

Utilization of the Learning Management System (LMS) Based on Edmodo in PAI Learning at the Indonesian School in Kuala Lumpur

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Abstract

The development of information technology has encouraged schools to utilize digital platforms for learning. Edmodo, as a Learning Management System (LMS), provides ease in managing materials, assignments, discussions, and assessments. However, its use in Islamic Education (PAI) learning in international schools, such as the Indonesian School of Kuala Lumpur (SIKL), remains limited and requires in-depth analysis. This study aims to analyze the utilization of Edmodo in PAI learning at SIKL, identify usage strategies, explore teachers' and students' perceptions, and examine supporting and inhibiting factors in LMS implementation. A descriptive qualitative approach was employed. Data were collected through semi-structured interviews with PAI teachers, students, and the curriculum coordinator; observation of learning activities; and documentation of Edmodo classes, lesson plans, and students' assignments. Data analysis followed Miles and Huberman's model, including data reduction, presentation, and conclusion drawing. Edmodo is actively used for delivering materials, assigning tasks, conducting assessments, and facilitating discussions. The most frequently used features are "Assignments," "Quizzes," and "Discussion Boards." Students responded positively to the flexibility of accessing materials and engaging in online discussions. Supporting factors include teachers' digital competence, school policy support, and stable internet connectivity, while inhibiting factors consist of variations in students' digital literacy, learning discipline, and limited teacher training. Edmodo positively contributes to PAI learning, particularly in cognitive and digital communication aspects. For optimal results, LMS use should be combined with face-to-face instruction to develop affective and psychomotor aspects and maximize advanced feature utilization. The findings provide guidance for developing digital-based PAI learning strategies in international schools.

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INTRODUCTION

The rapid development of information technology has encouraged educational institutions to adopt digital platforms as a means of creating effective, flexible, and collaborative learning environments (Nurlaeli dkk., 2022). Learning Management Systems (LMS) have become an essential innovation, particularly for schools operating within multicultural contexts, such as the Indonesian School of Kuala Lumpur (SIKL) (Khashaba dkk., 2023). As an Indonesian school abroad, SIKL is expected to provide adaptive and high-

Utilization of the Learning Management System (LMS) Based on Edmodo in PAI Learning at the Indonesian School in Kuala Lumpur

Moh. Solikul Hadi, Ali Kuswadi, Feri Riski Dinata, Alifia Azzahra Budi

quality learning experiences, including in the teaching of Islamic Education (PAI) (Abrori & Hadi, 2020).

PAI learning requires an approach that not only emphasizes conceptual understanding but also fosters value internalization, character formation, and the cultivation of religious attitudes. Thus, the utilization of LMS platforms such as Edmodo presents both opportunities and challenges (Moh. Solikul Hadi, 2024). Edmodo offers features such as virtual classrooms, assignments, assessments, discussions, and collaborative tools, all of which have the potential to enhance PAI instruction. However, its use at SIKL has not been thoroughly examined, particularly in terms of how effectively teachers and students optimize these features to achieve PAI learning objectives.

Preliminary observations indicate that several Edmodo features remain underutilized by both teachers and students (Fahmi Husein, Moh Solikul Hadi, 2024). Limited digital literacy, reliance on conventional learning methods, and the lack of comprehensive evaluation of technology integration in religious education create additional challenges (Hadi dkk., 2024). These issues highlight the need for a deeper investigation into the use of Edmodo within the context of PAI learning at SIKL (Sibawaihi, Mohd. Arifullah, 2025).

A number of research gaps can be identified in this field. Most previous studies on Edmodo focus on general subjects such as English, Mathematics, or Science, while very few explore its application in religious education, particularly Islamic Education, which has its own pedagogical characteristics (Hadi, 2018). Research on LMS usage in Indonesian schools abroad is also scarce thus, the influence of multicultural learning environments on digital learning practices remains largely unexplored (Hadi dkk., 2020). Moreover, no existing research has thoroughly examined the role of Edmodo in supporting cognitive, affective, and psychomotor learning outcomes within PAI instruction.

