




# Learning Management System Training at Postgraduate School Ibn Khaldun University Bogor

 Rudi Hartono<sup>1\*</sup>,  Qurroh Ayuniah<sup>2</sup>,  Jaih Mubarak<sup>3</sup>

<sup>1,2,3</sup>Universitas Ibn Khaldun Bogor  
Jawa Barat, Indonesia

✉ [rudihartono@uika-bogor.ac.id](mailto:rudihartono@uika-bogor.ac.id) \*



## Article Information:

Received July 31, 2024

Revised August 08, 2024

Accepted August 20, 2024

## Keywords:

Learning Management System; Training; UIKA Bogor

## Abstract

Learning Management System (LMS) training aims to introduce and improve mastery of the Learning Management System for lecturers and students. Training was carried out at the Postgraduate School of Ibn Khaldun University, Bogor. This training is part of community service activities which is a concrete manifestation of academics' contribution to improving the quality of education in Indonesia. The training was held on June 15 2024 with the number of participants involved being 25 people who were students and lecturers at the Postgraduate School of Ibn Khaldun University, Bogor. The training results showed a 90% increase in participants' understanding and ability to use the Learning Management System. It can be concluded that the Learning Management System training at the Graduate School of Ibn Khaldun University Bogor succeeded in increasing the understanding and ability of lecturers and students to use the Learning Management System. This training proves that with the right guidance, the use of technology in education can be optimized. In the future, it is hoped that similar training can be held regularly to ensure that the entire academic community can make maximum use of the LMS in the learning process.

## A. Introduction

The rapid development of information technology encourages educational institutions to adopt technology-based learning systems. Learning Management System (LMS) is an important tool in supporting the online learning process (Shafa, 2024; Simanullang & Rajagukguk, 2020; Sumardi et al., 2021). At the Postgraduate School of Ibn Khaldun University Bogor, LMS training was held to improve the ability of lecturers and students to optimize the use of LMS. This training also aims to prepare institutions to face learning challenges in the digital era.

Learning Management System (LMS) is a digital platform used to plan, implement and evaluate the learning process (Kant et al., 2021; Maliki et al., 2021; Salamah et al., 2020). LMS enables efficient delivery of learning materials, task management, and communication between lecturers and students (Annamalai et al., 2021; Mardiah et al., 2024; Morze et al., 2021). Some popular LMS include Moodle, Google Classroom, and Blackboard. The use of LMS is expected to increase student learning involvement and independence and make it easier for lecturers to manage classes virtually (Misri et al., 2024; Spirin et al., 2022; Swerzenski, 2021).

There are many ways LMS can help improve the quality of online learning in higher education. First, an LMS allows students to access learning materials anytime and anywhere, which makes it easier for those who have limited time or space. Second, LMS helps learning to be more organized and structured, where lecturers can schedule meetings, upload materials, and track student learning progress. Third, web-based education systems (LMS) allow more intensive interaction between students, teachers and fellow students;

How to Cite : Hartono, R., Ayuniah, Q., & Mubarak, J. (2024). Learning Management System Training at Postgraduate School Ibn Khaldun University Bogor. *DIKDIMAS : Jurnal Pengabdian Kepada Masyarakat*, 3(2), 91–97.  
<https://doi.org/10.58723/dikdimas.v3i2.283>

ISSN : 2830-2834

Published by : Asosiasi Profesi Multimedia Indonesia

this can improve collaboration and academic discussion online (Wiragunawan, 2022; Wulandari & Tohir, 2024; Yudhana & Kusuma, 2021).

Nevertheless, there are many challenges that must be overcome when implementing an LMS for online learning in higher education. Technical challenges such as limited technological infrastructure, digital differences among students, and lecturers' limitations in using LMS are some of the problems that must be overcome. Therefore, Learning Management System (LMS) training is needed to introduce and improve LMS mastery for lecturers and students.

## B. Methods

The training was held on June 15 2024 with the number of participants involved being 25 people who were students and lecturers at the Postgraduate School of Ibn Khaldun University, Bogor. Planning and preparation are the first steps that need to be taken to carry out Learning Management System (LMS) training at the Graduate School of Ibn Khaldun University, Bogor. Planning and preparation includes determining training goals and objectives, such as increasing understanding of LMS use, facilitating online teaching, and increasing learning effectiveness. Planning and preparation also involves identifying participants who will take part in the training, including staff members, lecturers, and In addition, the LMS platform chosen must meet the institution's requirements. Platforms such as Moodle, Google Classroom, or others can be used as examples. Next, creating training materials is very important. Training modules should include basic knowledge about using the LMS, how to organize courses, uploading materials, online assessments, discussion forums, and other relevant features. In addition to training modules, written guides and video tutorials must be created so that participants can learn independently.

