

**IMPROVING TEACHERS' COMPETENCE IN ONLINE
TEACHING BY LEARNING MANAGEMENT SYSTEM
(LMS) TRAINING**



A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Education (M.Pd.) at IAIN Parepare Postgraduate

THESIS

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PENGESAHAN KOMISI PENGUJI

Penguji penulisan Tesis saudara Muhammad Idul, NIM: 2020203879102007, mahasiswa Pascasarjana IAIN Parepare, Program Studi Tadris Bahasa Inggris, setelah dengan seksama meneliti dan mengoreksi Tesis yang bersangkutan dengan judul: *Improving Teachers' Competence In Online Teaching by Learning Management System (LMS) Training*, memandang bahwa Tesis tersebut memenuhi syarat-syarat ilmiah dan dapat disetujui untuk memperoleh gelar Magister dalam Ilmu Tadris Bahasa Inggris.

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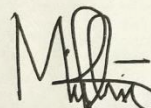
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Parepare, 18 August 2022
The research



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TRANSLITERATION GUIDELINES

A. Transliterasi Arab-Latin

Daftar huruf bahasa Arab dan transliterasinya kedalam huruf Latin dapat dilihat pada halaman berikut :

1. Konsonan

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	ša	š	es (dengan titik diatas)
ج	jim	j	je
ح	ha	h	ha (dengan titik di bawah)
خ	kha	kh	kadan ha
د	dal	d	de
ذ	žal	ž	zet (dengan titik diatas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	šad	š	es (dengan titik di bawah)
ض	dad	d	de (dengan titik dibawah)
ط	ta	t	te (dengan titikdi bawah)
ظ	za	z	zet (dengan titik dibawah)
ع	'ain	'	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
هـ	ha	h	ha
ء	hamzah	'	apostrof
ي	ya	y	ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apapun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut :

Tanda	Nama	Huruf Latin	Nama
أ	<i>fathah</i>	a	a
إ	<i>kasrah</i>	i	i
أ	<i>dammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu :

Tanda	Nama	Huruf Latin	Nama
أى	<i>Fathah dan yā</i>	ai	adan i
أو	<i>Fathah dan wau</i>	au	adan u

Contoh :

كَيْفَ : *kaifa*

هَوَّلَ : *haulā*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
أ... ...ي	<i>fathah dan alif dan yā</i>	ā	a dan garis diatas
إ	<i>kasrah dan yā</i>	î	i dan garis diatas
أ	<i>dammah dan wau</i>	û	u dan garis diatas

Contoh:

قِيلَ : *qila*

يَمُوتُ : *yamûtu*

4. Ta' marbutah

Transliterasi untuk *tā marbutah* ada dua, yaitu: *tā marbutah* yang hidup atau mendapat harakat *fathah*, *kasrah*, dan *dammah*, transliterasinya adalah [t]. Sedangkan *tāmarbûtah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].

Kalau pada kata yang berakhir dengan *tā marbûtah* diikuti oleh kata yang menggunakan kata sandangal-serta bacaan kedua kata itu terpisah, maka *tā marbûtah* itu ditransliterasikan dengan ha (h).

Contoh :

رَوْضَةٌ : *raudah al-at fal*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madinah al-fadilah*

الْحِكْمَةُ : *al-hikmah*

5. Syaddah (Tasydid)

Syaddah atau *tasydid* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydid* (ّ), dalam transliterasi ini dilambangkan dengan perulanganhuruf(konsonanganda)yangdiberi tanda *syaddah*.

Contoh :

رَبَّنَا : *rabbana*

نَجَّيْنَا : *najjaina*

الْحَقُّ : *al-haqq*

نُعْم : *nu'ima*

عَدُوُّ : *'aduwwun*

Jika huruf *kasrah*, maka ia ditransliterasi seperti huruf *maddah* menjadi i.

Contoh :

عَلِيٌّ : 'Ali (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabi (bukan 'Arabiyy atau 'Araby)

6. Kata Sandang

Kata sandang dalam system tulisan Arab dilambangkan dengan huruf *alifflamma`arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf syamsiah maupun huruf qamariah. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh :

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-biladu*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arabia berupa alif.

Contoh :

تَأْمُرُونَ : *ta'muruna*

النَّوْعُ : *al-nau'*

شَيْئٌ : *syai'un*

أَمْرٌ : *amirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia.

Contoh : Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'ān*), xivational xivllah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian anteks Arab, maka harus ditransliterasi secara utuh.

Fi Zilalal-Qur'an

Al-Sunnah qablal-tadwin

9. Lafz al-Jalalah

Kata "Allah" yang didahului partikel seperti huruf *jar* dan huruf lainnya atau berkedudukan sebagai *mudaf ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh :

بِإِذْنِ اللَّهِ *dinullah* بِإِذْنِ اللَّهِ *billah*

Adapun *ta' marbutah* di akhir kata yang disandarkan kepada *lafz al-jalalah*, ditransliterasi dengan huruf [r]. Contoh :

هُم فِي رَحْمَةِ اللَّهِ *hum fi rahmatullah*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenal ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wama Muhammadun illarasul

Inna awwal baitin wudi`alinnasilal lazibi Bakkatamubarakan Syahru

Ramadanal-lazi unzilafih al-Qur`an

Nasir al-Din al-Tusi

Abu Nasr al-Farabi

Al-Gazali

Al-Munqizmin al-Dalal

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu al-Wafid Muhammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu al-

Walid Muhammad (bukan: Rusyd, Abu al-Walid Muhammad Ibnu).

Nasr Hamid Abu Zaid, ditulis menjadi: Abu Zaid, Nasr Hamid (bukan: Zaid, Nasr Hamid Abu).

B. Daftar Singkatan.

Beberapa singkatan yang dibakukan adalah :

swt.	: <i>subhanahuwata`ala</i>
saw.	: <i>shallallahu,, alaihiwasallam</i>
a.s.	: <i>,, alaihi-al-salam</i>
H	: Hijrah
M	: Masehi
SM	: Sebelum Masehi
l.	: Lahir tahun (untuk tahun yang masih hidup saja)
w.	: Wafat tahun
QS..../:....: 4	: QS al-Baqarah/2:4 atau QS Ali,,Imran/3:4
HR	: Hadis Riwayat

ABSTRAK

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Judul Tesis : Pelatihan sistem manajemen pembelajaran untuk Meningkatkan Kompetensi Profesional Guru dalam Pengajaran Online. (Dibimbing oleh Zulfah dan Arqam).

Pembelajaran online menjadi sistem pembelajaran yang xviiationa sejak wabah covid 19. Namun, sistem pembelajaran ini masih terus digunakan sampai sekarang. Pembelajaran online juga digabungkan dengan pembelajaran offline. Ini disebut pembelajaran hibrida atau campuran. Pembelajaran tersebut dianggap efektif untuk mencapai hasil belajar. Namun, untuk melaksanakan pembelajaran online secara efektif, guru membutuhkan kompetensi dalam menggunakan teknologi pembelajaran. Pelatihan sistem manajemen pebelajaran meliputi pelatihan pengoperasian aplikasi pembelajaran, seperti pembuatan akun dan kelas serta pengembangan konten pengajaran dalam aplikasi pembelajaran, seperti pengembangan bahan ajar dan penilaian. Penelitian ini bertujuan untuk meningkatkan kompetensi guru dalam pembelajaran online melalui pelatihan sistem manajemen pebelajaran.

Penelitian ini merupakan penelitian tindakan. Subjek penelitian ini adalah lima orang guru Bahasa Inggris Madrasah Aliyah di Parepare. Prosedur pengumpulan data adalah observasi, wawancara dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa pelatihan sistem manajemen pembelajaran dapat meningkatkan kompetensi guru dalam pembelajaran online. Kompetensi tersebut meliputi kemampuan menggunakan aplikasi dalam mengajar. Pada siklus I, presentasi dan demonstrasi merupakan metode untuk melatih guru. Pada siklus ini, guru dapat membuat akun guru, akun siswa, dan kelas. Namun, mereka masih mengalami kesulitan dalam mengembangkan bahan ajar dan penilaian. Pada siklus kedua peneliti menambahkan pendampingan dan peer teaching untuk melatih guru mengembangkan bahan ajar dan penilaian. Pada siklus II, guru sudah mampu mencapai kompetensi dalam menggunakan teknologi pembelajaran dalam pembelajaran online.

Kata kunci: Kompetensi Profesional Guru, Pelatihan Sistem Manajemen Pebelajaran

ABSTRACT

Nama : Muhammad Idul
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Title : Learning Management System (LMS) Training to Improve Teacher Professional Competence in Online Teaching. (Supervised by Zulfah and Arqam).

Online learning becomes popular learning system since covid 19 outbreak. However, this learning system still continues to be used today. Online learning is also combined to offline learning. It is called hybrid or blended learning. Those learning are considered effective to achieve learning outcomes. However, to implement online learning effectively, teachers need competence in using learning technology. Learning management system (LMS) training includes training to operate learning application, such as creating accounts and classes and to develop teaching contents in learning application, such as developing teaching materials and assessment. This study aims to improve teachers' competence in online teaching by learning management system (LMS) training.

This study was an action research. The subjects of this study were five English teachers of Islamic senior high schools in Parepare. The procedures of data collection were observation, interviews and documentation. The data analysis technique includes data reduction, data presentation and conclusion drawing.

The findings showed that learning management system training can improve teachers' competence in online teaching. The competence includes the ability to use application in teaching. In the first cycle, presentation and demonstration were method to train the teachers. In this cycle, teachers were able to create teachers' accounts, students' accounts, and classes. However, they are still got difficulties in developing teaching materials and assessment. In the second cycle, researchers added accompaniment and peer teaching to train teachers to develop teaching materials and assessment. In second cycle, teachers are able to achieve competence in using learning technology in online teaching.

Key words: Teacher Professional Competence, Learning Management System Training

تجريد البحث

الإسم : محمد إدول
رقم التسجيل : 7002019783020202
موضوع الرسالة : تدريب نظام إدارة التعلم لتحسين الكفاءة المهنية للمعلمين في التدريس عبر الإنترنت (يشرف زلف و أرقم)

أصبح التعلم عبر الإنترنت نظامًا تعليميًا شائعًا منذ اندلاع المرض كوفيد 91 ومع ذلك ، لا يزال نظام التعلم هذا قيد الاستخدام اليوم يتم أيضًا دمج التعلم عبر الإنترنت مع التعلم في وضع عدم الاتصال. وهذا ما يسمى بالتعلم الهجين أو المختلط. يعتبر التعلم فعالاً لتحقيق نتائج التعلم. ومع ذلك، لتنفيذ التعلم عبر الإنترنت بشكل فعال، يحتاج المعلمون إلى الكفاءة في استخدام تكنولوجيا التعلم يشمل تدريب نظام إدارة التعلم تعلم التدريب على تشغيل التطبيق، مثل إنشاء الحساب والفئة وتطوير محتوى التدريس في تطبيقات التعلم، مثل تطوير مواد التدريس والتقييمات. تهدف هذه الدراسة إلى تحسين كفاءة المعلم في التعلم عبر الإنترنت من خلال التدريب على أنظمة إدارة التعلم.

هذا البحث هو بحث عملي شارك في هذه الدراسة خمسة مدرسين للغة الإنجليزية في مدرسة عالية فري فاري. إجراء جمع البيانات هو المراقبة والمقابلة والتوثيق. تشمل تقنيات تحليل البيانات تقليل البيانات وعرض البيانات واستخلاص النتائج

أظهرت النتائج أن تدريب نظام إدارة التعلم يمكن أن تحسن كفاءة المعلم في التعلم عبر الإنترنت تشمل هذه الكفاءات القدرة على استخدام التطبيقات في التدريس في الدورة الأولى، العروض التقديمية والعروض التوضيحية هي طرق لتدريب المعلمين. في هذه الدورة، يمكن للمدرسين إنشاء حسابات المعلمين وحسابات الطلاب والفصول الدراسية. ومع ذلك ، لا يزالون يجدون صعوبة في تطوير المواد التعليمية والتصنيف. في الحلقة الثانية أضاف الباحث التوجيه وتعليم الأقران لتدريب المعلمين على تطوير مواد التدريس والتقييمات. في الحلقة الثانية، تمكن المعلمون من تحقيق الكفاءة في استخدام تكنولوجيا التعلم في التعلم عبر الإنترنت.

الكلمات الرئيسية: الكفاءة المهنية للمعلم، تدريب نظام إدارة التعلم.

CHAPTER I INTRODUCTION

A. Background

The pandemic presents its own challenges for educators because this learning is done online. Of course this is a new challenge for educators, ranging from teaching methods to individuals in each subject taught by each teacher. According to Wibowo (2018) Education is the relationship between teachers and students to achieve educational goals that arise in the educational environment. Students will be the determining factor so that they can influence everything needed to achieve learning objectives. According to Shah (2014) education can be defined by the existence of a process that uses methods to make them understand, know and behave when needed. Education is standard teaching that takes place in schools. Success or failure in teaching depends on the teaching process carried out by the teacher. Teaching is a conscious effort made by a teacher to help students learn according to their needs and interests.

In the learning process the method has not run as it should, because it is constrained by the covid-19 outbreak, this is a challenge for teachers to determine teaching methods that can be applied during the pandemic. Several teaching methods were applied during the pandemic, but all of them were still limited in terms of educational institutions and teachers as teaching staff. As the COVID-19 outbreak continues to spread, the public must take action to prevent further transmission, reduce the impact of this outbreak, and support disease control efforts. Protection of children and educational institutions is very important. In this case, to prevent the possible spread of COVID-19 in schools, the government calls for education at

home. Thus, the online learning system, in its development, the online learning system greatly benefits from the development of teaching technology that can be filled with broad educational needs. Rapid technological advances will encourage the creation of flexible and intelligent online learning models, as well as open up easier access to education. Because according to Wibowo (2018) the role of the teacher in the teaching and learning process in general, the role of the teacher cannot be ruled out, because learning is an interaction between teachers and students.

The COVID-19 outbreak will have a significant effect on the role of teachers in interacting with students, but with online learning it is hoped that the role of teachers in interacting with students can still be carried out. As happened in Madrasah Aliyah, the City of Parepare is a school under the auspices of the Ministry of Religion of the City of Parepare. The location of schools in various urban or rural areas in the city of Parepare, schools have relatively many students, namely over 1000 students. This condition has an impact on the number of study groups held where each school has several classes. This condition also makes school principals make policies to implement blended learning models. This model is a learning model that will use information technology combined with conventional face-to-face learning models in the classroom.

In the researcher's observations, various obstacles were found when using the blended learning model or the use of learning applications. According to the principal, the biggest obstacle is the ability and skill of teachers in using existing learning applications. This condition is due to the lack of training or socialization about learning applications that can be used in online learning. So schools use Zoom and WhatsApp applications in the online learning process. However, according to the teacher, in using the Zoom application, the majority of students had several

difficulties, namely the absence of an adequate internet signal and economic problems related to the internet credit used. Based on these various obstacles, finally the teacher as an educator tried to make a solution by using the WhatsApp group application as a learning medium. The use of the WhatsApp group application aims to establish intensive communication between teachers and students in the learning process.

This shows that teachers use WhatsApp groups more to provide independent or group materials and assignments to students. The tasks given include doing questions, reading, or doing practical assignments with environmental practice materials. So that online learning is not carried out effectively and the teaching materials delivered are not well received by students. This happens because students only do assignments without being given an explanation by the teacher. As stated by Astini (2020) that at the elementary school level, the most effective applications used in the online learning process are the Google Classroom application and the Zoom application.

From the various problems described above, it can be concluded that teachers really need training in the use of learning applications to support the creation of online learning teaching materials. According to Adam (2015), Miftah (2013) the use of technology-based learning media is needed, especially in online learning during the Covid 19 pandemic.

Therefore, the researchers tried to solve the problems in the school through the Learning Management System (LMS) application training for teachers. The purpose of the training that will be carried out is to improve the ability of teachers to teach online and assist teachers in improving online teaching skills so as to create

professional teachers and assist teachers in increasing the use of IT-based learning media in online teaching.

Given the availability of infrastructure and the initial ability of teachers, the focus of the learning application training that will be provided is the use of Edmodo and Moodle applications to assist teachers in teaching online. Edmodo and Moodle applications are applications from the Learning Management System (LMS) that are easily accessible and have many advantages that will help the online learning process to be carried out effectively.

Given the availability of infrastructure and the initial ability of teachers, the focus of the learning application training that will be provided is the use of the Edmodo and Moodle application to assist teachers in teaching online. The Edmodo and Moodle application is an application from the Learning Management System (LMS) that is easily accessible and has many advantages that will help the online learning process to be carried out effectively.

Edmodo and Moodle applications are free applications that can be downloaded for free and are easy to apply on smartphones or laptops. Teachers can use these two applications as learning media to create teaching materials during online learning.

In addition, this application provides various features that support teachers in teaching online. Research conducted by Epata Puji Astuti (2019) and Denita Azzahra Ramadania (2021) concluded that LMS is an application that is viewed positively by students. They seem happy to use LMS, because it makes it easier for students to learn English with easy features to send assignments, quizzes, feedback, and communication forums. Student learning outcomes also increase by using LMS learning media. The results of this study indicate that the use of learning media with

the Learning Management System (LMS) is accompanied by features that not only improve learning outcomes but also increase students' learning motivation. Edmodo and Moodle applications will be a solution to the problems faced by teachers where students' learning motivation through WhatsApp group media is low because of the absence of interactive teaching materials and the presence of teachers who are not meaningful.

Based on similar research that has been done, it can be concluded that the ability of teachers to use learning applications, especially those using LMS, is very much needed in online learning. Online learning will greatly demand teacher professional competencies such as creativity and tenacity in using learning applications in the learning process. The quality of the learning process will increase by providing training using learning applications. This application will assist teachers in teaching online and provide understanding to students while providing a psychological effect on the presence of a teacher in the learning process.

Based on this description, the researcher is interested in conducting research with the title *“Improving Teachers’ Competence In Online Teaching by Learning Management System (LMS) Training”*.

B. Problem Identification

From the background and observations above, the researcher can conclude that the identification of the problem is as follows:

1. Lack of professional competence of teachers in the use of information technology in online teaching
2. Online learning is only focused on the WhatsApp Group application which makes teaching materials not conveyed to students properly.
3. Online learning process that does not involve students actively.

4. Not optimal use of learning applications that can be used in online teaching.

C. Problem Statement

Based on the background of the study, the problem of this study was formulated as the following “How does Learning Management System (LMS) training improve teachers professional competence?”

D. Objectives of the Research

The objective of the study was to improve teachers’ professional competence in teaching online through LMS training.

E. Significance of the Research

Based on the research objectives to be achieved, this research is expected to have benefits in education either directly or indirectly. The benefits of this research are as follows:

a. Theoretical Significance

Theoretically, the results of this study are expected to be useful, namely:

- a. Contribute ideas for curriculum renewal during a pandemic that continues to develop according to community needs.
- b. Providing scientific contributions in Information Technology-based education to teachers, namely making innovations in the use of online teaching media in increasing the professional competence of teachers during the pandemic.
- c. As a foothold and reference for further studies related to the use of the Learning Management System (LMS) in the online learning process.

2. Practical Significance

Practically this research can be useful as follows:

- b. For writers

Can add insight and direct experience on how to improve the professional competence of teachers using the Learning Management System (LMS) in online teaching.

b. For educators and prospective educators

- 1) Can increase knowledge and contribute ideas on how to develop abilities or skills in teaching English online, especially through the Learning Management System (LMS) application.
- 2) Teachers can recognize the use of online android-based learning media.
- 3) Motivating teachers to diversify learning media that have been applied during the pandemic.
- 4) Teachers can apply and implement online-based learning media using the Learning Management System (LMS) application.

c. For students

- 1) Students are expected to be able to gain direct experience regarding active, creative and fun learning through the Learning Management System (LMS) application.
- 2) Students can be interested in participating in the online learning process so that learning objectives and results can be achieved.

d. For school

As a material for consideration in preparing learning programs and determining appropriate learning methods and media to develop teacher professional competence in online teaching during a pandemic.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Research Findings

This relevant previous research is used to explore previous research related to research problems, so that it can find out which problems have not been studied in depth by previous research. In addition, it is also a comparison between the phenomenon to be studied with the results of similar previous studies. Previous research that is relevant to this research has been discussed by various researchers. Here the author will explain the results of previous studies that have similarities with this study and explain the contents, differences and similarities between the results of previous studies and the results of this study.

Based on the results of previous explorations, the researchers found several previous problems that were relevant to this research, namely the perception and effectiveness of the use of the Learning Management System in learning English for teachers and students. Although there is a relationship between the discussions, this study has differences with previous studies. The following are some of the previous studies.

In a study conducted by Zedha Hammi (2017), Yusika Handayani, et al (2020), Denita Azzahra Ramadania, (2021) Levita Dwinaya, et al (2021) in this study suggested that students' perceptions of the use of the Learning Management System in learning English . The results show that by using several Learning Management System applications, students enjoy using them because it makes it easier for students to learn English with easy features to send assignments, quizzes, feed back and communication forums. Students are also very satisfied with the testing method

provided by the Learning Management System which demonstrates adequate online learning and teaching management skills of all students. However, the Learning Management System also has a weakness that is often constrained by internet access because there is no data network or lack of hardware that supports students to use e-learning.

The same research was also conducted by Muhammad Taufik, et al (2021), Nur Istiyan, et al (2020), Dewi Yana, et al (2019), Epata Puji Astuti (2019), Hamzarudin Hikmatiar, et al (2020), Elyas Djufri, et al (2021) and Dwi Nila Andriani, et al (2022) in this study suggested that the effectiveness of the use of the Learning Management System in improving students' English learning. The results showed that the use of the Learning Management System application can improve student learning outcomes, help students engage in the use of IT, improve independent learning and the media is considered feasible to be developed in the learning process.

From some of the above studies as well as research conducted by Widayanto (2021) and Trisnendri Syahrizal, et al (2021), Miswadi Warsono (2021) and Epata Puji Astuti (2019) in this study suggested that the effectiveness of the use of the Learning Management System in improving the quality of teachers' English teaching. The results of the study suggest that the use of the Learning Management System application is able to make teachers create interesting learning so as to improve student learning outcomes. The Learning Management System is also able to assist teachers in all aspects such as Planning, Teaching, Evaluation, Analysis and Reporting.

The explanation that has been explained above, the author can conclude that the use of the Learning Management System in the teaching and learning process is

able to help teachers in the online learning process and is able to maintain the quality of learning outcomes. However, this research has something in common, namely the use of the Learning Management System in the teaching and learning process. This study will develop the use of the Learning Management System application in online teaching through training for English teachers.

B. Some Pertinent Ideas

1. Teacher Competences

Competence is natural capacity which makes someone 10ationa what is required in an occupation or organization to achieve target. Competence is supposed to include all qualities of personal effectiveness that are required in the workplace. Basically the term competence is similar to ability, capability, power, authority, skill, knowledge and attitude.¹ Furthermore, Tight explains that competence is concerning with what people can do rather than with they know. It means competence describes someone's ability to do something and measured the ability to perform a particular activity to prescribed standard. But generally, competence can be accepted as a dominant set of knowledge, skills and proficiency in creating a meaningful experience when organizing an activity.

According to Marselus R. Payong, there is similarity between competence and qualification. Competence referring to a capability which acquired from education or training, or certain informal education experience which caused someone finished their job well. Meanwhile, qualification is formal requirement which acquired from academic activity and proofed by diploma or certificate after finishing certain educational. Both competence and qualification should be owned by teacher.

According to the rule of teacher and lecturer no 14/2005 government require teacher and lecturer to have competence and qualification which acquired through the education. Professional teacher should finished at least their S-1 or D-IV degree and have four competences that should be fulfilled: pedagogic, professional, personal and social competences. Difference from the rule with government which divides teacher competence in four aspects, Suyanto and Djihad Hisyam defines teacher competences in three aspects, that is professional, social and personal competences. Professional competence means teacher should have large knowledge about the field they are into and use varied method in teaching. Social competence required teacher to make a good relationship with students, teachers and parents. And personal competence defined as the ideal personality where teacher placed as social figure.

2. Types of Teacher Competences

As Cited in the law of teacher and lecturer no 14/2007 section 10 the government has divided teacher competences into four categories. The definition of each category is explains as follows:

a. Pedagogical competence

Pedagogical competences might be the one that defines teacher with many other jobs. It is a minimum professional standard which specified by law and should be fulfilled by professional teacher. Pedagogic competence concern with teacher's ability in student's comprehension also design, implement and evaluate the learning process. Pedagogic competence is the ability to manage students which includes: understanding the basics of education, understanding students, developing curriculum syllabus making, RPP development of students to actualize their various potentials

b. Personal competence

According to Suyanto and Asep Jihad (2013), Personality is not a series of biographical facts but something more general and enduring that is inferred from the fact. The definition clarified the personality concept which is abstract. Indeed for a teacher, personal competence is personal ability which mirrored a well-attitude stable, mature, wise, and become a model figure for students. Personal competence is a personality ability that is stable, mature, and wise, authoritative with noble character, being a role model for students and the community, developing themselves in a sustainable manner.

c. Social competence

According to Suprihatiningrum and Jamil (2014), Social competence related to a teacher's ability as a part of a social community to communicate effectively with students, fellow teachers, school staffs and parents. Social competence, namely the competence of educators as part of the community to communicate well orally and in writing, use communication and information technology, interact effectively with students, parents of students, fellow educators and education staff, as well as the surrounding community.

d. Professional competence

According to Syahrudin (2013), Teacher is a professional educator with main duties to educate, to teach, to guide, to lead, to assess, to drill and to evaluate students in every step of education. In order to be a professional teacher, there are four competences that should be coped. One of them is professional competence. Professional competence can be defined as the teacher's capability to master their subject and the way they deliver the knowledge to the students. Professional competence is the ability to master a broad and in-depth material covering material,

scientific and technological methods, learning media and professional competence in a global context while preserving national values and culture.

While in the National Education Standards, the explanation of article 28 paragraph (3) point c states that what is meant by professional competence is broad and deep mastery of learning materials help guide students to meet the required competency standards stipulated in the National Education Standards. The teacher's teaching ability is actually a reflection of teacher's mastery of their competence. In his book, Nana Sudjana explained that there are 10 competencies that must be possessed by teachers to achieve goals education. These competencies are:

- (1) Mastering the materials
- (2) Manage teaching and learning program
- (3) Manage class
- (4) Mastering the educational foundation
- (5) Manage teaching and learning interactions
- (6) Using media and learning resources
- (7) Assess student achievement in education and teaching
- (8) Know the functions and services of guidance and counseling
- (9) Recognize and organize school administration
- (10) Mastering the principles and interpreting research results education for teaching purposes.

Understanding the description above, it appears that professional competence is a competency that must be mastered by teachers in relation to implementation of the main task of teaching.

1) Teacher Professional Competency Indicator

In the Law on Teachers and Lecturers, RI Law NO. 14 of 2005 describes the professional competence of teachers, namely:

- a) Mastering the materials, structures, concepts, and thinking patterns of the sciences that are relevant to learning.
 - (1) Interpret the material, structure, concept, and mindset of the relevant sciences for learning.
 - (2) Analyzing the materials, structures, concepts, and thinking patterns of the sciences relevant to learning.
- b) Mastering competency standards and basic competencies of the subjects being taught.
 - (1) Understand the basic competencies of the subjects taught.
 - (2) Understand the learning objectives being taught
- c) Carry out learning materials that are taught creatively.

