

The Role of the Pacak Spensa Learning House through Online Learning

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Abstract: This research aims to describe the role of the Spensa Pacak Learning House in online learning at SMP Negeri 1 Koba, Central Bangka, Bangka Belitung Islands Province. The method used in this research is a qualitative descriptive method with data collection techniques through interviews, observations, and questionnaires. The sample collection technique used a purposive sampling technique. The research results showed that the Spensa Pacak Learning House played an important role in supporting online learning at SMP Negeri 1 Koba. Most teachers and students use the Spensa Pacak site provided by the school to support the learning process. With the Spensa Pacak Learning House, online learning at SMP Negeri 1 Koba can be carried out effectively and efficiently, thus providing positive benefits for students and teachers, although there are still several obstacles in its use, such as technical problems, limited internet access and minimal role of people. old. The supporting factor is that it can be used anywhere, and for an unlimited time.

Keywords: Covid-19 Pandemic, Online Learning, Spensa Pacak

A. Introduction

As a result of the Covid-19 pandemic, which is a non-natural disaster that hit the entire world in early 2020, impacting all sectors of human life, including education, the Indonesian government adopted a policy to work (Work from Home/WFH) and study from home. On March 12, 2020, the World Health Organization (WHO) declared Covid-19 a pandemic (Aulia, 2021). Such conditions of course require educational institutions to innovate in the learning process. One form of innovation is by conducting online learning or online (on the network). The Ministry of Education and Culture then responded to this by issuing several Circular Letters (SE) regarding the prevention and handling of Covid-19. First, Circular Letter Number 2 of 2021 concerning the prevention and handling of Covid-19 within the Ministry of Education and Culture. Second, Circular Letter Number 3 of 2021

concerning the Prevention of Covid-19 in Education Units. Third, Circular Letter Number 4 of 2021 concerning the Implementation of Education Policy in the Emergency Period for the Spread of Coronavirus Disease (Covid-19), which includes, among other things, directions regarding the learning and teaching process from home often called PJJ (Nawawi, 2021).

It is required of the educational unit to be capable. Another way to define learning is the effort a teacher puts out to help students learn. In the classroom, teachers and students engage in interaction as part of the learning process. To determine student achievement and accomplish educational objectives, learning and teaching activities are a part of the learning process. Learning is the process by which people who were previously unable to become competent or adept change their behavior. As the front line of defense in education, teachers' duties include instructing, guiding, training, assessing, and evaluating students as well as offering them moral and emotional support. Teachers and students often engage in direct instruction without the use of any media as an intermediary throughout the teaching and learning process, which takes place in the classroom. The classroom learning process is always linked to the field of education. Learning is defined as a means of interaction between students, teachers, and learning resources in a single learning environment, as per Law No. 20 of 2003 regulating the National Education System.

During the Covid-19 pandemic, the learning process in the classroom has been significantly impacted by advances in Information Technology. A good learning process influences students' intellectual, moral, and social behavior, aiming for good cognitive, affective, and psychomotor results. Teachers face challenges in achieving these goals, but high motivation and teacher creativity can lead to successful learning objectives. Learning activities are comprehensive, involving teachers and students, and the systems approach emphasizes the importance of integrating and interacting elements to achieve learning goals. Technological developments have made information accessible, including online resources and smartphones, making learning more accessible and effective.

The generation that grows and develops alongside technical advancements is significantly impacted by the advancement of this technology as well. It's common to hear about Generation Z. The generation known as Generation Z was born during the nascent stages of information technology products, which included the Internet, video games, desktop computers, and cable television. This generation is characterized by its adaptability, good change acceptance, low conflict, and lack of a well-developed sense of self. Younger generations that have grown up with more technological advancements will undoubtedly modify their learning approaches to fit the context in which they live. Use a variety of tools and learning methods to enhance your education.

Three key traits define this generation: social consciousness, technological proficiency, and multitasking aptitude. Compared to earlier generations, Generation Z is more adept at using technology, particularly when it comes to handling technical equipment. Generation Z would be better off wagging their fingers across a keyboard on a computer or smartphone than they would be writing with a pen, in contrast to earlier generations who were almost there. Additionally, learning will no longer be done by initially recording everything that you encounter; instead, you will use a smartphone to take images and/or record audio using a voice recorder. Gen Z is more likely to spend time interacting with others. This is fueled by several auxiliary apps, including social media apps like Facebook, Instagram, and Twitter, that are installed on their devices. Furthermore, more educators and educational institutions than in the past are making use of these circumstances, particularly when it comes to using technology equipment. Additionally, a lot of educators and educational institutions have benefited from this situation by using social media as a conduit for communication even when classes are not in session or the actual building.