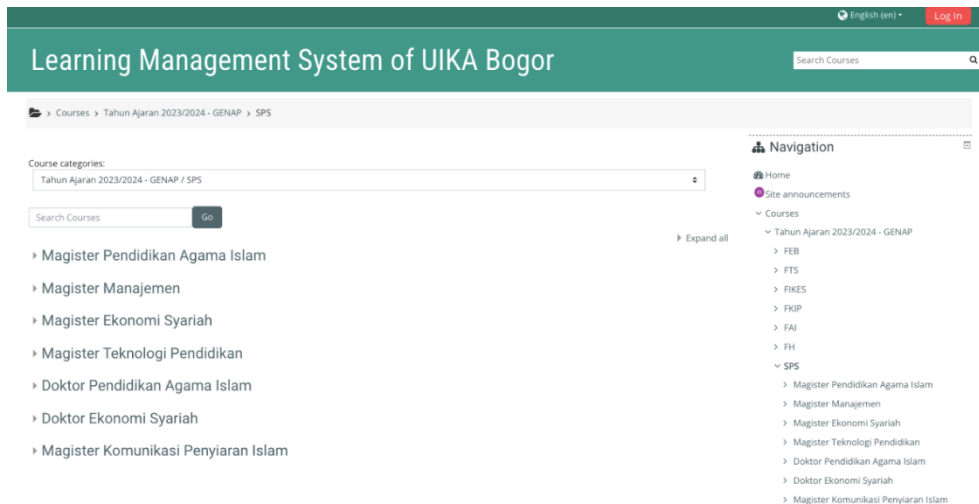
The opening session begins the training by explaining the objectives, agenda and expected benefits. After that, a theory session will provide a basic understanding of the LMS in use, along with an explanation of its main features and how to use it. Practice sessions then provide participants with the opportunity to practice using the LMS directly with professional assistance. To give participants a real-world experience, classroom simulation scenarios were created. At the end of the session, there is time for questions and answers so that participants can directly ask questions and get solutions.

The next stage is evaluation and follow-up. This is done through surveys or questionnaires to evaluate participant understanding and training effectiveness. Participants who experience difficulties after training can get help through follow-up mentoring sessions or LMS clinics. In addition, a special support team was formed to provide technical support to lecturers and students regarding the use of the LMS.

Reporting and documentation are also important to ensure each stage of training is well documented. This should include materials presented, photos, and videos of activities, and a final report should be prepared to include the training process, evaluation results, and suggestions for better training. Feedback is used for continuous improvement. Analysis of participant feedback was conducted to determine which areas needed improvement. Based on this feedback, training materials and methods are updated to make subsequent training more efficient and suited to participants' needs.

## C. Result and Discussion

Learning Management System (LMS) training at the Graduate School of Ibn Khaldun University, Bogor, was held for three days with various practical and theoretical sessions. This training was attended by lecturers and students from various study programs who were enthusiastic about improving their abilities in using the LMS. This activity is an important initiative in an effort to improve the quality of learning and teaching in the digital era.



**Figure 1.** Learning Management system at Ibn Khaldun University, Bogor

The first day of training began with a lively opening session, where the participants were welcomed by the Postgraduate School leadership. In his speech, the leadership emphasized the importance of mastering technology in modern education. He also explained the main objective of this training, namely to provide an in-depth understanding of the use of LMS and how this system can be integrated effectively in the learning process.



**Figure 2.** Delivery of learning management system material

After the opening session, the training continued with theoretical sessions led by experienced instructors in the field of educational technology. The instructor explains the basic concepts of LMS, including the history of LMS development, the various types of LMS available, and the benefits of using them in education. Participants were given an overview of how LMS can facilitate class management, distribution of materials, interaction between lecturers and students, and evaluation of learning outcomes.

During this theoretical session, participants were invited to discuss the challenges and opportunities in implementing LMS in their respective environments. The discussion was highly interactive, with many participants sharing their experiences and views on the use of technology in education. Some lecturers expressed that they felt less confident in using the LMS due to limited technical knowledge, while others expressed concerns about how to measure the effectiveness of online learning.



**Figure 3.** Delivery of advanced material on learning management system optimization

The first day of training ended with a practice session on initial LMS setup. In this session, participants are taught how to create a user account, set up a profile, and customize basic virtual classroom settings. The participants seemed very enthusiastic and actively participated every step of the way, with many asking questions and sharing tips among themselves.

