

Enhancing social science learning effectiveness with a learning management system

Budiman*, Supardi, and Sudrajat
Universitas Negeri Yogyakarta, Indonesia
*Email: restu.abbas17@gmail.com

Abstract: This study aims to analyze the use of Learning Management System (LMS) in improving the effectiveness of Social Science (IPS) learning. This research uses the research method of literature study, which involves searching, selecting, and analyzing literature relevant to the research topic. The results of the analysis show that the use of LMS in social studies learning has great potential to improve learning effectiveness. LMS provides accessibility and flexibility that allows students to access learning materials anytime and anywhere, overcoming space and time constraints. The interactive and collaborative features in the LMS facilitate interaction and collaboration between students and teachers, so students can share ideas, understanding, and experiences with fellow students and teachers. Through the LMS, teachers can monitor student progress in real-time and provide prompt feedback, which helps in the evaluation of learning. This research provides valuable insights for education practitioners in harnessing the potential of LMS to improve social studies learning.

Keywords: *IPS learning, learning management system, effectiveness*

How to cite (APA 7th Style): Budiyono, S., Sukini, Warsihno, J., Sutaji, & Amertawingrum, I. P. (2023). Improving writing skills of expository texts with 'think, talk, write' learning methods. *Jurnal Kependidikan*, 7(2), 177-188. <http://dx.doi.org/10.21831/jk.v7i2.61782>.

INTRODUCTION

Social Science (IPS) learning is an important part of the educational curriculum that aims to develop students' understanding of various aspects of social, economic, political, and historical life. At the elementary school level, social studies learning is one part of the 5 subjects in thematic learning. Nowadays, many students still do not fully know how to understand the material taught in social studies lessons (Hopeman, Hidayah, & Anggraeni, 2022). In today's digital age, information, and communication technology have played an increasingly large role in the transformation of learning. One technology that is emerging and becoming an important tool in the context of learning is the Learning Management System (LMS).

LMS is a digital platform specifically designed to facilitate and manage the learning process online (Wibowo, Akhlis, & Nugroho, 2014). LMS provides a variety of features and functions, including the provision of learning materials, student collaboration, assessments, and monitoring of learning progress. The use of LMS in social studies learning contexts can have great potential to increase learning effectiveness and provide a more interactive, structured, and adaptive learning experience for students. (Ni'am, Wibawa, & Endah, 2013)

In the era of ever-evolving technology, conventional approaches to social studies learning are no longer effective and relevant enough. Today's students are familiar with technology and engage in everyday digital interactions. Therefore, the use of a LMS can be a significant innovation in updating social studies learning. LMS is an information technology system

developed to manage and support the learning process, distribute learning materials and enable collaboration between teachers and students. Through the LMS students can access the learning materials provided, conduct discussion boards with teachers through discussion forums, chat, and access assignments given by teachers (Fitriani, 2020). By using an LMS, social studies teachers can change and improve their learning methods. From this, LMS has the advantage of complete features compared to other online media so that learning takes place more varied (Wiragunawan, 2022).

Technological developments have a major impact on the world of education in terms of media, implementation, teaching, and learning. The education sector can accept these changes, as evidenced by the development of media in the teaching and learning process, including the search for references, information, and material delivery (Suwanto, Ratnawati, & Ainina., 2022). The application of LMS in social studies learning ultimately has positive benefits and impacts for students. The application of LMS in social studies learning offers several positive benefits and impacts (Sidauruk, Berutu, Yenni, Rizkia, & Rinaldy, 2021). *First*, LMS allows easy access to learning materials enriched with digital resources such as videos, articles, and interactive simulations. It helps students to understand social studies content more interestingly and practically. *Second*, LMS enables interaction and collaboration between students through online discussion forums and joint projects. It increases student participation and develops their social skills. Students can share opinions, work collaboratively on projects, and learn from each other's experiences. *Third*, LMS allows teachers to provide immediate feedback to students and monitor their learning progress individually. With assessment and tracking features, teachers can provide the right guidance and help students who need additional help. *Fourth*, LMS also simplifies teachers' administrative tasks such as managing schedules, grading, and submitting assignments. Teachers can save time and energy so that they can focus on planning more effective lessons. To optimize the potential of LMS in social studies learning transformation, it is necessary to conduct training and professional development for teachers in the use of this technology. Collaboration between educational institutions, governments, and higher education institutions is also important in supporting the implementation and development of LMS in schools.

However, despite the potential that LMS have in improving social studies learning, there is still a need for a deeper understanding of their proper use, the challenges that may arise, and the benefits that can be gained. Therefore, research related to the application of LMS in social studies learning is important to do. Through this research, it is expected that an in-depth analysis can be carried out related to how the use of the LMS can increase the effectiveness of social studies learning. Involving a study of relevant literature, this research will explore a variety of existing sources to gain a comprehensive understanding of the potential use of LMS in social studies learning.

Several previous studies found that LMS can increase the effectiveness of social studies learning. LMS is a medium that is in great demand in online learning which is characterized by a high level of trust of 82.2%. LMS has advantages of its features that are completely compared to other online media so that learning takes place more varied (Wiragunawan, 2022). Integrating an LMS in learning shows opportunities in terms of the positive impact that can be gained from integrating an LMS. On the other hand, the challenges identified are about how content or material is organized through integrating the LMS, providing feedback, and maximizing the online discussion facilities provided by the LMS (Rafi, Nurjannah,

Fabella, & Andayani, 2020) . The initial conclusion that can be obtained is that LMS can provide positive benefits and impacts in the implementation of social studies learning.