Addressing these gaps, this study aims to analyze the extent to which Edmodo is utilized in PAI learning at SIKL, identify the strategies adopted by teachers, explore students' perceptions and experiences, and determine the supporting and inhibiting factors in its implementation (Chotimah dkk., 2022). This study further seeks to provide recommendations for developing more effective, technology-integrated PAI learning (Harianti, 2022).

Previous studies indicate that Edmodo is generally effective for improving communication, motivation, and digital classroom management (Rayani, 2025). However, most of these studies do not focus on religious education, are not conducted in Indonesian schools abroad, and do not examine the integration of spiritual and character values. Therefore, this study offers novelty by focusing on PAI, investigating a multicultural international school context, and presenting a more comprehensive pedagogical analysis of LMS utilization.

METHODOLOGY

This study employs a descriptive qualitative approach aimed at obtaining an in-depth understanding of how the Edmodo-based Learning Management System (LMS) is utilized in Islamic Education (PAI) learning at the Indonesian School of Kuala Lumpur (SIKL) (Creswell, 2018). This approach was chosen because it allows the researcher to explore the experiences, perceptions, strategies, and practices of teachers and students as they engage in the digital learning process (Almeida dkk., 2016). The research was conducted at SIKL and involved PAI teachers, a group of secondary-level students, and the vice principal or curriculum coordinator as supporting informants who are knowledgeable about the school's LMS policies (Zakiah, 2020).

Data were collected through in-depth interviews, observations, and documentation. Semi-structured interviews provided detailed insights into how Edmodo is used, how teachers design and implement instruction, and how students experience and respond to the LMS-based learning environment (John. W. Creswell, 2015). Observations were carried out during Edmodo-supported PAI learning activities, focusing on the use of digital features such as assignments, discussions, assessments, and teacher–student interactions (Sugiyono, n.d.). Documentation in the form of classroom screenshots, lesson materials, students' work, and institutional policy documents served as additional supporting data (Sugiyono, 2020).

The collected data were analyzed using Miles and Huberman's analytical model, consisting of data reduction, data display, and conclusion drawing (Sugiyono, 2010). Data were reduced by selecting relevant information, categorizing it according to themes, and simplifying the findings for analysis. The reduced data were then presented in narrative and thematic forms to illustrate patterns clearly (Nurbatra & Nurbatra, 2022). Conclusions were drawn through continuous verification until consistent and strong themes emerged. To ensure the credibility of the findings, source triangulation, technique triangulation, and member checking were employed, allowing informants to validate the accuracy of interview results. Through this process, the study provides a comprehensive and reliable understanding of how Edmodo is utilized in PAI learning at SIKL (Albina dkk., 2022).

RESULTS AND DISCUSSION

The findings of this study reveal that the utilization of the Edmodo-based Learning Management System (LMS) in Islamic Education (PAI) learning at the Indonesian School of Kuala Lumpur (SIKL) is generally effective, although not yet optimal across all aspects (Widiawati dkk., 2018). PAI teachers use Edmodo as a primary platform to deliver learning materials, assign tasks, conduct assessments, and facilitate discussions. The most frequently used features include "Assignments," "Quizzes," and "Discussion Boards." Teachers reported that Edmodo allows for a more structured and well-documented learning process,

Utilization of the Learning Management System (LMS) Based on Edmodo in PAI Learning at the Indonesian School in Kuala Lumpur

Moh. Solikul Hadi, Ali Kuswadi, Feri Riski Dinata, Alifia Azzahra Budi

which is highly beneficial for an international school setting that requires flexibility (Day dkk., 2014).