Generation Z will keep expanding as the information technology industry continues to advance. And that was guaranteed by the industrial revolution. The German government coined the phrase "Industry 4.0" as part of a mission to encourage computerization in production (Yahya, 2018). The corporate and educational spheres are gradually approaching each other. by making use of a range of technological items. As you are aware, a large number of students are unfamiliar with online distance learning and OHPs (Overhead Projectors), which are currently being replaced by projectors. The way information technology (IT) is now used to adapt media use in the classroom to ongoing changes in global demands. Data innovation is the progression of data frameworks through the integration of media communications with PC innovation. Information and Communication Technology (ICT): e-learning platforms, computer basic training (CBT), and the Intelligent Tutoring System (ITS) are a few examples of popular and useful computer applications. Multimedia packaging (text, animation, video, and sound) is used to develop the pedagogical and professional competencies included in the contents of the Learning Management System (LMS) (Munir, 2009). Multimedia packaging (text, animation, video, sound, and FX) is used to generate materials in pedagogical and professional competencies that are housed within the Learning Management System (LMS) (Munir, 2009).

The existence of comprehensive e-learning resources is another indicator of the application of technology advancements. The learning management system, often known as learning management software, is the software that powers the online learning resources mentioned. This Learning Management System is accessible from anywhere at any time with internet-based support. The software system that virtualizes traditional learning and teaching processes for a variety of purposes,

including administration, documentation, training program reports, online classrooms and events, online programs, and training content, is known as an e-learning system or application, or Learning Management System. For example, all features related to the learning process such as class creation, assignment creation, content, discussion forums, assessment systems, and CBT online exams, all of which are accessed via the internet network. This Learning Management System is also often called an e-learning platform or learning content management system. So it can be concluded that LMS is a Web-based application that automates and virtualizes the teaching and learning process electronically.

It is impossible to dispute the necessity of fundamental development skills given the online nature of the learning management system. For developers, having a solid understanding of the internet and multimedia is essential. If a learning management system is not used and improved upon regularly, it will turn into a monument that connects students to science learning materials. The effectiveness of using the Learning Management System cannot be assured due to the diverse backgrounds of educators, including differences in age, type of education, experience, and more. The educator's choice in determining the type of method used will also determine whether or not the Learning Management System will be utilized in science learning. And the Learning Management System will only become a rusty monument if the teacher chooses methods such as pure lectures.

In addition to the issue of teachers' educational backgrounds, school environments have an impact on how the Learning Management System is used in the classroom. Teachers will find it simple to develop and implement a learning management system in their classes at schools with sufficient IT resources, and students will find it simple to access and utilize one as well. Although it will be simpler to begin constructing one, schools with full resources do not guarantee the implementation of a learning management system in the classroom. One may refer to middle schools with high application numbers as favorite schools, but this does not mean that a school selected as a favorite would implement the LMS.

E-learning is a technological innovation that has significantly altered how people learn today. It makes learning more engaging by emphasizing two-way communication, as well as infinite and highly flexible time, places, and conditions. This naturally encourages students to be more creative and enthusiastic, which in turn affects their mastery of the subject matter and individual skills. Learning Management Systems, an electronic learning platform, have started to be introduced in tandem with the e-learning education system's rapid development. LMS can be interpreted as a software application that can manage the administration, documentation, tracking, reporting, and delivery of educational courses or training programs, in another sense LMS is also a learning management application prepared for educators and students in carrying out learning through software.

The coronavirus disease 2019, or Covid-19, first surfaced in Wuhan, China, towards the close of 2019. Since Covid-19 takes around 14 days to incubate, it is a virus that spreads swiftly and makes it challenging to identify the symptoms of those who have been infected. Since the pandemic is affecting almost every nation, many have imposed lockdowns and other safety measures to stop the Covid-19 virus from spreading. Many sectors have been rendered paralyzed as a result of this approach; the primary economic sector has been rendered paralyzed as a result of the epidemic. In addition to the economic sectors affected, one area that is directly feeling the effects of this pandemic is education. UNESCO reports that at least 1.5 billion school-age children from 188 countries 60 million of them are in Indonesia have been infected by Covid-19. To stop the Covid-19 virus from spreading, schools were shuttered as a result of the pandemic. The amount of online learning is rising, particularly in programs designed to raise the standard of instruction for students. Furthermore, as part of the school's efforts to establish social distancing and stem the spread of the Covid-19 virus, schools and students are left with little alternative but to continue holding teaching and learning activities other than online.

Beginning in mid-March 2020, the Indonesian government, via the Ministry of Education and Culture and the Ministry of Religion in Indonesia, established a working-from-home policy and a learning policy. Educational establishments in the Central Bangka district, particularly SMP Negeri 1 Koba, were not an exception, promptly adhering to and implementing government directives. In addition to using technology through online platforms like WhatsApp, Google Classroom, Google Meet, and Zoom at SMP Negeri 1 Koba, this school is leveraging advancements in Information Technology (IT) by formally launching its school website on May 6, 2020, to adjust as an e-learning system during the Covid-19 pandemic.

The school is attempting to adjust to information technology by launching this website, which will help pupils complete their homework at home. During this time, a variety of approaches are required as remedies as well as suitable actions, particularly in the online learning process. Given that the Covid-19 outbreak is still ongoing and that students are using this learning system, it is imperative to understand the challenges and potential solutions for online learning. To make this a reality, a learning tool in the form of software is required, either as a learning medium for students to get digital information linked to learning material or as a tool to help teachers and students communicate more effectively. Of course, the primary supporting medium in the teaching and learning process is online network-based software. Additionally, it is envisaged that the smp1koba.sch.id website would develop into a platform for open knowledge and student learning. Moreover. The implementation of online learning programs from home (www.wowbabel.com) is highly supported by the smp1koba.sch.id website. This research chose the implementation of the Learning Management System used by all elements at SMPN 1 Koba, known as "Spensa Pacak" in the online learning process in this pandemic

era, especially in class 9 and as a research object because it is still relatively new for use in basic education level (junior high school) in the Bangka Belitung Islands province in particular and to support learning from home and break the chain of spread of Covid-19 by continuing to implement teaching and learning activities in a coordinated manner for both students and teachers who teach.

This school has been using Moodle-based e-learning since the pandemic started in May 2020. Due to its various benefits, e-learning at SMP Negeri 1 Koba, which was created by Mr. Ramson Turnip, Ssi, will have beneficial effects and favorable benefits in the future. One benefit of e-learning at this institution is that users—students, professors, and visitors—can easily access it. Using e-learning based on the Moodle LMS (Learning Management System) has additional benefits. The access quota assumptions were used to determine this. Additionally, in this e-learning environment, teachers and students can engage in chat conversations in the form of discussions, gathering daily assignments, quizzes, tests, and question banks. All ongoing learning and teaching activities can be recorded or stored properly on the server. Based on this, E-learning can be used as an additional and complementary media for the learning process which can answer learning problems. Apart from that, it also provides solutions in the process of online learning activities during the pandemic at SMP Negeri 1 Koba.

Using boring material during the pandemic is one of the common learning problems that arises and wears out students. The environment for learning should be enjoyable rather than dull. Numerous pupils express dissatisfaction and fatigue, which results in apathy and lack of motivation towards studying. In addition, course books and textbooks are still frequently used as teaching tools by educators, which discourages pupils from learning. It is believed that learning exercises are an action that involves comprehension and a particular kind of social engagement that have the power to alter a single learning and open up a result or objective. Learning produces a change in behavior rather than authority from the activity, therefore high-quality instruction that draws in pupils fast is necessary.

Technology is utilized to enhance the effectiveness and efficiency of the teaching and learning process. In addition to taking place inside the classroom, contact between educators and learners has expanded to include using technology outside of it. Through the use of currently accessible programs, teachers can interact with students online. Data innovation is the progression of data frameworks through the integration of media communication and PC innovation. To provide students with more engaging and productive instruction, Indonesian educational institutions are beginning to compete by utilizing information and communication technology (ICT) to establish web organizations, equipment foundations, programming, and other resources. Computer programs like the Intelligent Tutoring System (ITS), Computer Basic Teaching (CBT), and e-learning platforms are frequently utilized in teaching.

Students are supposed to use science education to enhance their knowledge, abilities, attitudes, and environmental responsibility. Educators are still the primary providers of information, and students are the only ones who get it, according to the way learning activities are currently structured. One of the processes in the social world that changes the most is learning. The way that learning has evolved could be attributed to educational, rising technical, or sociological tendencies.

E-learning is one of those evolutions and has almost completely blended into the educational environment. This learning model has relied on technology without obtaining, in many cases, the expected benefits, as if it had occurred in other areas. However, e-learning has experienced extraordinary growth over the last few years, learning paradigms; Technological solutions, methods, and pedagogical approaches have been developed, discarded, and adopted. From this understanding, it can be concluded that LMS is software, both server-based and internet network-based, for managing a learning process that contains material packaged in multimedia form.

The LMS has struck a balance to meet the structure and (traditional) way of schooling, as well as the rest of education. This system provides students and teachers with a set of tools to improve the learning process and manage it. Until now, the learning framework, especially in Indonesia. The learning process by utilizing assistance from the Learning Management System is felt to be very helpful. Students can interact with teachers 24 hours a day via email or discussion forums, or through the facilities provided by the LMS. Students can become more active by looking for other sources of information not only through teachers but can be supplemented through other sources.

B. Methods

This research will be carried out at UPTD SMP Negeri 1 Koba. The population is all research subjects (Arikunto, 2020). The population (informants) in this study were 12 9th-grade students in 2022-2023 2 subject teachers, 1 guidance and counseling teacher, 1 ICT teacher, and 1 homeroom teacher. The research uses qualitative research. The data obtained, such as observation results, interview results, photography results, document analysis, and field notes, are compiled by researchers at the research location, not expressed in the form of numbers.

In this research, there are primary data and secondary data. Primary data consists of the results of in-depth interviews with related parties. Meanwhile, secondary data was obtained from documents relating to information about the Covid-19 outbreak and the impacts felt by educational institutions. According to Sugiyono (2017), data collection techniques are a step that is considered strategic in research because it has the main goal of obtaining data. In this research, researchers will collect data through questionnaires, observation, documentation, and interviews:

C. Results and Discussion

The information and understanding required to address a problem are provided by the research's findings. The research's findings are presented as excerpts from interviews with informants explaining their responses about the function of the Spensa Pacak Learning Management System (LMS) at SMPN 1 Koba, implementation challenges, and ways to overcome such challenges. The Covid-19 epidemic has altered many facets of modern life, including the educational landscape. The best-mitigating action to reduce the epidemic's spread among children is to restrict instruction in schools. The Covid-19 pandemic has affected the way that schools teach, with a change from traditional in-person and offline instruction to online instruction. The goal of online education is to reach a larger and more diverse audience of learners by offering high-quality educational resources on a vast and open network.

Online learning has many drawbacks despite its many conveniences, particularly when it comes to the technology that supports it. One such drawback is that, as noted by Hartono (2017) in (Setiawan & Aden, 2020), the online learning system lessens social interaction between teachers and students. This causes educators to lose control over their classroom instruction and social interactions, overlook pupils who lack motivation to study, and produce poor learning outcomes. The way information technology (IT) is currently used to adapt to changing worldwide expectations around the use of media in the classroom, particularly in light of the Covid-19 pandemic.

E-learning is a technological innovation that has significantly altered how people learn today. It makes learning more engaging by emphasizing two-way communication, as well as infinite and highly flexible time, places, and conditions. This naturally encourages students to be more creative and enthusiastic, which in turn affects their mastery of the subject matter and individual skills. The introduction of electronic learning material, known as the Learning Management System (LMS), has coincided with the e-learning education system's rapid expansion. According to Setiawan & Aden (2020), LMS is a collection of web-based platforms that let lecturers, instructors, and/or students exchange resources, turn in and finish tasks, and interact with one another virtually. Learning Management System (LMS) is a form of application that is classified as an e-learning platform with various features available, namely: (1) process management, content, and learning administration; (2) chat; (3) discussion room; and (4) evaluation and assessment (Paais & Andreas, 2021).

Many topics can be covered in this research, depending on the previously given data description. Moodle is the kind of learning management system (LMS) that all of the instructors at SMPN 1 Koba use. One popular LMS in Indonesia and around the

world is called Moodle. In addition to Moodle, there are a few more well-known LMSs, particularly in Indonesia: Jogja Belajar (limited to Yogyakarta), A Tutor, OLAT, Quipper School, and Claroline. Modular Object-Oriented Dynamic Learning Environment, or Moodle, is an open-source software designed with the education sector in mind. According to Apsabgi (2020), moodle is a learning platform designed to provide education, administrators and students with a website-based learning environment that is student-oriented and maintains learning principles.