This study aims to analyze the use of the LMS in increasing the effectiveness of social studies learning. The research will also identify concrete benefits that can be derived from the use of LMS, such as increased student engagement, the flexibility of time and place, accessibility of learning materials, and improved monitoring and evaluation. In addition, this study will discuss challenges that may be faced in implementing LMS in social studies learning, such as the availability of technology infrastructure, teacher training, and school policies. With a deeper understanding of the potential and challenges associated with the use of LMS in social studies learning, this research is expected to contribute to increasing education practitioners' understanding of the effective use of LMS in the context of social studies learning. The results of this study can also provide practical guidelines and recommendations for social studies educators in adopting and optimizing the use of LMS to improve the effectiveness of social studies learning.

METHOD

This research uses the research method of literature study, which involves searching, selecting, and analyzing literature relevant to the research topic. Literature study is a research design used in collecting data sources related to a topic. Literature study aims to describe the main content based on the information obtained (Syofian & Gazali, 2021). The data obtained from the literature study will be analyzed descriptively. The findings identified from the literature will be grouped based on relevant themes, such as the benefits of using an LMS, challenges faced, and effective strategies for implementing an LMS in social studies learning. Analysis of this data will provide a deeper understanding of the use of LMS in the context of social studies learning.

Information collection for literature studies is carried out through the use of a database search tool as an initial stage of searching for relevant literary sources. The method used in data collection refers to the Preferred Reporting Items for Systematic Review and Meta Analysis (PRISMA). This research involves analyzing related journals and writing summaries that are relevant to the research questions and objectives. The journal search procedure used must meet the appropriate PICOT. The questions used in the journal review process have been adapted to the PICOT method, where each question involves P=problem/population. This study focuses on LMS analysis in increasing the effectiveness of learning Social Sciences. I/E = implementation/intervention/exposure, this study investigates social science learning situations using LMS. C = control/comparison intervention, this study did not involve a comparison intervention or control group. T = time, this research was conducted when the teacher used the LMS in the learning process to understand the learning activities that occurred during that period.

The strategy used in literature search was obtained through a database of national and international journal providers. National and international journal provider databases can be accessed through several websites. The access used to search for reviewed articles uses the search database from Google Scholar and Scopus which then uses the search term "LMS effectiveness in the learning process".

The results of the data analysis will be used to build comprehensive arguments and discussions about the use of LMS in improving the effectiveness of social studies learning.

The findings of the literature study will be linked to relevant theories and conceptualized in the context of social studies learning. The discussion will include benefits, challenges, and practical recommendations related to the use of LMS in social studies learning. In this study, researchers reviewed 10 articles as a reference in the preparation of this article. The stages of identifying articles first found 174 articles on Google Scholar and 42 articles on Scopus. The appropriate screening results and what is needed are 10 appropriate articles So as to produce research that can later become a good and trusted source for further research. By using this literature study research method, it is hoped that this research can provide a comprehensive understanding of the use of LMS in improving the effectiveness of social studies learning.

FINDINGS AND DISCUSSION

Benefits of Using a LMS in Learning. The use of a LMS in social studies learning provides flexibility, accessibility, and interactivity for students. Through the LMS, students can access learning materials, interact with teachers and fellow students, work on online assignments, and receive feedback. LMS also allows teachers to monitor student learning progress and provide additional learning resources. Thus, the use of LMS in social studies learning increases learning effectiveness and provides a more interactive learning experience. Table 1 presented the results of research on the benefits of using LMS.

Table 1
Research results on the benefits of using LMS

Heading	Purpose	Method	Result
Utilization of a LMS in managing online learning in educational units	To find out the effectiveness of using LMS in Improving student learning outcomes during online learning	Qualitative	(1) LMS is a media that is in great demand in online learning which is characterized by a high level of trust of 82.2% (2) LMS has advantages of its features that are completely compared to other online media so that learning takes place more varied (3) Learning using LMS or a combination of LMS-based learning models has proven to increase activities, learning outcomes, and motivation of students with the category “Good” (4) The use of LMS can create independence in learning between the range of 78.8 – 81.5 with a very high category.
Utilization of LMS at Unnes Covid-19 pandemic period	To find out the use of LMS technology at Unnes during the Covid-19 pandemic	Literature study	In the world of education, the use of this technology is also a big influence because with the use of learning methods with a Learning Management System (LMS) system such as Google Classroom, Edmodo, Moodle, and Elena has been developed by Higher Education in Indonesia and also some applications that provided by the government this is much needed and also Beneficial for teachers, students, lecturers and also students in Sustainability of educational activities during the Covid-19 pandemic .ini. With the support of the Learning management application, This system (LMS) can provide convenience and also make the learning system more directed, effective, and efficient.