Interviews with teachers indicate that Edmodo helps streamline the delivery of PAI content, which typically relies on face-to-face explanation and discussion. Through Edmodo, teachers can upload videos, articles, and infographics, making learning more varied and engaging. Some teachers also take advantage of the automated assessment feature to measure students' understanding of Islamic concepts. However, teachers acknowledged that affective learning and character-building aspects still require direct interaction and cannot be fully replaced by digital platforms.

Students responded with mixed perceptions regarding the use of Edmodo. Many students felt that Edmodo provided a flexible learning environment where they could access materials at any time and receive feedback quickly. They also appreciated the discussion feature, which allowed them to express ideas more confidently compared to face-to-face discussions. Nonetheless, some students admitted they were not yet accustomed to self-regulated learning through digital platforms. Issues related to consistency and learning discipline also emerged as challenges.

Observations showed that digital interaction between teachers and students was generally active, especially during question-and-answer activities and task assistance. However, not all Edmodo features were utilized to their full potential. Features such as "Parent Code," "Small Groups," and "Progress Tracking" were rarely used. Teachers tended to focus on basic features that were more practical and easier for students to understand.

In terms of supporting factors, the study identified that teachers' digital competence, school policy support, and stable internet access at SIKL significantly contributed to the successful implementation of Edmodo. On the other hand, inhibiting factors included students' varying levels of digital literacy, inconsistent learning discipline, and the lack of advanced training for teachers on optimizing Edmodo's full range of features. Overall, the study concludes that Edmodo positively contributes to PAI learning by enhancing material accessibility, strengthening digital communication, and enriching learning media. However, the need to optimize advanced features and balance digital learning with direct value-based instruction remains a significant challenge.

Digital Learning and LMS Theories

According to Siemens' Connectivism (2005), learning in the digital age is fundamentally networked, emphasizing the ability to connect with information sources, peers, and experts to construct knowledge (Amarullah dkk., 2023). This theory posits that knowledge exists within networks, and learning consists of the process of connecting nodes of information and making meaning from these connections (Ernawati dkk., 2024). In the

Utilization of the Learning Management System (LMS) Based on Edmodo in PAI Learning at the Indonesian School in Kuala Lumpur

Moh. Solikul Hadi, Ali Kuswadi, Feri Riski Dinata, Alifia Azzahra Budi

context of Islamic Education (PAI) at the Indonesian School of Kuala Lumpur (SIKL), Edmodo serves as a practical platform that embodies the principles of connectivism by facilitating interactions among students, teachers, and digital learning resources (Apdillah dkk., 2022).

Edmodo's features, such as assignments, quizzes, discussion boards, and resource sharing, enable students to engage in learning activities beyond the physical classroom (Kendal, 2018). Students can access course materials anytime and anywhere, submit assignments digitally, participate in online discussions, and receive feedback in real time (Harahaf dkk., 2021). This digital connectivity aligns with Siemens' notion that learning is not limited to individual cognition but is enhanced through participation in a dynamic network. Students reported that the flexibility and accessibility offered by Edmodo made it easier for them to manage their learning pace and revisit materials as needed, which fosters deeper understanding and retention (Hoesny dkk., 2020).

Moreover, the discussion boards on Edmodo create a space for collaborative knowledge construction, consistent with connectivist learning principles. Students can ask questions, respond to peers, and engage in dialogue that extends beyond the teacher-student dyad. This interaction helps students co-construct knowledge and develop critical thinking skills, as they are exposed to multiple perspectives. The study found that students valued this opportunity to engage in discussions online, sometimes feeling more confident expressing their ideas in a written digital format than in face-to-face classroom settings. This observation supports Siemens' claim that learning networks facilitate connections that can enhance both cognitive and social aspects of learning.

Edmodo also supports personalized learning pathways, a concept embedded in connectivism. Students can access supplementary resources, review lessons they find challenging, and take quizzes multiple times to consolidate their understanding. This flexibility is particularly beneficial in a multicultural and international school environment like SIKL, where students have varying levels of prior knowledge and learning styles. By participating in a connected digital environment, students take more responsibility for their own learning, aligning with the connectivist idea that learners must navigate and nurture their own learning networks. Furthermore, teachers act as facilitators of the network rather than the sole providers of knowledge. Through Edmodo, teachers can curate content, guide discussions, provide feedback, and monitor students' progress. The study revealed that teachers found Edmodo valuable for tracking assignments and assessing learning outcomes efficiently, which allows them to focus more on guiding students' conceptual understanding and ethical reasoning in PAI. This facilitator role reflects connectivism's emphasis on distributed knowledge, where both teachers and students contribute to the learning network.

Despite the advantages, the research also highlighted challenges in fully realizing the potential of networked learning. Not all Edmodo features, such as progress tracking or small

Utilization of the Learning Management System (LMS) Based on Edmodo in PAI Learning at the Indonesian School in Kuala Lumpur

Moh. Solikul Hadi, Ali Kuswadi, Feri Riski Dinata, Alifia Azzahra Budi

group collaboration, were utilized to their full extent, and some students struggled with self-regulated learning. Siemens (2005) emphasizes that the effectiveness of networked learning depends on learners' ability to navigate networks and engage meaningfully with content and peers. Therefore, teacher guidance, digital literacy development, and scaffolded activities are essential to ensure that students can fully benefit from the connected learning environment. In summary, the utilization of Edmodo in PAI learning at SIKL exemplifies key principles of Siemens' Connectivism. The platform enables networked access to knowledge, fosters interaction and collaboration, supports personalized learning, and positions both students and teachers as active participants in the knowledge network. The study demonstrates that when leveraged effectively, Edmodo can enhance both cognitive engagement and collaborative learning, though success relies on thoughtful integration, facilitation, and student readiness to navigate the digital learning network.

Integration of Cognitive, Affective, and Psychomotor Domains

In the context of Islamic Religious Education (PAI), the learning process ideally integrates the cognitive, affective, and psychomotor domains as a unified framework for developing students' comprehensive religious understanding and character. The cognitive domain relates to students' mastery of Islamic concepts, principles, and doctrinal knowledge such as *aqidah*, *fiqh*, *akhlak*, and Qur'anic studies (Mofid, 2015). The affective domain, meanwhile, emphasizes the internalization of values, attitudes, and emotional engagement with religious teachings, including sincerity, empathy, discipline, and moral responsibility (Rayani, 2025). The psychomotor domain focuses on the practical implementation of these teachings through observable behaviors and religious practices, such as performing wudu, prayer, memorization, or acts of social piety.

Findings from the study show that the use of Edmodo as a digital learning platform predominantly supports the cognitive dimension. Teachers tend to utilize Edmodo for distributing learning materials, providing reading resources, assigning tasks, administering quizzes, and conducting assessments (Savitri, 2021). These activities are naturally aligned with knowledge acquisition and conceptual understanding, making Edmodo highly effective as a tool for reinforcing theoretical aspects of PAI. Students are able to revisit materials, access structured content, complete assignments at their own pace, and receive feedback quickly, which enhances cognitive engagement (Nikmah & Toha, 2019). However, the research also reveals that the affective and psychomotor domains are not fully accommodated through Edmodo-based instruction. Affective learning such as cultivating religious commitment, empathy, discipline, and reverence relies heavily on interpersonal communication, role modelling, and situational interactions that occur more naturally in face-to-face settings. Likewise, psychomotor learning, which involves the performance of religious rituals, demonstration of practices, and hands-on skill development, requires physical presence,

Utilization of the Learning Management System (LMS) Based on Edmodo in PAI Learning at the Indonesian School in Kuala Lumpur

Moh. Solikul Hadi, Ali Kuswadi, Feri Riski Dinata, Alifia Azzahra Budi

guided practice, and real-time correction from the teacher. These aspects cannot be fully replicated through digital platforms.

This pattern is consistent with Bloom's Taxonomy and subsequent educational frameworks, which emphasize that higher-order affective and psychomotor competencies demand experiential learning, contextual immersion, modeling, and reflective interaction. While a Learning Management System (LMS) like Edmodo can facilitate preliminary exposure, structured guidance, and reflective assignments, it cannot wholly replace the nuanced human interactions needed for value-based and practice-based religious learning (Rusmayadi & Herman, 2019). Thus, Edmodo serves as a complementary medium rather than a holistic substitute, supporting certain components of PAI instruction while still requiring direct classroom engagement for the development of character, attitudes, and practical skills. Ultimately, the integration of Edmodo into PAI learning demonstrates the potential of digital platforms to enhance cognitive learning while simultaneously reinforcing the need for blended approaches (Kosim dkk., 2023). A balanced combination of online and face-to-face methods ensures that the full spectrum of PAI outcomes knowledge, value formation, and practical application can be achieved in a comprehensive and meaningful manner.

Optimization of LMS Features

Observations revealed that several advanced features offered by Edmodo such as "Parent Code," "Small Groups," and "Progress Tracking" were rarely utilized by teachers throughout the learning process (Zengin dkk., 2021). These features are designed to enhance collaboration, individualized instruction, and parental involvement. For instance, the "Parent Code" allows parents to monitor their child's learning activities, assignment submissions, and academic progress, thereby strengthening communication between school and home. Similarly, the "Small Groups" feature enables teachers to differentiate instruction, facilitate targeted discussions, and provide remedial or enrichment tasks tailored to students' needs. Meanwhile, "Progress Tracking" offers a systematic overview of students' academic performance over time, enabling more data-driven evaluation and timely intervention. However, in practice, these functionalities remained underused, indicating that teachers primarily employed Edmodo for basic tasks such as posting materials, assignments, and quizzes (Antonopoulou, 2024).

This limited use of Edmodo's pedagogical and managerial features aligns with the theoretical insights of Mishra and Koehler (2006) in the Technological Pedagogical and Content Knowledge (TPACK) framework. According to TPACK, effective integration of digital tools requires teachers to possess not only knowledge of the subject matter (Content Knowledge) and teaching strategies (Pedagogical Knowledge), but also a deep understanding of the technological capabilities of the tools they use (Technological Knowledge) (Miskiah dkk., 2019). Mastery of the intersections TPK, TCK, and ultimately TPACK enables teachers

Utilization of the Learning Management System (LMS) Based on Edmodo in PAI Learning at the Indonesian School in Kuala Lumpur

Moh. Solikul Hadi, Ali Kuswadi, Feri Riski Dinata, Alifia Azzahra Budi

to make informed decisions about how technology can support specific learning objectives, enhance instructional experiences, and provide meaningful feedback to students (Birhandkk., 2021). The findings of this study suggest that while teachers have a basic operational understanding of Edmodo, they are less familiar with the more sophisticated features that could significantly enhance learning quality and student engagement (Harianti, 2022). This underutilization highlights a gap in Technological Pedagogical Knowledge (TPK), wherein teachers understand how to teach and what to teach but have not yet optimized how technology can be leveraged to achieve deeper pedagogical intentions, such as individualized learning, formative assessment, value reinforcement, and collaborative interaction.

Consequently, there is a clear need for structured teacher training focused on the pedagogical use of LMS features rather than solely technical usage. Professional development programs should help teachers explore Edmodo's full potential, design innovative learning activities, integrate data-driven decision-making, and build stronger communication channels with students and parents. Moreover, innovative instructional design must be encouraged, enabling teachers to develop blended learning models, project-based online tasks, interactive value-based discussions, and differentiated learning paths supported by Edmodo's tools. By strengthening teachers' TPACK, schools can foster a more meaningful, effective, and holistic integration of LMS platforms in Islamic Religious Education and other subject areas.

Balancing Digital Learning and Religious Values

PAI learning fundamentally emphasizes value internalization and character formation as core outcomes, reflecting the essence of Islamic education which seeks to cultivate not only knowledgeable individuals but also morally grounded and spiritually aware human beings (Hewitt dkk., 2023). Within the framework of PAI, learning is not merely concerned with the transfer of religious information but involves guiding students to embody Islamic virtues, practice ethical behavior, and develop a balanced personality (*insan kamil*). In this study, findings indicate that Edmodo proves effective in delivering structured learning content, providing digital resources, facilitating online discussions, and enabling efficient teacher-student communication. These digital advantages support the cognitive domain and contribute to students' conceptual understanding of Islamic teachings (Bahri, 2023).

However, the findings also demonstrate that Edmodo, as an LMS, cannot fully replace direct, value-based instruction that is traditionally embedded in face-to-face PAI learning environments. Elements such as emotional engagement, spiritual reflection, moral modeling, and the teacher's personal example (*uswah hasanah*) are central to value internalization and character development (Ummah, 2019). These components are difficult to replicate through digital platforms, as they depend on relational dynamics, situational guidance, and embodied interactions that occur most naturally in physical classroom settings.

Utilization of the Learning Management System (LMS) Based on Edmodo in PAI Learning at the Indonesian School in Kuala Lumpur

Moh. Solikul Hadi, Ali Kuswadi, Feri Riski Dinata, Alifia Azzahra Budi

This conclusion aligns with Islamic Educational Theory as articulated by Syed Muhammad Naquib al-Attas (1979), who emphasizes that true education (ta'dīb) is holistic, integrating spiritual, moral, and intellectual dimensions. For Al-Attas, the process of education is inseparable from cultivating adab right action, right attitude, and right understanding through the guidance of competent teachers who embody moral authority. Such a holistic process requires more than information transmission; it requires spiritual nurturing, ethical exemplification, and continuous engagement between teacher and learner.

From this theoretical perspective, the role of LMS platforms such as Edmodo is supportive rather than substitutive. While Edmodo enhances cognitive achievement and facilitates communication, the affective and psychomotor dimensions of PAI learning such as moral sensitivity, ethical decision-making, disciplined worship, and social responsibility require embodied mentoring, observation, and guided practice. These aspects can only be optimized through direct interaction, mentorship, and experiential learning. Therefore, integrating Edmodo into PAI instruction should be seen as part of a blended learning approach, where digital tools enrich understanding and engagement but remain complemented by face-to-face sessions that focus on spiritual, moral, and behavioral development. Such an approach ensures that the holistic aims of Islamic education are preserved while also embracing the pedagogical benefits of contemporary digital technologies

CONCLUSION

Based on the findings and analysis, it can be concluded that the utilization of Edmodo in PAI learning at SIKL has a positive impact, particularly in improving access to learning materials, digital interaction, and variety in learning media. Teachers use Edmodo to deliver materials, assign tasks, conduct assessments, and facilitate student discussions. Students respond positively to the flexibility and ease of accessing materials, although some still face challenges in self-regulated learning. Supporting factors include teachers' digital competence, school policy, and adequate internet connectivity, while inhibiting factors include variations in students' digital literacy, learning discipline, and limited teacher training. For more optimal learning outcomes, Edmodo should be combined with face-to-face instruction, especially for developing affective and psychomotor aspects, and its advanced features should be utilized more effectively.

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Utilization of the Learning Management System (LMS) Based on Edmodo in PAI Learning at the Indonesian School in Kuala Lumpur

Moh. Solikul Hadi, Ali Kuswadi, Feri Riski Dinata, Alifia Azzahra Budi

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Utilization of the Learning Management System (LMS) Based on Edmodo in PAI Learning at the Indonesian School in Kuala Lumpur

Moh. Solikul Hadi, Ali Kuswadi, Feri Riski Dinata, Alifia Azzahra Budi

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