



## Effectiveness of Learning Using a Moodle – Based Learning Management System (LMS) in Improving Students' Civic Knowledge on Diversity Materials

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### ABSTRACT

This research was motivated by distance learning as a result of the Covid-19 pandemic which caused the use of Moodle e-learning media in learning activities. This study uses a mixed method. Data collection techniques used are observation, interviews, cognitive tests, and questionnaires. The findings in this study; 1) Moodle-based e-learning plans for both schools and Citizenship Education teachers have developed and designed learning steps in a systematic manner that are in line with the learning objectives. 2) Based on the researcher's observations from the opening activities, education has prepared learning resources in accordance with the lesson plans before learning begins. 3) Student learning outcomes based on cognitive tests at the end of the lesson showed that most of the students had completed the learning sub unit with a percentage 64% of the overall class VII students which was a sample of 78 people, this was certainly influenced by the learning process in class and various assignments that have been completed by students. 4) The effectiveness of Moodle based e-learning at SMPN 30 Bandung in improving the civic knowledge of students in civics subjects, there are several things that must be considered. So it can be concluded that the use of Moodle in learning is effectively used in increasing the civic knowledge of students.

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## 1. INTRODUCTION

The new virus type Sars-coV-2, namely an infectious plague that was discovered December 31, 2019 or often called Covid-19 This target is breathing and also the lungs, even the occurrence of death ([Susilo et al., 2022](#)). The government provides a policy to limit people's activities to stay at home, while the first thing that must be done to prevent transmission of this virus is to maintain distance between each other, wear a mask, and use soap when washing hands ([Jalaludin, 2021](#)). In addition to issuing policies to implement 3M, the government also issued policies to limit community activities in a broad scope or commonly known as PSBB. Pandemic Covid-19 This certainly has various impacts from the Pandemic Covid-19 for the community, one of them is in the field of education, as a result, student learning is carried out online ([Nafrin, 2021](#)).

Civics teachers are required to carry out better teaching activities, especially in the packaging of all-technology learning materials. Technology is the most important tool in teaching and learning activities today e-learning, of course, a supporting learning strategy is needed to overcome the activity (Widianto, 2021). The solution used is to choose media in teaching and learning activities as an alternative to current learning because it does not allow teaching and learning activities to be carried out 100 percent face to face.

According to Branson ([Alfiansyah, H.R. & Wangid, 2018](#)) "In the face of various advances at this time, it requires Citizenship Education to develop civic competences (knowledge, skills and character) with the hope of realizing citizens who can play an active role in their country".

Researchers made observations at SMPN 30 Bandung regarding teaching and learning activities caused by the Pandemic Covid-19. In accordance with the capacity of the Ministry of Education and Culture Circular Letter, as a result 50% of other students carry out learning activities from home (BDR). This policy certainly has an impact on teachers and students who carry out learning activities from home, one of which is that teachers and students can interact directly in delivering and receiving learning material. As a result, students have a variety of understandings, considering that students have their own ability to understand learning material which is one of the obstacles for educators.

The difficulty of students adjusting to online learning (e-learning) became one of the challenges during teaching and learning activities, the limitations that emerged during the spread of this epidemic caused difficulties for educators in academic administration. Therefore, the use of media Moodle this is actually used in SMPN 30 Bandung to support current learning activities. Based Learning Management System This of course provides space for interaction between educators and students, students need guidance from educators, especially guidance on how to become moral beings.

Application usage Moodle as a media-based learning support on line This course is very solution related to the problems that arise in current learning ([Widyasusanti et al., 2022](#)). The development of information progress also provides opportunities to build and use computer programs for the learning process ([Gunawan et al., 2021](#)). The purpose of this research is to examine how to collaborate Citizenship Education Subjects with Diversity material and Moodle-based online learning with civic knowledge.

### 1.1 Citizenship Education

According to Carter V. Good ([Ramadan et al., 2022](#)) Learning is the development of a person's good attitude and behaviour in society. The Pancasila and Citizenship Education Curriculum is mandatory for all lines, types and levels of teaching based on Law Number 2 of 1989 concerning the National Learning System. The aim is to in still readiness and behaviour that allows understanding the material and believing in the values of Pancasila as a social

guideline. Characteristics of Civic Education is currently dominated by value induction and knowledge dissemination. This can be seen in the educational materials developed from the Pancasila precepts.

## 1.2 Competence Citizenship Education

According to (Pangalila, 2017) Citizenship competencies are abilities that citizens must have. Citizenship Competency (civic competence) namely to describe the details of the citizenship competence itself such as civic knowledge, civic skill, and civic disposition (Raharjo, 2020).