Source: Wiragunawan, 2022; Pratomo & Wahanisa, 2021

The two articles above explain that the LMS has various benefits in increasing the effectiveness of learning, among which LMS has many enthusiasts in its use. Besides being effective, LMS provides convenience in terms of the learning process for both students and teachers with all the features they have. LMS also provides opportunities for students to be more independent in terms of learning, so students are required to be more creative and easier in terms of exploring learning materials. In addition, LMS also makes the learning system more directed, effective and efficient. Another benefit that can be obtained is that LMS allows access to learning that is flexible and easy to reach, regardless of geographical location or time. Participants can access learning materials, assignments, and other resources via an online platform, which enables distance learning and repetition of materials. LMS also helps organize and organize learning materials. Lecturers or instructors can easily upload materials, assignments, and other resources to the LMS platform. This allows participants to easily navigate and access structured learning content.

Challenges in using LMS. The use of a LMS in the context of learning is inseparable from the challenges that need to be faced. This challenge has then sought a solution so that the use of LMS in learning can run well according to plan. LMS in the future is expected to answer future learning challenges by prioritizing the use of technology in various aspects of learning. Table 2 presented the results of research on challenges in using LMS.

Table 2
Research results of the challenges of using LMS

Heading	Purpose	Method	Result
Analysis of social studies teacher barriers in learning Long distance impact of COVID-19 pandemic in junior high school/ MTs Gebog sub-district, Kudus regency	To find out the obstacles of social studies teachers in learning long distance (PJJ)	Qualitative	(Social studies teachers' barriers in distance learning (PJJ) include; (1) differences in geographical location, (2) limited learning infrastructure, (3) passive learners, (4) learning assessment, (5) large learning quotas, (6) professional abilities of teachers. And efforts to overcome barriers to distance learning (PJJ) include; (1) policies of each school, (2) assignments are carried out directly, (3) provision of learning motivation and school visits, (4) provision of learning quotas from the government, (5) direct collection of assignments, (6) improvement of teachers' professional abilities in the use of technology and communication.
Opportunities and Challenges of Integrating Learning Management Systems (LMS) in Mathematics Learning in Indonesia	To find out the Opportunities and Challenges of Integrating Learning Management Systems (LMS) in Mathematics Learning in Indonesia	Literature Study	The results of this review show That integrating an LMS in math learning shows opportunities in terms of the positive impact that can be gained from integrating an LMS. On the other hand, the challenges identified are about how mathematical content or material is organized through integrating the LMS, providing feedback, and maximizing the online discussion facilities provided by the LMS. Therefore, to get a positive impact from To integrate LMS into math learning, teachers should pay attention to these three challenges.

Source: Ferdianita & Mulianingsih, 2021; Rafi, Nurjannah, Fabella & Andayani, 2020

From the two articles above, it is explained that the use of LMS has several challenges and obstacles, among which are challenges and obstacles for teachers and students. The challenges and obstacles for teachers in using this LMS are differences in the geographical location of each area with adequate network coverage, facilities and infrastructure, and the professional capabilities of the teachers themselves. In addition to teachers, challenges and obstacles for students are the numbers of passive students so that they do not support the implementation of this LMS. Implementation of LMS requires adjustments in terms of technology and culture in educational institutions. Students and educators need to adapt to new platforms and learn how to use them. This adoption process can require time and resources for training and technical support. LMS use requires reliable internet access. Challenges can arise if participants or instructors do not have stable internet access or if they are in areas with poor connectivity. This can limit accessibility and impact participants' participation and ability to follow online learning. Another issue is that participants and instructors may have different levels of technical and digital skills. Some participants may not be familiar with using the LMS platform or online learning software. Additional support and training is needed to ensure that everyone can use the LMS effectively.

Effective Strategies and Approaches in Implementing LMS. In the application of the LMS, several effective strategies and approaches can be adopted. *First*, it is important to have careful planning by identifying learning objectives and student needs and choosing an LMS that fits those needs. *Secondly*, adequate training for teachers and students in the use of LMS is essential to improve their understanding and technical skills. Furthermore, the integration of the LMS with relevant curriculum and teaching methods will strengthen the overall learning experience. Lastly, regular monitoring and feedback on student learning progress through LMS will assist teachers in providing appropriate guidance and support. By applying these strategies and approaches, the use of LMS in learning can be more effective and provide optimal benefits for students and educators. Table 3 presented the results of research on the effectiveness of using LMS.

The two articles above, explain that the effectiveness of using LMS in learning shows that the use of technology in education can significantly improve student learning outcomes, especially in developing cognitive skills and critical thinking. In addition, technology can also help improve the efficiency and effectiveness of the learning process. However, the use of technology in education also has challenges and risks that must be managed properly. Therefore, the use of technology in education must be carefully selected and integrated to achieve optimal results.

The Effect of Using LMS on Learning Effectiveness. The use of LMS has a significant influence on learning. *First*, LMS increases learning accessibility and flexibility by allowing students to access learning materials online anytime and anywhere. This helps students to learn independently and according to their needs. In addition, LMS also facilitates interaction between teachers and students, as well as between fellow students through collaborative features such as discussion forums and group assignments. This enriches students' learning experience and encourages active involvement in the learning process. In addition, LMS also simplifies the evaluation and feedback process, with teachers able to provide assessments online and provide faster feedback to students. Thus, the use of LMS in learning contributes to increased efficiency, interactivity, and overall quality of learning. Table 4 presented the results of research on the effect of using LMS.

