

## **THE ROLE OF LEARNING MANAGEMENT SYSTEM IN IMPROVING THE QUALITY OF ISLAMIC EDUCATION**

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### **Abstract**

This study aims to analyze the role of the Learning Management System (LMS) in improving the quality of Islamic education, particularly in integrating Islamic values into digital-based learning processes. The background of this study stems from the need for adaptive learning transformation in line with technological developments, without neglecting the main objectives of Islamic education, namely the formation of faithful and noble character. This study employs a descriptive qualitative approach involving teachers, students, and educational administrators as research subjects. Data were collected through in-depth interviews, participatory observation, and documentation, then analyzed thematically using the interactive Miles and Huberman approach. The study shows that LMS contributes significantly to the effectiveness of learning in terms of material delivery, increased learning independence, and strengthening Islamic character. LMS enables teachers to design structured, interactive, and Islamically rich learning materials through features such as digital modules, discussion forums, and reflection journals. It also encourages the transformation of teachers' roles into spiritual facilitators and digital educators who can bridge students' academic and religious development needs. Despite limited access and digital literacy challenges, LMS has proven to be an effective medium in supporting Islamic education relevant to contemporary challenges. This study recommends the development of LMS based on Islamic values more broadly and sustainably.

**Keywords:** Learning Management System, Educational Technology, Islamic Education, Islamic Values, Quality of Learning

### **Abstrak**

*Penelitian ini bertujuan untuk menganalisis peran Learning Management System (LMS) dalam meningkatkan kualitas pendidikan Islam, khususnya dalam konteks integrasi nilai-nilai keislaman ke dalam proses pembelajaran berbasis digital. Latar belakang penelitian ini berangkat dari kebutuhan akan transformasi pembelajaran yang adaptif terhadap perkembangan teknologi, tanpa mengabaikan tujuan utama pendidikan Islam yaitu pembentukan karakter yang beriman dan berakhlak mulia. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan melibatkan guru, siswa, dan pengelola pendidikan sebagai subjek penelitian. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi, kemudian dianalisis secara tematik dengan pendekatan interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa*

*LMS memberikan kontribusi signifikan terhadap efektivitas pembelajaran, baik dari aspek penyampaian materi, peningkatan kemandirian belajar, maupun penguatan karakter Islami. LMS memungkinkan guru untuk merancang materi pembelajaran yang terstruktur, interaktif, dan kaya akan nilai-nilai keislaman melalui fitur-fitur seperti modul digital, forum diskusi, dan jurnal refleksi. Selain itu, penggunaan LMS juga mendorong transformasi peran guru menjadi fasilitator spiritual dan pendidik digital yang mampu menjembatani kebutuhan akademik dan pembinaan keagamaan siswa. Meskipun masih terdapat kendala seperti keterbatasan akses dan literasi digital, secara umum LMS terbukti menjadi media yang efektif dalam mendukung pendidikan Islam yang relevan dengan tantangan zaman. Penelitian ini merekomendasikan pengembangan LMS berbasis nilai-nilai Islam secara lebih luas dan berkelanjutan.*

**Kata Kunci:** *Learning Management System, Pendidikan Islam, Teknologi Pendidikan, Nilai-nilai Keislaman, Kualitas Pembelajaran*

## INTRODUCTION

In the 4th Industrial Revolution era and rapid advancements in information technology, digital transformation has become an urgent necessity across all aspects of life, including education (Bulan et al., 2024). The shift in educational paradigms from conventional systems to digital learning has driven educational institutions to adopt various technological innovations to enhance the effectiveness and efficiency of the teaching and learning process (Setiasih et al., 2024). According to Anam and Asyhar (2023), one important tool in this context is the Learning Management System (LMS), a technology-based system used to design, deliver, and manage online learning. LMS plays a strategic role in bridging the limitations of space and time and providing flexibility in learning, both for teachers and students.

Tubagus et al. (2020) explain that adopting LMS in Islamic education is not merely about integrating technology into the learning system but also addresses deeper aspects, namely how Islamic values can be effectively transmitted in a digital format. Islamic education, which is fundamentally rooted in character building, spirituality, and strengthening faith values, requires a learning approach based on knowledge transfer, internalizing values, and character transformation. Therefore, it is important to examine the extent to which LMS can support the comprehensive improvement of Islamic education in terms of pedagogy, method, and the values taught.