Information technology devices, such as laptops and cell phones connected to the internet, are used in Moodle-based e-learning applications (Sara et al., 2020). Moodle is a learning platform designed to give teachers, students, and policymakers a robust, secure, integrated system to build a learning environment that meets social contexts and particular educational objectives. Moodle is a software program designed for websites and online learning activities that adheres to the concepts of social constructionist pedagogy. Moodle is an application of information technology-based teaching and learning principles and mechanisms, sometimes referred to as “e-learning” or “electronic learning.”

Based on the findings of the study, the author concludes that the Spensa Pacak Learning Management System (LMS) at SMPN 1 Koba will eventually serve as a new educational innovation and an extra tool for blended learning. Naturally, as humans, we will follow the advancement of technology 4.0, or Generation Z (which is inextricably linked to technology). The learning system will eventually be available both online and offline. When completed online, it is intended to serve as a mild aural or visual stimulation before learning in class. The teacher will then provide pupils with a more thorough explanation in person. One of them is guiding students to access websites or learning management systems (LMS) where students will have soft files and provisions before delving into learning at school. Below are the various roles of a Learning Management System (LMS).

Based on the questionnaire results, it can be inferred that using the Spensa Pacak learning management system (LMS) is one way to support teaching and learning activities during the pandemic, as demonstrated by the responses of respondents from a variety of different classes. This is because, during this epidemic, the Spensa Pacak learning management system (LMS) serves as a supporting medium for conducting online or remote learning activities. Teacher administration has benefited from every element offered by the Spensa Pacak learning management system (LMS), including practice questions, subject exploration, attendance tracking, and assessments. The existence of these features does not stop the Spensa Pacak learning management system (LMS) from improving or increasing the quality of the system so that after the first year of using the Spensa Pacak LMS, the learning management system (LMS) team updated its supporting components.

After conducting interviews, it can be concluded that the implementation of the use of the Spensa Pacak LMS in the continuation of the online learning process during the pandemic at SMPN 1 Koba has had many positive responses. First off, everyone who lives in SMPN 1 Koba has had access to the e-learning program. Students and teachers use the Spensa Pacak learning management system extensively. Second, instruction on the correct usage of Spensa Pacak has been provided through socialization. Third, Spensa Pacak's introduction has been well accepted due to its numerous advantages, one of which is that it makes it simpler for students to attend as it offers a clear space. One of the most crucial components of the learning process is lesson plans and teaching materials, which are available online or through Spensa Pacak and many other sources. Fourth, Spensa Pacak's speed has increased since version 3.0, and it will continue to do so after the current age of 4.0. Fifth, the presence of Spensa Pacak seems beneficial to instructors and students as an online communication platform. Sixth, Spensa Pacak's features range widely, which contributes to consumers' high level of satisfaction with this e-learning platform.

It is anticipated that the Spensa Pacak learning management system, often known as e-learning, at SMPN 1 Koba will grow to be a useful tool for instructors and students in their teaching and learning endeavors, particularly when learning takes place online. Teachers can easily organize classes, archive paperwork, and manage their administration with the Spensa Pacak LMS. SMPN 1 Koba created Spensa PAK as a stand-in system for the in-person learning system during this epidemic. By the end of 2020, it was established that the Spensa pacak, or e-learning LMS, was a useful tool for both teachers and students when it came to teaching and learning activities. In 2021, students and teachers will understand how to access it through previous socialization. Spensa Pacak is very helpful because it is a communication support space during this pandemic, said Mr. Ramson Turnip, a teacher in class 9 and also the person in charge of IT at SMPN 1 Koba.

Of course, several obstacles or factors hinder learning through the Spensa Pcak LMS itself. Here are some obstacles.

1. Not all students have mobile phones, computers, and laptops independently.
2. Some students have problems with their internet data packages and cellphone devices.
3. Student discipline When teaching and learning activities started, some students were not on time to join the virtual meeting according to their schedule.
4. It is difficult to know and analyze which students are serious about taking lessons and which ones are not taking lessons.
5. Lack of maximum parental monitoring because when online children tend to stay or study in their room.
6. The limited time used in online learning means that the teacher's explanation of certain materials does not work optimally.

7. Learning is minimal and may be less than optimal because direct interaction with students and teachers is not possible, there is a lack of real-time interaction between teachers and students.
8. Teachers cannot upload files with large resolution, whether in the form of video, audio, or documents (Word, PDF, Excel).

Solutions presented to overcome obstacles or inhibiting factors are;

1. The school receives funding from the local government to buy tablets as inventory goods to be rented to pupils without telephones.
2. Offering all students government support with internet data quota packages.
3. The instructor posts a résumé or a link to related content on the class WhatsApp group.
4. Offering guidance and support.
5. The requirement for fresh developments in the Spensa Pacak LMS, such as giving student parents an ID to access their child's online learning progress.

A significant amount of gear and software are needed for distance learning, also referred to as e-learning or PJJ. A Learning Management System (LMS) is among the software required for distance learning, according to (Muhson, 2010) and (Setiawan & Aden, 2020). An inventive option that works well for online learning environments during this epidemic is the use of the Spensa Pacak LMS as a learning aid for grade 9 pupils at SMPN 1. With the help of Spensa Pacak's features, running KBM is made simpler. The class schedule, student attendance, instructional materials, meetings, assignments, evaluation or feedback, and cognitive behavioral tests are some of the elements that predominate in teaching and learning activities. Version 3.0 of Spensa Pacak can be accessed more quickly than version 2020. Thus, it can be said that the use of Spensa Pacak as a supplement to the educational process in class 9 of SMPN 1 Koba during this pandemic is highly beneficial and appropriate for the circumstances of this pandemic. Additionally, because it can be accessed at home, it has received a lot of positive feedback from students, teachers, and parents. Naturally, it can also lessen the spread of Covid-19, which is currently rife everywhere.

Online learning using the Learning management system/LMS Spensa Pacak is expected to be able to overcome the problem of gaps in equality of opportunity, improving quality, relevance, and efficiency in the field of education caused by obstacles such as distance, place, and time. The following are the effects of implementing a Learning Management System (LMS) in schools, according to Nina et al. (2022): (1) students can learn independently without being constrained by time or space; (2) students have access to a variety of learning resources in addition to their teachers; (3) students can periodically review material in the LMS that they do not understand in conventional learning; (4) students will be more motivated to learn due to learning innovation, and (5) boredom in conventional learning can be

overcome in a virtual classroom. (6) The quantity of subjects does not limit the learning activities for students. This viewpoint is consistent with Munir's (2009) assertion that an indirect-thematic approach (fun, reinforcing positivism, and pursuing knowledge) is necessary for the elements included in LMS development to incorporate student development, including relationships with real life.

In Septantiningtyas et al (2022), the usage of mobile technology has greatly aided educational establishments in accomplishing their distance learning goals. Additionally, there are several benefits to distance learning (PJJ), such as flexibility and time efficiency, convenience of assignment collection, and grade transparency (Setiawan & Aden, 2020). The utilization of various media can aid in the execution of online learning as well. For all parties involved in education – teachers, students, institutions, and even members of the larger community like parents – online learning brings unique obstacles (Rifa'i et al., 2022). This is where the teacher's role as an educator and instructor is very important required. Teachers in online learning have a role as mediators who facilitate students in teaching and learning activities.

One alternate method of education to stop the coronavirus's transmission during the Covid-19 pandemic is the use of distance learning. Teachers may produce online learning content more easily with the help of the Spensa Pacak Learning Management System (LMS), which streamlines the process from planning to reporting to documentation. In addition, educators can make use of digital content. SMPN 1 Koba is the first and only school in Koba District, Bangka Regency Central, and Bangka Belitung Islands Province for the Junior High School (SLTP) level to use the Learning Management System (LMS), according to the findings of observations and interviews that went into the system's formation. This indicates that SMPN 1 Koba has a high level of competitiveness. Aside from that, SMPN 1 Koba's human resources constantly update the Spensa Pacak Learning Management System (LMS) to enhance the best learning materials and stay up to date with technical advancements. As a result, SMPN 1 Koba advances in the realm of online education.

Based on the explanation above, the Spensa Pacak Learning Management System has had a lot of good and positive influences in conditioning learning and teaching during online learning like today. Starting from its practicality, it can improve student learning outcomes, increase student motivation, and make it easier for students to understand the material.

D. Conclusion

The Spensa Pacak Learning Management System (LMS) plays a crucial role at SMPN 1 Koba, serving as an additional tool for Blended Learning, a stimulus for student learning, technology utilization for generation Z students, and making administration easier for teachers. The system has received positive responses from

residents, educators, and students, with benefits such as improved attendance, clear room for teaching materials, faster version 3.0, and improved speed in version 4.0. The LMS also provides an online communication network, helping students and educators, and many users are satisfied with its variety of features. SMPN 1 Koba is the first school in Koba District to use the LMS, serving First Level Secondary School level.

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