Table 3
Research results of LMS effectiveness

Heading	Purpose	Method	Result
Analysis of the effectiveness of using technology in education against improved learning outcomes	To analyze the effectiveness of the use of technology in education against the improvement of student learning outcomes.	Literature Study	Research results show that the use of technology in education can improve student learning outcomes significantly, especially in developing cognitive skills and critical thinking. In addition, technology can also help improve the efficiency and effectiveness of the learning process. However, the use of technology in education also has challenges and risks that must be managed properly. Therefore, the use of technology in education must be carefully selected and integrated to achieve optimal results.
Effects of google classroom-based learning management system and learning interest against student economics learning outcomes	To analyze the impact of a Learning Management System (LMS) based on Google Classroom and learning interests on students' economic learning outcomes.	Quantitative	The results of this study show that; 1) There is an influence of Google Classroom-based Learning Management System (LMS) on student economic learning outcomes; 2) There is an influence of interest in learning on students' economic learning outcomes; and 3) There is an influence of Learning Management System (LMS) based on google classroom and learning interest in student economic learning outcomes.

Source: Yulfianti & Dewi, 2021; Suyuti et al., 2023

Table 4
Research results on the effect of using LMS

Heading	Purpose	Method	Result
Effects of using google classroom's learning management system and teaching style teachers on learning motivation in online learning	The purpose of This study is to find out 1) the influence between Google Classroom on student learning motivation XI IPS MAN 2 Nganjuk 2) the influence between teacher teaching style on student learning motivation XI IPS MAN 2 Nganjuk 3) the influence between Google Classroom and teacher teaching style on learning motivation XI IPS MAN 2 Refer	Quantitative	The results of the study stated 1) there was no significant influence of variables Google Classroom on learning motivation 2) There is a significant and positive influence of teacher teaching style variables on learning motivation 3) There is a significant influence together with Google Classroom variables and teacher teaching styles on learning motivation. Personalized and interpersonal teaching styles are the dominant teaching styles used and have a good impact on students.
The effect of online learning on independence student learning in junior high school social studies subjects	To see if online learning affects the development of student psychology, including learning independence.	Quantitative	The results showed that online learning had a positive impact on the learning independence of grade VIII social studies students at SMP Negeri 3 Salam. This is indicated by the result of the p-value (0.000) and the calculated t value = 12.985 is greater than the calculated t value of 1.658. The contribution of the influence of online learning on student learning independence in class VIII social studies subjects at SMP Negeri 3 Salam amounted to (r ²) 0.610 or 61.0%, while the remaining 39.0% was influenced by other factors.

Source: Martini & Rochmiyati, 2022; Khunaini & Sholikhah, 2021.

The two articles explained that the effect of using LMS on learning did not have a significant effect on LMS variables on learning, both had a significant effect on teacher teaching style. Personalized and interpersonal teaching styles are the dominant teaching styles used and have a good impact on students. Overall research results show that LMS learning has a positive impact on student independence in learning. The use of LMS allows accessibility and flexibility in learning. Participants can access learning materials and resources anytime and anywhere, as long as they have an internet connection. This enables remote learning and allows participants to adjust study time according to their needs. This flexibility can increase participant participation and engagement, especially for those with geographic or time constraints. LMS also allows personalization of learning. Participants can study at their own pace, repeat difficult material, or focus on specific topics that they need. This personalization can increase the effectiveness of learning by meeting the individual needs of participants.

Application of LMS in Social Studies Learning. In the development of technology, social studies participate in developing learning models, one of which is by applying LMS in the learning process. It is hoped that with the application of this LMS, social studies can be more easily accessed and learned by students with interesting and more varied models and methods than previous models and methods. So that students are more interested and more independent in terms of learning. Table 5 presented the results of research on the application of the use of LMS in social sciences.

From the two articles above, it is explained that the use of LMS in social studies learning can encourage the development of HOTS skills and increase learning effectiveness. These findings are proof that LMS is a relevant and effective platform during the pandemic that is oriented toward HOTS development. Then next is the application of LMS in social studies learning to make the learning activity process meet PAIKEM standards which

Table 5
Research results of LMS application in social science

Heading	Purpose	Method	Result
E-learning trend as a distance social studies learning media far	To find out the application of e-learning media in social studies learning	Qualitative	E-learning developed by each educational institution must be by the existing system, characteristics, and interests of students so that the process of learning activities meet PAIKEM standards (Learning, Active, Innovative, Communicative and Creative, Effective, Fun) that are not constrained by time and space.
Implementation of social studies learning in higher class-based elementary schools google classroom LMS app	To know the implementation of social studies learning in google classroom-based high-class elementary schools which focuses on the development of higher order thinking skills during a pandemic.	Qualitative	Using the Google Classroom LMS encourages skills development HOTS and increases the effectiveness of lectures. These findings are proof that Google Classroom is a relevant and effective platform during the pandemic that is oriented toward HOTS development.

Source: Rustini, Arifn, & Wahyuningsih, 2021; Suwanto, Ratnawati, & Ainina, 2022.

are not constrained by space and time. LMS provides features to facilitate discussion and collaboration between participants. Teachers can create discussion forums or virtual discussion rooms in the LMS, where participants can discuss social studies topics, exchange ideas, and solve problems together. This collaboration can increase understanding of IPS concepts and enrich learning through different perspectives and experiences. Participants can submit assignments, receive feedback, and view their ratings via the LMS platform. LMS also allows educators to provide links to external resources relevant to social studies learning materials. This can include links to websites, online journals, news articles, or other resources related to the topic being studied. By accessing these external resources via the LMS, participants can broaden their knowledge of social studies topics and see their real-life applications.