Processing learning materials that are taught creatively according to the level of development of students
- d) Develop professionalism in a sustainable manner by taking reflective actions.
 - (1) Conduct classroom action research for professional improvement.
 - (2) Keeping up with the times by learning from various sources.
- e) Utilize information and communication technology for self-development.
 - (1) Utilizing information and communication technology in communicating.
 - (2) Utilizing information and communication technology in self-development.

- 2) Indicators of Professional Teacher Competence in information and communication technology
 - a) Teachers are able to improve teaching skills using information and communication technology
 - b) Teachers are able to increase knowledge in the development of teaching materials using information and communication technology
 - c) Teachers are able to use and apply information and communication technology in teaching
 - d) Teachers are able to provide new inspirational alternatives in teaching

3) Characteristics of Professional Teacher Competence

Teachers as professionals in the field of education, in addition to understanding things that are philosophical and conceptual, also must know and carry out technical matters. Things of a technical nature, especially the activities of managing and implementing teaching-learning interactions. In the activity of managing interactions teaching and learning, teachers must have at least two basic capital, namely the ability to design programs and skills communicate the program to students. According to Sardiman (2005) These two capitals have formulated in ten teacher competencies, as follows:

- a) Teachers are required to master the subject matter
- b) Teachers are able to manage learning programs
- c) Teachers can manage Class
- d) Teachers are able to use media and learning resources
- e) Teachers mastering the foundations of education
- f) Teachers are able to manage learning interactions
- g) Teachers are able to assess student achievement for interest teacher

- h) Teachers know the functions and programs of guidance services and counseling
- i) Teachers know and are able to participate in administration school
- j) Teachers understand the principles of educational research and are able to interpret the results of educational research for the benefit of teaching.

3. Function of Teacher Competences

The teacher law is an effort to upgrade the quality of Indonesian teachers. Its provisions are intended to improve the effectiveness of teachers and raise the learning outcomes of students. According to UU no. 14/ 2005, teachers are required to fulfill four teacher competences to meet good quality national teachers. According Muhammad Fahmi, et al (2011), basically the objectives of teacher standardized competency are to reach better quality of national education and increase welfare of teachers. As outlined in the law, to meet the requirement of teacher competences, teachers should pass teacher competence test. If teacher passed the teacher competence test, they will receive educator certificate. This process called as teacher certification. In Indonesia, the teacher certification program was started in 2006 with a target of certifying around 2.3 million elementary and secondary teacher and it hoped to be finished at 2015. The budgetary cost of this program is estimated to be about US\$ 460 million.

4. Enhancing Teacher Competences

The quality of teaching and learning process is influenced by the quality of teacher's performance. Then, teacher's performance is influenced by teacher competences. According Suprihatiningrum and Jamil (2014) Teacher competences facilitate physical, intellectual, social and emotional development of the students. For

that reason, developing teacher competences is very important to support teachers in their performance. The effort to enhance teacher competences could be as follows:

a. Taking higher education

To show teacher professionalism, teachers need to mastery the whole subject matter. It is very important because teacher should deliver knowledge to the students during the learning process. Taking higher education will enrich teacher's knowledge on the subject matter.

b. In-service training

According Zulkifli and Che Mohd (2014) In-service training is a professional training or staff development effort, where professionals are trained and discuss their work with others in their peer group. In-service training enables teachers to acquire new understanding and instructional skill also improving quality of their work. It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom. In-service training comprises two main elements, that is the fulfillment of people learning needs and ensuring personal and career development of the academic staff.

c. Teacher networks (MGMP)

Another way to develop teachers' professionalism is to conduct activities under a forum called Teacher Network or MGMP (Musyawarah Guru Mata Pelajaran). MGMP is non structural organization established in accordance with Guidelines issued by Directorate General of Primary and Secondary Education. The objective of MGMP is to improve teachers ability and skill, to discuss and solve teachers' problem which related to teaching learning, to share information and experience about the implementation of curriculum and the development of science and technology, to provide teachers with opportunity to express their ideas and to

develop some cooperation with other institution to achieve conductive, effective and enjoyable teaching and learning process.

d. Certification and Teacher Competence Test (UKG)

According Suhana and Cucu (2014), certification is process of giving certificate to teacher which has fulfilled teacher professional standard. This is an effort to develop teacher quality which follows by teacher prosperty, which hoped develop the quality of education. Certification cover increasing qualification and teacher competence test (UKG). Teacher competence test is done by written test to examine professional and pedagogic competence, whereas social and personal competence test is done by work assessment.

Besides, the effort to enhance teacher competences could be gain through several informal ways such as mass media like television, film, newspaper and magazine. Film has a strength to leave a deep impression to the viewer than any other media.

5. Learning Management System (LMS)

Learning Management System commonly abbreviated as LMS is a software application for the online learning process. According to Irmawati Liliana Kusuma Dewi, et al (2020) Learning Management System (LMS) is a software application that can help that can help plan, implement a learning process.

According to Munir (2010), LMS contains material for pedagogic and professional competencies, made with multimedia packaging (text, animation, video, sound, FX), given as a supplement and enrichment for the development of student competence. LMS innovates in the IT world, based on web-based online learning, multimedia and video conferencing. Web-based learning LMS is developed dynamically by e-learning. Meanwhile, Hanum (2013) Learning Management

System (LMS) is software used to create web-based online lecture materials and manage learning activities and their results. LMS also has features that can meet all user needs in terms of learning.

6. Kinds of Learning Management System (LMS)

a. Schoology

According Elyas Djufri and Heri Maria Zulfiati (2021) Schoology is one of several learning Management System (LMS) which provides facilities for teachers and students to interact with each other, exchange information online. As is Schoology is expected that students can download materials lessons, presentation slides, video tutorials, games, taking quizzes, exams, discussions, and collecting assignments given by the teacher. The schoology application is a free e-learning application that can be used as an online and blended learning LMS. Schoology can also used via smartphones.

1) According Nelius Harefa (2020) Steps to use Schoology

- (a) Utilization of schoology can be done by visiting the website address “www.schoology.com”. After searching, prospective users can select “LOG IN” (if you already have an account) and “SIGN UP” (if you don’t have an account yet. Schoology can be allocated when creating an account, prospective users can choose “Instructor” (if the prospective user is a class manager, this item is generally intended for teachers); “Student” (this item is generally intended for students or class participants); and “Parent” (this item is generally intended for parents or guardians of students)
- (b) After determining the designation of the schoology account (for example: instructor), the prospective user will fill out the account

confirmation page, If the user already has an account, the user can select “LOG IN” then enter the email and password, then the schoology account can be used.

(c) Prospective users can fill in their name, email address, and schoology account password. User names are suggested according to the name of the ID card as identification. The entered email is recommended for the gmail domain, and the recommended account password is different from the email password. School account confirmation requires the user’s country and city (for example, Country: Indonesia; City: Jakarta). In the item “school” the user can choose the name of their respective school or enter the user’s school postal code, after the postal code input is complete, schoology will provide the user’s school of origin options. Once the school name is found, the user can select the school by clicking on the school name.

(d) The need for classroom learning to utilize schoology begins with creating a class by selecting the “GROUPS” item. The item “Privacy” is a class access feature. Classes can be accessed by all students and teachers in the user’s school by selecting the item “school”; can be accessed by class members only by selecting the item “Groups”; cannot be accessed by anyone by selecting the “No one” item; or can be accessed by anyone by selecting the “Custom” item. School and group items are recommended for learning purposes.

(e) Class utilization can be done by first posting on the class account. Posts can be in the form of class information, class rules, and other information. Information posts on the schoology application can be

loaded in several ways. In addition to posts in the form of manually typed information, the schoology application accommodates other posts in the form of files, links, resources and polls.

2) Schoology App Features

Like other LMS, the schoology application provides several features that can be utilized in the learning process. These features include: Courses , Groups and Resources. This feature is equipped with several items that can be used in the learning process so that it can be optimized. This feature can support teacher performance and help students get a meaningful learning experience.

(a) Courses Features

The courses feature can be used to create topics in multiple sessions. This feature can be used to create lesson plans, both weekly lesson plans, meeting sessions, and semester learning.

(b) Groups Feature

Like other features, the groups feature contains several facilities that can be used in the learning process. The “Groups” feature is a feature that contains a list of classes that have been created by the teacher.

(c) Learning Resources

Likewise with the resources feature, this feature has its own advantages that can be implemented in the learning process. The “Resources” feature is a feature that can be used to store various learning resources related to subjects.

Through this feature, all learning resources can be saved to be used to support the learning process in several types, including: storage in the form of folders (add folders); task storage or assignment (add task); storage of test questions and quizzes (add test/quiz); learning evaluation/assessment (additional assessment); storage in the

form of files (add files); storage of learning resources in the form of links and/or websites (add links); archiving discussion activities (add discussion); learning resource page storage (add page); archiving learning resources from external storage (add external tools); learning resource package storage (add package); storage of rubrics/assessment provisions (add rubrics); archiving student learning points in the form of stars/badges (add badges); and question archive (add question bank).

b. Moodle

According to Rebecca Esi Quansah and Charles Essiam (2021) the LMS Moodle is a form of e-Learning that involves the use of technological tools. Moodle application is a free e-learning application that can be used as an online and blended learning LMS. This helps learners to study anytime and anywhere, hence extending the classroom to the web. Moodle utilization can be done by visiting the website address “<https://moodle.org>”.

1) Steps to use Moodle

- a) Moodle can be used by registering and confirming an account
- b) After that, the prospective user will confirm the account
- c) Home facilities can be used by teachers to view class activities or a general summary of activities
- d) The Moodle application also provides dashboard facilities that can be used to support the learning process
- e) The Moodle application also provides calendar facilities
- f) Moodle application also provides private files facility
- g) Moodle application also provides my courses facility.

2) Moodle features

Supporting features in the Moodle application such as useful posts, events, and resources are not part of the Moodle class platform which is intended for the classroom learning process. However, these features can be used to support the learning process.

a) Useful posts

Useful post is a Moodle partner feature that provides the latest news information. Through this feature, users can make friends with other users or find friends. In addition, through this feature users can apply for friendship and can be confirmed by other users. With this feature, users can reach other users from various countries.

b) Events

Events is a media partner of Moodle that provides information on activities related to Moodle. Activities such as training from Moodle, workshops, seminars, and other trainings are included in this feature. Users can join the event for free or paid.

c) Resources

The resources feature provides news from various sources, from development to use of Moodle. This feature provides job vacancy information related to Moodle from various countries. Users can join the job via Moodle and are not accepted if they use other applications.

c. Edmodo

Yusika Handayani, et al (2020), the Edmodo application is an e-learning application that can be used as an online and blended learning LMS. According to Kongchan, Edmodo is a media or tool designed for educational purposes invented by Jeff O' Hara and Nick Borg in 2008 for teachers, students, and schools, and this is

available at www.Edmodo.com. Edmodo is an educational platform that facilitates teachers to connect and communicate with their students and parents. This application provides free and paid versions of the platform.

1) Steps to use Edmodo

The application can be accessed through the website “<https://www.edmodo.com/>”, then the user must confirm the account by selecting the “LOG IN” instruction (if you already have an account) or the “SIGN UP” instruction (if you don’t have an account yet)). User account registration and confirmation.

- a) The allocation of teacher accounts for the learning process can be started by creating classes that can be accessed by other participants.
- b) Teachers can invite students and parents in several ways, such as inviting by providing a class code, inviting by providing a class url address, and inviting manually.
- c) The teacher can start a class discussion by posting a post on the class page.
- d) Student accounts can be created and used after registration (by selecting “SIGN UP” if you do not have an account or “LOG IN” if you already have an account) and confirm the account,
- e) The code is a unique code available on the student’s account, parents can use the code to join a class,
- f) Accounts can be activated by registering and confirming accounts.
- g) Parents’ accounts are facilitated according to their designation

2) Edmodo App Features

Like other applications, the Edmodo application is equipped with several features that can be used to support the learning process or other activities. These features can be used independently or in groups.

a) Home

The “Home” feature is the initial feature of the Edmodo application. This feature contains recent activity about edmodo, including class activities. In this feature, all class participants can start discussions, files, and other activities. On the account as a teacher, the class can be designed and designed on this feature, the teacher can see the whole class through the “Posts” instruction.

b) Class Feature

Class is a feature that can be used to view existing classes. This feature can be used to create new classes and/or delete existing ones. Through this feature, teachers can see class membership and can manage the class. The edmodo application does not limit the number of classes that can be created.

c) Find

The “Find” feature is a feature that can be used to search for files and storage folders, through this feature files and folders can be searched even though they have been attached for a long time. In addition to storage, this feature can be used to search for learning materials from various sources and save them for class purposes.

d) Library

The Library feature is a class document storage feature, both from teacher documents and documents from students, through this feature the teacher can archive all documents so that they are stored for other opportunities and purposes. Documents search results from various sources can be saved in this feature. Through storage in this feature, learning is more effective and efficient, teachers can share

various files by taking advantage of this feature without having to come from personal storage such as computers, laptops, and other personal storage.

d. Google Classroom

Muhammad Taufik (2021), Google Classroom is a learning management system that can provide teaching materials and integrated assessment tests. In contrast to other learning media, the advantages of google classroom media are a matter of effectiveness and efficiency in learning. Google Classroom is a google product that connects with Gmail, drive, hangout, YouTube, and calendar events. The many facilities provided by google classroom will make it easier for teachers to carry out learning activities. The learning in question is not only in the classroom but also outside the classroom because students can do learning anywhere and anytime by accessing google classroom. This application can operate effectively, assisting lecturers and students enrolled in English language education study programs in carrying out the learning process more intensely.

1) Steps to use Google Classroom

- b) Prospective users can type “google classroom” in the google search field (Google Chrome or Mozilla Firefox) then select google classroom or by visiting the website address “<https://classroom.google.com>”.
- c) After searching, the prospective user will go to the account confirmation page. After the user enters the account, enters the password and selects the “next” instruction, the user account confirmation has been completed.
- d) After account confirmation is complete, the user’s google classroom account has been activated. After the user selects “continue”, the user must complete the google classroom data. In this step, the user is given

the option to “join an existing class” or “create a new class”. In the “create class” option for teachers and the “join class” option for students.

- e) Class for teacher designation by selecting the option “Create class” means the user must design a new class google classroom. In this option, the class will be fully controlled by the user. Classes are suggested according to subject, class, year of class, school year, and semester. In this option, the user must complete a new class entry consisting of the class name, section, subject, and room (conventional classroom). For example, Class Name: Learning Management System, Class VIIA, Class IX, and so on; Sections: Learning Media, Science, Sochum, and so on; Subjects: Computational Chemistry, Chemistry, Mathematics, and so on; Room: 034567, Class VIIA, Chemistry Laboratory, and so on. The class display should be given a different background photo in each class to make it easier for students to know the class so as to minimize the occurrence of operating errors. After the entry is complete, the class can be used.
- f) Classes in the Google Classroom application have several features that can be used to support the implementation of online and blended learning. One of the important features of classes is class code. Class code is a class marker of other classes.
- g) The use of the class can be done by the teacher by inviting students to join the class that has been designed. Each class on Google Classroom is accompanied by a different code, the teacher can give the code to each class participant. Students can enter the class code to join directly.

- h) Classes for allotted students by selecting the “Join class” option is an option to join an existing class. In this option, the user is intended as a participant and cannot control the entire class. However, users can participate in the learning process in the classroom. Users (students) will be given an existing “class code” by other users (teachers)
- i) The appearance of the student class worksheets has the same background image as the teacher’s class which consists of class names, sections, subjects, and rooms (conventional classrooms). This display can be used as confirmation to class participants.

2) Fitur-fitur aplikasi google classroom

Classes on Google Classroom are equipped with several features that can be used by teachers and students to support the learning process. These features can be used according to their respective proportions, teachers are given more access to manage the class than access for students,

a) Forum Features

The forum feature is the main feature in the Google Classroom class, this feature is a feature to start class activities. Class information, learning materials, and discussions can be done in this feature.

b) Classwork Features

The “Classwork” feature is one of the most important features in Google Classroom. In this feature, teachers can design assignments

c) Member Features

The member feature is a feature that can be used for class membership management and viewing the list of class participants.

d) Value Features

The value feature is a feature that contains student scores from the given assignment.

e. Codechum

The CodeChum application is one of the LMS that can be used in online and/or blended learning in the fields of computers, networks and data coding. Moodle application is an e-learning application that can be used as an online and blended learning LMS. This app provides both free and paid versions. The free version of CodeChum includes 3 class accommodations that can be created by teachers.

1) Steps to use Codechum

- a) The application can be accessed through the website “<https://www.codechum.com/>”. Prospective users can choose the free or paid version on the application start page, if you already have an account then you can choose “LOG IN” and new users can register an account via “SIGN UP”
- b) Account confirmation and registration begins by filling in the account username and password.
- c) After the account is confirmed, the user is directed to create a class
- d) After making the class name, the teacher is directed to determine the schedule for the learning process. The schedule is in the form of days and hours of learning implementation.

2) Codechum App Features

- a) The previous tasks feature is a feature that can be used to access past activities.

- b) The trends feature is a feature that provides the latest and unique information that attracts attention
- c) The students feature is a feature that contains information about class participants (students).

f. Classdojo

ClassDojo is an e-learning application that can be used as an LMS in online and/or blended learning.

b. Steps to use Classdojo

- a) This application provides a paid or free platform that can be accessed through “www.classdojo.com”.
- b) After registering an account, the teacher will confirm before using it. Account confirmation begins with filling in the affiliation, ClassDojo accommodates affiliates in the form of universities, high schools, academies, vocational schools, high schools, junior high schools, elementary schools, and other educational institutions. In addition to educational institutions, ClassDojo accommodates users who are not affiliated with an educational institution
- c) After filling is complete, the user must fill in the consent provided by the ClassDojo application. Account registration is done by the user by clicking the “SIGN UP” button
- d) The ClassDojo application accommodates students to join a class in three ways, namely “Scan QR Code”, “Enter your classtext code”, and “Sign in with google”. In the “Scan QR Code” option, students can scan a specific class code to join. In this option, the teacher must create a class first, so that students can get a class code to join

- e) In the “Enter your classtext code” option, students are asked to type a specific class code. In this option, the teacher must create a class first, so that students can get a class code to join. And, in the “Sign in with google” option, students will register using their google account (email). In this book, registration is described through “Sign in with Google”
- f) Account registration for the designation of “School Leader” begins with filling in the user’s identity
- g) Account for School Leader designation, starting with filling in class call/academic title, first name, last name, email, password, and the position of the account owner.
- h) The use of the ClassDojo application should ideally be initiated by a teacher. Teacher accounts are very crucial in using the ClassDojo application, student and parent accounts cannot be elaborated if teacher accounts are not created and managed properly. Therefore, the teacher becomes the center of integrated learning for this application. Teachers can manage the ClassDojo application by creating a class first
- i) After the class design is complete, the teacher will invite students to join the class. After students join, teachers can invite parents to join. Teachers can invite students with various options

2. Classdojo App Features

a) Classroom

Like other applications, ClassDojo is equipped with several features to support the realization of effective, efficient, interesting, and meaningful learning.

b) Portfolios

In addition to the classroom feature, the ClassDojo application provides another important feature, namely the Portfolio feature. Through this feature, teachers can see all student posts, learning activities, and class participants

c) Class Story

In addition to the classroom and portfolio features, the ClassDojo application provides another important feature, namely class stories. This feature can accommodate teachers to provide student information through posts

d) Messages

In addition to the features of classroom, portfolios, and class stories, the ClassDojo application provides another important feature, namely messages. This feature is intended for elements of sending messages between teachers and students or between teachers and parents.

c. TalentLMS

TalentLMS is a learning management system that provides both paid and free domains.

1) Steps to use Talentlms

- a) This application can be used by accessing the website address “www.talentlms.com” through a google search.
- b) Registration and account confirmation must be done first
- c) After the account is registered, the user is asked to confirm before using it
- d) After the account is confirmed, the user is given access to the TalentLMS application page. On the start page, users are accommodated to design course classes

- e) After setting the name and description of the class, users (teachers and students) can manage the class in question for the learning process. TalentLMS is one of the LMS that provides many facilities to support its implementation in online and/or blended learning. These facilities can be used independently or through collaboration

2) Talentlms App Features

a) Courses feature

As with other applications, TalentLMS is an application that provides courses (courses) features. Identical to other applications, the benefits and usability of the course features on the TalentLMS application are not much different, but the course features on TalentLMS are accompanied by several innovations so that they have their own characteristics. Despite having different characteristics, the operation of this feature can be done easily

b) Groups feature

Another important feature available in the TalentLMS application is the groups feature. This feature is identical in benefits to course features, but differs in implementation. The groups feature tends to be used for internal learning only, while the course feature can be collaborated with class participants from all over the world

c) Conferences feature

In addition to the two features above, another important feature provided by TalentLMS is the conferences feature. Utilization of this feature can be started by creating a new conference through the “Add conference” instruction. After that, the teacher will fill in the name of the conference, the name should be adjusted to the learning study material to facilitate data collection and reporting of the learning process. The name of the conference must be notified to class participants.

d) Discussions feature

Another important feature provided in the TalentLMS application is the discussions feature. In general, this feature has functions and benefits with similar features in other applications. However, as the previous explanation, that each feature in each application has its own character, although it has almost the same benefits and uses,

e) Calendar feature

Another important feature provided by TalentLMS is the calendar feature. This feature can be accessed by day, week, and month. The year will adjust based on the selected month.

d. Reminder

Another application that can be used for online and/or blended learning is Remind. This app provides both paid and free platforms with some differentiating features between platforms.

1) Steps to use Reminder

- a) This application can be searched via google search by visiting “<https://www.remind.com>”. Before using it, users must register an account first
- b) Remind application accommodates Teacher (teacher), Student (student) accounts and accounts for Parent (parents).
- c) After the account allocation is determined (for example: as a teacher), before its use the teacher will fill in the class name through the “Class name” instruction. The class name should be adjusted to the actual class name or the name of the course (for lecturers)/name of the

subject (for teachers) being taught. After that, the teacher will enter the student's name

2) Remind App Features

a) Messages feature

Like other applications, remind provides several features that can be used in online and blended learning processes. One of the important features available in the Remind application is the messages feature.

b) Files Feature

Another important feature is the files feature. Through this feature, the teacher can see all the files in the class. In addition, the teacher sends files in the form of learning materials or other relevant files as study material in the learning process. All files sent by the teacher can be accessed by all class participants.

c) People feature

In addition to the two features above, another important feature is the people feature. Through this feature, teachers can see all class participants, both students and parents. In addition, through this feature the teacher can invite students and parents to join a class that has been designed.

d) Features Settings

The last feature that is no less important is the settings feature. Through this feature, teachers can make class settings, either in the form of group icons, how to join classes, and various other settings. In addition, the teacher can attach certain rules that are relevant to the designation of the class.

7. Learning Management System (LMS) Training for Teachers' Professional Competence in Teaching Online

a. Targets of Learning Management System (LMS) Training

- 1) Teachers are able to create teacher and student accounts on the Edmodo and Moodle applications
- 2) Teachers are able to create classes or small groups in class on the Edmodo and Moodle applications
- 3) Teachers are able to create manage teaching materials (word, pdf, ppt, link, picture, video and make multiple choice questions and essays) on the Edmodo and Moodle applications
- 4) The teacher is able to make grading rubric multiple choice questions and essays on the Edmodo and Moodle applications

b. Material

- 1) Digital transformation and the role of teachers in the digital era
- 2) 21st century learning
- 3) E-Learning and Learning Management System (LMS)
- 4) Edmodo and Moodle Application Practice

c. Training Methods and Stages

In terms of information technology, there is an added value in this training, namely the use of the Learning Management System (LMS) in teaching English online. The methods that will be used in the implementation of the Learning Management System (LMS) training are the Lecture Method, Demonstration Method and Cooperative Learning Method.

The lecture method is a method used in delivering material related to the Learning Management System (LMS) in improving online teaching skills during the

pandemic, this explanation aims that teachers must be able to use online-based learning media to improve online teaching skills. This information is also very important for training participants to get an overview of the role of Information Technology in learning, as well as the importance of training as a form of teacher self-development.

The Demonstration method is used to demonstrate something which is started by the presenter and then followed by the participants. What is demonstrated is that it must be an actual activity, not abstract. therefore this method is used in training which will focus on packaging learning content, conducting online classroom installation practices with the Learning Management System (LMS) application that can be used both using laptops and smartphones.

Cooperative learning method is a learning method that focuses on using small groups to work together in maximizing learning conditions to achieve learning objectives. This method is thus a learning that is carried out on shared attitudes or behavior in working or helping each other, the structure of working regularly in groups of two or more people. In this case, this method can help trainees to work together to achieve common training goals.

C. Conceptual Framework

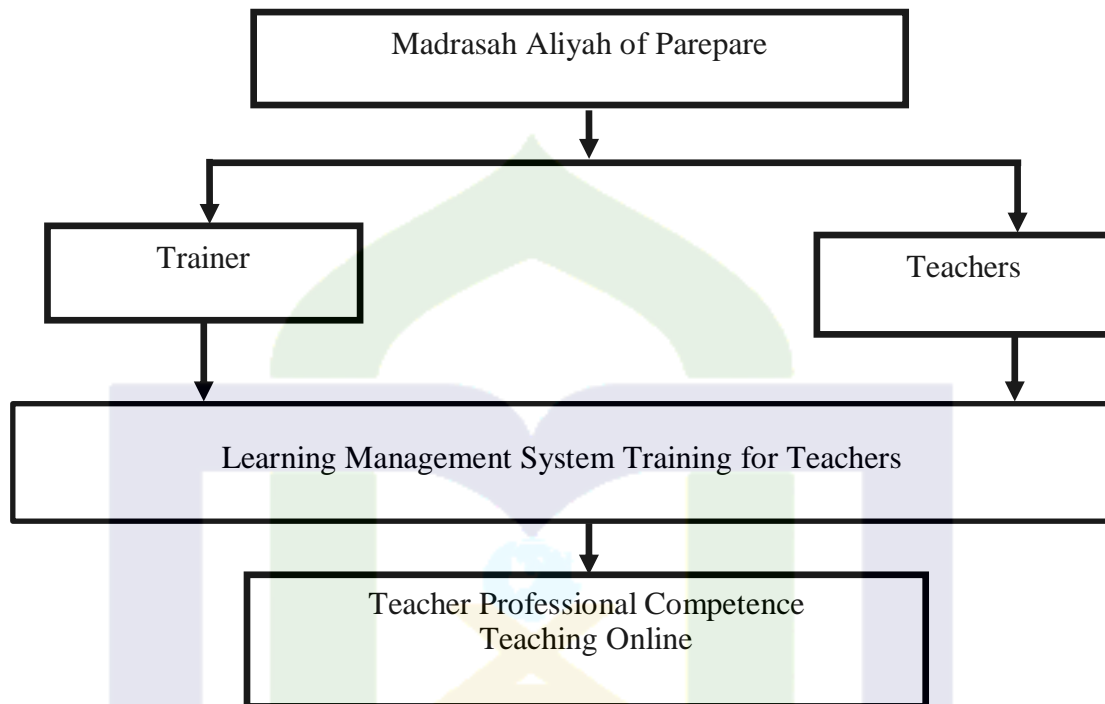


Figure 2.1 Theoretical Framework of Research

CHAPTER III
METHODOLOGY OF RESEARCH

This method consists of research design, research objectives, research design, research participants, research instruments, data collection and data analysis.