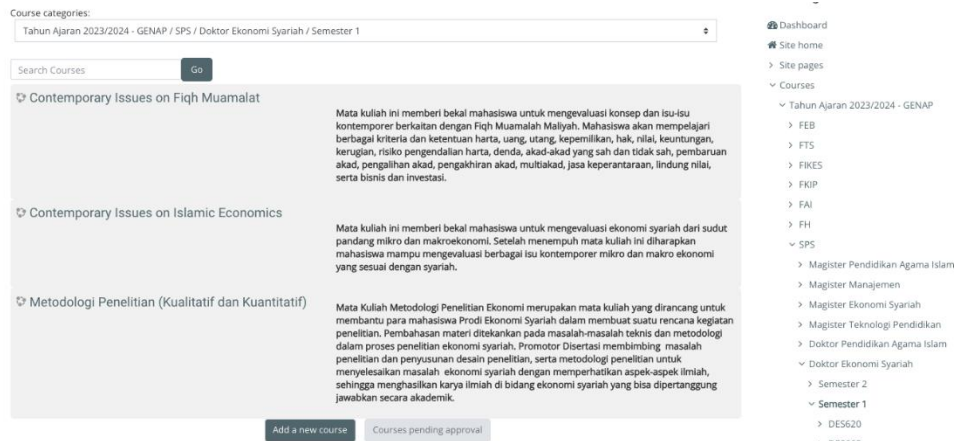
The second day of training focused on virtual classroom management. Participants are taught how to create and manage virtual classes, starting from creating a curriculum, adding learning materials, to using the advanced features available in the LMS. Instructors provide live demonstrations of how to upload materials in a variety of formats, such as documents, videos, and presentations. Apart from that, participants are also taught how to create discussion forums, hold online quizzes, and use other collaboration tools available in the LMS.

Participants are given the opportunity to immediately practice what they have learned by creating their own virtual class. Each participant was given the task of creating a virtual class complete with learning materials, assignments and evaluation tools. Instructors and training assistants are always ready to help and provide direct feedback to each participant. This allows participants to quickly correct errors and improve their understanding of LMS use.

The next session on the second day was about online assessment. Participants are taught how to make various types of assessments, such as assignments, quizzes and online exams. The instructor explains how to set assessment parameters, provide feedback to students, and analyze assessment results using the analytical features available in the LMS. Participants were excited to try out these features, as they realized that online assessments could help them save time and provide faster feedback to students.

The third day of training focused on using the advanced features of the LMS and resolving problems that may be encountered during use of the system. The instructor introduces participants to features such as integration with third-party tools, use of mobile applications, and security settings. This session is very useful for participants who want to maximize the potential of LMS in supporting the learning process.





**Figure 4.** Sophisticated features in the learning management system

During the third day, participants were also given the opportunity to participate in question and answer sessions and group discussions. In this session, participants can ask questions about problems they are facing or share their successful experiences in using the LMS. Many participants expressed their satisfaction with the interactive and useful training methods. They felt that these discussion sessions helped them better understand practical ways to overcome challenges they might encounter when using an LMS.

The evaluation results of this training showed very positive results. As many as 90% of participants felt more confident and able to use LMS in their daily learning activities. They felt that this training not only improved their technical skills, but also gave them new insights into how to utilize technology to increase interaction and collaboration with students. Apart from that, participants also appreciated the material provided and the interactive training methods, which allowed them to immediately practice what they learned and get direct feedback from the instructor.

The participants also expressed that this training helped them realize the importance of technology in education and encouraged them to be more open to digital innovation. They feel better prepared to face the challenges of online learning and believe that with effective use of an LMS, they can provide students with a better learning experience.



**Figure 5.** Group photo with Deputy Director 1 Postgraduate School, Ibn Khaldun University, Bogor

This training succeeded in improving participants' skills and readiness in integrating technology in the learning process at Ibn Khaldun University, Bogor. Participants not only gain new knowledge, but also build stronger collaborative networks with their colleagues from various study programs. They hope that similar training can continue to be held regularly to ensure that all lecturers and students remain up-to-date with developments in educational technology.

The success of this training cannot be separated from the active role of the instructors and full support from the management of the Postgraduate School at Ibn Khaldun University, Bogor. With a commitment to continuously improving the quality of education through technology, this university is showing real steps in preparing lecturers and students to face future learning challenges. This LMS training is clear evidence that with good preparation and appropriate training, technology can be a very effective tool in improving the quality of education.

#### D. Conclusion

Learning Management System training at the Postgraduate School of Ibn Khaldun University, Bogor, succeeded in increasing the understanding and ability of lecturers and students in using LMS. This training proves that with the right guidance, the use of technology in education can be optimized. In the future, it is hoped that similar training can be held regularly to ensure that the entire academic community is able to make maximum use of the LMS in the learning process.

#### E. Acknowledgments

Thanks addressed to the Postgraduate School of Ibn Khaldun University, Bogor.