## 1.3 Purpose of Citizenship Education

The purpose of civics education is to think critically, creatively and rationally in addressing citizenship issues, to play an active role in quality and responsibility and to act wisely in community activities as a nation and state, developing the character of Indonesian society (Budiarsih & Supeni, 2018). Positively and democratically so that they can coexist with other nations and interact with other nations in international norms, both directly and indirectly by using existing technology (Adha, 2021).

## 1.4 Scope of Citizenship Education

Pancasila which is the foundation of the life of the nation and state as a whole, the 1945 Constitution which is the basic law and foundation for the legal structure of the nation, state and society (Semadi, 2019). Bhineka Tunggal Ika can be seen as a complete and complete manifestation of the diversity of life in society, nation and state, the Unitary State of the Republic of Indonesia functions as a status statement (Rani, 2017).

## 1.5 Learning Objects Citizenship Education

There are four scientific prerequisites for a science which includes having objects, methods, systems and universals (Budiutomo, 2013). Science is born from research and throughout research researchers examine and discuss potential phenomena or empirical phenomena. Then this item is developed using a rational approach consisting of several parties, each of whom has a certain position but are interconnected with each other in a system. The resulting truth is a comprehensive truth that can be accepted by anyone, at any time.

## 1.6 E-Learning

E-Learning according to Zhang & Zhu (Salehudin, 2020) E-Learning is distance education that is comfortable to use both in terms of novelty and the model which is based on the effect of updating information for learning activities. According to Munir (Irtawanti, 2021) E-Learning is a form of information advancement that is used by education in internet media, namely the change to digital form. Rosenberg (Wirani, 2020) argues that e-learning namely the use of internet technology based on three standards to provide various types of education, namely as a network with the ability to update, store, convey information or material. Benefit e-learning namely educators can moderate learning without being constrained by distance (Turrahma et al., 2018).

## 1.7 Function of E-Learning

Function e-learning according to Yaniawati (Supriyanta, 2013) namely.

### (i) Supplement (Extra)

If students are not advised, they do not need to access the material e-learning, because students choose between using e-learning or not in learning activities.

(ii) Complement (Complementary)

Usage e-learning can help educators complete teaching materials, and also conduct enrichment with the aim of increasing student understanding.

(iii) Substitution (Replacement)

Conventional learning models in practice can be replaced using the internet

### 1.8 Definition of Moodle

Educational support software means a dynamic learning environment that supports the distribution of electronic learning packages that are used to accommodate subject matter (Setiyorini et al., 2017).

Learning management system This Moodle-based can be obtained free of charge and users can improve the online learning system because it is designed according to needs (Rizal & Walidain, 2019). One of the benefits for educators is that it is easy to use because educators can have more time to think about educational content that will be delivered without good knowledge of web programming and also using learning management-based system Moodle it can follow the paradigm e-learning integrated makes it possible to collaborate in “knowledge sharing” (Napitupulu & Simanjuntak, 2022).

### 1.9 Moodle As a Learning Media

In general, the internet is used as a communication tool, the internet during the Covid-19 period as a learning support medium. One of the technological advances that utilize the internet namely Learning Management System or commonly known as LMS. Learning Management System This is very beneficial for distance learning (Fitriani, 2020). According to Sanjaya in (Suryapermana, 2016) the factors that influence learning activities are 1) educators; 2) students; 3) completeness; and 4) zone. Moodle forms a concept as virtual learning which is a new frame of mind.

## 2. METHODS

In this study, researchers used the approach mixed methods. In which the researcher unifies one approach with the other, namely qualitative and quantitative. Researchers use the approach sequential mixed methods or commonly referred to as a sequential or gradual mixed approach. In the first stage, qualitative data was collected and then analysed in order to answer the first and second problem formulations, namely how to plan lessons e-learning based Moodle and how to apply it to learning activities. Then, in the second stage, quantitative data is collected and then analysed in order to be able to answer the third and fourth problem formulations, namely increasing civic knowledge or citizenship knowledge of students on the subject of Diversity in e-learning-based learning. Moodle and how the effectiveness of e-learning is in improving civic knowledge students on Diversity material in class VII. The method used in this study namely sequential exploratory namely collecting and analysing qualitative data first and then quantitative data, in this study qualitative data is used to explain quantitative data.

## 3. RESULTS AND DISCUSSION

### 3.1 Moodle-based E-Learning Planning

The pandemic led to its use e-learning which is an alternative in the world of education so that learning can still be implemented. According to Yaniawati (Supriyanta, 2013) in its implementation, e-learning These have additional, complementary, and even substitute functions.

SMPN 30 Bandung take advantage e-learning as a complementary learning media. This is in line with what was conveyed by IC in the interview that existed Moodle This is a complementary media in implementing teaching and learning activities.