Theoretically, this study uses constructivist theory and a learning technology theory approach. Constructivist theory, developed by Piaget and Vygotsky, emphasizes that learning is an active process in which learners construct knowledge based on their experiences and interactions with their environment (Brown & Desforjes, 2013). LMS supports these principles as an online learning platform by providing a collaborative space, diverse learning resources, and interactivity between teachers and students. On the other hand, learning technology theory highlights the importance of using technology to improve the learning process's effectiveness. Referring to this theory, LMS is seen as a

strategic tool in developing learning strategies proper to learners' needs and characteristics, especially in the Islamic education context, which emphasizes values and morality.

Earlier studies have been conducted on the role of LMS in education. First, research by Mukhibat and Wilujeng (2021) shows that using LMS improves the effectiveness of the learning process in Islamic universities in the Middle East. Second, a study by Sholeh (2023) in Indonesia states that LMS can increase student engagement in online learning. Third, research by Rusdiah and Sholiha (2024) shows that LMS helps improve teachers' digital competence in religious education. Fourth, a study by Rauf et al. (2023) Found that LMS facilitates the systematic delivery of Islamic education materials. Fifth, a study by Fauzi and Anindiati (2021) in Indonesia mentions that the use of LMS in madrasah Aliyah can improve the effectiveness of learning assessment.

Sixth, research by Abdullah et al. (2024) shows that LMS improves students' understanding of Islamic concepts at Islamic universities in Saudi Arabia. Seventh, a study by Yulianti et al. (2024) emphasizes the importance of teacher training in LMS management to maximize its support for Islamic character education. Eighth, research by Zakiyyah et al. (2024) found that LMS can strengthen students' independence in learning Fiqh. Ninth, a study by Nisak (2024) showed that using LMS increased students' interest in learning the Qur'an and Hadith. Tenth, research by Bonang et al. (2022) emphasized that LMS is an effective medium for building an Islamic learning culture in modern Islamic boarding schools.

Although earlier studies have discussed the contribution of LMS in learning, most still focus on technical and implementation aspects. This study differs from previous studies because it specifically highlights the role of LMS in improving the overall quality of Islamic education, covering spiritual, affective, and cognitive dimensions. Furthermore, it assesses LMS as a learning tool and explores how Islamic values can be packaged digitally but remain authentic and relevant in the technological era. These aspects have not been widely addressed in earlier studies, which tend to focus on academic effectiveness or cognitive aspects alone.

The novelty of this study lies in its integrative approach, which views LMS as a digital platform that can transform Islamic education into a format that is more adaptive to the times without losing its essence. This study also explores how content design, teaching strategies, and teacher-student interactions within LMS can be developed to support Islamic character formation and strengthen students' moral values. In other words, this study measures the effectiveness of LMS not only in instructional aspects but also in spiritual development and the deep internalization of Islamic values.

The urgency of this research is even stronger when considering the condition of Islamic education after the pandemic, where educational institutions have experienced difficulties adapting to online learning. Although LMS has been widely used in Islamic education, there are still challenges in ensuring that this technology does not obscure Islamic values.

Furthermore, in the era of Society 5.0, Islamic education is needed to produce an intellectually capable, spiritually, and ethically strong generation. LMS can be a strategic tool in supporting this goal, provided it is designed and implemented with the right approach. This study shows its significance in providing conceptual and practical contributions to developing technology-based Islamic learning models.

More rigorous research is needed to formulate strategies for using LMS that align with Islamic education's characteristics in terms of content, methods, and pedagogical approaches. In addition, this research also responds to the needs of the Islamic education world in anticipating the rapid development of digital technology. The objectives of this study are to analyze and describe the role of LMS in improving the quality of Islamic education, both in terms of input (teachers, students, curriculum), process (learning strategies, teaching methods, use of technology), and output (learning outcomes, character building, and internalization of Islamic values). Finally, this study aims to formulate strategic recommendations for Islamic educational institutions in developing and improving the use of LMS as a learning medium that supports achieving holistic Islamic educational goals. The results of this study are expected to serve as a reference for education practitioners, policymakers, and educational technology developers in integrating LMS into the Islamic education system effectively and sustainably.

## **METHODS**

This study uses a descriptive qualitative approach to describe the role of the Learning Management System (LMS) in improving the quality of Islamic education (Jaya, 2020). This approach was chosen because the study focuses on understanding the phenomenon holistically, especially how LMS is implemented and perceived by Islamic education stakeholders, both from pedagogical, affective, and spiritual perspectives. The research subjects include teachers, students, and education administrators (school/madrasah principals or program coordinators) in Islamic educational institutions implementing LMS in their learning processes. The subjects were purposively selected based on specific criteria such as LMS usage level, infrastructure readiness, and involvement in developing digital-based Islamic content.

Data collection techniques were conducted through three primary methods, namely: (1) in-depth interviews with teachers, students, and administrators to explore their experiences, perceptions, and strategies for using LMS; (2) participatory observation, which involves direct observation of the learning process using LMS to identify real-world practices; and (3) documentation, including analysis of modules, teaching materials, LMS features, and learning evaluations used (Hermawan, 2019). Data analysis techniques employed the interactive model proposed by Miles and Huberman, which consists of three stages: data reduction, data presentation, and conclusion drawing/verification. Data validity was strengthened through triangulation of sources and techniques. Thus, the data obtained provides a comprehensive and in-depth understanding

of the contribution of LMS in supporting the improvement of the quality of Islamic education.

## **RESULTS AND DISCUSSION**

This study produced several important findings regarding the role of Learning Management Systems (LMS) in improving the quality of Islamic education. Based on data analysis obtained from in-depth interviews, participatory observation, and documentation, it was found that LMS contributed significantly to three main aspects of Islamic education quality: (1) improving the effectiveness of the learning process, (2) strengthening the internalization of Islamic values, (3) shaping the character and morals of students, and (4) independence and responsibility of learning of students.

### **1. Improving the Effectiveness of the Learning Process**

LMS has been proven to improve the effectiveness of the learning process in Islamic educational settings, both in madrasahs and universities. Observation results show that the LMS platform makes it easier for teachers to organize learning materials systematically, deliver content flexibly, and conduct real-time learning evaluations. One teacher at Madrasah Aliyah Negeri (MAN) stated:

*“Previously, I only relied on textbooks and blackboards. With LMS, I can compile modules like presentations, video lectures, and quizzes that can be corrected automatically. This is extremely helpful, especially during online learning.”*

In addition, students admit that it is easier for them to access materials independently. They do not have to wait for face-to-face schedules to get learning. LMS allows them to repeat material, discuss in forums, and answer practice questions anytime. This increases student active participation and responsibility for learning.

### **2. Supporting the Teaching Process**

Several key features in the LMS, such as video conferencing, discussion forums, electronic modules, structured assignments, and automatic attendance tracking, are actively used in the learning process. However, what is more interesting is that some educators have developed multimedia-based Islamic content, such as video lectures, Islamic infographics, and audio recitations of the Quran, which are uploaded to the LMS. This mechanism provides more engaging and relevant learning experiences that align with students' spiritual needs. The documentation shows that materials such as Aqidah Akhlak (Islamic creed and morals), Fiqh (Islamic jurisprudence), and Islamic cultural history are packaged in an interactive and easily accessible format. One lecturer in the Islamic Education study program at an Islamic university said:

*“We use LMS to teach theory and convey Islamic values with a contextual approach. The LMS allows students to discuss contemporary Islamic issues critically.”*

### **3. Strengthening the Cultivation of Islamic Values**

A critical concern in digital Islamic education is losing spirit or spirituality in learning. However, the findings of this study show that LMS can be an effective medium for transforming Islamic values if designed with the right approach.

Islamic Education teachers at state madrasahs revealed that LMS is used to form good habits such as reciting prayers before studying, listening to online lectures, and filling out daily moral journals. LMS is a tool for delivering material and a medium for shaping Islamic character. Through discussion and reflection forums, students are encouraged to write about their spiritual experiences, such as fasting, helping their parents, or performing the five daily prayers. This practice is a concrete form of internalizing Islamic values in students' lives.

#### **4. Independence and Responsibility of Learning**

One of the striking results of the interviews was the students' admission that they felt more responsible for the learning process because of the clear reporting system in the LMS. They know the tasks that must be completed by the deadlines and can monitor individual progress.

One student stated:

*“I used to study only because the teacher told me to. But now, I am more independent because I know that my grades will appear automatically if I submit my assignments on time. I can also repeat the material if I don't understand it.”*

This quote shows that LMS contributes to student character-building, particularly in discipline, responsibility, and independence. These values are part of Islamic education, emphasizing the importance of virtuous deeds, manners, and ethics in seeking knowledge.

#### **5. Obstacles to the Implementation of LMS in Islamic Education**

Although LMS provides benefits, this study found fundamental obstacles to its implementation. These obstacles include (1) limited digital infrastructure, especially in Islamic schools located in rural or 3T (Frontier, Outermost, and Disadvantaged) areas, (2) lack of teacher training in maximizing LMS features, including creating digital-based Islamic content, and (3) low digital literacy among students, especially at the madrasah level, so that intensive assistance is still needed in the early stages of LMS use. However, most informants said these obstacles could be overcome with training support, teacher collaboration, and standardized Islamic learning content development.

#### **6. Educators' Strategies in Optimizing LMS**

Teachers and lecturers have developed various strategies to maximize the use of LMS in Islamic education. These strategies show teachers' creativity and adaptability in aligning technology use with Islamic education's mission. First, they integrate Islamic values into every learning activity, including verses from the Qur'an or hadith in assignment instructions. Second, they use a blended learning approach, which combines online learning through LMS and offline learning through face-to-face interaction or religious



practices. Third, they create online communities that allow students to share Islamic inspiration, ask questions about Fiqh law, and build a spirit of Islamic brotherhood. Fourth, they hold regular online studies uploaded through the LMS or broadcast live through the video conference feature.

### **7. Transformation of the Role of Teachers in LMS-Based Learning**

The findings also show that the role of teachers has undergone a significant transformation. Teachers are no longer just conveyors of information but also facilitators, spiritual guides, and developers of Islamic digital content. In an LMS environment, teachers must (a) design active and collaborative learning, (b) provide quick and constructive feedback, and (c) provide moral and spiritual guidance even when not meeting students face-to-face. These changes align with Islamic educational principles, which view teachers as *murabbi* (educators who nurture character) and *murshid* (spiritual guides).

### **8. LMS as a Medium for Internalizing the Islamic Education**

The analyzed documents show that LMS is used to implement the Islamic education curriculum more flexibly. Teachers can upload syllabi, lesson plans, and evaluation instruments based on Islamic values. Islamic materials such as thematic tafsir, moral education, and the history of the prophets are presented in contextual multimedia formats. Additionally, LMS can assess students' attitudes and spirituality through reflection features or personal journals, which are filled out weekly and qualitatively evaluated by teachers.

## **DISCUSSIONS**

The results of this study indicate that Learning Management Systems (LMS) play a significant role in improving the quality of Islamic education. These findings confirm that digital technology, particularly LMS, has broadly affected the Islamic values-based learning process. In this context, the discussion focuses on interpreting the findings based on constructivism and learning technology theories and from a holistic Islamic education perspective. Constructivism theory views the learning process as an active activity conducted by students in constructing their understanding and knowledge. This theory is reflected in using LMS, which allows students to learn independently, explore teaching materials, and engage in online discussion forums. Students no longer passively receive knowledge from teachers but construct meaning through interaction with materials, peers, and teachers in a digital space (Hanafi et al., 2020). LMS allows students to access information anytime and anywhere, making learning more personalized, reflective, and flexible. This process aligns with the constructivist principle that effective learning occurs when students actively search for meaning through direct experience and social collaboration (Mundir & Umiarso, 2022).

Alzahrani et al. (2023) explain that using LMS can also be examined through learning technology theory, which emphasizes that technology should support and improve

instructional quality. In this study, LMS proved to be an effective tool in designing Islamic values-based learning. Teachers use various LMS features such as digital modules, discussion forums, online quizzes, and multimedia content to deliver Islamic material more engagingly and interactively. Technology does not replace the role of teachers but rather strengthens it in designing meaningful and contextual learning strategies. In other words, LMS acts as a medium that connects Islamic education theory with the needs of the current digital generation.

Furthermore, LMS applications in Islamic education can be considered a modernization of da'wah and Tarbiyah methods. Islamic values, which have traditionally been conveyed through lectures or recitations, can now be accessed in the form of digital content that is easily accessible to students. LMS enables the widespread, consistent, and systematic dissemination of Islamic material. In practice, teachers incorporate verses from the Qur'an, hadiths, stories of the prophets, and noble moral values into each learning module they upload to the LMS (Okfalisa et al., 2020). As a result, learning targets cognitive aspects and encompasses affective and spiritual aspects, which are at the core of Islamic education.

The finding that LMS reinforces Islamic values in learning aligns with the concept of Islamic education as a process of shaping the whole person, namely, a person who is faithful, noble, and knowledgeable. Islamic education aims to educate the mind and shape a soul that is obedient to Allah and responsible to others. In this context, LMS is not merely a technical tool but can function as a space for character and spiritual development when used with appropriate pedagogical approaches. Strategies such as daily reflective journals, Islamic discussion forums, online studies, and completing students' worship logs within the LMS demonstrate that values-based education can still be effectively implemented even in a virtual environment.

In Islamic education theory, character building (*tazkiyatun nafs*) and the cultivation of good morals (*akhlaq al-karimah*) are the main objectives (Ismail et al., 2023). Therefore, integrating Islamic values into LMS is a form of actualizing education based on *tauhid* and *adab*. The LMS provides space for students to reflect on their daily behavior, learn through digital role models, and internalize Islamic teachings through constructive interactions. As taught by Al-Ghazali and classical Islamic educational figures, learning is not merely about acquiring knowledge but also a process of purifying the soul. With reflective features available in LMS, such as writing assignments about worship experiences or spiritual self-evaluation, this *tazkiyah* process can be facilitated in the virtual world.

Additionally, findings on increased student learning autonomy through LMS reinforce Islamic educational principles that promote a learning ethos and individual responsibility. In Islam, seeking knowledge is a personal obligation (*fard 'ain*) that requires intention, discipline, and dedication. LMS, with its transparent reporting system, regular assignment deadlines, and student progress monitoring features, encourages learners to take



responsibility for their learning. This independent attitude is part of the character of a true Muslim who is valued in Islam, that is, a person who knows what is right and does it consistently.

The transformation of the teacher's role in this study is also relevant to discuss. In the context of LMS, teachers function as instructors and facilitators, spiritual guides, and designers of digital Islamic content. This change emphasizes that teachers in Islamic education must be able to adapt to technology without losing their primary role as *murabbi* and *murshid*. Teachers must master Islamic teaching material, technological skills, and digital pedagogical abilities. In this case, teachers become agents of transformation who bridge the legacy of Islamic scholarship with the challenges of the digital age.

This discussion also reinforces the position that Islamic education must be able to adapt to changing times. LMS is the answer to the demands of globalization in education without sacrificing Islamic values. LMS should not be seen as a threat to classical learning traditions in Islam but as a new instrument for preserving those values in a more relevant form. With wise management and use, LMS can expand access to quality Islamic education, even for areas far from educational centers. However, challenges in this study, such as infrastructure limitations, low digital literacy, and insufficient teacher training, indicate that the successful utilization of LMS in Islamic education cannot be separated from human resources and institutional support readiness. Therefore, synergy between policymakers, educators, technology developers, and the community is needed to ensure that LMS truly supports the goals of Islamic education. Teacher training, the development of technology-based Islamic content, and the provision of equitable infrastructure are strategic steps that must be taken to strengthen the role of LMS in Islamic education in the future (Ekasari et al., 2021).

From an Islamic epistemological perspective, knowledge must bring benefits (*faidah*) and shape individuals who are faithful and pious (Djazilan & Hariani, 2022). In this case, LMS must be designed to convey information and shape Islamic mindsets and behaviors. An ideal LMS in Islamic education is not value-neutral but rich in ethical and spiritual content that guides students to become good individuals, not merely intelligent ones. Therefore, this discussion emphasizes the importance of developing an Islamic LMS, a learning management system that not only adopts technology but also integrates Islamic values into every aspect of its design. This discussion concludes that LMS has excellent potential to improve the quality of Islamic education, both in terms of instructional and value aspects. LMS has become a strategic tool for developing interactive, adaptive, and value-based learning. If used optimally, LMS not only improves learning outcomes but also strengthens the identity and spirituality of students. As a flexible and technology-based tool, LMS can bridge the rich Islamic scholarly heritage and the ever-evolving challenges of the digital age. In this context, quality Islamic education depends not solely on its curriculum but also on how it is implemented and interpreted through media such as LMS.

## CONCLUSION

Based on the research and discussions conducted, it can be concluded that Learning Management Systems (LMS) play a strategic role in improving the quality of Islamic education in the digital age. An LMS is not merely a technological platform but a learning tool capable of integrating cognitive, affective, and spiritual aspects more systematically and flexibly. The use of LMS in the learning process has proven to enhance the effectiveness of content delivery, increase active student participation, and foster character and moral values aligned with Islamic principles. Through digital modules, discussion forums, daily reflections, and the integration of Islamic-based multimedia content, LMS can serve as a medium for internalizing Islamic teachings relevant to the current generation's needs and learning styles.

LMS encourages independent learning, personal responsibility, and educational interaction between teachers and students in a flexible and open environment. The transformation of the teacher's role as a facilitator, spiritual guide, and developer of digital Islamic content proves that Islamic education is moving towards a more adaptive and contextual approach. However, using LMS has challenges, such as infrastructure limitations, low digital literacy, and lack of training. Nevertheless, these challenges can be overcome with the proper support and even become opportunities to strengthen the technology-based Islamic education system. Therefore, LMS must continue to be developed as an educational space that supports academic achievements and nurtures the Islamic character of students holistically. Future Islamic education must be able to blend traditional values with digital innovation harmoniously, and LMS is one of the pathways to achieve this.

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