Discussion. The use of a LMS in social studies learning has significant benefits. Based on the findings of the two articles cited, some of the main benefits of using LMS in social studies learning are flexibility, accessibility, and interactivity for students. Flexibility is one of the main benefits of using an LMS in social studies learning. Through LMS, students can access learning materials anytime and anywhere, without being limited by time or location. This provides flexibility for students who have busy schedules or have difficulty being physically present at school. With this flexible access, students can study at their own pace and manage study time according to their individual needs (Listiyono, Sunardi, Utomo, & Mariana, 2022). Besides that, LMS provides many benefits for the educational process. The first feature is the concept of a physical building. LMS can be used as an effective tool for students from the same school or different schools. LMS is used to gather all these different students in one virtual place to enhance all their interaction, discussion and feedback. In fact, the use of LMS or eLearning is beneficial for all students in general, and especially for students who have some difficulties such as living far from their original physical campus (rural or different countries) or have ongoing health problems. educational process regardless of location and time (Aldiab, Chowdhury, Kootsookos, Alam, & Allhibi, 2019).

Furthermore, the use of LMS also provides better accessibility to social studies learning. Students can easily access additional learning materials, assignments, and resources through the LMS platform. This allows students to refer back to material that has been learned, repeat difficult concepts, or explore additional relevant materials. Thus, LMS allows students to have easier and more organized access to all the learning resources they need (Yudhana & Kusuma, 2021). In addition, LMS also increases interactivity in social studies learning. Through LMS, students can interact with teachers and fellow students online. They can ask questions, share opinions, and participate in online discussions. This interaction can enhance collaboration between students and broaden their horizons through the exchange of diverse ideas and views. In addition, teachers can also provide direct feedback to students through the LMS, facilitating personalized learning and providing more effective guidance. Furthermore, LMS also allows teachers to better monitor students' learning progress. Through the LMS, teachers can track student activity and learning progress in real-time (Wijaksono, Handayani, & Herlinda, 2023). This provides a clearer picture of students' level of understanding of the learning material and allows teachers to provide additional help or attention to students who need it. Teachers can also see the results of online assignments that students are working on and provide faster and more precise feedback. But it is undeniable that there must be some challenges faced in implementing the LMS.

The use of a LMS in the context of learning is inseparable from the challenges that need to be faced. These challenges are identified through research conducted in several learning contexts (Rafi, Nurjannah, Fabella & Andayani, 2020). One significant challenge is the geographical differences between different regions, which can hinder adequate internet accessibility for teachers and students. Limited learning facilities and infrastructure, such as a lack of hardware and a stable internet connection, are also obstacles to using LMS. In addition, the passive attitude of students in online learning is a serious challenge that needs to be overcome (Kango & Khozi, 2019). Teachers should look for effective strategies to motivate and engage students online so that they can be active in the learning process. Learning assessment is also a challenge because formative assessments that require direct interaction between teachers and students must be adapted to the use of LMS. In the context of integrating LMS into social studies learning, the challenge faced is how to organize social studies content and materials through LMS and maximize the online discussion facilities provided. To overcome these challenges, proposed solutions include improving internet network infrastructure, motivation, and support to students, improving teachers professional skills in the use of technology, developing LMS-appropriate assessment methods, and creative thinking in organizing materials. By overcoming these challenges. It is hoped that the use of LMS in learning can run well and have a positive impact on the learning process and application in the future (Nasution, Munthe, Sembiring, Azmi, & Nasution, 2022).

In increasing teacher adoption to use LMS in learning, this study proposes several managerial implications. *First*, schools need to build an easy-to-use LMS system, such as translating functions in the LMS into Indonesian, holding training sessions, developing manuals for using tasks in the system, adding experts who are responsible for the LMS system to answer, and handle situation during operation. In addition, it is necessary to increase the usefulness of the system with regulations regarding minimum standards for using LMS when teaching, recognizing and rewarding lecturers who use the system effectively in the teaching process through competitions, or emulation movements in majors level and university level. In addition, there are clear criteria for evaluating the quality of outcomes after instructor adoption, namely comparing student scores, student satisfaction surveys and before and after (Bui, Nguyen, Tran, & Nguyen, 2020).

In implementing a LMS, several effective strategies and approaches can be adopted. First, careful planning is essential in implementing an LMS. This involves identifying learning objectives and student needs and selecting an LMS that fits those needs. By careful planning, educational institutions can ensure that the use of LMS will support the learning objectives to be achieved. Furthermore, adequate training for teachers and students in the use of LMS is also a key factor in successful implementation. Teachers and students need to be provided with adequate training to improve their understanding of LMS as well as the technical skills required for its use (Yulfianti & Dewi, 2021). With proper training, the use of LMS can be more effective and efficient. The integration of the LMS with the relevant curriculum and teaching methods is also very important. By integrating the LMS with the curriculum, learning materials, and teaching methods used, the student learning experience can be enriched and enhanced. It allows students to access learning materials online, interact with learning content, and participate in creatively designed learning activities (Suprihatiningrum, Palmer, & Aldous, 2022). Collaborative and interactive approaches can also be used in LMS implementation. In this case, the LMS can be used to provide discussion forums, collaborative assignments,

or group projects. This approach encourages interaction between students and allows them to learn actively through discussion and cooperation with their classmates.