Good learning is of course learning that starts from planning ([Astuty & Suharto, 2021](#)). Planning teaching and learning activities, namely a process starting from making decisions and being critical in thinking about means, namely a behavior that is carried out to achieve a goal. Through the observational findings of researchers in the field, it was found that SMPN 30 Bandung was teaching e-learning because this is a solutive step in responding to education during a pandemic. Based on the results of an interview with IC, SMPN 30 Bandung has no plans to make one yet e-learning because the school doesn't have one yet website therefore use the media Moodle.

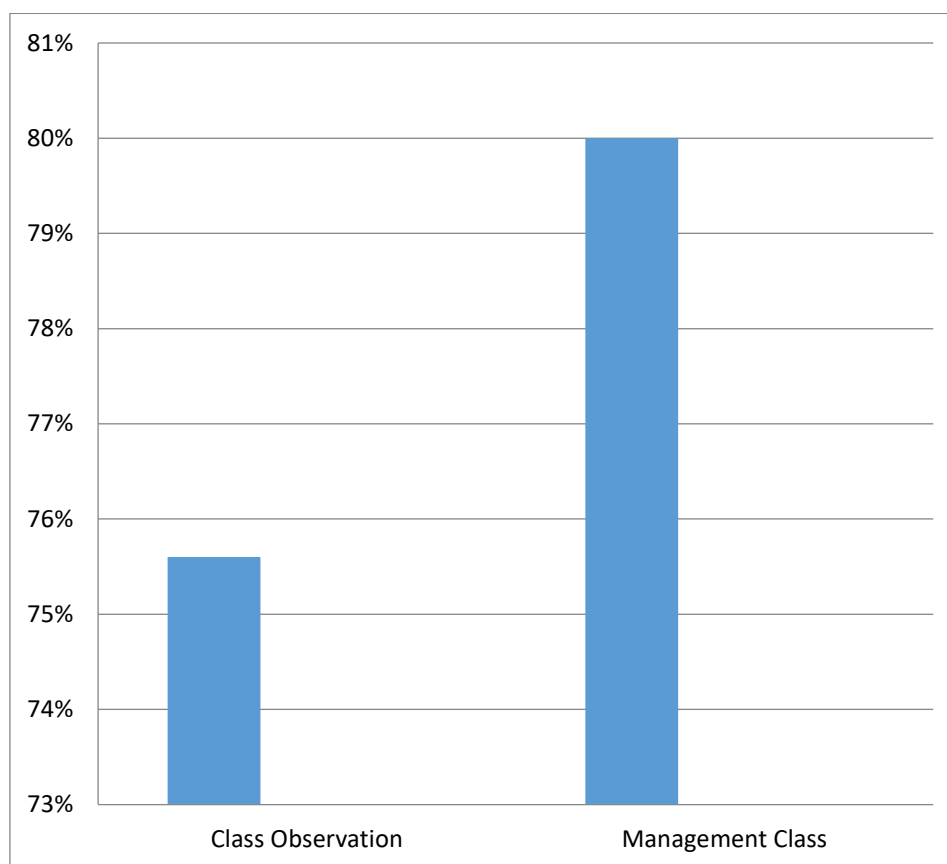
Media in learning certainly plays an important role in supporting teaching and learning activities. Everything that is applied to stimulate students through the teacher so that they can take part in learning in its entirety and is also meaningful is called learning media ([Anshori, 2018](#)).

Agree with IC, DB and ES that the election Moodle as a learning media because the features provided by this application can meet the needs during teaching and learning activities. Lesson planning is one of the teaching guidelines for educators because it includes the learning concepts that will be implemented. Based on the observational findings of researchers in the field, it was found that Citizenship Education Teachers had carried out lesson preparations. As for the gain from the results scale Likert on the learning plan of the participants as a whole, which is at an average percentage of 72% which is categorized as good. Thus, based on the findings regarding the planning of use Moodle both Citizenship Education teachers and schools have prepared and carried out designs that are in accordance with the learning objectives.

### **3.2 Application of Moodle-Based E-Learning in Improving Student Civic Knowledge on Diversity Materials**

Technological developments in the world of education are expected to be put to good use, so Moodle is used as a learning medium e-learning at SMPN 30 Bandung, one of which is to be able to provide increased understanding of the participants.