A. Design of the research

The design of this study used Action Research conducted by researchers outside the classroom to improve teacher professional competence.

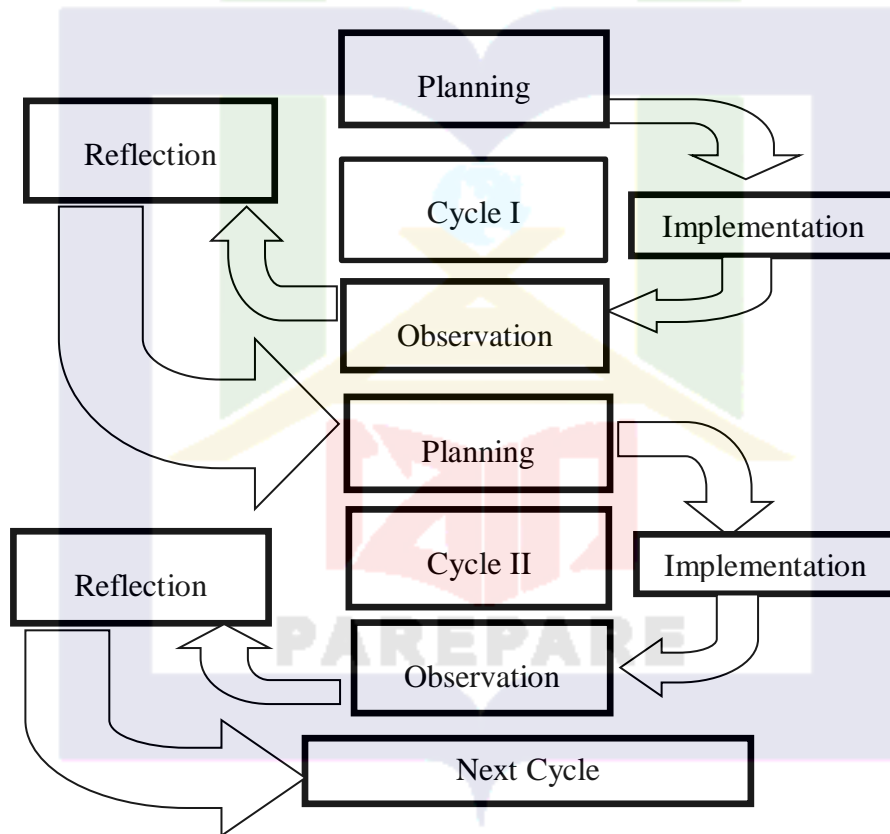


Figure 3.1 Model Stages Action Research

Figure 3.1 above shows that this research was conducted in the Action Research stages model. Action research consists of four steps in each cycle, namely “Planning, implementing, observing, and reflecting.

1. Planning Activities Cycle I

- a. Define Learning Management System (LMS) training materials, namely the Edmodo Application and the Moodle Application
- b. Determine the number of cycles to be performed.
- c. Develop a schedule for each cycle.
- d. Prepare interview test sheets.
- e. Make observation sheets for trainer activities and teacher activities during the Action Research process in each cycle.
- f. Implementation of Action Research

2. Implementation Cycle I

The action research carried out was the trainer teaching how to operate or use the Edmodo Application and the Moodle Application in the online teaching process that had been planned in cycle I. At the end of the training the researchers and trainers gave independent assignments to the teacher to determine the level of teacher understanding in using the application. This is also done by the teacher knowing the extent of the results of the actions in the first cycle and so on until the last cycle.

3. Observation/Observation Activities Cycle I

This stage is in the form of observation activities carried out by the observer, namely the researcher and two collaborators, this observation is carried out simultaneously with the action process. The researcher and two observer collaborators are expected to be able to write down all the things that are considered still lacking in the action process carried out by the action implementer, namely the trainer. This is done in order to obtain accurate data for the improvement of the next cycle.

4. Reflection Cycle I

The fourth stage is an activity to restate what has been done. This reflection activity is very appropriate to be carried out after the completion of the training. Between the two observers and the researcher, they had a discussion about the implementation of the training, as well as evaluating what was considered lacking so that it could be improved during the next training.

5. Planning Cycle II

Planning is an action taken by researchers before starting their research, namely preparing all the needs and steps in conducting research. In this research stage, the researcher prepares the instrument preparations, namely:

- 1) Provide special guidance to two teachers
- 2) Prepare examples of teaching materials
- 3) Prepare evaluation materials in the form of interview tests,
- 4) Prepare the tools used in the training process.

6. Implementation Cycle II

The implementation of the second cycle is carried out on the 18th and 21st of June 2022. The implementation of Cycle II is different from Cycle I. In Cycle II the training is carried out with a special guidance method carried out by researchers to two teachers and is carried out after preparing plans and steps to be followed. conducted.

7. Observation/Observation Activities

This stage is in the form of observation activities carried out by researchers, these observations are carried out in conjunction with a special guidance process. Researchers are expected to be able to supervise and write all things that are

considered still lacking in the special guidance process. This is done in order to obtain accurate data for the improvement of the next cycle.

8. Reflection Cycle II

The reflection stage is an activity to evaluate the specific guidance actions that have been carried out. This reflection activity is very appropriate to be carried out after the completion of special guidance training for teachers. Researchers evaluate the achievements and shortcomings of special guidance training so that they can be improved in the next cycle.

B. Time of the Research

This research be carried out after making a research proposal which is a reference. So that the research be carried out after the proposal has been presented and has received a research permit for approximately 2 months.

C. Subject of the Research

The research subjects in question are the parties who are the targets of data collection. This research conducted on 5 teachers of Madrasah Aliyah English in Parepare City. One teacher representative for each Madrasah Aliyah in the city of Parepare, namely MAN 1 Parepare, MAN 2 Parepare, MA Al Badar Bilalang Parepare, MA Al-Mustaqim and MA Hafidziyah. The reason the researcher chose one teacher for each Madrasah Aliyah was so that the training process could run intensively for each teacher. The teacher's ability was observed by the researcher and two collaborators (sister fadhillah santri and sister dwi wulandari) from students of Tadris English Postgraduate Program at IAIN Parepare.

D. The Technique of Data Collection

According to Sugiyono (2013) state that research method is the scientific way to get the data for the purpose and the utility of something. to get data, the researcher uses two techniques of the collection data, which were observation and interview.

1. Observation

According to Fitria (2017) stated that the observation sheet is a way to systematically analyze behavior and observe individuals or groups directly. This is in accordance with the opinion of Kirana (2017) which states that. Observation sheet is an assessment tool used to measure a person's behavior or is the occurrence of a process that can be observed, both in actual situations and in artificial situations.

In this study, the observation sheet is a tool used by researchers when collecting data through systematic and planned observation and recording. This observation is carried out to observe training activities during the training process. The observation sheet is in the form of a questionnaire consisting of 10 statement items. Observations were made by two collaborators and researchers during the training activities.

2. Interview

Interviews were conducted to obtain in-depth information about the perceptions, views, insights, or aspects of the teachers' personality which were given orally and spontaneously. Interview activities to be more focused, usually equipped with the preparation of interview guidelines. A good interview is an in-depth one. This means that by interpreting the teacher's answers, a lot of information will be obtained, which may not be found in the use of other methods.

Interview with the English teachers. the researchers and trainer have had an interview with the teachers during and after the training process. the research made a

list questions that correlate with this research to get the data. The interview of this research focuses on the difficulty in training and teachers professional competence.

3. Documentation

Sugiyono (2017) states that documentation is a record of events that have passed. Documentation can be in the form of writing, pictures or someone's monumental work. Documentation in this study is in the form of collecting photos and documentation of the work of teachers obtained during training activities which aims to find out all stages of implementation in Learning Management System training activities.

E. The Technique of Data Analysis

Bogdan, R.C, et al, (1982) states that data analysis is the process of systematically searching and arranging the interview transcript, filed note and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Based on the statement above, data analysis is conducted when the research analyze the data. Data analysis obtained from the result of interview, observation and documentation. The researcher activity in collect the data that do on a stage scale.

According Miles, Matthew B (1994) the stages of interactive analysis applied in this research are presented as follow:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and which data collection approaches to choose. In this stage, the researcher need

separate the accurate data from the inaccurate ones. Through the data reduction the researcher focuses on the data that will be analyzed. It can easier the researcher to continues the collecting the data.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action-based on that understanding. In this stage, the researcher present the data into design that will be done in form of short statement, charts, graphs, matrices, and networks.

3. Conclusion Drawing or Verification

Conclusion drawing in our view is only half of a Gemini configuration. Conclusion are also verified as the aplayst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus or with extensive efforts to replicate a finding in another data set. In this stage, the researcher is making a conclusion. The conclusion is a form of thick description. The conclusion is the answers of the researcher problems that have been formulated.

Based on the data analysis above, concluded that the first stage, the researcher do the collecting of data. Collecting the data based on the data that have been collected as documentation, observation and interview. Then, data that have been collected must be reducted which one will be used appropriate with the requirements necessary. The last is make conclusion or the verification data.

CHAPTER IV FINDING AND DISCUSSION

A. FINDING

In the discussion of the results of this study, an outline of the teacher's ability to use the application is described after taking action in cycle I and cycle II through training. The discussion of the results of this study is as follows.

1. Cycle I

Activities carried out in cycle I include the stages of planning, implementation, observation and reflection.

a. Planning

Planning is an action taken by researchers before starting their research, namely preparing all the needs and steps in conducting research. In this research stage, the researcher prepares the instrument preparations, namely:

- 1) Prepare training materials (Appendix 3)
- 2) Prepare teacher activity observation sheets (Appendix 1)
- 3) Prepare evaluation materials in the form of interview tests, (Appendix 2)
- 4) Prepare tools used in the training process pelatihan

b. Implementation

The implementation of the Learning Management System training (Edmodo and Moodle Applications) was held on Saturday, June 11, 2022. In Cycle I the training research was conducted formally. The training was delivered by the speaker. Implementation is carried out after preparing a plan and the steps to be taken.

The first step in the activity of the speaker was to open the training by providing an introduction to the teacher about the importance of using IT in the

learning process. This is done to open the mindset or horizons of teachers about digital transformation and the role of teachers in the digital era in the 21st century learning period. The presenter also explained about the role and use of E-Learning and Learning Management System (LMS E-Learning and Learning Management System (LMS).

Furthermore, in the core activity, the presenter continued by explaining the differences, disadvantages, advantages and features of the Edmodo application and the Moodle application. After that, the speaker demonstrated the Edmodo and Moodle application to the teacher step by step. After that, the teacher demonstrated again according to the directions of the presenters who were accompanied by presenters, researchers and collaborators. Edmodo application training and Moodle application focus on creating teacher and student accounts, creating classes, managing teaching materials, making multiple choice questions or quizzes and Essays and providing assessments to students.

At the end of the training, the presenters gave independent assignments to the teacher without assistance from the presenters, researchers and collaborators as an evaluation of the training. The training evaluation becomes a measuring tool to determine the teacher's understanding in using the Edmodo application and the Moodle application in cycle I.

c. Observation

Observation of the teacher's ability to use an instrument in the form of an observation sheet conducted by three observers. The teacher's ability was observed by the researcher and two students of Tadris English Postgraduate Program at IAIN Parepare.

Analysis of teacher activities in the implementation of learning is the most important element of the training process. In addition, the results of the teacher's ability data in cycle I can be seen from the results of interviews conducted after the training is complete.

Based on the results of the data obtained from training activities involving five schools and five teachers to achieve the training targets, namely, creating teacher and student accounts, creating classes, managing teaching materials, making multiple choice questions or quizzes and essays and providing assessments to students on the application. Edmodo and Moodle applications can then be presented as follows:

- 1) Edmodo App

- a) Teacher account creation

In the process of creating a teacher account in the Edmodo application, the presenter provides an explanation and demonstrates how to create a teacher account. Account creation using a personal email and creating a password. All the teachers looked enthusiastic and paid close attention to the explanations of the presenters. After the presenter demonstrated, the teacher was directed to create an account independently. In the process of creating an account, there was one teacher experiencing problems in the account verification process on email. The teacher is given assistance to overcome the difficulties found. However, these obstacles are not too significant because the teacher has a slow network connection, so account verification is slow to enter the teacher's email.

From the interviews, all teachers were able to create an account on the Edmodo application. According to the teacher, creating an account is very easy to understand and there are no difficulties, based on the results of interviews. *“Untuk pembuatan akun guru sangat mudah, tidak ada kesulitan meskipun diawal agak*

terkendala pada verifikasi akun email namun sudah paham”. This can also be seen from the teacher's work in Figure 4.1 and Appendix 4.

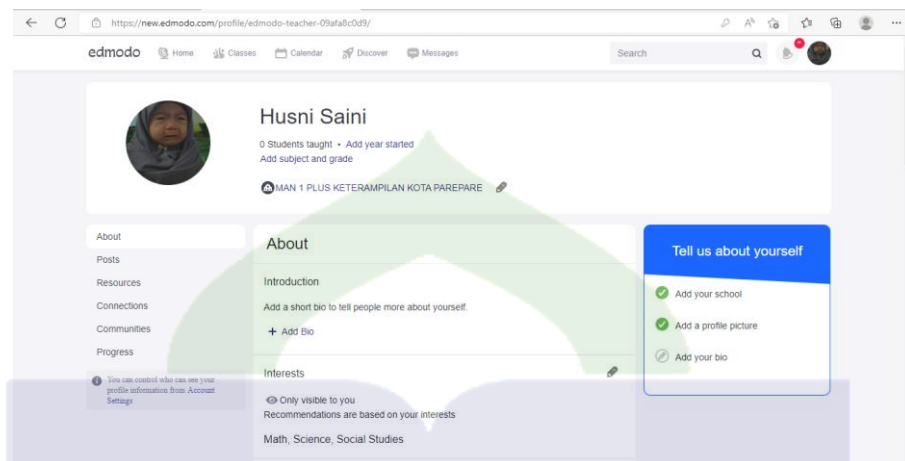


Figure 4.1

b) Student account creation

At this stage, the presenter explains and demonstrates the steps for creating student accounts. The teacher looks focused and calm and pays attention to the explanation of the speaker. After the presenters demonstrated the teacher did the practice of creating student accounts. The teacher looks enthusiastic and completes the practice well without any problems or questions.

At this stage the teacher has been able to create student accounts. Based on the results of interviews, several teachers said *“Dalam membuat akun siswa sudah paham, tidak menemukan kesulitan, lebih paham pada aplikasi Edmodo daripada Moodle”*. *Cara membuat akun siswa juga mudah karena siswa hanya memasukkan kode kelas guru mata pelajaran*. This can also be seen from the teacher's work in Figure 4.2 and Appendix 4.

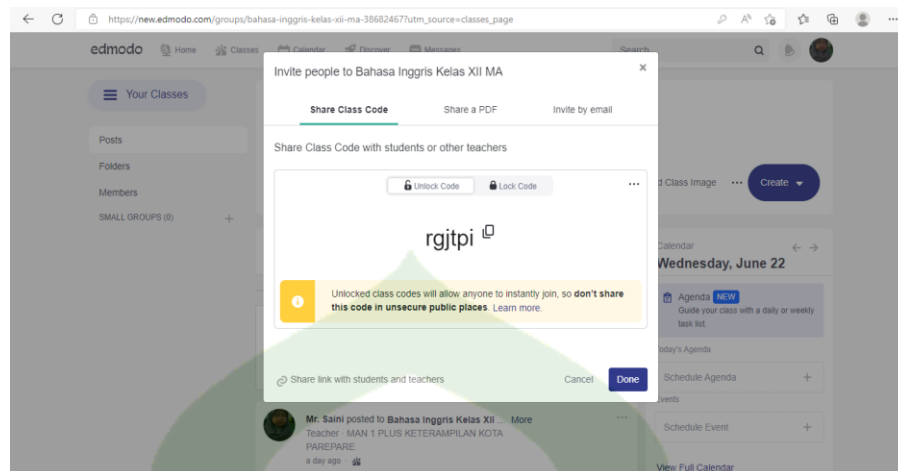


Figure 4.2

c) Creating a class or Small group

The presenters explain and demonstrate how to create a class or small group. The teacher looks enthusiastic in paying attention to the demonstration process carried out by the speaker. After the presenters demonstrated the teacher was directed to demonstrate again independently. In creating a class, the teacher selects the class creation feature and then fills in the class name, subject and grade level. In this process, it can be seen that all teachers are very fast in making classes and there are no obstacles.

Based on the results of the interview, it also showed that all teachers were able and did not experience difficulties “*Dalam pembuatan kelas tingkat pemahaman sudah baik, sangat mudah dan tidak ada kesulitan*”. This can also be seen from the teacher's work in Figure 4.3 and Appendix 4.

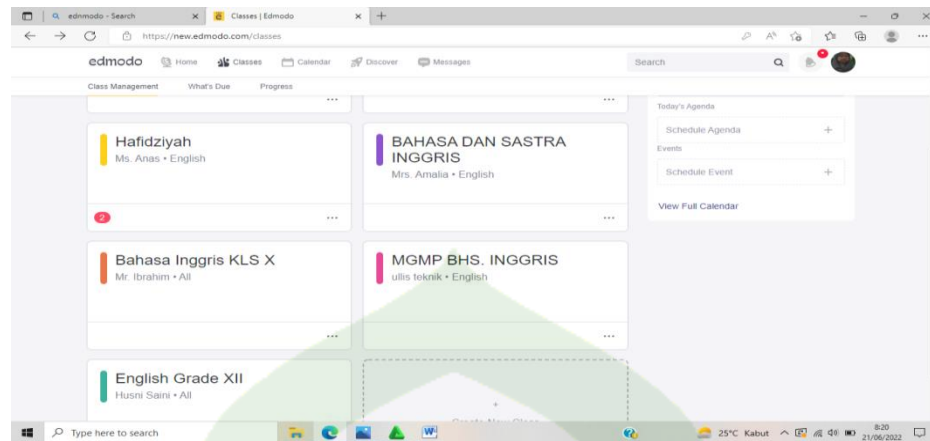


Figure 4.3

d) Management of teaching materials

At this stage, the presenter explains and demonstrates how to manage teaching materials, namely sending material in the form (word, ppt, pdf, folder, video, image and link) that is already available into the student class. The teacher looks very attentive and listens to the speaker's explanation because this stage is very important. After the presenters explain and demonstrate, the teacher is directed to send teaching materials in the form of ppt, pictures and links to the class that has been created. There are several teachers who complete the delivery of material into the classroom and some teachers are slow. The researcher asked the teacher who was slow to finish *“kenapa ibu belum selesai?”* teacher said *“saya sulit mencari materi dalam laptop, dalam mengirim link pembelajaran kita harus membuka youtube kemudian mencari video pembelajaran sesuai materi dan koneksi jaringan juga tidak lancar sehingga lambat selesai”*. These constraints are not significant because only external factors are teachers, in theory and practice the teacher has understood in sending teaching materials to the classes that have been made.

From the results of the interviews, it is known that all teachers have understood and are not too difficult, based on the results of the interviews

“Pengelolaan bahan ajar sangat mudah dipahami, tidak ada kendala dan sangat membantu guru untuk mengirim bahan ajar dikelas siswa”. This can also be seen from the teacher's work in Figure 4.4 and Appendix 4.

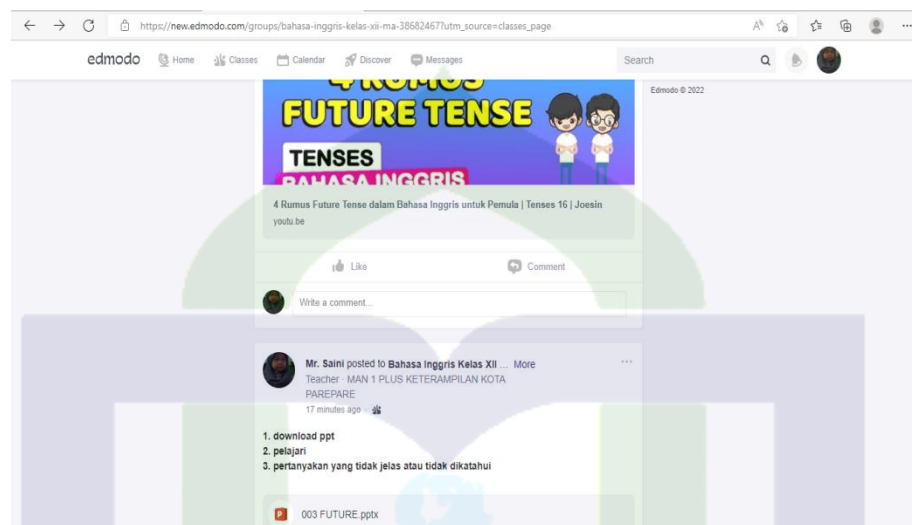


Figure 4.4

e) Making multiple choice questions and their assessment

The speaker explains and demonstrates the making of multiple choice questions, essays and assessment rubrics. The teacher looks focused and silent listening to the speaker's explanation. After the presenters demonstrate the teacher is given sample questions by the presenters to be input in the application in the form of multiple choice, essay and provide an assessment rubric. In the process of taking multiple choice questions, one teacher called the researcher because he had a few problems. Mrs. Hernawati asked “*bagaimana cara membedakan jawaban benar dan salah pada soal pilihan ganda?*” presenter answer “*klik tombol lingkaran pada opsi pilihan ganda yang benar*”. After being given an explanation the teacher has understood. All the teachers looked enthusiastic and enthusiastic in taking the questions that had been given by the presenters. The teachers also finished well and it didn't take too long because control questions had been provided. After the teacher

worked independently, one of the teachers, Mr. Ibrahim, asked “*apakah dalam satu tugas bisa di gabung antara soal pilihan ganda dan essay atau jenis soal lainnya?*”. presenter answer “*ya, kita bisa membuat tugas dengan menggabungkan berbagai model soal. Ini adalah salah satu kelebihan dari aplikasi Edmodo yaitu simple dan memudahkan guru dan siswa dalam menggunakannya*”.

The results of the interview also showed that all teachers already understood that they did not have many obstacles, “*Untuk pembuatan quis dalam bentuk pilihan ganda, essay dan rubric penilaiannya sudah dipahami, tidak ada kesulitan, berbagai model soal dapat dibuat, memudahkan guru dalam memberikan penilaian karena telah tersedia kolom untuk bobot penilaian setiap soal*”. This can also be seen from the teacher's work in figure 4.5, figure 4.6 and Appendix 4.

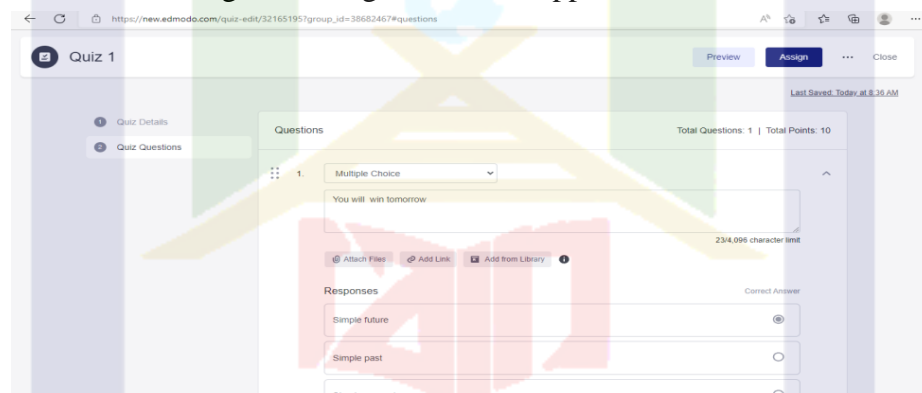


Figure 4.5

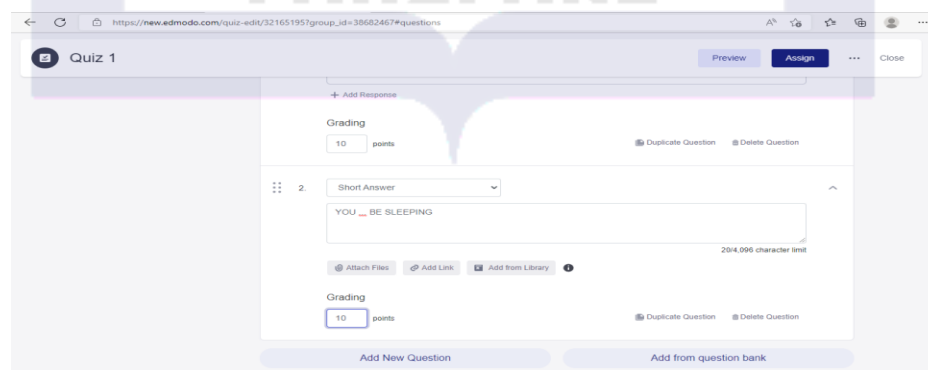


Figure 4.6

2) Moodle App

a) Teacher account creation

The presenter explains and demonstrates how to create teacher and student accounts in the Moodle application. The teacher looks still enthusiastic and enthusiastic about participating in the training because of the teacher's curiosity in the second application, namely Moodle. At the time the presenters demonstrated the teacher was directed to demonstrate again each stage because the Moodle application was considered more complicated by the presenters.

Before registering for an account, teachers and students must create a personal or school website. The website can only be accessed by teachers or students who will be registered. In making the website there are no difficulties experienced by the teacher. After creating the website, the teacher registers an account as an admin of the school. Admin accounts can be managed by teachers or school administrative staff. Creating an admin account, all teachers have understood and there are no difficulties. The creation of teacher and student accounts is done by the admin.

In the process of loading teacher and student accounts, the presenters explain and demonstrate two ways, one by one and in large quantities. In creating accounts one by one there are several teachers who have difficulty and need assistance. The teacher has difficulty in the data fields that must be filled in and completed such as username, firstname, lastname, email and password of the teacher because the teacher does not know the email of the teacher and student who will create an account. After being given assistance and explanation, the teacher can create teacher and student accounts one by one. In making teacher and student accounts in large numbers, there are two teachers who have difficulty in needing assistance. The difficulty experienced by the teacher is that there are several steps that need to be

done such as inputting the username, first name, last name, email and password in excel form then the format must be filled out carefully because if there is a slight error then the account cannot be registered. After being accompanied and given an explanation, the teacher was able to create many teacher accounts.

After the teacher demonstrates making teacher accounts one by one and in large numbers, the presenters draw the conclusion of giving independent assignments to the teacher. Teachers are given the task of creating multiple teacher accounts because some teachers are still having difficulties and need assistance.

The teacher is very enthusiastic and focused in doing the independent task. Four teachers were able to complete the task quickly and easily, while one teacher was unable to complete the task well because of difficulties. The difficulty experienced by the teacher is that the teacher's account cannot be registered on the application.

The results of interviews with teachers show that four teachers have been able to create teacher and student accounts *“Untuk pembuatan akun guru dan siswa sudah paham, tidak menemukan kesulitan atau kendala dan mudah”*. There is one teacher who has not been able to create a large number of teacher accounts but has been able to create accounts manually, based on the results of the teacher interview, Mrs. Ardillah *“Lebih paham pembuatan akun guru pada aplikasi Edmodo daripada Moodle dan Aplikasi moodle banyak yang harus dilengkapi seperti email guru atau siswa”*.

Broadly speaking, all teachers have been able to create accounts one by one, while there is one teacher who has not been able to register an account as a whole or register multiple accounts in one submission. This can also be seen from the teacher's work in figure 4.7, figure 4.8 and Appendix 4.

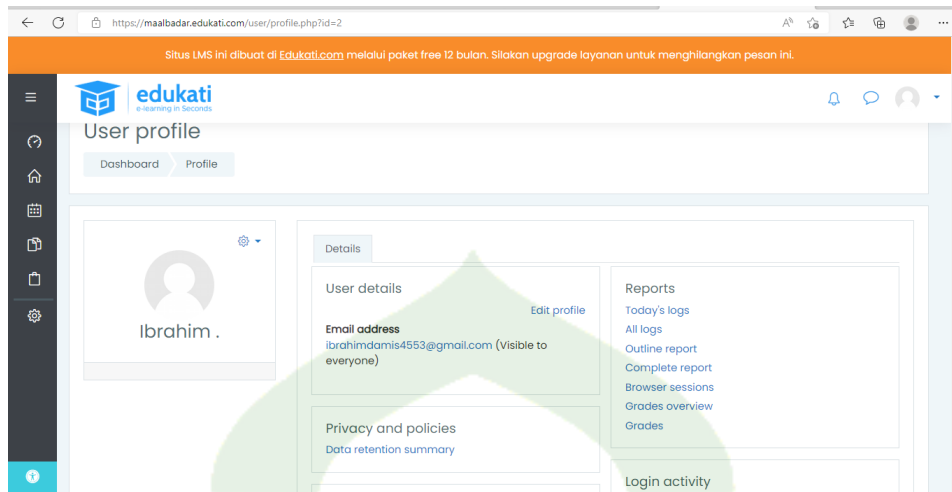


Figure 4.7

CSV line	username	firstname	lastname	email	password	Status
2	guru1	guru	1	guru1@mail.com1	guru1	
3	guru2	guru	2	guru1@mail.com2	guru2	
4	guru3	guru	3	guru1@mail.com3	guru3	
5	guru4	guru	4	guru1@mail.com4	guru4	
6	guru5	guru	5	guru1@mail.com5	guru5	
7	santri1	santri	1	santri1@mail.com1	santri1	
8	santri2	santri	2	santri1@mail.com2	santri2	
9	santri3	santri	3	santri1@mail.com3	santri3	
10	santri4	santri	4	santri1@mail.com4	santri4	
11	santri5	santri	5	santri1@mail.com5	santri5	

Figure 4.8

b) Small class or group creation

At this stage, the presenter explains and demonstrates how to create a class or small group in the Moodle application. Of course, creating classes in this application is different from creating classes in the Edmodo application. Making classes in this application is more complicated, therefore the teacher is very focused, silent and

calm listening to the explanation of the speaker. After the presenter demonstrated the teacher immediately tried to follow it.

Some teachers still have difficulty in making classes and need assistance and assistance from other teachers who already understand. As stated by one of the teachers when asked about what difficulties were found. Collaborator "*Kesulitan apa yang ibu temukan?*" Mrs. Ardillah said "*Sulit membuat kelas karena harus memilih guru dan siswa yang ada dalam kelas tersebut. Pemilihan siswa juga harus di pilih satu persatu sehingga prosesnya lama. Belum mampu membedakan antara fitur jenjang kelas dan kelas mata pelajaran*". This was also expressed by Lucy's mother "*Pemilihan siswa untuk dimasukkan dikelas terlalu rumit karena harus dipilih satu persatu. Selain itu, terlalu rumit pembuatan kelasnya karena kita harus membuat kelas mata pelajaran kemudian memasukkan ke jenjang kelas sesuai jenjang kelas siswa.*" After being given assistance to the two teachers by the researchers and collaborators, the two teachers began to understand but needed to learn and better understand its features.

Based on the results of teacher interviews, some teachers have not been able to create classes in the Moodle application, as expressed by Mrs. Lucy and Mrs. Ardillah "*Dalam membuat kelas lebih sulit daripada aplikasi Edmodo karena banyak fitur yang harus kita kenali sehingga perlu belajar dan latihan lagi*". This can also be seen from the teacher's work in figure 4.9 and Appendix

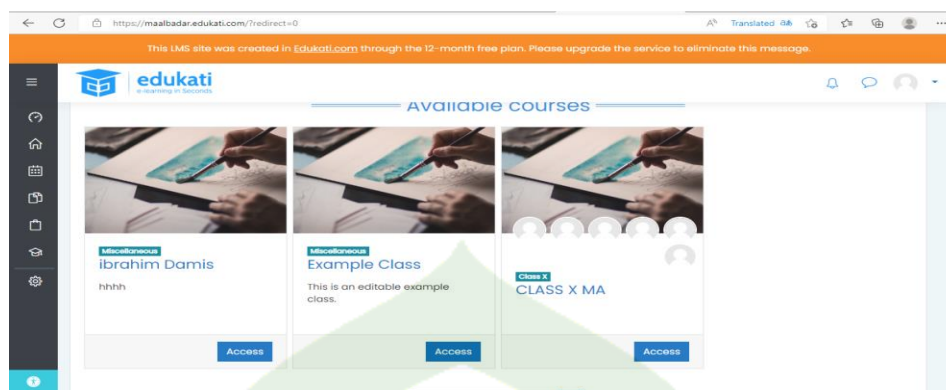


Figure 4.9

c) Management of teaching materials

The speaker explains and demonstrates how to enter or send teaching materials to students. At this stage, the teacher is very focused, silent and enthusiastic about asking because in this feature there are many features that must be known according to the teacher's needs in managing teaching materials in the student's classroom at each meeting. As some teachers have asked *“Apakah dalam satu pertemuan kita bisa mengirim atau membuat bahan ajar dalam bentuk ppt, word, link dll?”*. *“Ketika kita mengirim bahan ajar ke siswa, apakah kita bisa mengetahui bahwa siswa tersebut telah membuka atau mempelajari bahan ajar yang dikirim?”*. After the speaker answered some of the teacher's questions. The teacher looks more enthusiastic about learning the Moodle application.

In addition, teachers are given independent assignments to make teaching materials in the form of ppt, pictures and learning youtube links. In the process of making assignments, the teacher looks enthusiastic but there are some teachers who still look difficult and need assistance. As expressed by some teachers *“Fitur-fitur dalam pengelolaan bahan ajar banyak sehingga sulit membedakan. Koneksi jaringan yang buruk sehingga sulit mengirim bahan ajar dalam bentuk link youtube. Bahan ajar yang ingin dikirim belum siap sehingga membutuhkan waktu yang lama*

untuk mencari materi di laptop". After the teacher received assistance from researchers and collaborators, the teacher was able but needed more practice.

In the management of teaching materials there are some teachers who have been able to make it without assistance as revealed by several teachers in interviews “*Saya sudah paham dalam pengelolaan bahan ajar, jika di persentasikan hampir semua dipahami dan tidak ada kesulitan dan kendala. Dalam pembuatan bahan ajar ini sangat membantu karena semua bentuk file bahan ajar bisa kita kirim. Seperti teks, video, link youtube dan lebih spesifik*”. But there are some teachers who are not very capable as expressed by some teachers “*Pembuatan bahan ajar di aplikasi Moodle saya juga sudah paham namun masih butuh belajar lagi karena Moodle lebih lengkap fitur-fiturnya daripada Edmodo sehingga kita harus mampu mengenalinya*” This can also be seen from the teacher's work in figure 4.10 and Appendix 4.

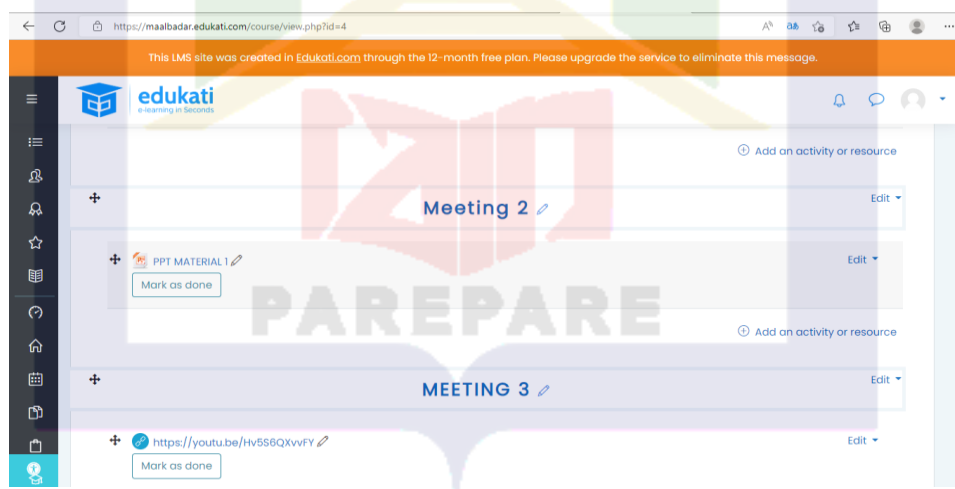


Figure 4.10

d) Making multiple choice questions and grading rubric

The speaker explains and demonstrates the steps for making multiple choice questions, essays and assessment rubrics. The teacher seemed silent and focused on

following the presentation of the speaker. In the practice process of making multiple choice questions, essays and rubrics, three teachers have been able to make them without any problems or difficulties. Two teachers have not been able to because they still have difficulties that require assistance by researchers and collaborators. As the teacher said *“Saya kesulitan dalam pembuatan soal pilihan ganda dengan jumlah soal yang banyak. Banyak tahap yang harus kita ketahui, seperti pengimputan soal di bank soal sesuai format soal yang ditentukan oleh aplikasi. Beberapa kali gagal pengimputan soal ke bank soal karena sedikit salah format”*. After the teacher was helped to solve the difficulties found, the teacher gave a response *“Saya sudah padan dan sebenarnya mudah tetapi butuh ingatan yang kuat karena ada beberapa langkah-langkah”*

At this stage, the teacher is also given an independent task to make multiple choice questions, essays and assessment rubrics to be input into the application. The teacher seemed very enthusiastic about doing the task. All teachers were able to complete the task, although some teachers took a long time to complete the task.

Based on the results of the interviews, all teachers were able to make multiple choice questions, essays and assessment rubrics easily. As stated in the interview *“Saya sudah paham, tidak terlalu rumit, ada sedikit kendala namun tidak terlalu berat. Aplikasi ini dilengkapi rubric penilaisn sehingga kita bisa memberikan langsung nilai ke siswa dan siswa dapat mengetahui langsung nilai yang diperoleh. kita juga memberikan feedback untuk siswa yang tidak mencapai nilai standar KKM. Namun Edmodo lebih simple namun Moodle lebih edukatif tapi agak sulit. Aplikasi ini juga bagus digunakan karena kita tidak perlu lagi mengecek pekerjaan siswa satu persatu ketika sudah menjawab soal*. This can also be seen from the teacher's work in figure 4.11, figure 4.12 and Appendix 4.

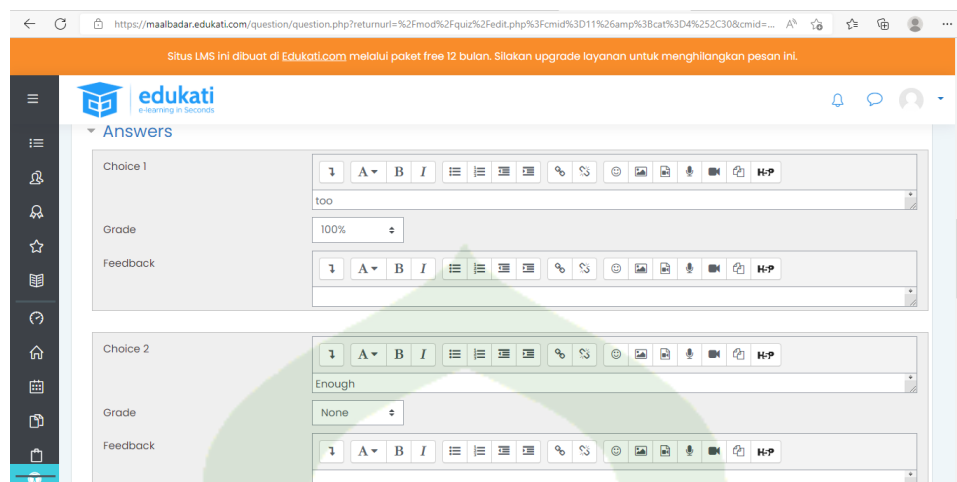


Figure 4.11

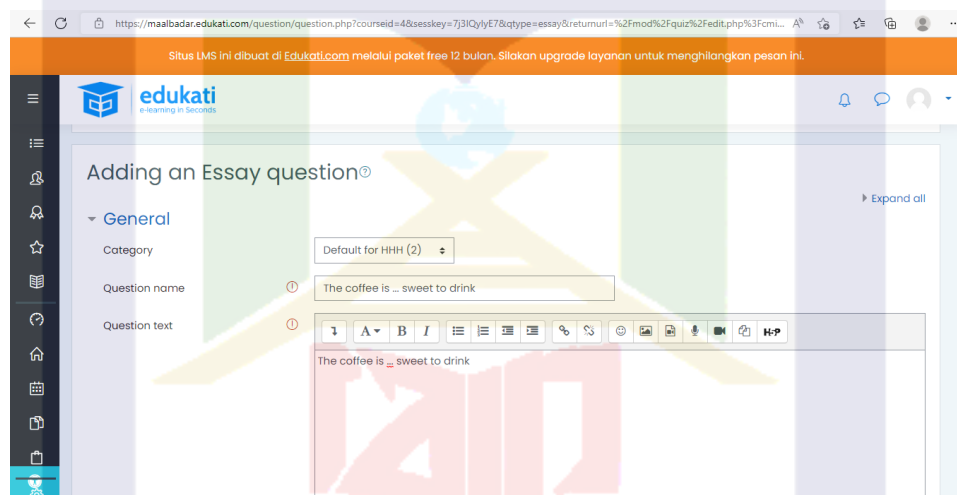


Figure 4.12

d. Reflection

Reflection is an activity that is able to analyze all phases of each cycle to improve it in the future.

Based on observations of teacher activities, it shows that some teachers are actively listening and taking notes on the material, some teachers are active in asking questions, the teacher is silent, and calm, the teacher focuses on the presenter, the teacher is very enthusiastic about participating in the activity, the teacher fills in

attendance, the teacher comes and goes home on time, the teacher finishes assignments and directions according to time on the Edmodo application and some teachers do not complete assignments on time and the teacher works according to orders from the teacher in practice or demonstrations take place.

The results of the analysis of the ability of teachers using the Edmodo application show that all teachers achieve maximum results because teachers have been able to create teacher accounts, student accounts, classes, manage teaching materials and make multiple choice questions, essays and rubrics. Although there are some teachers who have problems in the process of creating teacher accounts due to problems with the network connection, this is not too significant.

While the analysis of the ability of teachers using the Moodle application shows that three teachers have been able to create teacher accounts, student accounts, classes, manage teaching materials and make multiple choice questions, essays and rubrics for assessment. Two teachers who have not achieved maximum results because they are still having difficulties in creating teacher and student accounts in large numbers, have not been able to distinguish between grade level features and subject class features and have not been able to recognize features in the management of teaching materials. This is a serious problem because it is an important part of the application to be known by the teacher, so that the teacher's ability to use learning applications can increase.

Based on the results of the analysis above, it shows that the teacher's ability to use learning media in the Moodle application for the first cycle has not been maximized. Therefore, researchers have to do cycle II by providing special guidance to the two teachers.

2. Cycle II

Activities carried out in cycle II include the stages of planning, implementation, observation and reflection.

a. Planning

Planning is an action taken by researchers before starting their research, namely preparing all the needs and steps in conducting research. In this research stage, the researcher prepares the instrument preparations, namely:

- 5) Provide special guidance to two teachers
- 6) Prepare examples of teaching materials
- 7) Prepare evaluation materials in the form of interview tests,
- 8) Prepare the tools used in the training process.

b. Implementation

The implementation of the second cycle is carried out on the 18th and 21st of June 2022. The implementation of Cycle II is different from Cycle I. In Cycle II the training is carried out with a special guidance method carried out by researchers to two teachers and is carried out after preparing plans and steps to be followed. conducted.

The initial step, the researcher's activities try to help the teacher to remind the features in the Moodle application that will be repeated again. Furthermore, in the core activity, the researcher continued to provide special assistance to the teacher in demonstrating the Moodle application step by step. After the researcher demonstrated step by step asking the teacher about the difficulties or obstacles experienced, when the teacher was still having difficulties, the researcher explained and demonstrated again the part that was considered difficult by the teacher.

The last of the special guidance, the researcher gave independent assignments to the teacher (created accounts with a large number of accounts, created classes, entered teaching materials that were available in the form of word, ppt, pdf, links, pictures and videos, input multiple choice questions and essays along with rubrics). assessment) without assistance. The independent task became a measuring tool to determine the teacher's understanding in using the Moodle application in cycle II.

c. Observation

1) Moodle App

a) Teacher or Student Account Creation

The researcher explains and demonstrates how to create a large number of teacher and student accounts with special guidance methods for teachers. After that, the teacher demonstrated again, accompanied by the researcher. After that, the teacher is given an independent task to create a large number of teacher and student accounts. The teacher looks serious, enthusiastic in completing the task. Two teachers were also able to complete the task well without any problems.

At this stage the teacher has been able to create a large number of teacher and student accounts. This can be seen in the results of teacher interviews “*Untuk pembuatan akun guru dan siswa mudah dengan adanya pembuatan akun dengan jumlah yang banyak atau sekaligus itu sangat mempermudah dan tidak ada kendala karena telah dijelaskan secara detail*”. This can also be seen from the teacher's work in figure 4.13 and Appendix 4.

First name / Surname	Email address	City/town	Country	Last access	Edit
chy .	lusyfauziah@gmail.com			now	
gibran gib	uchyimpily@gmail.com			Never	
guru 1	guru1@gmail.com			Never	
guru 2	guru2@gmail.com			Never	
guru 3	guru3@gmail.com			Never	
siswa 1	siswa1@gmail.com			2 days 6 hours	
siswa 2	siswa2@gmail.com			Never	
siswa 3	siswa3@gmail.com			Never	
siswa 4	siswa4@gmail.com			Never	
siswa 5	siswa5@gmail.com			Never	

Figure 4.13

b) Creating a class or small group

The researcher explains and demonstrates how to create a class. Teachers are very focused and enthusiastic because they are given special guidance. After that, the researcher gave an independent task to make a class. The teacher completes the task well without any questions or obstacles. Based on the results of interviews with teachers, it also shows that two teachers have been able to create classes in the Moodle application. According to the teacher “ *Pembuatan kelas sudah paham dan aplikasi ini bagus dalam artian kita bisa membedakan kategori mata pelajaran setiap kelas. Hanya saja dalam proses dalam memasukkan siswa kedalam kelas dipilih satu persatu tapi secara pemahaman sudah dipahami. Dalam pembuatan kelas juga tidak terlalu sulit walaupun banyak fitur nya namun masih bisa dimengerti*”. This can also be seen from the teacher's work in figure 4.14 and Appendix 4.

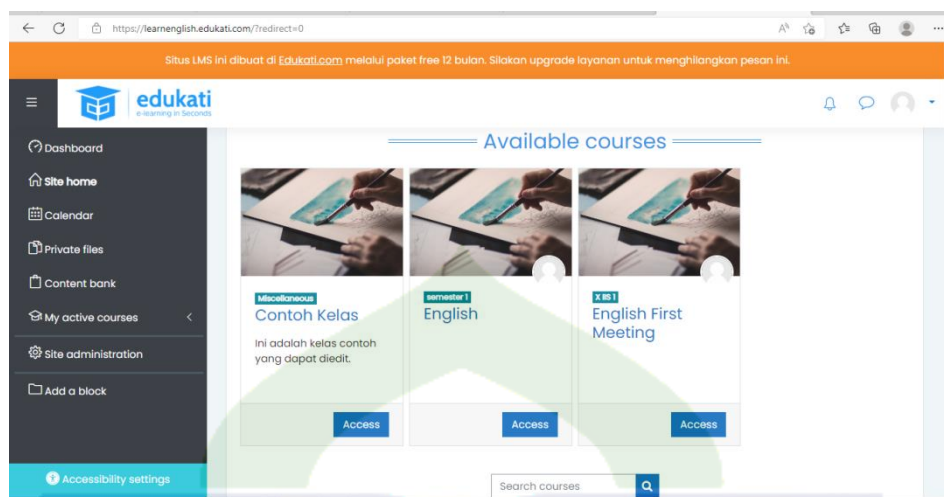


Figure 4.14

c) Management of teaching materials

Researchers explain and demonstrate managing teaching materials or sending learning materials to class in the form of files (ppt, ppt and word), video links on youtube and others. After that, the teacher demonstrated again accompanied by the researcher. The teacher was very focused even though he still looked confused so he still asked the researcher. However, after being assisted by the researcher, the teacher was able to complete it. To determine the level of understanding of the teacher, the researcher gave an independent task to manage teaching materials. Teachers are very enthusiastic about doing assignments independently and it doesn't take long to complete them.

From the independent task, it can be seen that the teacher is able to manage teaching materials well. A good response was also expressed by the teacher in the interview *“Aplikasi Moodle mempermudah kerja guru untuk pembuatan bahan ajar karena selain fitur-fitur yang dimiliki juga memberikan fasilitas untuk diakses lebih muda oleh siswa sehingga bahan ajar yang dibuat lebih muda diterima oleh siswa. Biasanya kalau kalau tidak menggunakan aplikasi, link atau bahan ajar dikirim satu*

persatu kesiswa sementara ketika menggunakan aplikasi ini mereka bisa mengakses yang telah dikirim ke kelas masing-masing. Fitur-fitur sangat bagus karena mendukung pembelajaran. Aplikasi ini juga bisa digunakan oleh siswa SD, SMP, SMA dan lainnya karena memiliki fitur yang dilengkap seperti URL dll”.

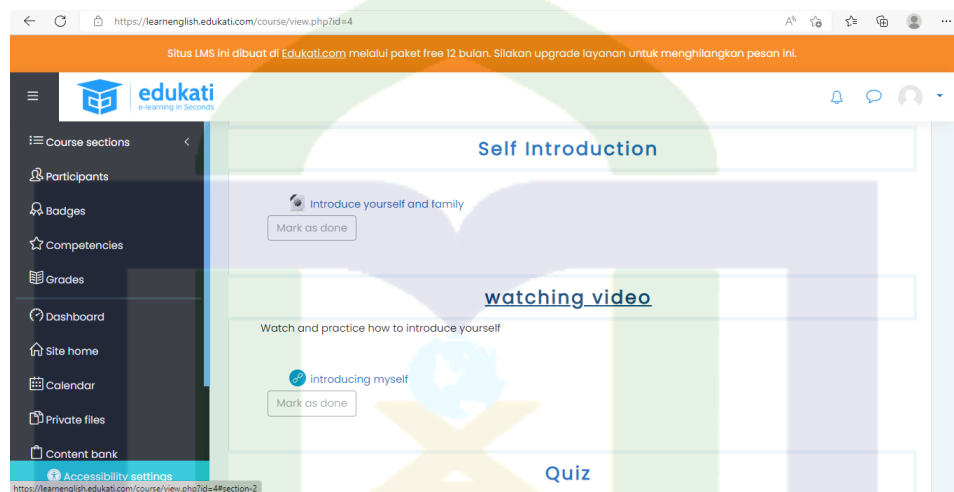


Figure 4.15

d. Reflection

Reflection Reflection is an activity that is able to analyze all phases of each cycle to make an improvement for the next cycle.

Based on observations of teacher activities, it shows that teachers are more enthusiastic, focused, actively ask questions and are faster in knowing the researchers' explanations because special guidance is carried out.

Based on the results of the analysis of the teacher's ability to use the Moodle application in the special mentoring training process, it showed maximum results. Two teachers were able to complete independent tasks in creating a large number of teacher and student accounts, create classes and manage teaching materials

independently and well, although it still takes time to complete, but these obstacles are not too significant.

Based on the results of the analysis above, it can be seen that two teachers achieved the training targets determined by the researchers, namely, teachers were able to create teacher and student accounts, create classes, manage teaching materials and make multiple choice questions, essays and assessment rubrics. Therefore, because the target in this study shows maximum results, the ability of teachers to use learning media based on the learning management system has increased. In theory Sudirman (2005) explains that the indicator of teacher professional competence is that the teacher has competence in using learning media. In the Law on Teachers and Lecturers, RI Law NO. 14 of 2005 describes the professional competence of teachers is Utilize information and communication technology for self-development. Therefore, the researcher did not do cycle III.

B. DISCUSSION

In action research conducted at the English MGMP of Parepare, in this study using the training or workshop method in Cycle I and the special guidance method in Cycle II which was carried out one day of training or workshop and two days of special guidance. This study also succeeded in increasing the professional competence of teachers in the use of IT-based learning media, especially the use of the Learning Management System (LMS) application. Teachers are able to achieve the training targets that have been determined by researchers in the use of Edmodo and Moodle applications. In each application, the presenter or researcher presents independent assignments, namely creating teacher accounts, student accounts, classes, managing teaching materials and making multiple choice questions, essays and rubrics for assessment. In this study, it can also assist teachers in compiling and

delivering teaching materials to students interactively in online teaching or blended learning. Helping teachers to open their horizons to think about the benefits and importance of using IT in the learning process in the Industrial 4.0 era.

At the stage of the first cycle, before practicing using the Edmodo and Moodle applications, the presenters first gave an explanation of how to use the application. This helps teachers understand how to use the application. In practice, teachers can follow the training process in accordance with what was instructed by the presenter. The increase in the professional competence of teachers in terms of the use of application-based learning media is also evidenced by the results of interviews and the work of teachers. In line with Sudirman's theory (2005) explains that the indicator of teacher professional competence is that the teacher has competence in using learning media. In the Law on Teachers and Lecturers, RI Law NO. 14 of 2005 describes the professional competence of teachers is Utilize information and communication technology for self-development.

The results of the analysis proved that the professional competence of teachers in using the Learning Management System (LMS) increased due to the increased ability of teachers to use Edmodo and Moodle applications during the training process. All teachers in cycle II have achieved the training target. From these data, it can be concluded that the ability of teachers to use IT-based learning media increases.

The results of the analysis of the teacher's performance observation sheet also increased in Cycle II. The teacher understands the researcher's explanation faster and the teacher also does not need a long time to complete the independent task given by the researcher. This is because the teacher concentrates more on special guidance, so the researcher concludes that the teacher lacks concentration in Cycle I.

In cycle II the teacher's ability has reached the training target that has been set. Thus the Learning Management System (LMS) training proved to be successful. This also makes it easier for teachers to convey material to students. After that students are also more active in the online learning process.

Based on the research described, the Learning Management System (LMS) training improves the professional competence of teachers in online teaching. In line with previous research, this study has differences and advantages, namely: teachers are guided to learn to use two learning application media in online teaching and teachers look enthusiastic in participating in the training well and can enjoy the training process. However, there are several factors that need to be considered when conducting IT training for teachers, namely age, experience, instructor and time.

Age can affect a person's lack of comprehension and memory, so it takes a long time to understand or remember material. The experience factor is very much needed in the use of IT so that when faced with IT-based learning media the teacher is not rigid or difficult to operate the available media. The instructor factor affects the effectiveness of a training because the number of participants and collaborators must be balanced so that no teacher is neglected or does not get good assistance during the training process. It is important to pay attention to the timing of the training activities so that the activities do not take place by workers, so that the training runs in a relaxed, comfortable manner and the training targets can be achieved properly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Learning Management System training can improve the ability of teachers to use IT-based learning media. To measure the ability of teachers to use IT-based learning media, the training has several targets, namely teachers are able to create teacher accounts, student accounts, classes, manage teaching materials and make multiple choice questions, essays and rubrics for assessment on the Edmodo and Moodle applications.

The increase in the ability to use the Edmodo and Moodle applications is marked by the results of observing teacher activities, the results of teacher work during the training and the results of interviews after the activity. The use of the Edmodo application shows that teachers are able to create teacher accounts, student accounts, classes, manage teaching materials and make multiple choice questions, essays and rubrics even though they still have obstacles such as poor network connections, but these obstacles are not too significant. In contrast to the use of the Moodle application, it shows that there are three teachers who are able to create teacher accounts, student accounts, classes, manage teaching materials and make multiple choice questions, essays and assessment rubrics and two teachers are not yet proficient in creating teacher accounts, student accounts, classes and managing materials. teach in cycle I.

In Cycle II, the two teachers who were not proficient were given special guidance. The special guidance lasts for two days. The guidance focuses on creating

teacher accounts, student accounts, classes and managing teaching materials on the Moodle application. After being given special guidance, the teacher's ability has increased, namely being able to create teacher accounts, student accounts, classes and manage teaching materials easily.

From the results above, it can be concluded that the professional competence of English teachers at Madrasah Aliyah in Parepare City has increased. In theory Sudirman (2005) explains that the indicator of teacher professional competence is that the teacher has competence in using learning media. In the Law on Teachers and Lecturers, RI Law NO. 14 of 2005 describes the professional competence of teachers is Utilize information and communication technology for self-development.

B. Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to this researcher for teachers, students and other researcher. The suggestions are as follows:

1. It is hoped that teachers will be able to apply the Edmodo application and the Moodle application in learning English
2. Teachers are expected to be able to apply the Learning Management System (LMS) model which varies according to the character of the students and the type of material.
3. It is hoped that other researchers will conduct further research in accordance with this research on other Learning Management System (LMS) subjects or applications, in order to motivate students in online learning, so as to create new learning processes that can produce better learning.

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APPENDICES



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PROGRAM PASCASARJANA

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-44/In.39.12/PP.00.9/05/2022 Parepare, Mei 2022
Lampiran : -
Perihal : Izin Melaksanakan Penelitian

Yth. Bapak Walikota Parepare
Cq. Dinas Penanaman Modal Dan Pelayanan
Terpadu Satu Pintu

Di
Tempat

Assalamu Alaikum Wr. Wb.

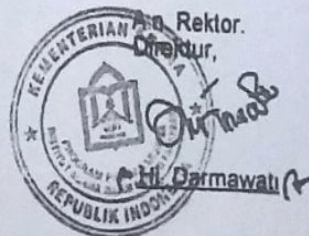
Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : MUHAMMAD IDUL
NIM : 2020203879102007
Program Studi : Tadris Bahasa Inggris
Judul Tesis : Learning Management System (LMS) Training To Improve
Teacher Professional Competence Teaching Online.

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan Mei Tahun 2022 Sampai Selesai.

Sehubungan Dengan Hal tersebut Diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.





PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 334/IP/DPM-PTSP/6/2022

- Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

KEPADA
 NAMA

MENGIZINKAN

: MUHAMMAD IDUL

UNIVERSITAS/ LEMBAGA

: INSTITUT AGAMA ISLAM NEGERI (IAIN), KOTA PAREPARE

Jurusan

: TADRIS BAHASA INGGRIS

ALAMAT

: JL. BACUKIKI BARAT, KOTA PAREPARE

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : LEARNING MANAGEMENT SYSTEM (LSM) TRAINING TO IMPROVE TEACHER PROFESSIONAL COMPETENCE TEACHING ONLINE

LOKASI PENELITIAN : KEMENTERIAN AGAMA KOTA PAREPARE (MADRASAH ALIYAH NEGERI)

LAMA PENELITIAN : 07 Juni 2022 s.d 30 Juli 2022

- Rekomendasi Penelitian berlaku selama penelitian berlangsung
- Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: Parepare
 Pada Tanggal : 07 Juni 2022

**KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU
 KOTA PAREPARE**

Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : Pembina (IV/a)
 NIP : 19741013 200604 2 019

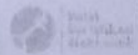
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• Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah

• Dokumen ini telah diandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BRN**

• Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)





MUSYAWARAH GURU MATA PELAJARAN (MGMP)
BAHASA INGGRIS TINGKAT MADRASAH ALIYAH
KOTA PAREPARE



Sekretariat : Pondok Pesantren Al-Badar Bilalang Kel. Lemoe Kec. Bacukiki Parepare
No. Hp (081342417885)

SURAT IJIN PENELITIAN
Nomor: 019/MGMP-BI/IV/2022

Yang betanda tangan dibawah ini Ketua MGMP Bahasa Inggris MA Kota Parepare, menindak lanjuti Surat Izin Penelitian yang dikeluarkan oleh Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu dengan Nomor: Nomor: 334/IP/DPM-PTSP/6/2022 menerangkan bahwa mahasiswa dibawah ini

Nama : Muhammad Idul
NIM : 2020203879102007
Asal Perguruan Tinggi : IAIN Parepare
Jurusan : Tadris Bahasa Inggris

Untuk melaksanakan penelitian di MGMP Bahasa Inggris MA Kota Parepare, yang dilaksanakan pada bulan Mei s/d Juni 2022 dengan judul **"IMPROVING TEACHERS' COMPETENCE IN ONLINE TEACHING BY LEARNING MANAGEMENT SYSTEM (LMS) TRAINING"**

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

Parepare, 29 April 2022

Ketua Musyawarah Guru Mata Pelajaran (MGMP)
Bahasa Inggris Madrasah Aliyah (MA)
Kota Parepare



Ibrahim, Pd.I., M.Pd



MUSYAWARAH GURU MATA PELAJARAN (MGMP)
BAHASA INGGRIS TINGKAT MADRASAH ALIYAH
KOTA PAREPARE



Sekretariat : Pondok Pesantren Al-Badar Bilalang Kel. Lemoe Kec. Bacukiki Parepare
No. Hp (081342417885)

SURAT KETERANGAN

Nomor: 035//MGMP-BI/VII/2022

Yang betanda tangan dibawah ini Ketua MGMP Bahasa Inggris MA Kota Parepare, menindak lanjuti Surat Izin Penelitian yang dikeluarkan oleh Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu dengan Nomor: 334/IP/DPM-PTSP/6/2022 menerangkan bahwa mahasiswa dibawah ini

Nama : Muhammad Idul
NIM : 2020203879102007
Asal Perguruan Tinggi : IAIN Parepare
Jurusan : Tadris Bahasa Inggris

Bahwa yang bersangkutan telah selesai melaksanakan penelitian di MGMP Bahasa Inggris MA Kota Parepare, selama 2 (dua) bulan mulai bulan Mei s/d Juni 2022 dengan judul:

"IMPROVING TEACHERS' COMPETENCE IN ONLINE TEACHING BY LEARNING MANAGEMENT SYSTEM (LMS) TRAINING"

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

Parepare, 01 Juli 2022

Ketua Musyawarah Guru Mata Pelajaran (MGMP)
Bahasa Inggris Madrasah Aliyah (MA)
Kota Parepare



Ibrabidi, S. Pd.I., M.Pd

APPENDIX 1

OBSERVATION TEST

Nama :

Pendidikan terakhir :

Jabatan : Guru Bahasa Inggris

Instansi sekolah :

NO	ASPEK OBSERVASI	YA	TIDAK
1	Guru aktif mendengarkan dan mencatat materi		
2	Guru aktif dalam bertanya		
3	Guru diam, tenang		
4	Guru terfokus pada materi		
5	Guru antusias		
6	Guru mengisi absensi		
7	Guru datang dan pulang tepat waktu		
8	Guru mengerjakan tugas atau arahan dari pemateri		
9	Guru menyelesaikan tugas atau arahan sesuai waktunya		
10	Guru mengerjakan sesuai dengan perintah dari pemateri		

LEMBAR OBSERVASI GURU/PESERTA

Nama : Ibrahim
Jabatan : Guru Bahasa Inggris
Instansi sekolah : MA Al Baqar
Materi : Aplikasi Edmodo

NO	ASPEK OBSERVASI	YA	TIDAK
1	Guru aktif mendengarkan dan mencatat materi	✓	
2	Guru aktif dalam bertanya	✓	
3	Guru diam, tenang	✓	
4	Guru terfokus pada materi	✓	
5	Guru antusias	✓	
6	Guru mengisi absensi	✓	
7	Guru datang dan pulang tepat waktu	✓	
8	Guru mengerjakan tugas	✓	
9	Guru menyelesaikan tugas tepat waktu	✓	
10	Guru mengerjakan tugas sesuai dengan perintah dari pemateri	✓	

PAREPARE

LEMBAR OBSERVASI GURU/PESERTA

Nama : Ibrahim
Jabatan : Guru Bahasa Inggris
Instansi sekolah : MA Al Bid'at
Materi : Aplikasi Moodle

NO	ASPEK OBSERVASI	YA	TIDAK
1	Guru aktif mendengarkan dan mencatat materi	✓	
2	Guru aktif dalam bertanya	✓	
3	Guru diam, tenang	✓	
4	Guru terfokus pada materi	✓	
5	Guru antusias	✓	
6	Guru mengisi absensi	✓	
7	Guru datang dan pulang tepat waktu	✓	
8	Guru mengerjakan tugas	✓	
9	Guru menyelesaikan tugas tepat waktu	✓	
10	Guru mengerjakan tugas sesuai dengan perintah dari pemateri	✓	

PAREPARE

LEMBAR OBSERVASI GURU/PESERTA

Nama : Husni
Jabatan : Guru Bahasa Inggris
Instansi sekolah : MAN 1 Parepare
Materi : Aplikasi Edmodo

NO	ASPEK OBSERVASI	YA	TIDAK
1	Guru aktif mendengarkan dan mencatat materi	✓	
2	Guru aktif dalam bertanya		✓
3	Guru diam, tenang	✓	
4	Guru terfokus pada materi	✓	
5	Guru antusias	✓	
6	Guru mengisi absensi	✓	
7	Guru datang dan pulang tepat waktu	✓	
8	Guru mengerjakan tugas	✓	
9	Guru menyelesaikan tugas tepat waktu	✓	
10	Guru mengerjakan tugas sesuai dengan perintah dari pemateri	✓	

LEMBAR OBSERVASI GURU/PESERTA

Nama : Faradhillah
Jabatan : Guru Bahasa Inggris
Instansi sekolah : MA Hafidziah
Materi : Moodle APPS

NO	ASPEK OBSERVASI	YA	TIDAK
1	Guru aktif mendengarkan dan mencatat materi	✓	
2	Guru aktif dalam bertanya	✓	
3	Guru diam, tenang	✓	
4	Guru terfokus pada materi	✓	
5	Guru antusias	✓	
6	Guru mengisi absensi	✓	
7	Guru datang dan pulang tepat waktu	✓	
8	Guru mengerjakan tugas	✓	
9	Guru menyelesaikan tugas tepat waktu		✓
10	Guru mengerjakan tugas sesuai dengan perintah dari pemateri	✓	

PAREPARE

LEMBAR OBSERVASI GURU/PESERTA

Nama : Faradhillah
Jabatan : Guru Bahasa Inggris
Instansi sekolah : MA Hafidziah
Materi : Edmodo APPS

NO	ASPEK OBSERVASI	YA	TIDAK
1	Guru aktif mendengarkan dan mencatat materi	✓	
2	Guru aktif dalam bertanya	✓	
3	Guru diam, tenang	✓	
4	Guru terfokus pada materi	✓	
5	Guru antusias	✓	
6	Guru mengisi absensi	✓	
7	Guru datang dan pulang tepat waktu	✓	
8	Guru mengerjakan tugas	✓	
9	Guru menyelesaikan tugas tepat waktu	✓	
10	Guru mengerjakan tugas sesuai dengan perintah dari pemateri	✓	

PAREPARE

LEMBAR OBSERVASI GURU/PESERTA

Nama : Lucy
Jabatan : Guru Bahasa Inggris
Instansi sekolah : MAN 2 Pare-pare
Materi : Edmodo Apps

NO	ASPEK OBSERVASI	YA	TIDAK
1	Guru aktif mendengarkan dan mencatat materi	✓	
2	Guru aktif dalam bertanya	✓	
3	Guru diam, tenang	✓	
4	Guru terfokus pada materi	✓	
5	Guru antusias	✓	
6	Guru mengisi absensi	✓	
7	Guru datang dan pulang tepat waktu	✓	
8	Guru mengerjakan tugas	✓	
9	Guru menyelesaikan tugas tepat waktu	✓	
10	Guru mengerjakan tugas sesuai dengan perintah dari pemateri	✓	

PAREPARE

LEMBAR OBSERVASI GURU/PESERTA

Nama : Lucy
Jabatan : Guru Bahasa Inggris
Instansi sekolah : MAN 2 Pare - Pare
Materi : Mode APPS

NO	ASPEK OBSERVASI	YA	TIDAK
		✓	
1	Guru aktif mendengarkan dan mencatat materi	✓	
2	Guru aktif dalam bertanya	✓	
3	Guru diam, tenang	✓	
4	Guru terfokus pada materi	✓	
5	Guru antusias	✓	
6	Guru mengisi absensi	✓	
7	Guru datang dan pulang tepat waktu	✓	
8	Guru mengerjakan tugas		✓
9	Guru menyelesaikan tugas tepat waktu	✓	
10	Guru mengerjakan tugas sesuai dengan perintah dari pematari	✓	

PAREPARE

LEMBAR OBSERVASI GURU/PESERTA

Nama : Hernawati
Jabatan : Guru Bahasa Inggris
Instansi sekolah : MA Al Mustadim
Materi : Edmodo APPS

NO	ASPEK OBSERVASI	YA	TIDAK
1	Guru aktif mendengarkan dan mencatat materi	✓	
2	Guru aktif dalam bertanya	✓	
3	Guru diam, tenang	✓	
4	Guru terfokus pada materi	✓	
5	Guru antusias	✓	
6	Guru mengisi absensi	✓	
7	Guru datang dan pulang tepat waktu	✓	
8	Guru mengerjakan tugas	✓	
9	Guru menyelesaikan tugas tepat waktu	✓	
10	Guru mengerjakan tugas sesuai dengan perintah dari pemateri	✓	

LEMBAR OBSERVASI GURU/PESERTA

Nama : Herawati
Jabatan : Guru Bahasa Inggris
Instansi sekolah : MA Al Mustaqim
Materi : Edmodo APPS

NO	ASPEK OBSERVASI	YA	TIDAK
1	Guru aktif mendengarkan dan mencatat materi	✓	
2	Guru aktif dalam bertanya	✓	
3	Guru diam, tenang	✓	
4	Guru terfokus pada materi	✓	
5	Guru antusias	✓	
6	Guru mengisi absensi	✓	
7	Guru datang dan pulang tepat waktu	✓	
8	Guru mengerjakan tugas	✓	
9	Guru menyelesaikan tugas tepat waktu	✓	
10	Guru mengerjakan tugas sesuai dengan perintah dari pemateri	✓	

APPENDIX 2

INTERVIEW TEST

Tes Wawancara

I. Biodata responden

Nama :

Pangkat/ Golongan :

Pendidikan terakhir :

Instansi sekolah :

II. Pertanyaan

1. Bagaimana pemahaman bapak/ibu dalam membuat akun guru dan siswa dalam aplikasi Edmodo/ Moodle?
(apa kesulitan yang bapak/ibu temukan dalam membuat akun?)
2. Bagaimana pemahaman bapak/ibu dalam membuat kelas dalam aplikasi Edmodo/ Moodle?
(apa kesulitan yang bapak/ibu temukan dalam membuat kelas?)
3. Bagaimana pemahaman bapak/ibu dalam membuat kelompok kecil dalam kelas di aplikasi Edmodo/ Moodle?
(apa kesulitan yang bapak/ibu temukan dalam membuat kelompok kecil dalam kelas?)
4. Bagaimana pemahaman bapak/ibu dalam mengelolah bahan ajar dalam aplikasi Edmodo/ Moodle?
(apa kesulitan yang bapak/ibu temukan dalam mengelolah bahan ajar dalam aplikasi?)
5. Bagaimana pemahaman bapak/ibu dalam membuat soal dalam aplikasi Edmodo/ Moodle?
(apa kesulitan yang bapak/ibu temukan dalam membuat soal dalam aplikasi?)

6. Bagaimana pemahaman bapak/ibu dalam memberi penilaian ke siswa dalam aplikasi Edmodo/ Moodle?
(apa kesulitan yang bapak/ibu temukan dalam memberi penilaian ke siswa dalam aplikasi?)



LAMPIRAN HASIL OBSERVASI DAN WAWANCARA

A. SIKLUS I

1. Bapak Ibrahim

a. Hasil Observasi

Data yang diperoleh dari lapangan saat mengobservasi Bapak Ibrahim Yakni: aktif dalam mendengarkan dan mencatat materi, aktif dalam bertanya ketika ada hal yang belum dimengerti, diam dan tenang dalam menyimak ketika pemateri menjelaskan, sangat antusias mengikuti pelatihan, mengikuti semua rangkaian kegiatan pelatihan, disiplin waktu dalam kegiatan, tugas yang diberikaan selalu diselesaikan sesuai arahan dan tepat waktu, dapat mengeksplorasi aplikasi tersebut dengan baik karena mampu menggunakan IT dengan baik sebelumnya, membantu guru yang lain yang belum mengetahui.

b. Hasil Wawancara Guru

Wawancara terhadap guru dilakukan untuk mengetahui kemampuan dalam menggunakan aplikasi LMS. Adapun hasilnya adalah “untuk pembuatan akun guru dan siswa sudah paham jika dibandingkan pembuatan akun pada aplikasi Edmodo dan Moodle lebih mudah aplikasi Edmodo. Namun dari kedua aplikasi tidak ada kesulitan dalam membuat akun guru dan siswa. Dalam membuat kelas dalam aplikasi Edmodo/ Moodle tingkat pemahaman sudah baik, dimana jika saya persentasikan sebelum mengikuti pelatihan hanya 2 % namun setelah mengikuti pelatihan sudah meningkat menjadi 99 %. Dalam pembuatan kelas tidak ada masalah. Saya sudah paham dalam membuat kelompok kecil dalam kelas di aplikasi Edmodo/ Moodle. saya sudah paham dalam mengelolah bahan ajar, jika dipersentasikan hampir semua dipahami dan tidak ada kesulitan. Saya sudah paham dalam membuat penugasan dan kuis. dalam penugasan tidak terlalu rumit namun dalam kuis ada sedikit kendala,

namun kendalanya tidak terlalu berat. saya sudah bisa dan mampu memberi penilaian ke siswa dalam aplikasi Edmodo/ Moodle.

2. Bapak Husni Saini

a. Hasil Observasi

Data yang peroleh dari lapangan saat mengobservasi Bapak Husni Saini: aktif dalam mendengarkan dan mencatat materi, kurang aktif dalam bertanya, diam dan tenang ketika pemateri menjelaskan, sangat antusias mengikuti pelatihan, mengikuti semua rangkaian kegiatan pelatihan, disiplin waktu dalam kegiatan, tugas yang diberikaan selalu diselesaikan sesuai arahan dan tepat waktu, dapat mengeporasikan aplikasi tersebut dengan baik tanpa kendala karena mahir dalam penggunaan IT, membantu guru yang lain yang belum mengetahui.

b. Hasil Wawancara Guru

Wawancara terhadap guru dilakukan untuk mengetahui kemampuan dalam menggunakan aplikasi LMS. Adapun hasilnya adalah “sudah mampu membuat akun guru dan siswa sehingga tidak menemukan kesulitan atau kendala. Saya paham dan sangat mudah dalam membuat kelas dalam apliaksi Edmodo/ Moodle karena saya pernah menggunakan pada awal Covid, sehingga tidak ada kesulitan. sangat mudah dalam membuatnya dan tidak ada kesulitan dalam membuat kelompok kecil dalam kelas di apliaksi Edmodo/ Moodle. saya sudah paham dan tidak ada kendala dalam mengelolah bahan ajar, jika dipersentasikan hampir semua dipahami dan tidak ada kesulitan. saya sudah paham dalam membuat soal pilihan ganda atau essay. sudah paham dan tidak ada kesulitan memberi penilaian ke siswa dalam aplikasi Edmodo/ Moodle.

3. Ibu Ardillah Anas

a. Hasil Observasi

Data yang diperoleh dari lapangan saat mengobservasi Ibu Ardillah Anas: aktif dalam mendengarkan dan mencatat materi yang belum diketahui untuk dipertanyakan pada pemateri atau kolaborator, diam dan tenang ketika pemateri menjelaskan, sangat antusias mengikuti pelatihan, mengikuti semua rangkaian kegiatan pelatihan, disiplin waktu dalam kegiatan, tugas yang diberikannya selalu diselesaikan sesuai arahan dan tepat waktu, dapat mengeksplorasi aplikasi tersebut dengan baik, membantu guru yang lain yang belum mengetahui.

b. Hasil Wawancara Guru

Wawancara terhadap guru dilakukan untuk mengetahui kemampuan dalam menggunakan aplikasi LMS. Adapun hasilnya adalah “Lebih paham dalam aplikasi Edmodo daripada Moodle. Lebih sulit Aplikasi Moodle daripada Edmodo, karena Moodle terlalu banyak yang harus dilengkapi seperti email guru dan siswa. Berbeda dengan Edmodo tinggal kode kelas dimasukkan dan langsung bisa digunakan. sudah bisa membuat kelas dan tidak ada kesulitan dalam membuat kelas dalam aplikasi Edmodo/ Moodle. Dalam membuat kelompok kecil dalam kelas di aplikasi Edmodo/ Moodle, sudah bisa namun pada aplikasi Moodle lebih sulit daripada Edmodo. Pembuatan bahan ajar di Edmodo lebih mudah untuk di share dan diaplikasikan ke siswa. pada Moodle saya juga sudah paham namun masih butuh belajar lagi. Moodle juga lebih lengkap fitur-fiturnya daripada Edmodo. saya sudah paham dalam membuat soal pilihan ganda atau essay. saya sudah paham dan tidak ada kendala dalam pemberian nilai ke siswa dalam aplikasi Edmodo/ Moodle.

4. Ibu Hernawati

a. Hasil Observasi

Data yang diperoleh dari lapangan saat mengobservasi Ibu Hernawati: sangat aktif dalam mendengarkan dan mencatat materi, aktif dalam bertanya, diam dan tenang ketika pemateri menjelaskan, sangat antusias mengikuti pelatihan, mengikuti semua rangkaian kegiatan pelatihan, disiplin waktu dalam kegiatan, tugas yang diberikan selalu diselesaikan sesuai arahan dan tepat waktu, dapat mengoperasikan aplikasi tersebut dengan baik karena memiliki semangat belajar yang tinggi, rasa ingin tahu yang tinggi dan membantu guru yang lain yang belum mengetahui.

b. Hasil Wawancara Guru

Wawancara terhadap guru dilakukan untuk mengetahui kemampuan dalam menggunakan aplikasi LMS. Adapun hasilnya adalah “untuk pembuatan akun guru dan siswa sudah paham namun diawal kita agak kesulitan pada verifikasi Email namun sudah paham. Dalam membuat kelas sudah paham apalagi pada Edmodo kita bisa membuat kelas secara keseluruhan. Namun contohnya ketika memiliki siswa yang remedial kita bisa membuat kelas kecil. Tidak menemukan kesulitan sama sekali. sudah paham dan kita tidak dibatasi standar kelas yang ada disekolah namun kita bisa membuat kelas kecil yang kita mau remedial. saya paham dan aplikasi ini sangat bagus. Dalam Edmodo pembuatan bahan ajar sangat mudah tetapi moodle lebih komplit fitur-fiturnya untuk pembuatan bahan ajar. Ini sangat membantu karena semua file bahan ajar bisa kita buat. Baik dari bentuk teks, video, youtube dan spesifik. pembuatan soal menarik karena model soal bisa kita buat seperti pilihan ganda, essay, soal pasang-pasangan. Dan dilengkapi dengan penilaian sehingga kita bisa memberikan langsung nilai ke siswa, sehingga siswa dapat mengakses skor yang diperoleh. sehingga ketika anak-anak tidak mencapai nilai standar KKM kita bisa memberikan feedback untuk mengulang kembali tugasnya. saya sudah paham dan mampu memberikan nilai ke siswa.

5. Ibu Lucy

a. Hasil Observasi

Data yang diperoleh dari lapangan saat mengobservasi Ibu Lucy: sangat aktif dalam mendengarkan dan mencatat materi, aktif dalam bertanya, diam dan tenang ketika pemateri menjelaskan, sangat antusias mengikuti pelatihan karena penasaran dengan kedua aplikasi, mengikuti semua rangkaian kegiatan pelatihan, disiplin waktu dalam kegiatan, tugas yang diberikaan selalu diselesaikan sesuai arahan dan tepat waktu karena mahir dalam IT, dapat mengeporasikan aplikasi tersebut dengan baik dan juga membantu guru yang lain yang belum mengetahui.

b. Hasil Wawancara Guru

Wawancara terhadap guru dilakukan untuk mengetahui kemampuan dalam menggunakan aplikasi LMS. Adapun hasilnya adalah “untuk pembuatan akun guru dan siswa sudah paham dan mudah dan tidak ada kesulitan. dalam membuat kelas Edmodo sudah paham dan mampu membuat karena mudah. Moodle agak sulit tapi sejauh ini sudah mampu digunakan Cuma kurang latihan, kurang mengenali fitur dan baru kenal aplikasinya. Edmodo sangat mudah digunakan sedangkan Moodle agak sulit dalam pembuatan saja namun kalau mengelolahnya sangat mudah. Pada aplikasi Edmodo sangat mudah dalam pengelolaan bahan ajar namun sedikit fitur berbeda dengan Moodle banyak fitur sehingga kita harus mampu mengenalinya. Sudah bisa dipahami dan digunakan karena tinggal memasukkan soal saja dan Edmodo lebih simple namu Moodle lebih edukatif tapi agak sulit. sangat paham dan bagus digunakan apalagi ini aplikasi, tidak perlu dicek satu-satu lagi pekerjaan ketika sudah menjawab soal pilihan ganda.

B. SIKLUS II

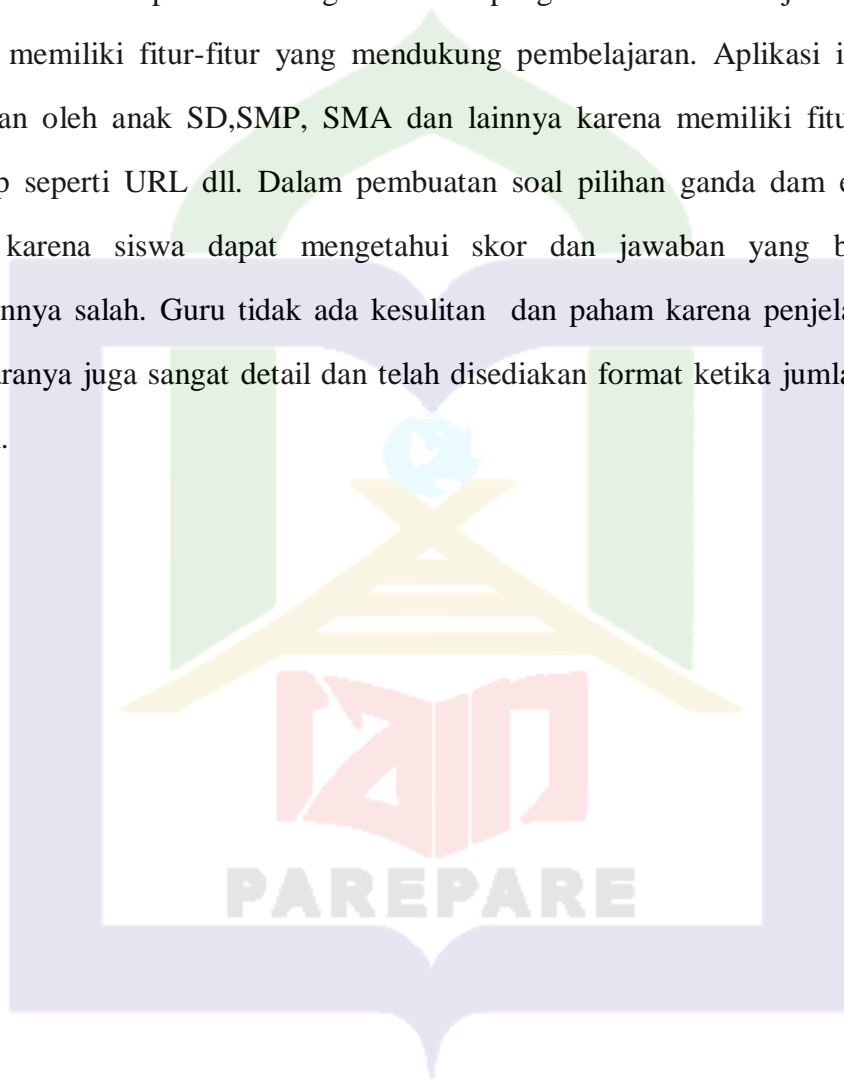
1. Hasil Wawancara dan Observasi Ibu Lucy

Wawancara terhadap guru dilakukan untuk mengetahui kemampuan dalam menggunakan aplikasi Moodle setelah dilakukan pendampingan khusus pada siklus II. Adapun hasilnya adalah “untuk pembuatan akun guru dan siswa mudah dengan adanya pembuatan akun dengan jumlah yang banyak atau sekaligus itu sangat mempermudah. Dalam pembuatan kelas juga tidak terlalu sulit walaupun banyak fiturnya masih bisa dimengerti. Aplikasi Moodle mempermudah kerja guru untuk pembuatan bahan ajar karena selain fitur-fitur yang dimiliki dia juga memberikan fasilitas untuk diakses lebih mudah oleh siswa sehingga bahan ajar yang dibuat lebih mudah diterima oleh siswa. Biasanya kalau tidak menggunakan aplikasi link atau bahan ajar di kirim satu persatu ke siswa sementara ketika menggunakan aplikasi mereka bisa mengakses yang telah dikirim ke kelas masing-masing. Pada siklus I pembuatan soal secara manual agak rumit ketika diberikan opsi mengimputan soal dalam jumlah banyak itu lebih mudah meskipun banyak yang harus di klik-klik tapi tidak sulit untuk dimengerti. Fiturnya juga dimudahkan untuk membuat kuis untuk siswa. Memudahkan guru pembuatan soal dan siswa juga bisa langsung mengerjakan dan sudah bisa melihat skor. Setiap soal yang diberikan memiliki tingkat kesulitan yang berbeda-beda sehingga pemberian bobot penilaianpun juga bisa berbeda itulah yang menjadi keunggulan aplikasi Moodle. Tidak hanya memberikan akses pembuatan quiz tetapi juga memberikan perbedaan skor dan bobot penilaian.

2. Hasil Wawancara dan Observasi Ibu Ardillah

Wawancara terhadap guru dilakukan untuk mengetahui kemampuan dalam menggunakan aplikasi Moodle setelah dilakukan pendampingan khusus pada siklus II. Dalam pembuatan akun guru dan siswa sudah paham dan tidak ada kendala baik membuat satu persatu ataupun secara banyak karena telah dijelaskan secara detail.

Pembuatan kelas sudah paham dan aplikasi ini bagus dalam artian kita bisa membedakan kategori mata pelajaran setiap kelas. Hanya saja dalam proses dalam memasukkan siswa dalam kelas di pilih satu persatu tapi secara pemahaman sudah dipahami. Dalam pemahaman guru dalam pengelolaan bahan ajar sangat bagus karena memiliki fitur-fitur yang mendukung pembelajaran. Aplikasi ini juga bisa digunakan oleh anak SD,SMP, SMA dan lainnya karena memiliki fitur-fitur yang lengkap seperti URL dll. Dalam pembuatan soal pilihan ganda dan essay sangat bagus karena siswa dapat mengetahui skor dan jawaban yang benar ketika jawabannya salah. Guru tidak ada kesulitan dan paham karena penjelasan tentang cara-caranya juga sangat detail dan telah disediakan format ketika jumlah soal yang banyak.



APPENDIX 3

Material Learning Management System (LMS) (Aplikasi Edmodo dan Aplikasi Moodle)

No	Materi	Ket
1.	Transformasi Digital & Peran Guru di Era Digital	
2.	Pembelajaran Abad 21	
3.	E-Learning & Learning Management System (LMS)	
Edmodo		
4	Pembuatan Akun Guru dan Siswa	
5	Pembuatan Kelas, Pengelolaan Bahan Ajar, Kelompok dalam Kelas	
6	Pembuatan Soal > PG dan Essay	
7	Penilaian Ke Siswa > PG Essay > Rubrik Penilaian	
Moodle		
8	Pembuatan Akun Guru dan Siswa	
9	Pembuatan Kelas, Pengelolaan Bahan Ajar, Kelompok dalam Kelas	
10	Pembuatan Soal > PG dan Essay	
11	Penilaian Ke Siswa > PG Essay > Rubrik Penilaian	
12	Diskusi dan Tanya Jawab	
13	Tugas Kelompok	
14	Tugas Mandiri	

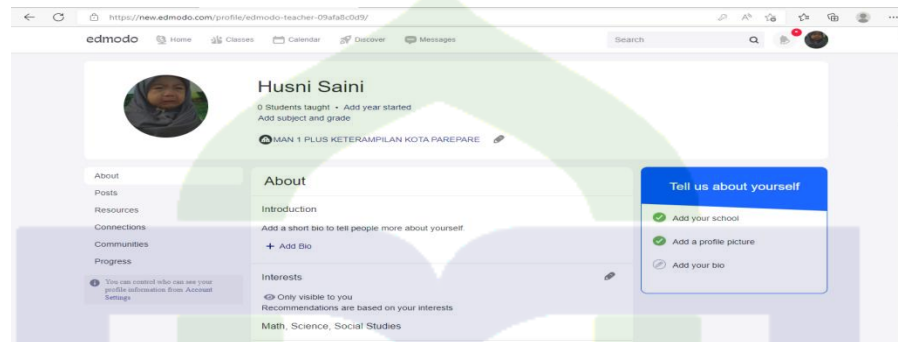
APPENDIX 4

HASIL KERJA GURU

1. Bapak Husni Saini

a. Edmodo App

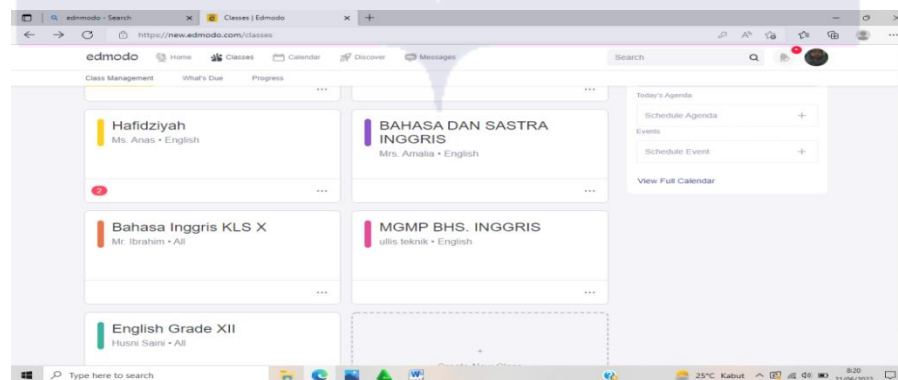
1) Teacher account creation



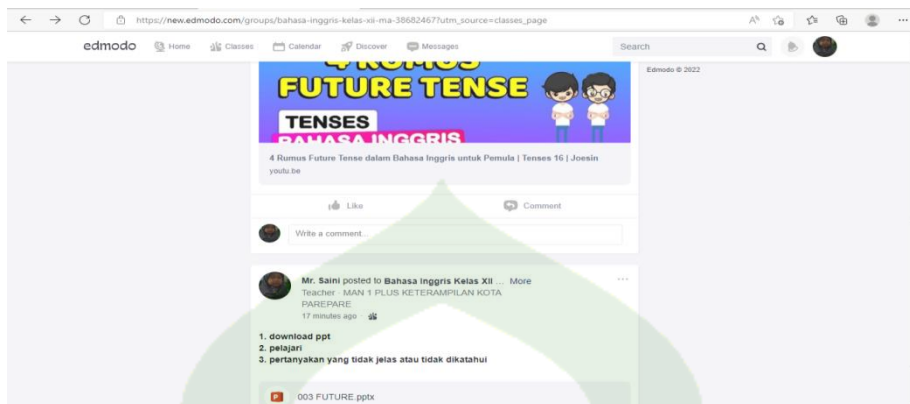
2) Student account creation



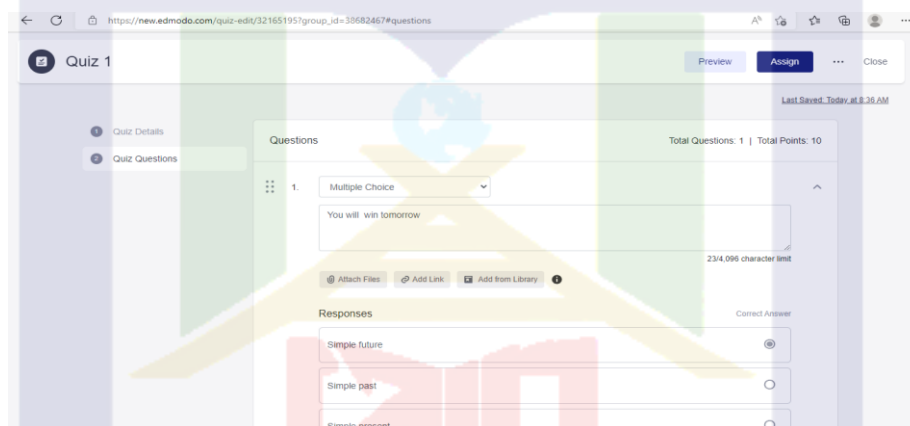
3) Creating a class or Small group



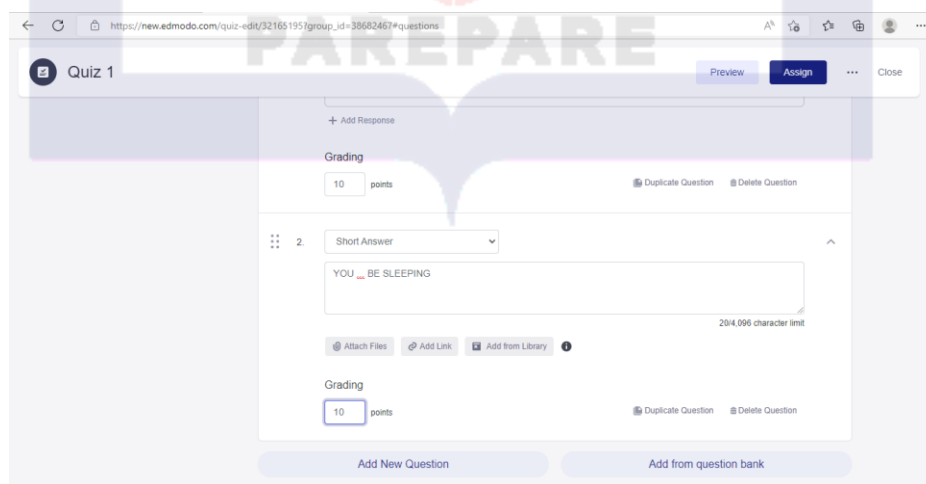
4) Management of teaching materials



5) Making multiple choice questions and their assessment

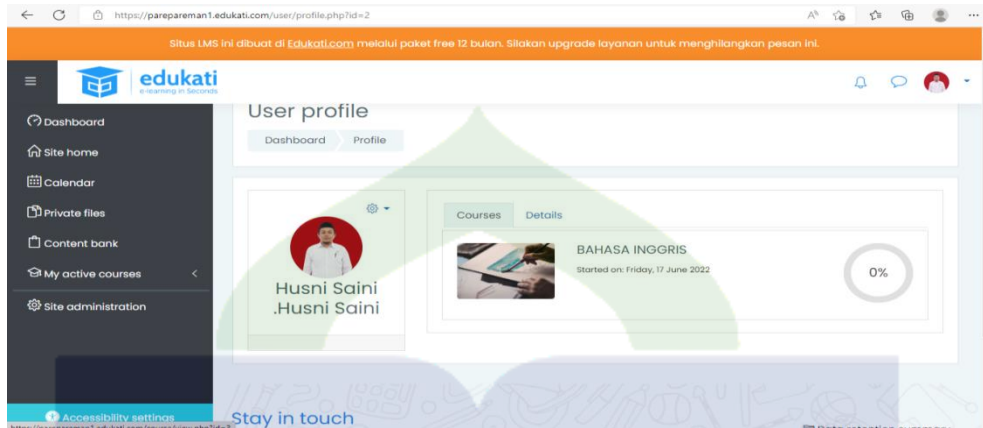


6) Making essay questions and their assessment

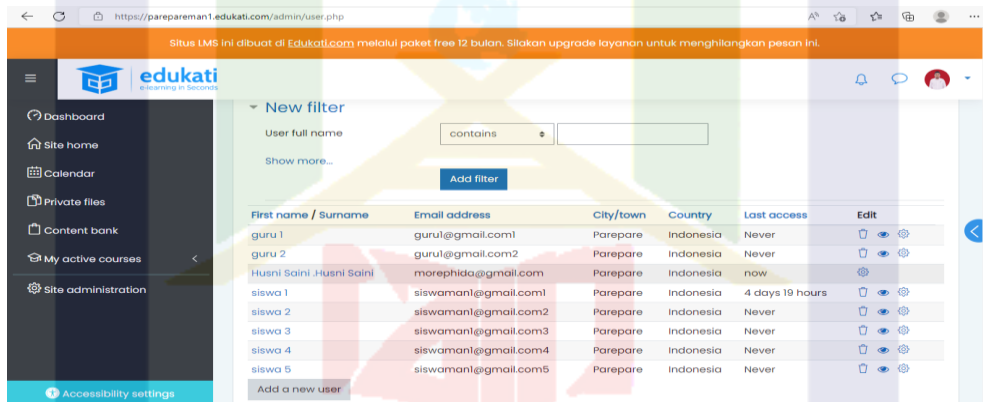


b. Moodle App

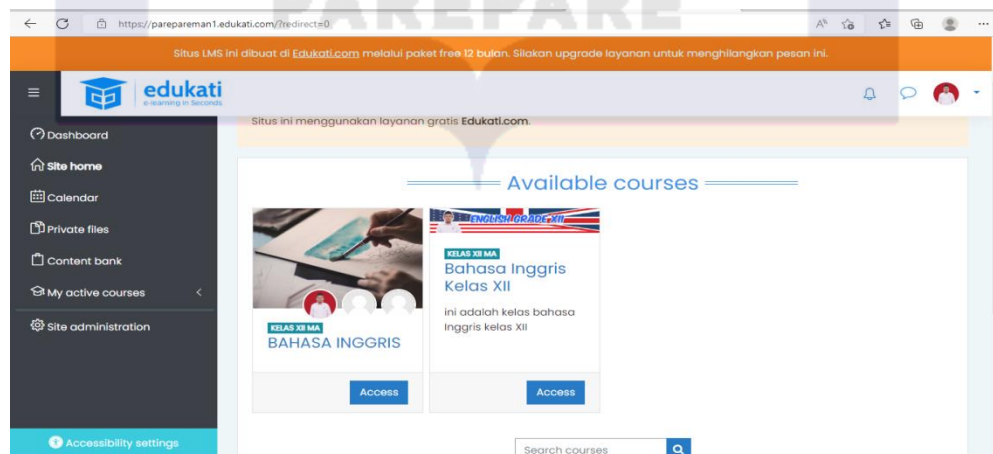
1) Teacher account creation



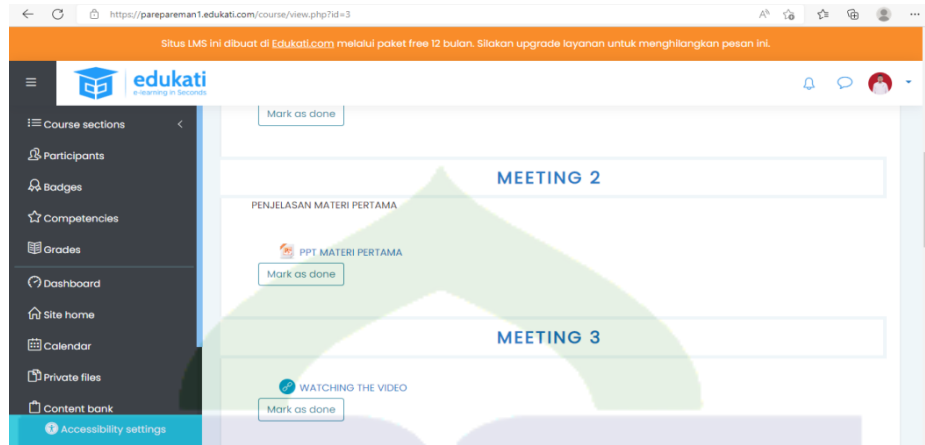
2) Student account creation



3) Small class or group creation



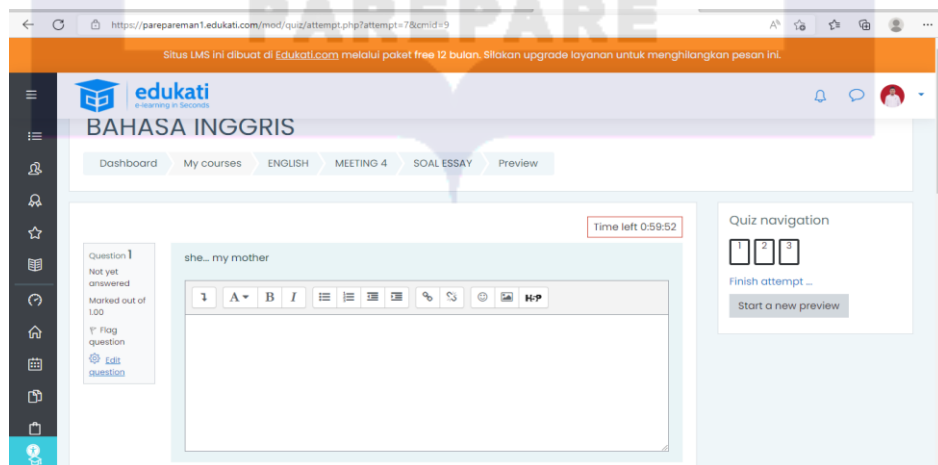
4) Management of teaching materials



5) Making multiple choice questions and their assessment



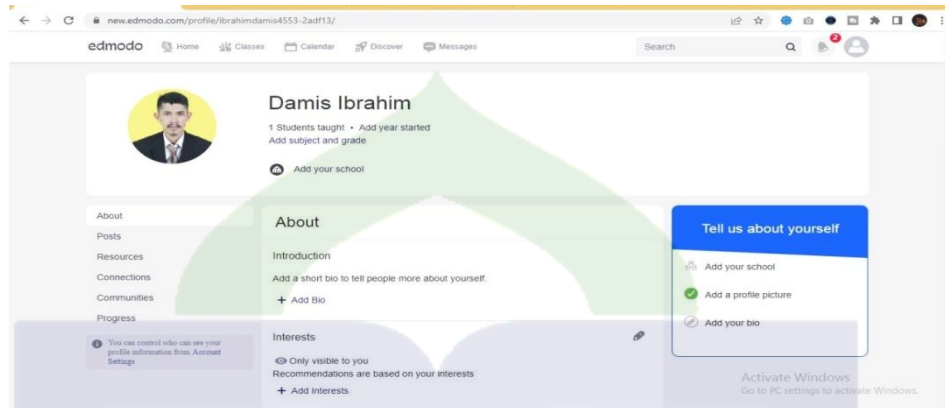
6) Making essay questions and their assessment



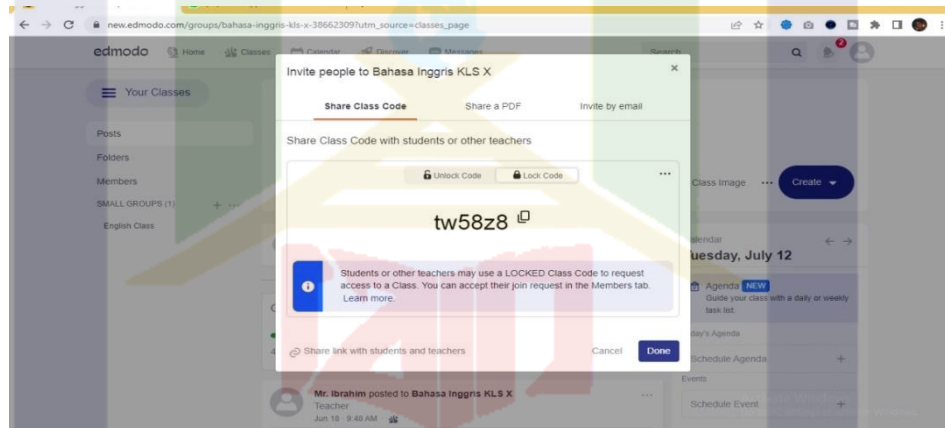
2. Bapak Ibrahim

a. Edmodo App

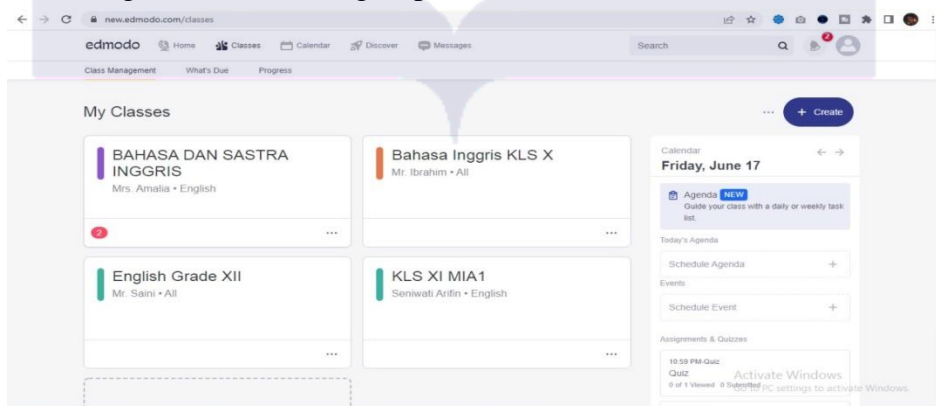
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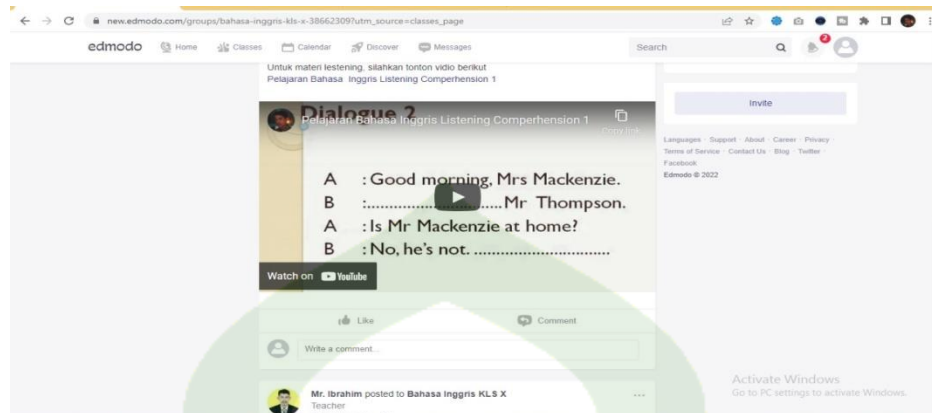
2) Student account creation



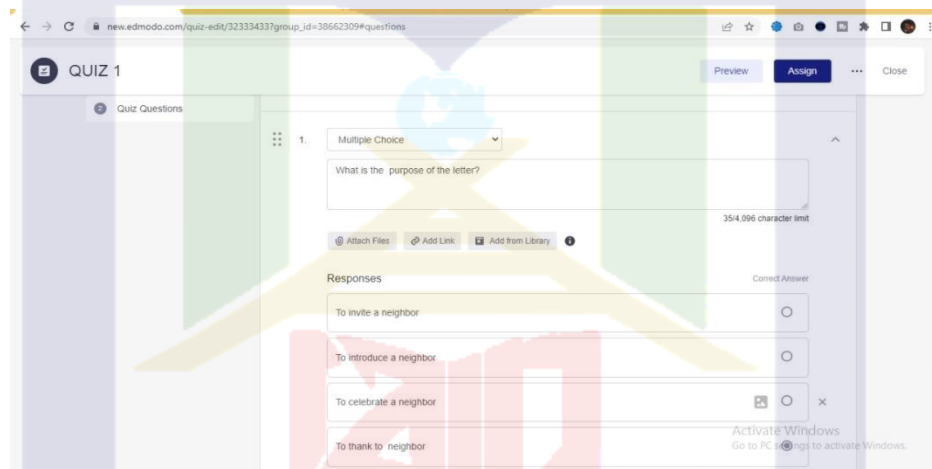
3) Creating a class or Small group



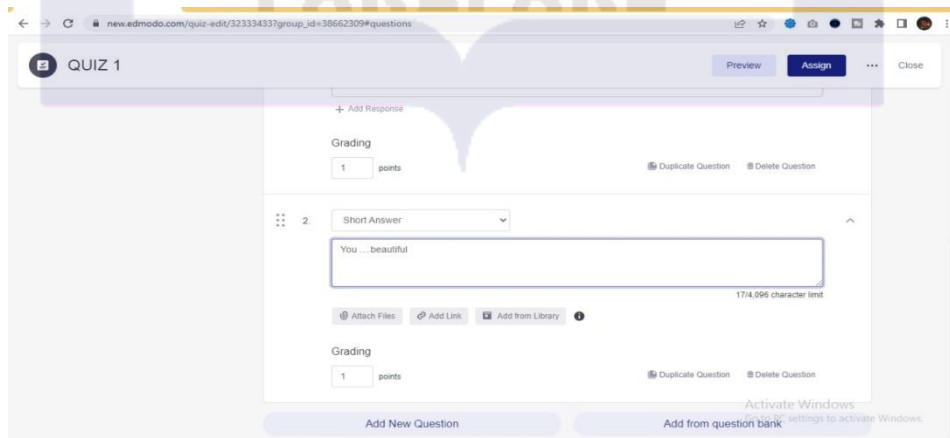
4) Management of teaching materials



5) Making multiple choice questions and their assessment

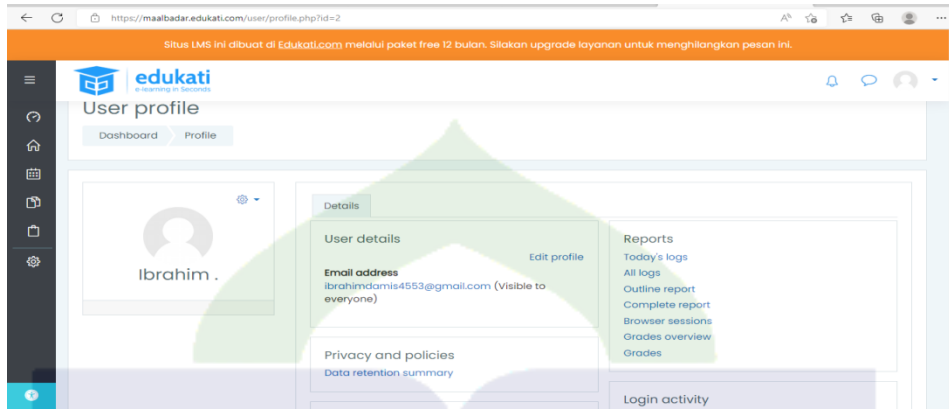


6) Making essay questions and their assessment

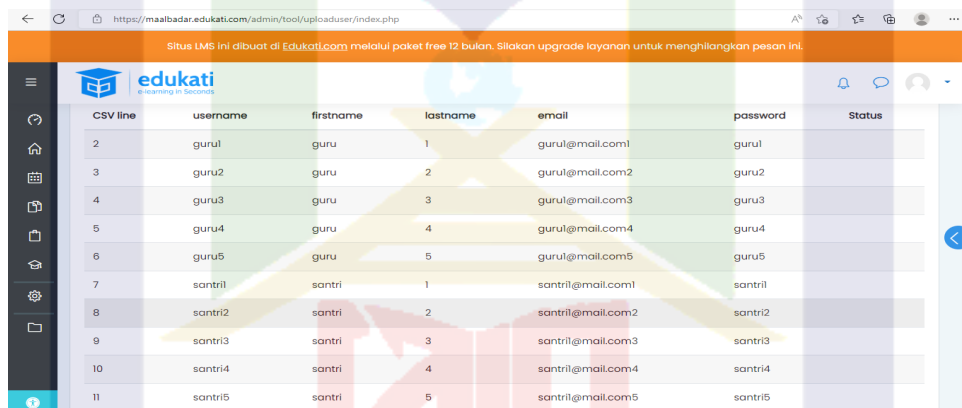


b. Moodle App

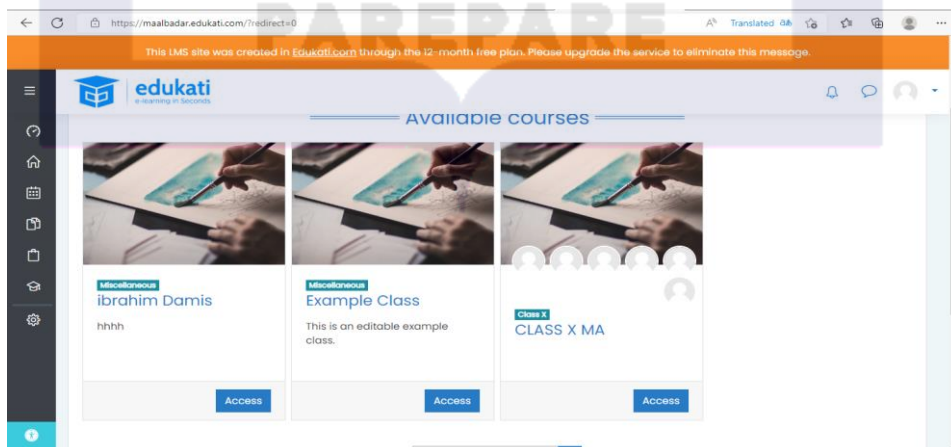
1) Teacher account creation



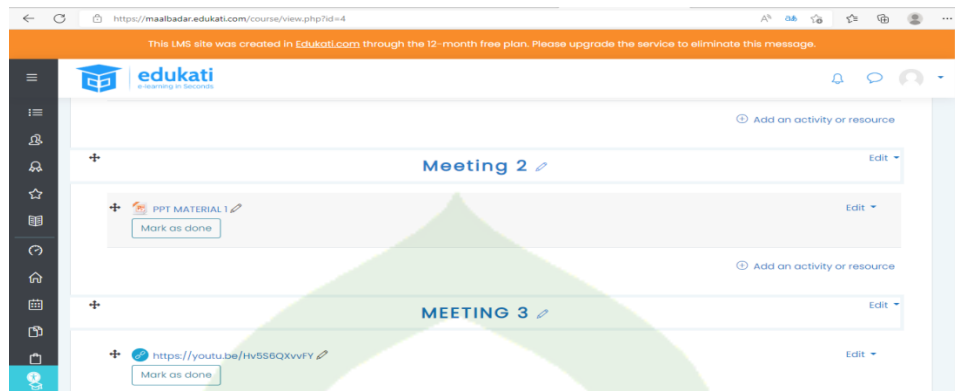
2) Student account creation



3) Small class or group creation



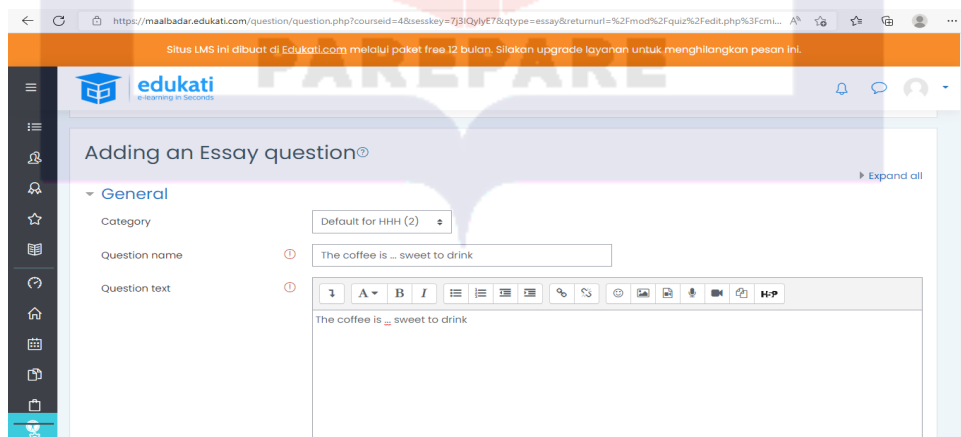
4) Management of teaching materials



5) Making multiple choice questions and their assessment



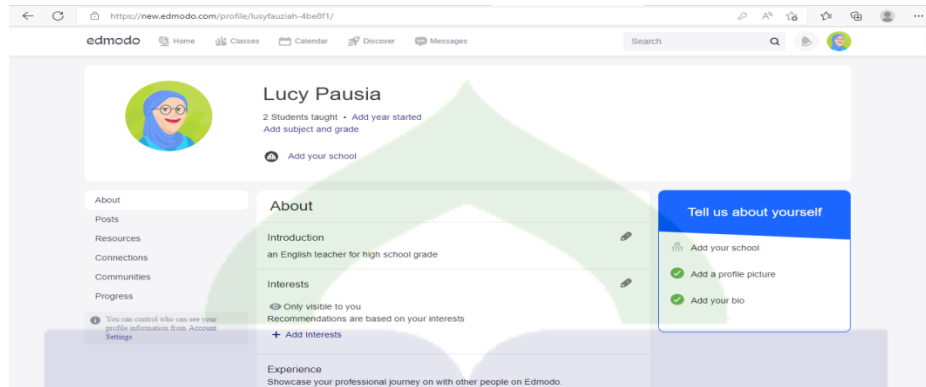
6) Making essay questions and their assessment



3. Ibu Lucy

a. Edmodo App

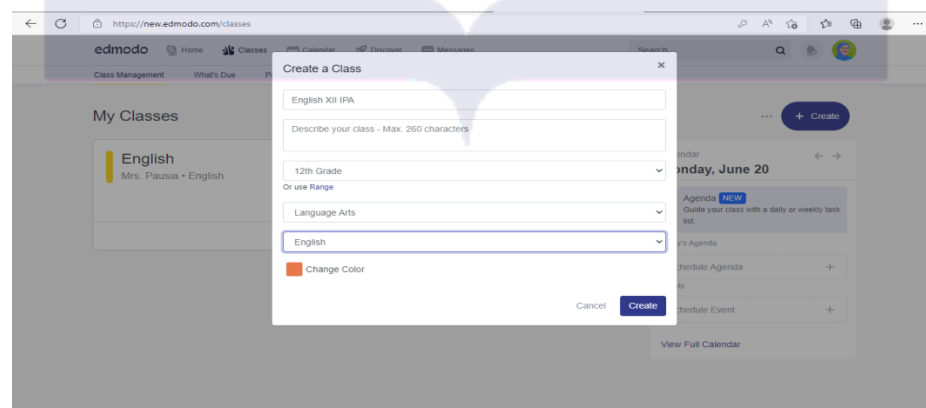
1) Teacher account creation



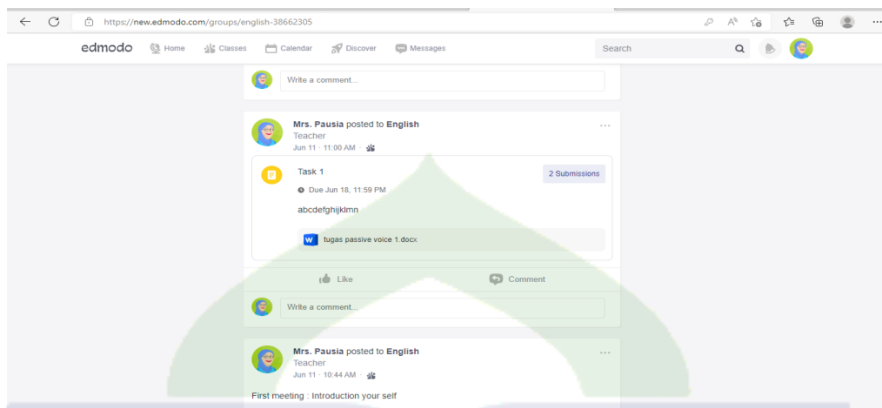
2) Student account creation



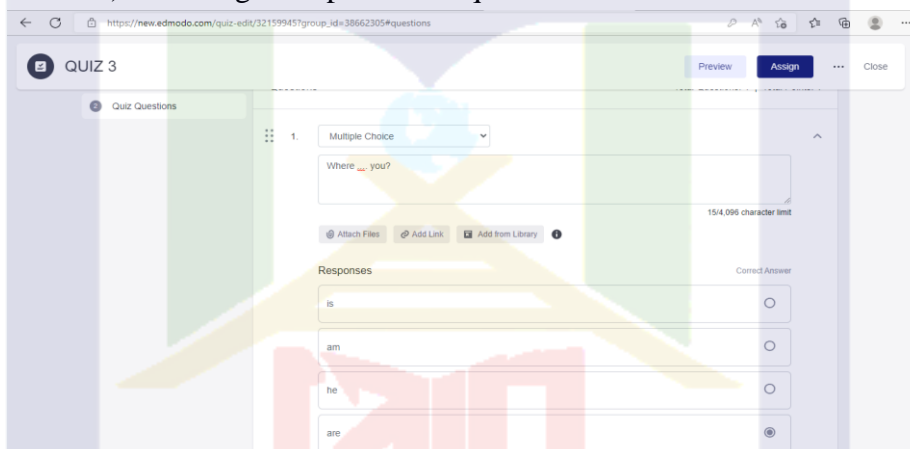
3) Creating a class or Small group



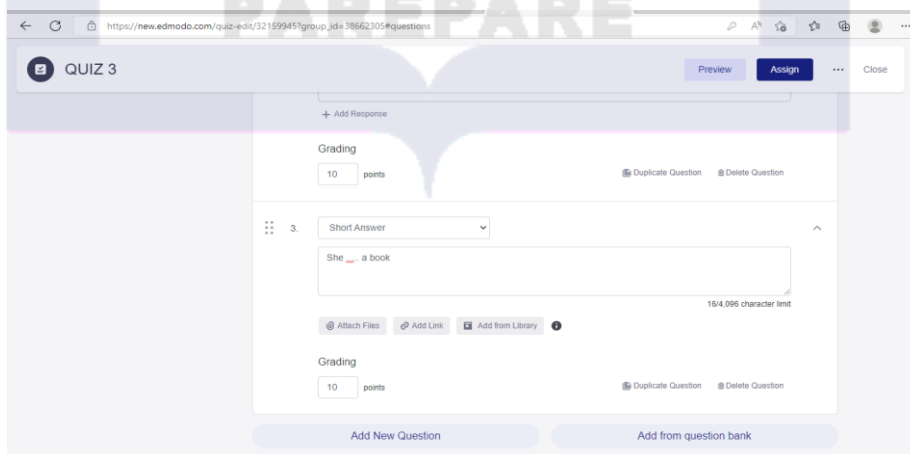
4) Management of teaching materials



5) Making multiple choice questions and their assessment

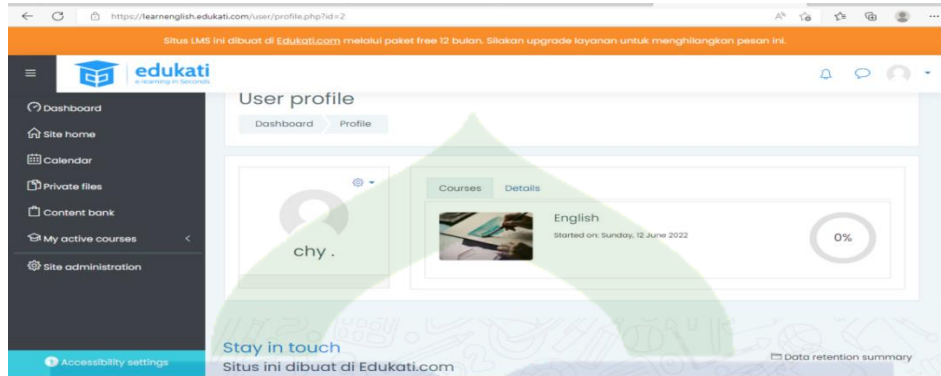


6) Making essay questions and their assessment

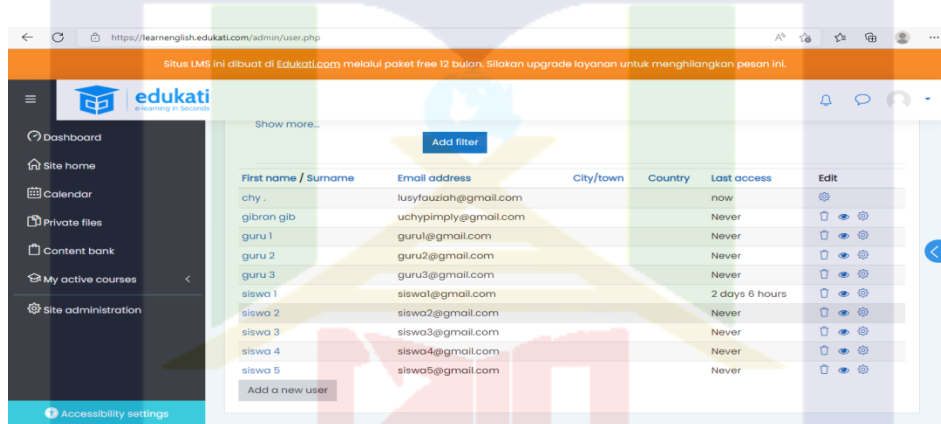


b. Moodle App

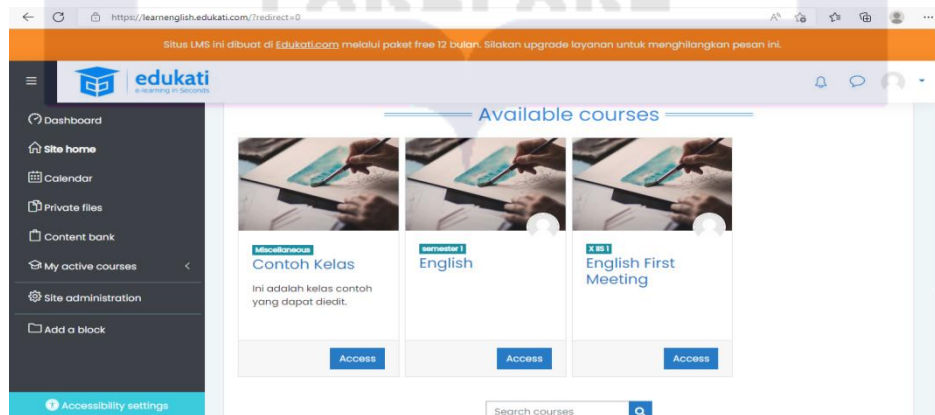
1) Teacher account creation



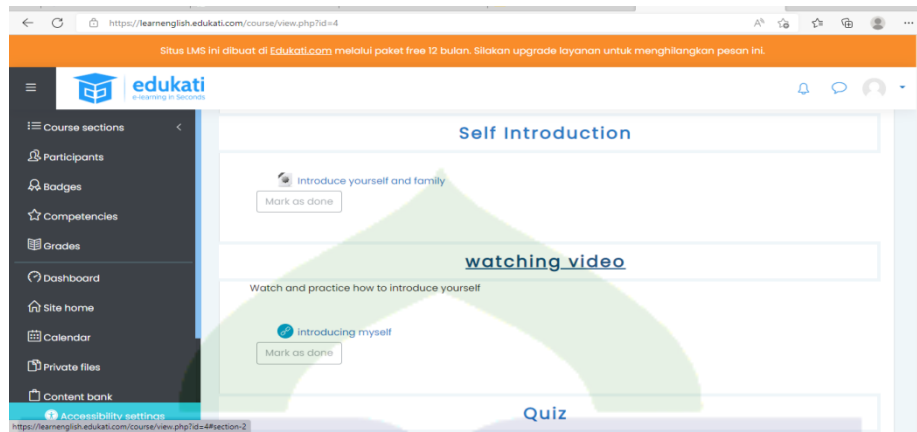
2) Student account creation



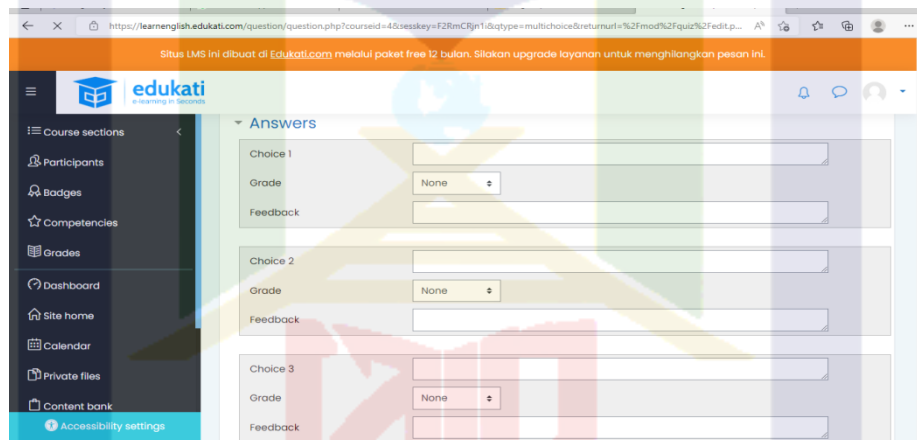
3) Small class or group creation



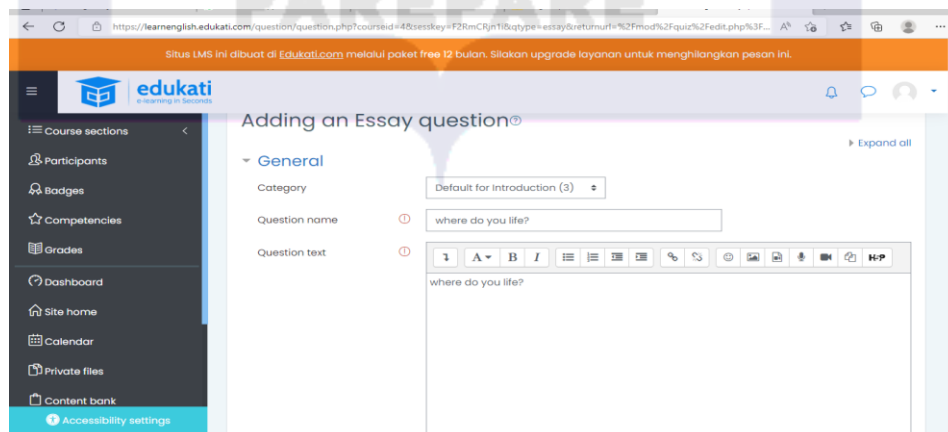
4) Management of teaching materials



5) Making multiple choice questions and their assessment



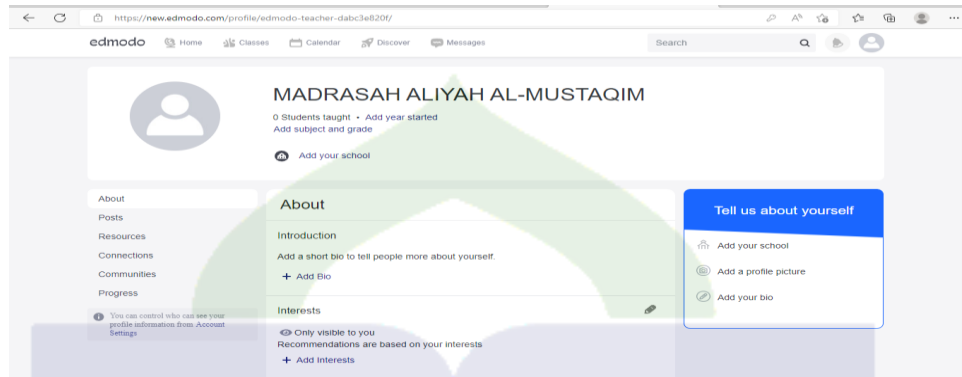
6) Making essay questions and their assessment