#### References

- Annamalai, N., Ramayah, T., Kumar, J. A., & Osman, S. (2021). Investigating the use of learning management system (Lms) for distance education in malaysia: A mixed-method approach. *Contemporary Educational Technology*, 13(3), 1–15. <https://doi.org/10.30935/cedtech/10987>
- Kant, N., Prasad, K. D., & Anjali, K. (2021). Selecting an appropriate learning management system in open and distance learning: a strategic approach. *Asian Association of Open Universities Journal*, 16(1), 79–97. <https://doi.org/10.1108/AAOUJ-09-2020-0075>
- Maliki, B. I., Kusuma, J. W., Tabrani, M. B., & Hamidah, H. (2021). Identification of Education in Indonesia and Learning Models in Student Learning With Learning Management System (Lms). *International Journal of Economy, Education and Entrepreneurship (IJE3)*, 1(1), 37–46. <https://doi.org/10.53067/ije3.v1i1.5>
- Mardiah, A., Astuti, A., Riyanti, A., Agus, B., & Tinggi, P. (2024). Analisis penggunaan sistem manajemen pembelajaran (LMS) dalam konteks pendidikan tinggi. *Jurnal Review Pendidikan Dan Pengajaran*, 7(1), 540–550. <https://doi.org/10.31004/jrpp.v7i1.24533>
- Misri, M. A., Arrasyid, F. I., & Sofhya, H. N. (2024). Pengembangan Aplikasi E-Learning Matematika Berbahasa Inggris untuk SMA di Wilayah III Cirebon di Abad 21. *Journal of Research in Science and Mathematics Education (J-RSME)*, 3(1), 47–63. <https://doi.org/10.56855/jrsme.v3i1.978>
- Morze, N., Varchenko-Trotsenko, L., Terletska, T., & Smyrnova-Trybulska, E. (2021). Implementation of adaptive learning at higher education institutions by means of Moodle LMS. *Journal of Physics: Conference Series*, 1840 01206, 1–13. <https://doi.org/10.1088/1742-6596/1840/1/012062>
- Salamah, I., Lindawati, L., Fadhli, M., & Kusumanto, R. (2020). Evaluasi Pengukuran Website Learning Management System Polsri Dengan Metode Webqual 4.0. *Jurnal Digit*, 10(1), 1–10. <https://doi.org/10.51920/jd.v10i1.151>
- Shafa, A. A. (2024). Implementasi Learning Management Meningkatkan Efektivitas Pembelajaran System dalam. *Jurnal Teknologi Pendidikan*, 1(4), 1–8. <https://doi.org/10.47134/jtp.v1i4.658>
- Simanullang, N. H. S., & Rajagukguk, J. (2020). Learning Management System (LMS) Based on Moodle to Improve Students Learning Activity. *Journal of Physics: Conference Series*, 1462(1), 012067. <https://doi.org/10.1088/1742-6596/1462/1/012067>
- Spirin, O. M., Vakaliuk, T. A., Ievdokymov, V. V., & Sydorenko, S. I. (2022). Criteria for Selecting a Cloud-Based Learning Management System for a Higher Education Institution. *Information Technologies and Learning Tools*, 89(3), 105–120. <https://doi.org/10.33407/itlt.v89i3.4958>
- Sumardi, D., Suryani, N., & Musadad, A. A. (2021). Website-Based Learning Management System (LMS) as a Tool for Learning in the Covid-19 Pandemic Period for Junior High Schools. *Journal of Education Technology*, 5(3), 346–355. <https://doi.org/10.23887/jet.v5i3.38371>
- Swerzenski, J. D. (2021). Critically Analyzing the Online Classroom: Blackboard, Moodle, Canvas, and the Pedagogy They Produce. *Journal of Communication Pedagogy*, 4(1), 51–69. <https://doi.org/10.31446/JCP.2021.1.05>
- Wiragunawan, I. G. N. (2022). Pemanfaatan Learning Management System (Lms) Dalam Pengelolaan

- Pembelajaran Daring Pada Satuan Pendidikan. *EDUTECH : Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 2(1), 83–90. <https://doi.org/10.51878/edutech.v2i1.981>
- Wulandari, O., & Tohir, A. (2024). Penggunaan Learning Management System (Lms) Dalam Meningkatkan Kualitas Pembelajaran Daring Di Perguruan Tinggi. *Review Pendidikan Dan Pengajaran*, 7(3), 10490–10496. <https://doi.org/10.31004/jrpp.v7i3.31682>
- 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 Syntax Admiration*, 2(9), 1617–1628. <https://doi.org/10.46799/jsa.v2i9.303>
- 

**Copyright Holder**

© Hartono, R., Ayuniah, Q., & Mubarak, J.

**First publication right:**

Dikdimas: Jurnal Pengabdian Kepada Masyarakat

This article is licensed under:

