers during learning and online communication (Hung et al., 2010).
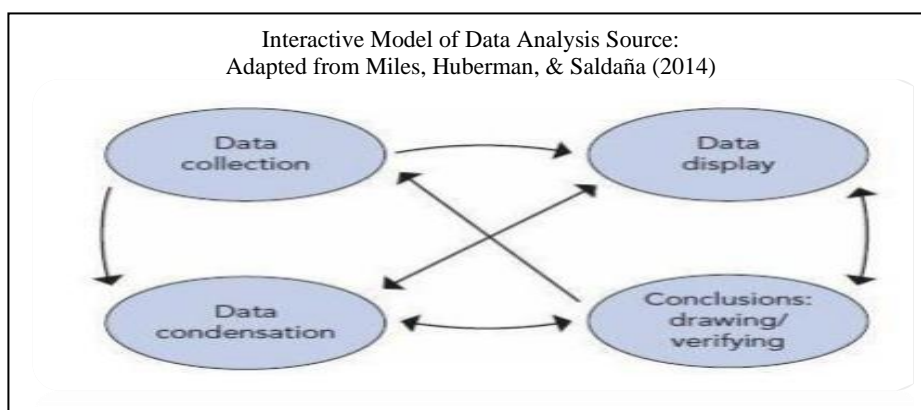
Based on the description above, the researcher is interested in knowing how prepared the students of the Department of Development Economics of UNG are in online learning using LMS. The research focuses on students and is expected to find out more deeply about student readiness in carrying out online learning using LMS with readiness indicators used in this study: physical readiness, mental readiness, and emotional readiness. Therefore, the title of this research is "The use of LMS in terms of student readiness: phenomenological studies of students of the Department of Economics Development UNG".

TYPES OF GST

This study uses a qualitative descriptive design. Descriptive research is research that seeks to describe a symptom, event, and event that occurs at present (Mukhtar, 2013). This study describes a phenomenon of using LMS in online learning at the tertiary level, especially for students majoring in Development Economics batch 2020 with the research location at the State University of Gorontalo. The subjects of this study were students who took part in the online learning process using LMS. The number of students majoring in Development Economics class of 2020 and the selection of subjects using the Purposive Sampling technique. The instrument of this research uses in-depth observations and interviews conducted directly to students majoring in Development Economics UNG.

The instruments used in the study were observation sheets and in-depth interviews. Researchers conducted in-depth interviews with subjects before and during the study. Observation aims to find out during the online learning process using LMS and how prepared the students are to take part in the online learning process. In-depth interviews were conducted on students majoring in development economics and the expected results from interviews conducted with students would later obtain data on student readiness in terms of physical, mental and emotional readiness. Meanwhile, researchers conducted interviews to find out whether students understood what economic learning was based on Pancasila. Documentation to obtain data on the number of students in each class, class teachers, and subject teachers. In addition, documentation is also to record the facilities and infrastructure owned by the school that can support the implementation of these activities.

Data analysis in this study uses an interactive model that is expressed by (Miles, M.B., Huberman, A.M., & Saldaña, 2014): (1) Data reduction. This activity is to sort out the data obtained from observations and interviews. The researcher removes inconsistent data from the existing data set. Furthermore, the researcher uses the appropriate data for further analysis, (2) the selected data is presented in the form of a description based on the information obtained, (3) draws conclusions on the findings of the data that have been described, (4) so that the results of this study are perfect, the researcher checks the validity of the data using triangulation of data sources.

Interactive Model of Data Analysis Source:
Adapted from Miles, Huberman, & Saldaña (2014)

RESULTS AND DISCUSSION

Readiness is often referred to as readiness. According to (Karwono, Mularsih, 2017) suggests that readiness is an individual condition that allows them to learn. (Hung et al., 2010) states that the readiness of students in online learning is composed of five dimensions: 1, the ability to direct themselves in the learning process. 2, learning motivation. 3, student self-control. 4, confidence in the ability to use the internet and computers. 5, confidence in the ability to communicate online. According to (Slameto, 2015) indicators of learning readiness are physical conditions, mental conditions, emotional conditions, needs (motivation) and knowledge. Readiness to learn. Readiness online learning has also begun to be widely developed for further learning. E-Learning readiness is grouped into six factors, namely 1. Student readiness, 2. Teacher readiness, 3. Infrastructure, 4. Management support, 5. School culture, 6. Face-to-face learning tendencies (So & Swatman, 2010).