The enthusiasm of students during learning can measure the effectiveness of learning, so based on the results of a documentation study on lesson plans that have been compiled by PPKn teachers and based on direct observation of learning in class in relation to mastery of concepts students and PPKn teachers carry out learning strategies by giving assignments based Problem Based Instruction. The following is the result of the percentage of direct observations of researchers on class learning online and an assessment of classroom management abilities by Civics teachers presented through



**Figure 1.** Observation Histogram

Overall the results of classroom observations on the effectiveness of teaching and learning activities are at 75.6% which is in the good category, namely between (51% -75%). In practice, the researcher observes how the learning process takes place starting from opening to closing. Based on the researcher's observations from the opening activities, educators have prepared learning resources in accordance with the lesson plans before learning begins. Then the teacher gives greetings and motivation to students before starting class online which is followed by giving examples of problems related to material by showing videos on Moodle.

Furthermore, in the core activities, the educator informs in advance that at the end of the lesson there will be held quiz expected to listen. Each student has been given the task of presenting a specific area. Another observation that the researcher made was in the classroom learning process online regarding the enthusiasm and response of students to learning.

Finally closing the learning activities, the teacher gives quiz as a learning evaluation as well as conveying information regarding the learning agenda in the upcoming meeting as well as providing based assignments Problem Based Instruction. So it can be concluded that the learning process carried out by educators, especially in the delivery of diversity material in the Unity in Diversity Frame, is able to increase understanding.

It can be observed that the implementation in motivating and conveying apperceptions related to the material is categorized as good and the objectives and indicators of the material are conveyed completely. So the initial learning activities of educators who manage the class as a whole are good with the acquisition of an average score at number 8 out of 10 assessment criteria. Then in this activity the educator's skills are qualified and able to explain to students interactively which is able to create a two-way learning atmosphere. In accordance with learning in this digital era, educators have utilized media that are relevant to learning objectives and use discussion forums and quiz which is interesting in Moodle the average

indicator is at number 8. Second, the student factor in e-learning, the drawback is that additional equipment is needed to support learning activities. This is in accordance with DB's statement in his interview, namely learning constraint se-learning This is the uneven provision of access facilities e-learning students, because not all students have such supporting facilities gadget or laptops.

Third, the factor of facilities and infrastructure. Limited facilities in accessing learning result in students not being able to participate in learning activities, so educators must be able to overcome these obstacles. DB suggests that by creating a learning module and opening classes offline limited to students.

Fourth, environmental factors e-learning Of course, limiting interaction, educators are required to provide learning alternatives so that the material presented can be well received by students. This is a challenge for educators because the focus of learning is influenced by environmental factors around it.

Furthermore, for educators who are elderly, of course, it is also a challenge in e-learning system because it must be able to balance the abilities of students. So the solution step is to carry out special training for all educators and teaching staff at SMPN 30 Bandung so that they can keep up with current technological advances.

### 3.3 Increasing Student Civic Knowledge through Moodle-based E-Learning on Diversity Materials

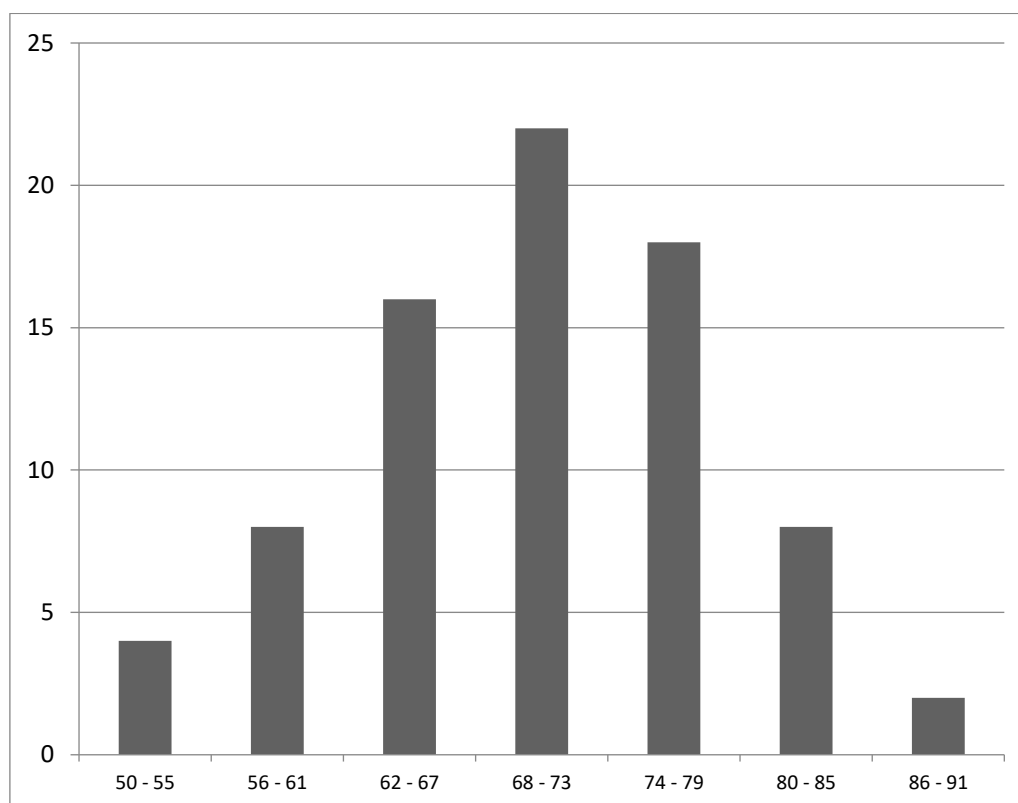
The main focus of educators is civic knowledge, because this is one of the competencies of students. Citizenship Knowledge is related to what should be and regarding responsibilities as citizens ([Sutrisno et al., 2020](#)). As is e-learning then it will feel different in increasing citizenship knowledge.

This research focuses on the extent to which diversity material can provide understanding to students. Based on the results of cognitive tests, it is known that the highest scores obtained by students from the number of samples are 90 and 50 with the lowest scores with an average cognitive test result of 76.68%. The following is data on the results of students' cognitive tests based on criteria completion.

**Table 1.** Percentage of Completeness of Students' Cognitive Test Scores

Value	Frequency	Percentage	Completeness	
			Not Completed	Completed
50 – 55	4	5%		
56 – 61	8	10%		
62 – 67	16	21%		
68 – 73	22	28%	28	50
74 – 79	18	23%		
80 – 85	8	10%		
86 – 91	2	3%		
<b>Amount</b>	<b>78</b>	<b>100%</b>	<b>36%</b>	<b>64%</b>

The frequency distribution is the arrangement of the data according to the interval class that the researcher has calculated and included in a list, the frequency distribution table for the cognitive test scores is as follows



**Figure 2.** Frequency of Cognitive Test Values

The description of the table shows that the highest frequency of values is located in the 86-91 interval of 2 students with a percentage level of 2% and the lowest is located in the 50-55 interval of 4 students with a percentage level of 5%. However, from these data it is known that the highest scores obtained by students in the cognitive test test are located at intervals 68-73 of 22, as many as 4 students at intervals of 50-55 get the minimum score.

The highest score is in the interval between 68-73, namely 22 students and the students who get the minimum score are in the interval 50-55, namely 4 students. The school determines the KKM is 72, then based on data acquisition that students who have completed individually are 50, as many as 28 students have not completed. So the target of researchers based on learning achievement has been achieved, namely 64% level of completeness percentage.

Based on the findings of researchers observative on e-learning shows the class runs interactively. This is determined by how the teacher makes lesson plans and manages the class well which gets a positive response from students.

The increase in student learning can be seen during the learning process, namely when students are enthusiastic in participating in class learning by paying attention to learning ethics e-learning in SMPN 30 Bandung which has been determined. At the time of giving material in the form of videos during parallel discussions assigned by educators to students. From working on assignments that educators give through Moodle, it can be seen that the majority of students work in a timely manner.

The interaction between educators and students is very interactive, educators open themselves to mingle more in order to show positive responses such as actively asking or vice versa students respond when the teacher gives questions during learning activities. This was in accordance with DB during the interview that he tried to build good learning patterns with students so that they were able to be open when they wanted to ask about learning.



Based on the cognitive tests at the end of the lesson, it shows that most of the students have completed the learning sub-units with a percentage of 64% of all students, which is a sample of 78 people. This is certainly influenced by the learning process in class and the various assignments that have been completed by participants educate.

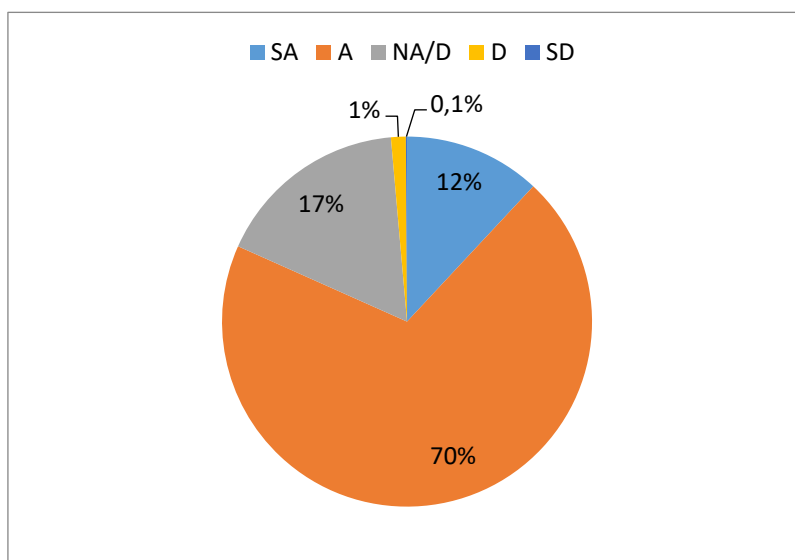
### 3.4 The Effectiveness of Moodle-Based E-Learning in Improving Students' Civic Knowledge on Diversity Materials

The enthusiasm of students during the learning process can show the effectiveness of learning, in which increased knowledge and behaviour of students during learning is part of an effective learning aspect. Therefore, its effectiveness is reviewed based on educators optimizing Moodle during activities.

After making observations and interviews regarding the planning and application of Moodle as e-learning Pancasila and Citizenship Education lessons at the end of the lesson provide cognitive tests to students and provide questionnaires regarding the assessment of learning media Moodle. From the opinions of Firman and Slavin in determining indicators the effectiveness of learning, namely successful learning, namely learning that fits the purpose, has facilities that support learning and complete student learning outcomes. The researchers adjusted the various indicators according to the need for effectiveness Moodle seen from the learning process and effectiveness Moodle seen from the learning outcomes. In which each aspect has an indicator of achievement from the answers of the respondents so that the better the respondent's answer, the better the statement's contribution to the indicator.

#### 3.4.1 Effectiveness Moodle

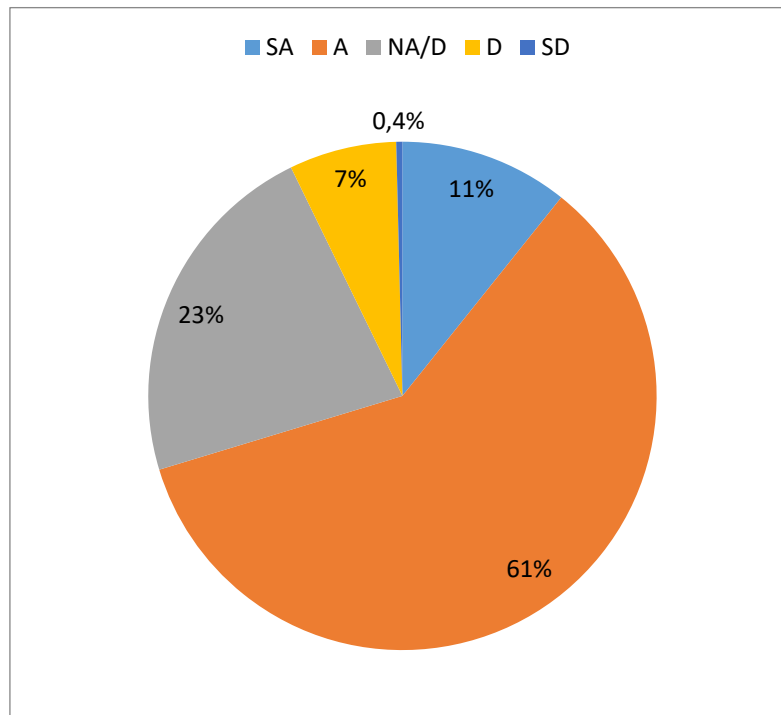
When, of course, you really need learning media to facilitate access, especially understanding learning material, so that it functions Moodle namely as a means of support for students in conducting e-learning at SMPN 30 Bandung



**Figure 3.** Percentage of questionnaire results on indicators of using Moodle

Based on the results of the questionnaire, the percentage score for each student's positive statement with an average answer of 70% agreed. The use of Moodle in this study is seen by how students can access E-Learning which is supported by various facilities, both individual facilities and school facilities. Based on the responses of students, it is known that most of the learning processes are optimal because they have been supported by various facilities.

Moodle which is used by SMPN 30 Bandung in supporting learning is expected to be motivating, where this e-learning requires self-study as well as having digital literacy skills in mastering Information and Communication Technology

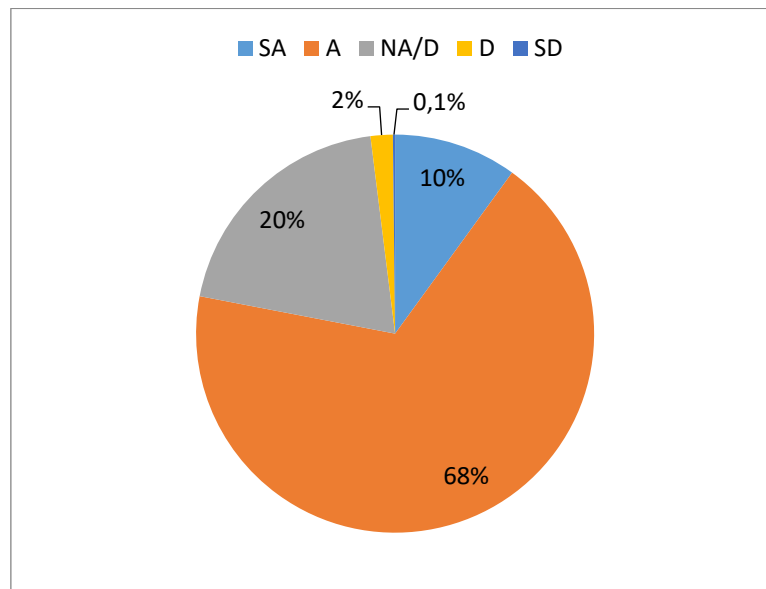


**Figure 4.** Percentage of questionnaire results on student participation indicators

Based on the results of the questionnaire, the percentage score for each student's positive statement with an average answer of 61% agreed. The participation of these students can be seen from the intensity of use Moodle in the teaching and learning process, how Moodle used as an interactive medium both between educators and between students, Moodle used as a medium in accessing learning. From the answers of students, it is known that the learning process by using Moodle very maximal with teaching and learning activities.

### 3.4.2 Effectiveness Moodle seen from the learning outcomes e-learning

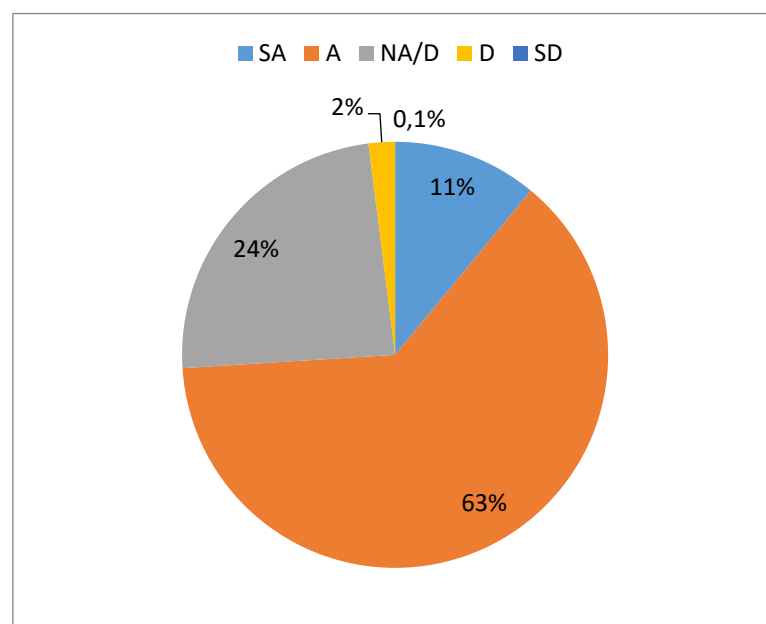
The form of students understanding learning activities that are aligned with the intended learning is such as answers to questions given whether answering agrees or vice versa (Permana & Sumarmo, 2007). This understanding indicator is a measurement of whether the material delivered using Moodle makes students more understand about the learning material or not.



**Figure 5.** Percentage of questionnaire results on indicators of student

Based on the results of the questionnaire, the percentage score for each student's positive statement with an average answer of 68% agreed. With mastery of subject matter, achievement, creativity, self-confidence, enthusiasm for quiz. Students give answers that in understanding the subject matter by using the media Moodle only helps in terms of access remains in understanding how educators present material well to be understood and understood. Moodle also able to provide independent learning for students, enthusiasm for learning which increases the level of confidence and critical thinking.

In order to find out how good Moodle can contribute to the learning process in terms of the answers of students as users. On this indicator will be known whether Moodle as a learning medium e-learning good to use or not.



**Figure 6.** Percentage of questionnaire results on student satisfaction indicators

Based on the results of the questionnaire, the percentage score for each student's positive statement with an average answer of 63% agreed. Student satisfaction with Moodle seen from

whether the media provides convenience in accessing learning and ease in understanding learning. From the answers of students, it is known that overall Moodle able to help facilitate student learning activities.

Overall, the results of research on the effectiveness of using Moodle in teaching and learning activities in developing an understanding of citizenship on diversity material are seen from the previous problem formulation. This is the basis for measuring the level of effectiveness of learning media Moodle namely what is lesson planning e-learning based Moodle this is good, is it Moodle can develop students' citizenship knowledge, as well as whether Moodle is a good medium to use in learning It is learning during a pandemic based on the responses of educators and students.

In this study using aspects of measurement by Slavin ([SAPUTRA, 2021](#)) there are four indicators used to measure the effectiveness of a lesson, namely as follows.

(i) Teaching Quality

The quality of teaching, namely the extent to which an ability can facilitate students in learning the material, can be seen from the process and learning outcomes ([Fatmasuci, 2017](#)). First, suitability of learning activities between the sender and recipient of the material. Interviews and also observations that have been conducted at SMPN 30 Bandung regarding the process of teaching and learning activities using Moodle as an e-learning medium have been carried out well as an assessment of the learning process with an average percentage of 77.8% which is included in the effective category.

Second, the learning achievement of students can be declared complete after fulfilling the absorption capacity, namely the Minimum Completeness Criteria. Based on the cognitive test results of students in class VII with diversity material who have achieved learning mastery of 64%, so that students can effectively develop citizenship knowledge on this material within the framework of Bhinneka Tunggal Ika.

(ii) Distribution of appropriate learning

Educators ensure the readiness of students to understand new material where the appropriate level of teaching can be seen from the preparation of educators in planning learning and the readiness of students to learn ([Adawiyah, 2021](#)). Thus, based on observations of educators' lesson planning sheets with an average rating of 72.6% which is included in the effective category.

(iii) Incentives

The incentive here is that educators ensure the extent to which students are motivated in doing various learning tasks and also studying the material that has been presented. To measure the power of incentives, researchers provide questionnaires to students with the aim of being confirmed proof of the truth of statements other than through observation. The results of the questionnaire show that the percentage is 76.68% so that it can be concluded that overall learning it is learning based Moodle has been especially effective in providing learning motivation and ease of accessing learning for students.

It is undeniable that the use of media Moodle as a medium e-learning at this time there are obstacles and constraints as follows.

(i) Unequal facilities e-learning for students

(ii) Educators in e-learning system are increasingly productive

(iii) Lack of educator pedagogical competence

Therefore, as a strategic step to overcome these obstacles, namely as follows.

(i) Unequal facilities e-learning for students, schools must provide facilities that can support student learning, such as computers, Wi-Fi and coaching.

- (ii) The provision of two learning alternatives online and offline by PPKn teachers and provided special modules for teaching and learning activities
- (iii) Assisted the media technician team at SMPN 30 Bandung in terms of using Moodle.

Thus, the effectiveness of the use of media Moodle in SMPN 30 Bandung as e-learning In developing citizenship knowledge in Civics lessons, there are several things that must be considered, including 1) effective and efficient learning planning that is technically related to digital media to facilitate access, 2) the need to pay attention to the activeness and creativity of students in preparing learning tools by Civics teachers to achieve technology-based learning objectives, 3) need to be well developed and have structured communication patterns from each element so that all obstacles in learning e-learning can be solved.

#### 4. CONCLUSION

The disease outbreak in early 2020 certainly had several impacts on the life sector, one of which was in the education sector. In the field of education teaching and learning activities have changed from offline to online so that media is needed that can support the learning process. The use of Moodle at SMPN 30 Bandung as a support for teaching and learning activities, therefore it is necessary to study how the effectiveness of learning of emails based Moodle This is especially in developing citizenship knowledge including learning, increasing motivation and also facilitating access to learning. Of course, to increase students' citizenship knowledge, a knowledge assessment is carried out to determine the skills of class VII students on diversity material.

The instructional reference for students and for educators is learning planning. In this Moodle-based online learning, PPKn teachers have prepared learning materials on how to prepare annual plans, semesters and programs and use Moodle based on TPACK and based on critical abilities, creativity, collaboration and communication to help students understand learning and solve related problems. with material.

It is possible to consider the use of Moodle-based online learning as a good and effective implementation for enhancing civic understanding. It can be seen from the enthusiasm of the activities as well as the positive response and the ability of educators to manage the class.

The use of Moodle as a learning tool for online learning is undoubtedly capable of providing convenience. The effectiveness of this teaching and learning activity can be seen to what extent the students' understanding. Interactive interactions support increased knowledge. Therefore, Moodle-based online learning is effective in increasing students' citizenship knowledge of diversity-related material.

The effectiveness of learning activities in this study can be assessed from how well educators use Moodle as an e-learning medium, how Moodle can influence student improvement based on the distribution of surveys that researchers give to informants. This increase is based on various indicators, including student use, participation, understanding of the material, and satisfaction with their ability to produce effective results. The majority of Moodle-based e-learning has been effectively carried out during teaching and learning activities and has had an impact on the success of students in learning.

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