Monitoring and feedback on student learning progress through an LMS is an important aspect of implementing an LMS. By monitoring students' learning progress regularly, teachers can provide appropriate guidance and support according to students' individual needs. The feedback provided through the LMS can help students refine their understanding of the learning material and identify areas for improvement. Based on the research results cited in the article, the use of LMS in education is effective in improving student learning outcomes, especially in developing cognitive skills and critical thinking. The use of technology in education can also increase the efficiency and effectiveness of the overall learning process. However, the use of technology in education also has challenges and risks that must be managed properly (Suyuti et al., 2023). Therefore, educational institutions need to choose and integrate technology carefully to achieve optimal results. In particular, the research mentioned in the article the findings shows that the use of LMS and interest in learning has a positive influence on student learning outcomes. Thus, the use of LMS can be a contributing factor in increasing student achievement in certain subjects, especially social studies. To achieve the effectiveness of LMS implementation, educational institutions need to pay attention to the strategies and approaches mentioned above. By planning carefully, providing adequate training, integrating the LMS with relevant curriculum and teaching methods, implementing a collaborative and interactive approach, and monitoring student learning progress regularly, the use of LMS can be more effective and provide optimal benefits for students and educators.

The use of Learning Management Systems (LMS) also has a significant influence on learning. In the first article on the findings, research shows that LMS increases the accessibility and flexibility of learning for students. With an LMS, students can access learning materials online anytime and anywhere, allowing for independent learning tailored to individual needs. This ability to access learning materials flexibly helps students to be more engaged in the learning process and improves overall learning efficiency (Murtini & Rochmiyati, 2022). In addition, LMS also facilitates interaction between teachers and students, as well as between fellow students through collaborative features such as discussion forums and group assignments. This helps increase interactivity in learning and enriches students' learning experience. In the first article, research shows that collaborative features of LMS, such as discussion forums, promote interaction between teachers and students, as well as encourage active involvement in the learning process. Furthermore, LMS also simplifies the process of evaluation and feedback in learning. Teachers can provide assessments online and provide faster feedback to students. In the first article, research shows that the use of LMS allows teachers to provide assessments online, which can increase efficiency in the evaluation process. It also helps students get faster feedback, so they can improve their understanding quickly (Hardini, Setyarini, & Harto, 2021). However, in the second article, research shows that the use of LMS does not have a significant effect on student learning motivation. This suggests that although LMSs can provide better accessibility and flexibility of learning, their effect on student motivation may vary depending on other factors, such as the teachers teaching style (Murtini & Rochmiyati, 2022).

In a second article on the findings of the influence of LMS, research shows that teachers' teaching styles have a significant influence on student learning motivation. Personalized and interactional teaching styles were the dominant teaching styles used in the study, and

these teaching styles had a good impact on students in increasing their learning motivation (Khunaini & Sholikhah, 2021). In addition, from the second article, it can also be concluded that online learning using LMS has a positive impact on student learning independence in social studies subjects. Online learning helps students develop their learning independence, which is shown by research results that show the positive and significant influence of online learning on student learning independence. Next, just think about how to apply the LMS in social studies learning.

Application of Learning Management System (LMS) in social studies (Social Sciences) learning and findings obtained from research conducted. With the rapid development of technology, social studies also adopt a more advanced learning model by applying LMS in the learning process. This is expected to make social studies more accessible and learnable by students using interesting and varied models and methods.

From both articles on the findings of LMS implementation, it can be explained that the use of LMS in social studies learning has several benefits. First, the use of LMS can encourage the development of HOTS skills in students (Nisfah, Purwaningsih, & Parno, 2022). HOTS skills include critical, analytical, creative, and problem-solving skills. With an LMS, students can engage in learning activities that are more interactive and involve higher-order thinking (Rustini, Arifin, & Wahyuningsih, 2021). Second, the application of LMS in social studies learning allows the learning process to meet PAIKEM standards, PAIKEM stands for Active, Innovative, Creative, Effective and Fun Learning, PAIKEM is an approach to the learning process that involves the use of various teaching methods and media along with organizing the classroom environment to ensure that students are actively, creatively and effectively involved. This approach aims to make students feel interested and able to absorb the knowledge and skills taught in a fun way. In social studies learning, it is important to create an active, innovative, communicative, creative, effective, and fun learning atmosphere. By using an LMS, learning can be arranged flexibly, with various resources and materials available, so that students can learn in a more interesting and varied way. Overall, the application of LMS in social studies learning provides benefits in terms of developing student skills and increasing learning effectiveness. In the current pandemic era, LMS is a relevant solution to continue the learning process without having to be constrained by space and time factors (Suwanto, Ratnawati, & Ainina, 2022).

The use of a Learning Management System (LMS) in social studies learning has great potential to improve learning effectiveness. LMS provides accessibility and flexibility that allows students to access learning materials anytime and anywhere, overcoming space and time constraints. In addition, interactive and collaborative features in the LMS facilitate interaction and collaboration between students and teachers, so students can share ideas, understanding, and experiences with fellow students and teachers. Through the LMS, teachers can monitor student progress in real-time and provide prompt feedback, which helps in the evaluation of learning. In the context of social studies learning, LMS can be implemented by providing diverse learning materials, supporting discussions, individual and group assignments, and relevant collaborative projects. The use of LMS can also encourage the development of students' Higher Order Thinking Skills (HOTS) through challenging tasks and reflective discussions. In addition, LMS provides flexibility to students in learning according to their learning pace and style. This has a positive impact on student engagement, collaboration, communication, and learning efficiency. However, the application of LMS in social studies learning also faces technical challenges, such as adequate infrastructure

and internet connectivity, as well as educational challenges, such as teacher training and the development of appropriate learning content. To overcome these challenges, it is necessary to improve technology infrastructure, training and support for teachers, and the development of interactive and varied learning content. By overcoming these challenges, the application of LMS in social studies learning can be an effective means of improving quality learning.

CONCLUSION

The application of a Learning Management System (LMS) in social studies learning has significant benefits, including flexibility of access, ease of access, and interactivity for participants. LMS allows access to learning materials that are flexible and can be accessed online, giving participants the freedom to study according to their needs. In addition, LMS also facilitates interaction and collaboration between participants through discussion features and group assignments. This increases interactivity in learning and enriches the learning experience of participants. However, the implementation of LMS also faces challenges, such as limited internet access, the passive attitude of participants in online learning, and assessments adapted to LMS. To overcome this challenge, it is necessary to improve infrastructure technology, provide motivation and support to participants, improve the skills of technology trainers, develop LMS-appropriate assessment methods, and organize learning materials creatively. By overcoming these challenges, it is hoped that the application of LMS in social studies learning can run well and have a positive impact on the learning process. In the end, LMS has a positive impact in increasing the effectiveness of social studies learning.

ACKNOWLEDGEMENTS

We would like to express our sincere gratitude and appreciation to all those who have contributed to the completion of this article. Our deepest thanks go to our research advisors, express our deepest appreciation to our research advisors for their valuable guidance, support, and input throughout the research process. Their expertise and insight have contributed significantly to the quality and accuracy of this article. Institutions and organizations, we would like to acknowledge the support and cooperation we receive from institutions and organizations that facilitate our research. Their assistance in providing access to resources, facilities, and data has been key to the success of this research. Last, Family and friends, our sincere thanks go out to our family and friends for their support, understanding, and patience throughout the research process. Their unwavering support has been a source of motivation and inspiration.

REFERENCES

- Aldiab, A., Chowdhury, H., Kootsookos, A., Alam, F., & Allhibi, H. (2019). Utilization of learning management systems (lms) in higher education system: A case review for Saudi Arabia. *Energy Procedia*, 160, 731-737. <https://doi.org/10.1016/J.EGYPRO.2019.02.186>.
- Ferdianita, N., & Mulianingsih, F. (2021). Analisis hambatan guru IPS dalam pembelajaran jarak jauh dampak pandemi covid-19 di SMP/MTS Kecamatan Gebog Kabupaten Kudus. *SOSIOLIUM*, 3(1), 50-62. <http://journal.unnes.ac.id/sju/index.php/SOSIOLIUM>.
- Fitriani, Y. (2020). Analisa pemanfaatan learning management system (LMS) sebagai media pembelajaran online selama pandemi covid-19. *JISICOM*, 4(2), 1-8. <http://journal.stmikjayakarta.ac.id/index.php/jisicom>,

- Hardini, T. I., Setyarini, S., & Harto, S. (2021). Remote learning implemented by BIPA teachers during covid-19 pandemic. *Jurnal Kependidikan*, 5(1), 122-136.
- Hopeman, T. A., Hidayah, N., & Anggraeni, W. A. (2022). Hakikat, tujuan dan karakteristik pembelajaran IPS yang bermakna pada peserta didik sekolah dasar. *Jurnal Kiprah Pendidikan*, 1(3), 141-149. <https://doi.org/10.33578/kpd.v1i3.25>.
- Kango, R., & Ghazi, S. (2019). Tantangan pembelajaran e-learning di perguruan tinggi. *SemanTECH (Seminar Nasional Teknologi, Sains dan Humaniora)*, 1(1), 137-144.
- Khunaini, N., & Sholikhah, N. (2021). Pengaruh penggunaan learning management system google classroom dan gaya mengajar guru terhadap motivasi belajar pada pembelajaran daring. *Jurnal Ilmu Pendidikan*, 3(5), 2079-2091. <https://doi.org/10.31004/edukatif.v3i5.737>.
- Listiyono, H., Sunardi, S., Utomo, A. P., & Mariana, N. (2022). Pengaruh kemudahan penggunaan dan kemanfaatan learning management system (LMS) terhadap niat penggunaan e-learning. *Jurnal Sisfokom*, 11(2), 208-213. <https://doi.org/10.32736/sisfokom.v11i2.1419>.
- Murtini, & Rochmiyati, S. (2022). Pengaruh pembelajaran daring terhadap kemandirian belajar siswa pada mata pelajaran ips smp. *Dewantara Seminar Nasional Pendidikan*, 1(1), 1-13.
- Nasution, A. Y., Munthe, A. D., Sembiring, F. M., Azmi, K., & Nasution, I. (2022). Tantangan mahasiswa dalam pembelajaran online di masa pandemi covid-19. *Edumaspul Jurnal Pendidikan*, 6(1), 392-395. <https://doi.org/10.33487/edumaspul.v6i1.2203>.
- Ni'am, S., Wibawa, H. A., & Endah, S. N. (2013). Pengembangan aplikasi learning management system (lms) pada sekolah menengah pertama islam terpadu (SMP IT) Harapan Bunda Semarang. *Journal of Informatics and Technology*, 2(1).
- Nisfah, N. L., Purwaningsih, E., & Parno, P. (2022). Collaborative inquiry integrated technological pedagogical content knowledge to improve higher-order thinking skills. *Jurnal Kependidikan Penelitian Inovasi Pembelajaran*, 6(1), 25-39. <https://doi.org/10.21831/jk.v6i1.36440>.
- Pratomo, I. W. P., & Wahanisa, R. (2021). Pemanfaatan teknologi learning management system (LMS) di UNNES masa pandemi covid-19. *Seminar Nasional Hukum Universitas Negeri Semarang*, 7(2), 547-560. <https://doi.org/10.15294/snhunnes.v7i2.730>.
- Rafi, I., Nurjannah, F. F., Fabella, I. R., & Andayani, S. (2020a). Peluang dan tantangan pengintegrasian learning management system (LMS) dalam pembelajaran matematika di Indonesia. *Jurnal Tadris Matematika*, 3(2), 229-248. <https://doi.org/10.21274/jtm.2020.3.2.229-248>.
- Rustini, T., Arifin, M. H., & Wahyuningsih, Y. (2021). Implementasi pembelajaran ips di sd kelas tinggi berbasis aplikasi lms google classroom. *Didaktika Tauhidi*, 8(2), 115-123. <https://doi.org/10.30997/dt.v8i2.4174>.
- Sidauruk, T., Berutu, N., Yenni, N., Rizkia, E., & Rinaldy, M. (2021). *Laporan Kemajuan penelitian terapan pengembangan learning management system (LMS) Terpadu sebagai platform e-learning pembelajaran IPS SMP*. <https://simppm-unimed.com/dosen/penelitian/cetak/lembar-pengesahan/1678>.
- Suprihatiningrum, J., Palmer, C., & Aldous, C. (2022). Science and special education teachers create inclusive classroom practice in science. *Jurnal Kependidikan Penelitian Inovasi Pembelajaran*, 6(2), 129-142. <https://doi.org/10.21831/jk.v6i2.49858>.

- Suwanto, Ratnawati, A., & Ainina, N. Q. (2022). Trend e-learning sebagai media pembelajaran IPS jarak jauh. *Jurnal Education Social Science*, 2(1), 2809-3763.
- Suyuti, Wahyuningrum, P. M. E., Jamil, M. A., Nawawi, M. L., Aditia, D., & Rusmayani, N. G. A. L. (2023). Analisis efektivitas penggunaan teknologi dalam pendidikan terhadap peningkatan hasil belajar. *Journal on Education*, 6(1), 1-11.
- Syofian, M., & Gazali, N. (2021). Kajian literatur: Dampak covid-19 terhadap pendidikan jasmani. *Journal of Sport Education*, 3(2), 93-102. <https://jope.ejournal.unri.ac.id/index.php/jope/article/view/7905>.
- Bui, T. K., Nguyen, M. H., Tran, V. H. N., & Nguyen, H. B. (2020). Lecturers' adoption to use the online learning management system (LMS): Empirical evidence from TAM2 model for Vietnam. *Ho Chi Minh City Open University Journal of Science – Economics and Business Administration*, 10(2), 3-17. doi:10.46223/HCMCOUJS.econ.en.10.1.216.2020.
- Wibowo, A. T., Akhli, I., & Nugroho, S. E. (2014). Pengembangan LMS (learning management system) berbasis web untuk mengukur pemahaman konsep dan karakter siswa. *Scientific Journal of Informatics*, 1(2). <http://journal.unnes.ac.id/nju/index.php/sji>.
- Wijaksono, B. A., Handayani, T., & Herlinda, H. (2023). Learning activity management system (lams) sebagai media pembelajaran open source online. *Jurnal AbdiMas Nusa Mandiri*, 5(1), 22-28. <https://doi.org/10.33480/abdimas.v5i1.3418>.
- Wirangunawan, I. G. N. (2022). Pemanfaatan learning management system (LMS) dalam pengelolaan pembelajaran daring pada satuan pendidikan. *Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 2(1), 82. <https://doi.org/10.51878/edutech.v2i1.981>.
- Yudhana, A. S. L., & Kusuma, W. A. (2021). Kelebihan dan kekurangan pembelajaran jarak jauh atau e-learning dan learning management system (LMS) menggunakan pendekatan literature review, dan user persona. *Jurnal Health Sains*, 2(9), 1617-1628. <https://doi.org/10.46799/jsa.v2i9.303>.
- Yulfianti, S. Y., & Dewi, R. M. (2021). Efek learning management system berbasis google classroom dan minat belajar terhadap hasil belajar ekonomi siswa. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(2), 491. <https://doi.org/10.33394/jk.v7i2.3717>.