4. Ibu Hernawati

a. Edmodo App

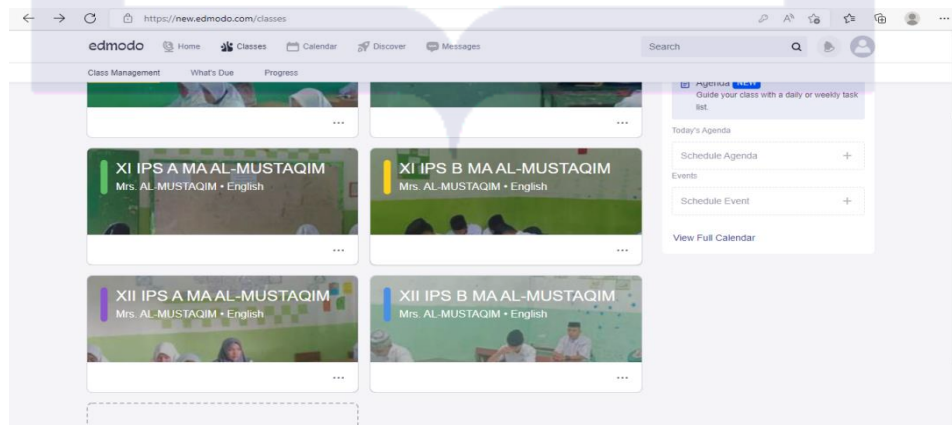
1) Teacher account creation



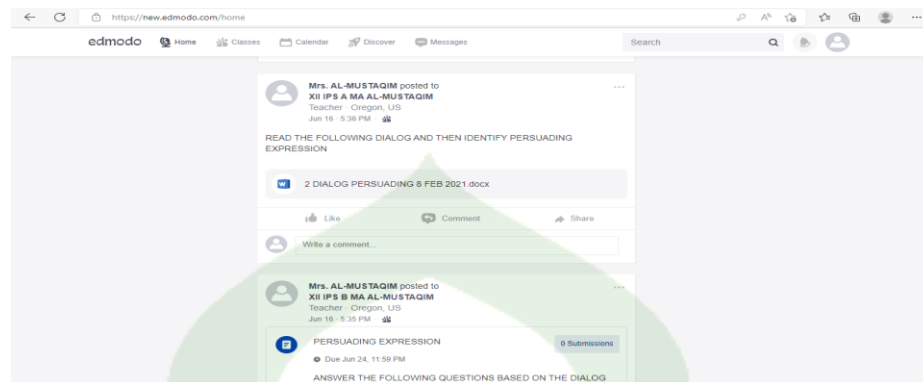
2) Student account creation



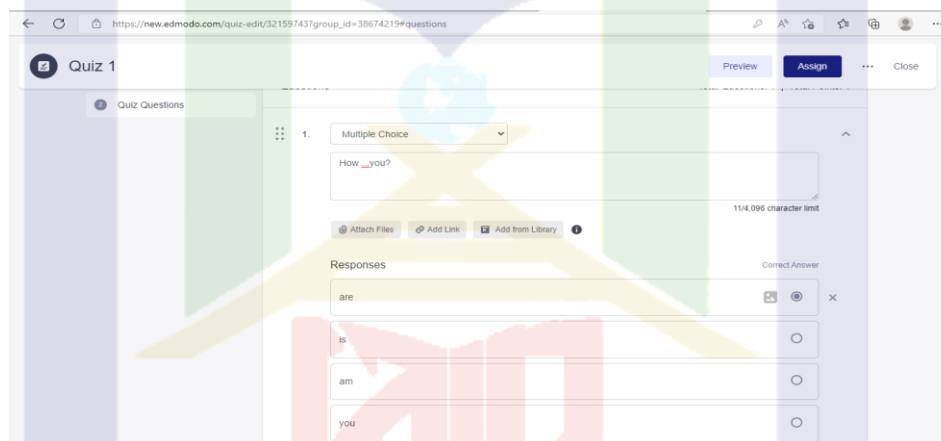
3) Creating a class or Small group



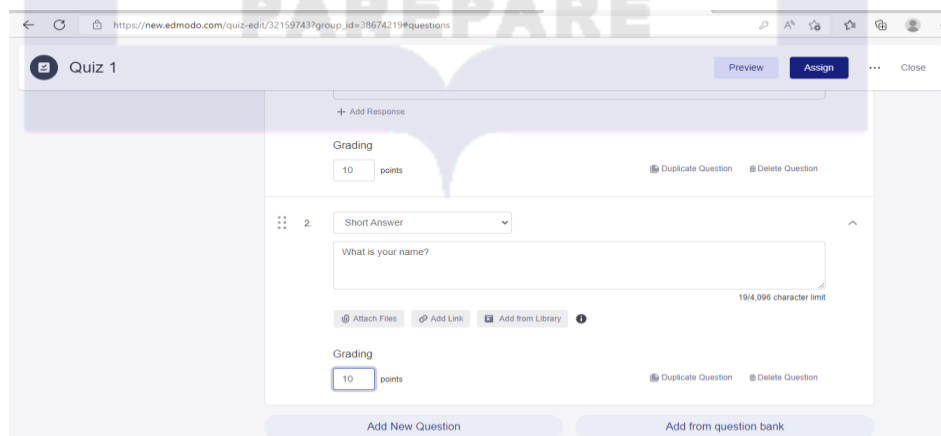
4) Management of teaching materials



5) Making multiple choice questions and their assessment

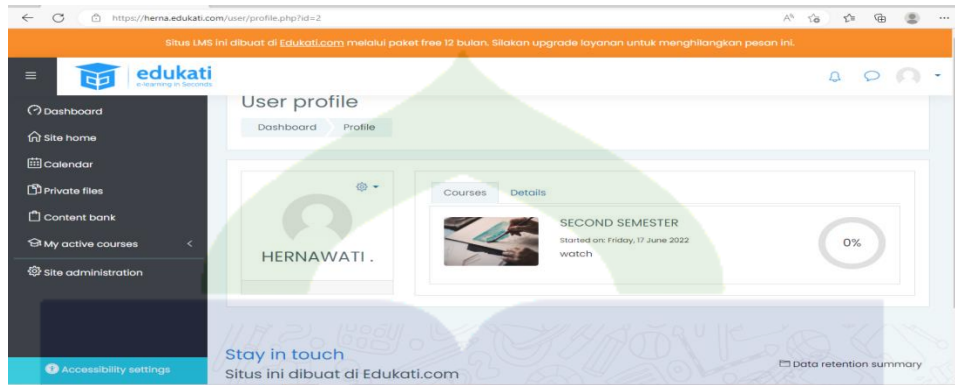


6) Making essay questions and their assessment

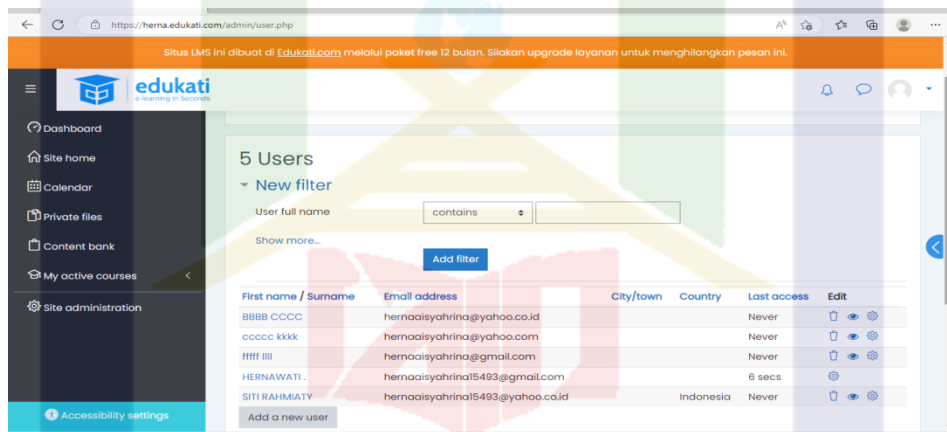


b. Moodle App

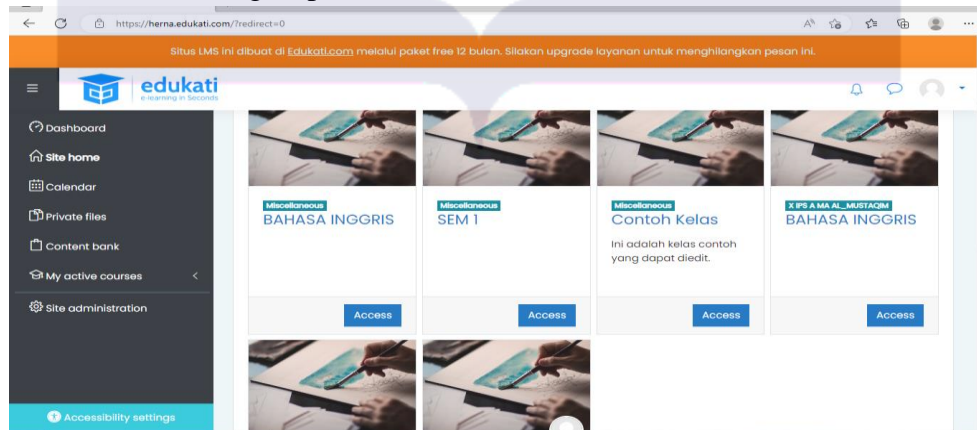
1) Teacher account creation



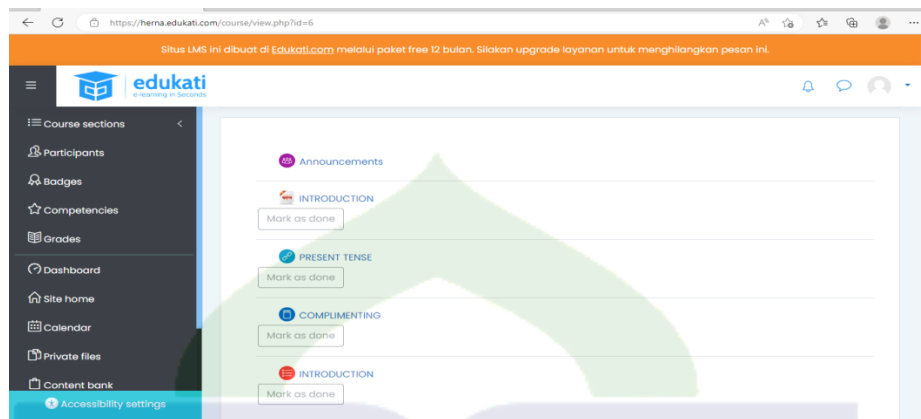
2) Student account creation



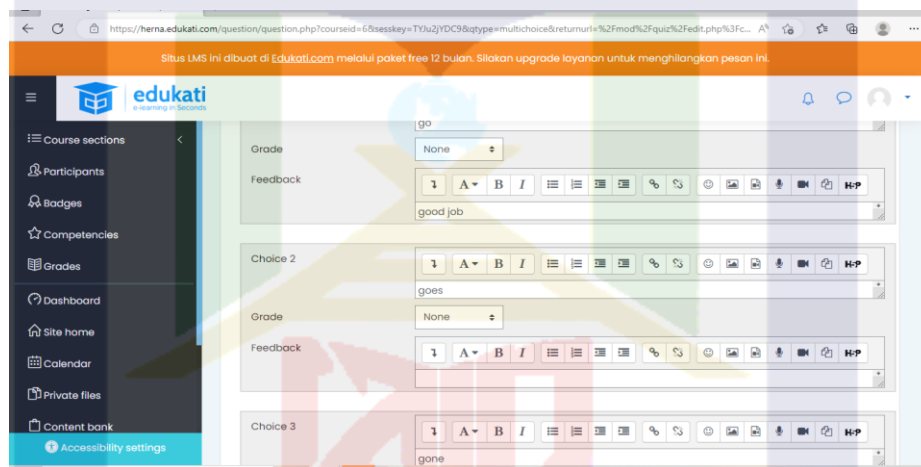
3) Small class or group creation



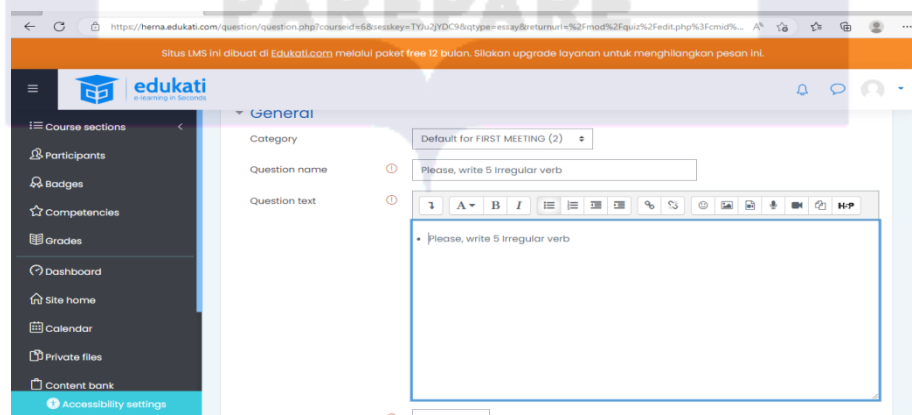
4) Management of teaching materials



5) Making multiple choice questions and their assessment



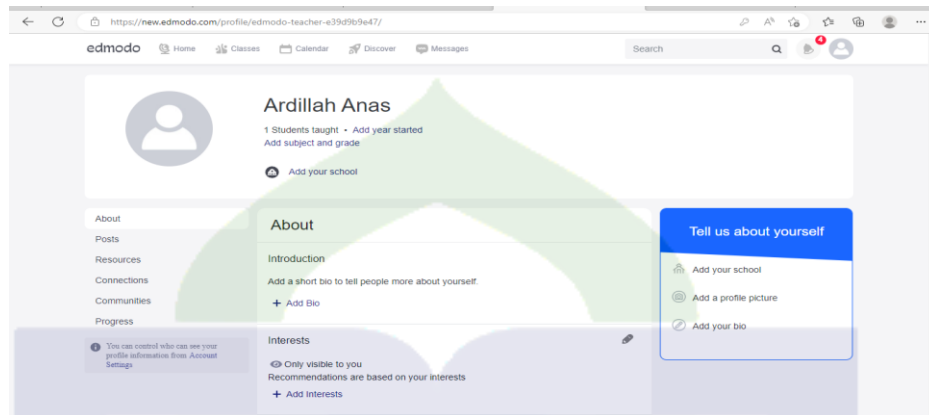
6) Making essay questions and their assessment



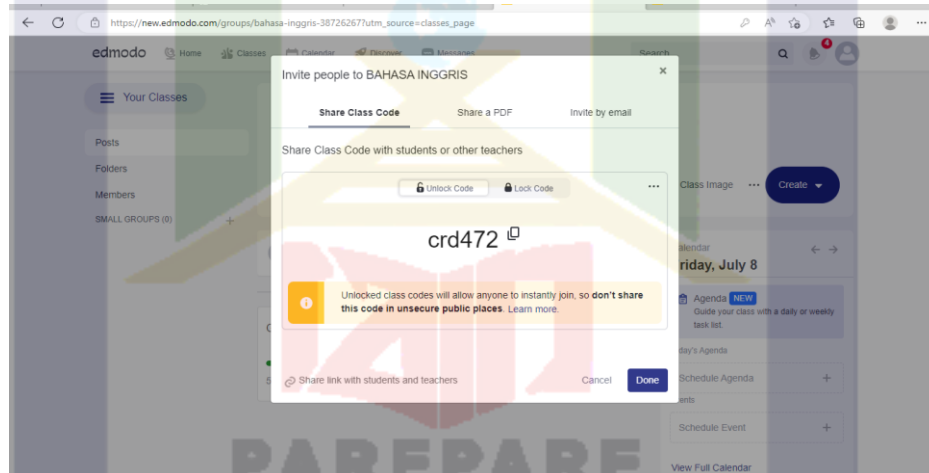
5. Ibu Ardillah

a. Edmodo App

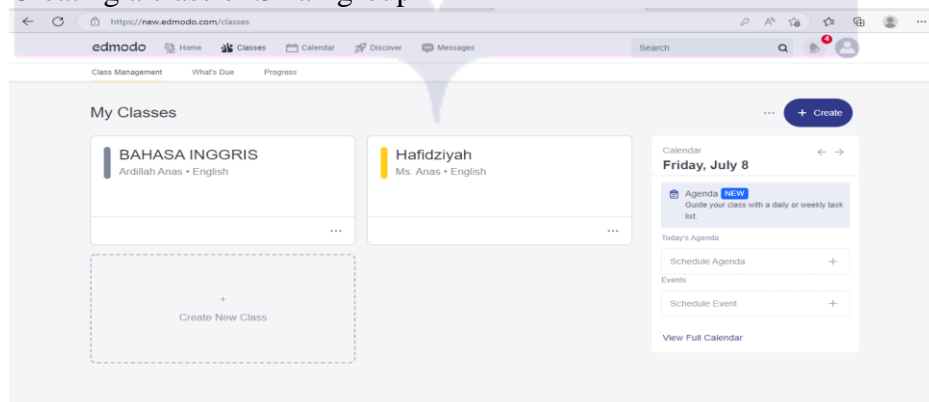
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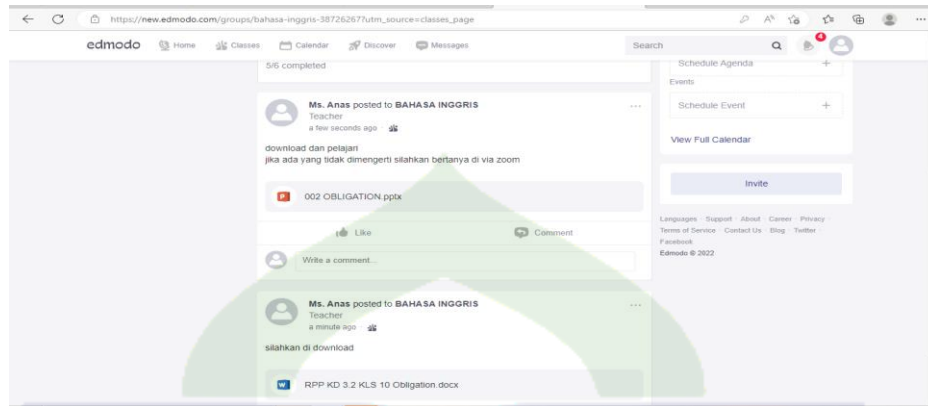
2) Student account creation



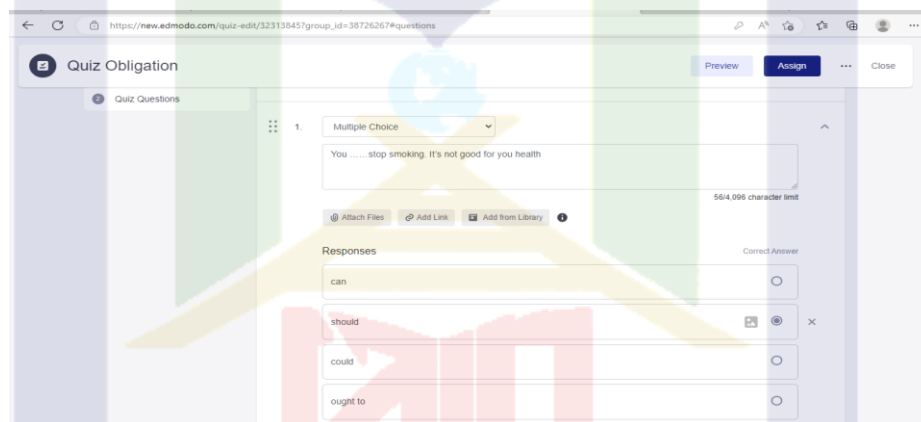
3) Creating a class or Small group



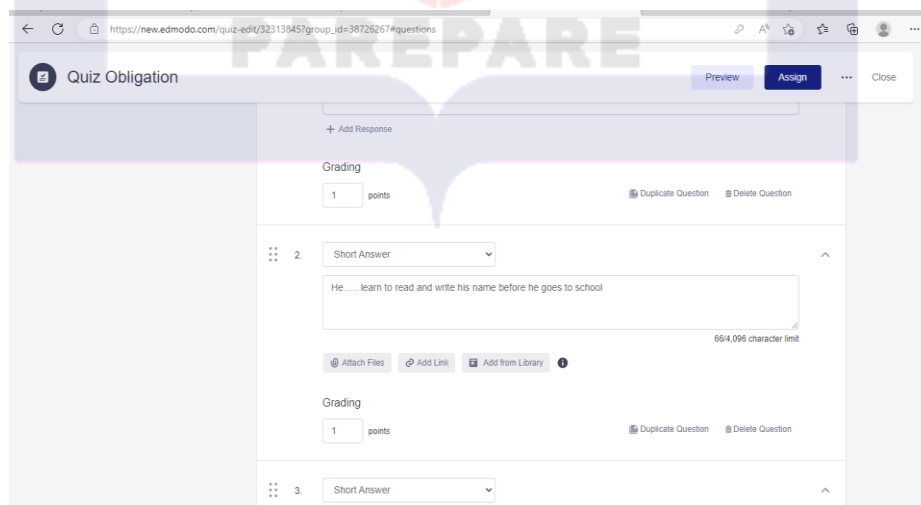
4) Management of teaching materials



5) Making multiple choice questions and their assessment

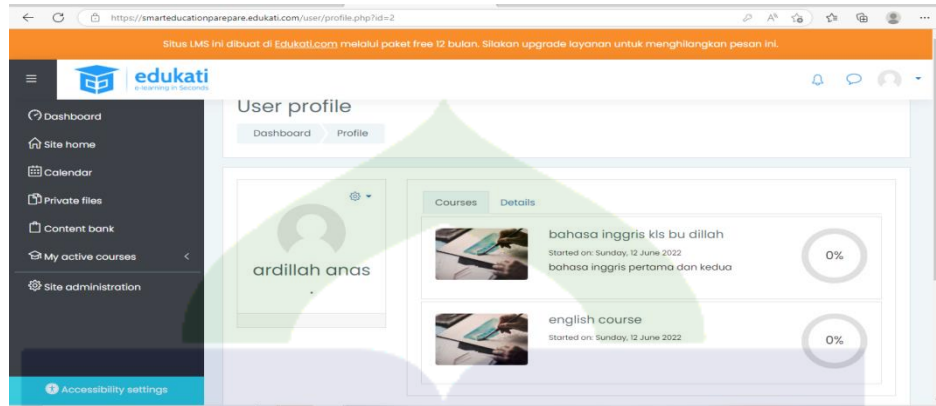


6) Making essay questions and their assessment

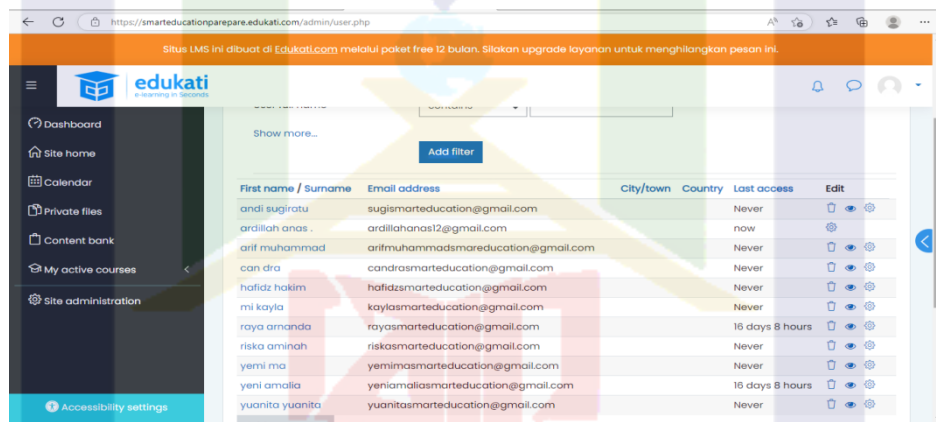


b. Moodle App

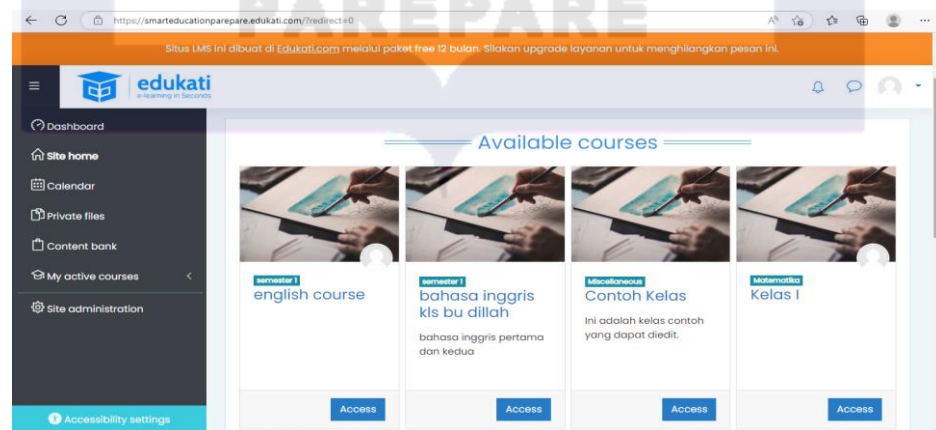
1) Teacher account creation



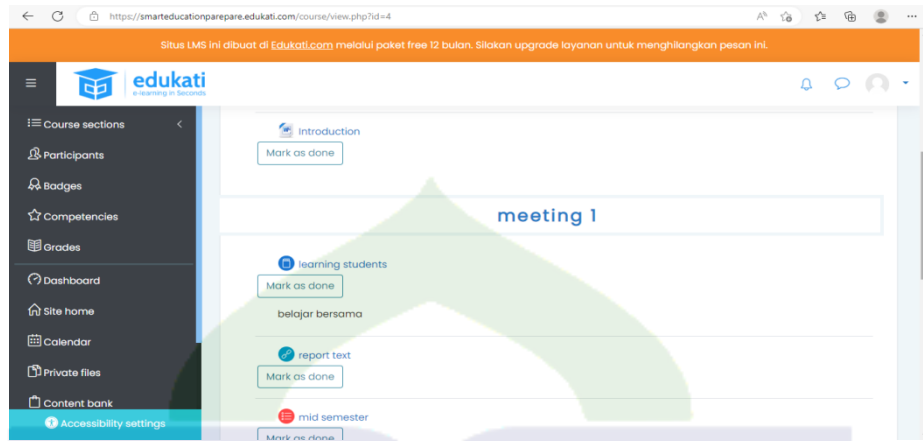
2) Student account creation



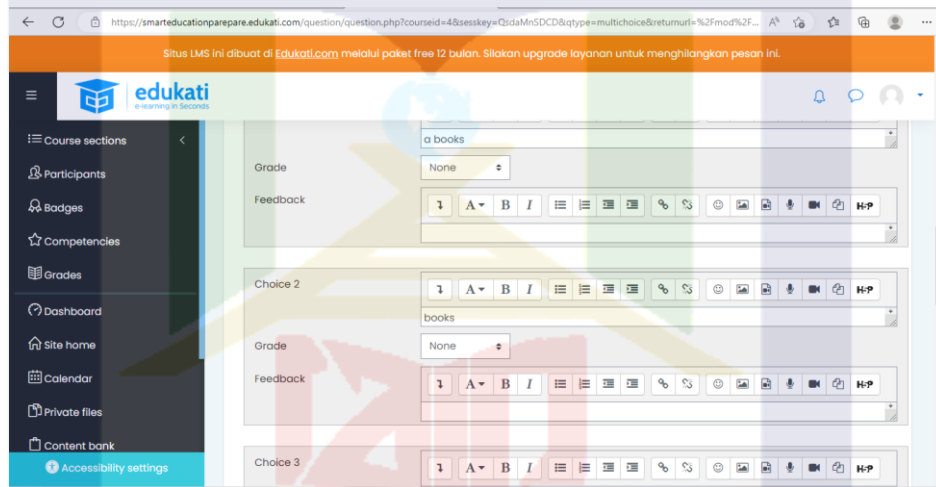
3) Small class or group creation



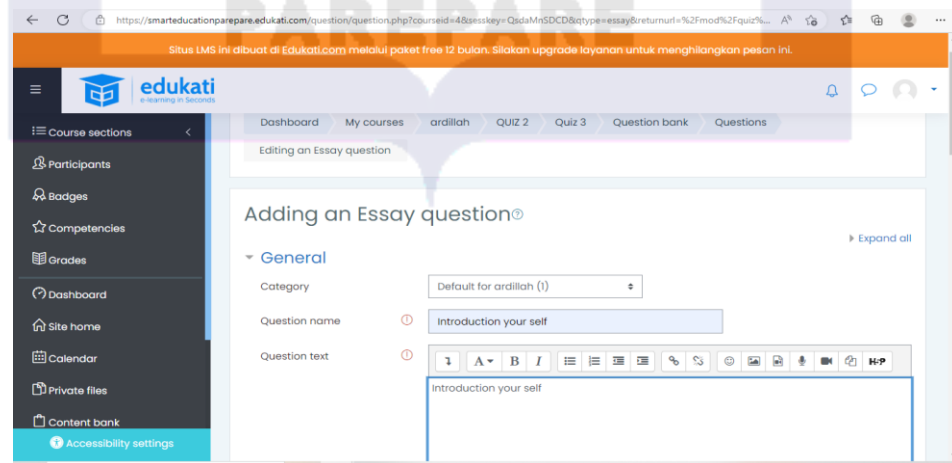
4) Management of teaching materials



5) Making multiple choice questions and their assessment



6) Making essay questions and their assessment



APPENDIX 5

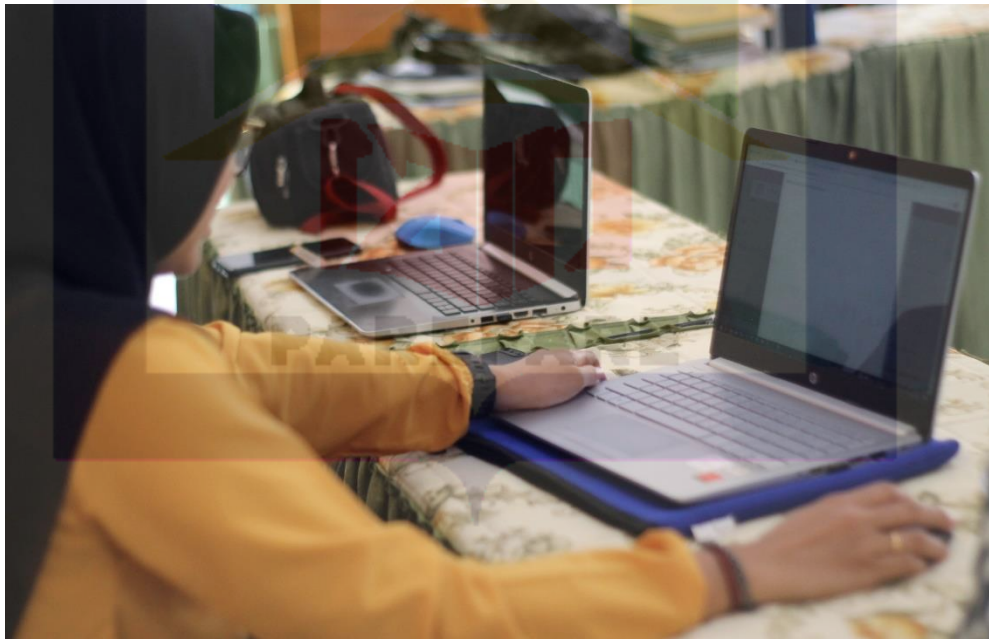
Dokumentsi

Siklus I





Siklus II





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1. SDN 32 Parepare Tahun 2004-2010
2. SMPN 3 Parepare Tahun 2010-2013
3. MA Al Badar Bilalang Parepare Tahun 2013-2016
4. Sarjana Pendidikan Jurusan Pendidikan Bahasa Inggris Tahun 2016-2020
5. Megister Pendidikan Program Studi Tadris Bahasa Inggris Pascasarjana IAIN Parepare Tahun 2020-2022

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1. Guru MA Al Badar Bilalang Parepare

RIWAYAT ORGSNISASI

1. Pengurus Pramuka Racana Makkiade' - Malebbi IAIN Parepare 2017-2020
2. Pengurus Dewan Eksekutif Mahasiswa Fakultas Tarbiyah 2019
3. Pengurus Senat Mahasiswa IAIN Parepare 2020

KARYA PENELITIAN ILMIAH YANG DIPUBLIKASIKAN

1. The Increasing Vocabulary Mastery of the Scout Students of SMPN 4 Parepare Through Semaphore and Sandi Techniques.
2. Improving Teachers' Competence In Online Teaching by Learning Management System (LMS) Training.