Many e-learning readiness models have been developed. The proposed model is one of the readiness models with seven categories in its assessment. There are several components to assess the readiness to use E-Learning, namely 1. Business readiness, 2. Technology readiness, 3. Training readiness, 4. Cultural readiness, 5. Human readiness, 6. Financial readiness (Faslah & Santoso, 2017). Assessment of readiness to use E-learning can also use the model proposed. This model is widely used in developing countries with four factors, namely technology, innovation, human and self-development. This E-learning Readiness model can be used to determine the level of E-learning readiness in an organization or school. The description of the ELR factors put forward is (1) technological factors (2) innovation factors (3) human factors (4) self-development factors.

However, based on the data obtained about the readiness of students in the online learning process using LMS, this study only used indicators of readiness 1. Physical readiness 2. Mental readiness 3. Emotional readiness to see student readiness in online learning using LMS. Learning readiness will make it easier for students to learn because readiness possessed by students in learning, will be encouraged to give a positive response in the learning process where this situation will affect their learning outcomes to be better. Just as said by (Hamalik, 2007) "readiness factors also determine learning outcomes, readiness will make it easier for students to learn to achieve success in the learning process".

Student Readiness in the Online Learning Process Using Physical LMS

Physical readiness means that students must pay attention to and maintain their physical health so that students are more focused and freer from all diseases that can interfere with the teaching and learning process. The physical condition where the beginning of learning activities before carrying out the teaching and learning process where students must be in a healthy condition to learn. Why should physical conditions be maintained or considered, so that students do not get tired easily, keep themselves from being less enthusiastic in participating in online learning, not easily dizzy, and sleepy? Later, if all of that is taken care of, it is hoped that students can study well and focus.

In general, according to data obtained from interviews with students majoring in Development Economics at UNG, most students experience physical problems such as fatigue due to using laptops or cellphones for too long and need time to adapt to online learning methods. For students to stay focused and study well, it is necessary to strive for a learning process that is free from fatigue, therefore students must be smart in managing their time. The result of fatigue will make students easily tired, less enthusiastic, and sleepy when learning is taking place. In addition to managing time, students must also pay attention to their lifestyle, so that the body becomes healthy, the test pattern must be maintained by eating regularly and exercising enough.

From the results of interviews conducted by researchers, it was found that the need to maintain good health is that we rest enough because online learning students must often meet face to face with laptops/cellphones will later affect the eyes and other disorders, therefore the need for adequate rest to maintain it didn't happen. In line with what was said, that everyone is advised not to use the computer for more than 4 hours every day (Putri & Mulyono, 2018). (Darsono, 2000) Unfavourable physical conditions, such as illness, will affect other factors needed for learning. To be able to maintain health and physical fitness, several things need to be considered: 1) Get used to getting enough sleep before attending the next day's lesson, 2) Try to eat nutritious food every day, 3) Get used to doing sports regularly.

Student Readiness in the Online Learning Process Using LMS Mentally

Mental readiness is the overall condition of a person that makes him ready to respond to something related to one's mind and character but not physical. Good mental readiness of students will make students feel happy and relaxed in participating in learning, later the material presented by the lecturer will be easy to understand, focus on receiving the material and give an impression on him. So that after the lesson is finished, students are easier to remember the material that has been delivered by the teacher. The impact of mental readiness for students that will be of this mental readiness will play an active role during the learning process, brave showing opinion during these discussions and dared to ask when the material is not understood. Mental readiness in learning includes the readiness to respond, able to focus on concentration, have a strong desire to learn, self-motivation and others (Djamarah, 2015).

From the results of interviews conducted by researchers with students majoring in Development Economics at UNG, that saturation is the main problem in online learning. Online learning requires students to follow the learning process from home and this causes students to get bored because they have to do the same thing continuously without any special treatment that makes students not bored and feel enthusiastic when learning. This is evidenced in the initial observations that the researcher saw, that the participation of students in discussion forums during learning took place was not very active.

It is hoped that when the online learning process takes place, things such as students' mental readiness consisting of saturation and motivation should be given more attention. As explained by (Jannah et al., 2020) that students find it difficult to concentrate, have difficulty understanding lessons because they are accustomed to the face-to-face method and do not like the online method but still attend lectures according to the selected schedule. So that online learning remains effective and students feel motivated to participate in online learning. To maintain the mental condition of students, the need for 1. learning that does not bore 2. The need for motivation and special ways in online learning so that students are motivated and interested when participating in online learning 3. Students must have hobbies.

Student Readiness in the Online Learning Process Using LMS Emotionally

In research (Maddox et al., 2000) there are several indicators related to learning readiness, including Emotive-Attitudinal Readiness (emotional readiness), Emotive-Attitudinal Readiness (emotional readiness) is readiness which includes, among others: emotional readiness to assume responsibility on learning, enthusiastic in learning, able to adapt to the environment, comfortable with independent learning, and appreciate the intrinsic value of learning. In the learning process, students must participate actively, because if the participation of students in the learning process is still lacking, the learning process becomes less effective and learning objectives will be difficult to achieve.

From the results of interview data conducted by researchers, it was found that the emotional readiness of students is one of the important things in the learning process because high learning readiness will be related to the emotional readiness of each student which will later help launch the online learning process. The emotional indicator here is that students can socialize with their environmental conditions and students can control their emotions when the learning process takes place both when discussing with their friends and accepting each other's opinions. It can be concluded that mental readiness needs to be considered more deeply which will facilitate the online learning process.

Unfavourable emotional conditions will make students nervous, depressed, and so on, this is an unfavourable initial condition for smooth learning (Darsono, 2000) and the need for students' desire to be ready to take part in learning, be able to concentrate and have intrinsic motivation (Djamarah, 2015). When emotionally disturbed, it will slow down the learning process and even make it difficult when learning takes place and emotional can be seen as ways of functioning of students' minds concerning understanding the subject matter, so that mastery of the material presented is easier and more effective (Sadirman, 2014).

CONCLUSION

From the results of this study, it can be concluded that the use of LMS in terms of student readiness is carried out on students majoring in Development Economics at UNG, that the need for student readiness in the online learning process in terms of physical readiness, mental readiness and emotional readiness. Physical readiness here is the occurrence of fatigue in students during the learning process, especially in the use of laptops or cellphones, so that attention is needed so that students stay focused and study well, it is necessary to strive for a learning process that is free from fatigue and students also need to manage time smartly, eat and exercise regularly. To be able to maintain health and physical fitness, several things need to be considered: 1) Get used to getting enough sleep before taking part in the next day's lesson, 2) Try to eat nutritious food every time, 3) Get used to doing sports regularly. Mental readiness here turns out to be the problem with boredom and motivation to participate in online learning. Finally, students take online learning only because it fits the existing schedule but without any sense of being motivated to follow online learning. To maintain the mental condition of students, it is necessary: 1. Learning that is not boring 2. The need for motivation and special ways in online learning so that students are motivated and interested when participating in online learning 3. Students must have hobbies or hobbies. Emotional readiness, the need for high learning readiness will be related to the condition of emotional readiness of each student which will later help launch the online learning process. With good emotions, students will be able to socialize with their environmental conditions and students can control their emotions, so that when online learning takes place it is good when discussing with their friends who will accept each other's opinions. In emotional readiness, students need 1. Students socialize well in their environment, 2. Students can control their emotions during the online learning process.

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