

UTILIZATION OF LEARNING MANAGEMENT SYSTEM IN GEOGRAPHY LEARNING: A CASE STUDY OF GRADE X STUDENTS AT SMA COKROAMINOTO MADIUN, INDONESIA

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Received : 04 June 2026

Accepted : 25 June 2026

Revised : 10 June 2026

Published : 28 July 2026

Abstract

The rapid development of information technology has encouraged educational institutions to integrate digital learning platforms into classroom instruction. One of the most widely implemented platforms is the Learning Management System (LMS), which facilitates online learning activities, learning resource management, communication, and assessment. This study aims to describe the utilization of the Learning Management System in Geography learning for Grade X students at SMA Cokroaminoto Madiun. The research employed a qualitative approach using a case study design. Data were collected through interviews, observations, and documentation involving geography teachers, students, and school administrators. Data analysis followed the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing. Data validity was ensured through source triangulation, technique triangulation, member checking, and peer debriefing. The findings indicate that the implementation of LMS supports geography learning through the provision of digital learning materials, online assignments, discussion forums, and electronic assessments. The LMS improves students' accessibility to learning resources, encourages independent learning, strengthens communication between teachers and students, and increases students' learning motivation. Nevertheless, several challenges remain, including unstable internet connectivity, differences in students' digital literacy, and the need for more interactive learning content. The study concludes that the Learning Management System is an effective learning medium for Geography education and contributes positively to improving learning quality and student engagement.

Keywords: Learning Management System, Geography Learning, Digital Learning, Blended Learning, Case Study.

INTRODUCTION

The advancement of information and communication technology has significantly transformed educational practices worldwide. Educational institutions are increasingly integrating digital technology into teaching and learning activities to improve instructional quality and learning effectiveness. In Indonesia, the implementation of the Merdeka Curriculum further encourages teachers to utilize digital learning media that promote active, independent, and student-centered learning.

One of the digital platforms widely adopted in education is the Learning Management System (LMS). An LMS enables teachers to organize learning materials, distribute assignments, facilitate online discussions, monitor students' progress, and conduct assessments within an integrated digital environment. Consequently, learning activities are no longer limited to conventional classroom meetings but can continue through online interaction.

In Geography education, the use of LMS offers significant opportunities to enhance students' understanding of geographical concepts through digital learning resources, multimedia content, collaborative discussion forums, and online evaluation. Geography learning requires students to understand spatial relationships, environmental phenomena, and human-environment interactions, making technology-supported instruction highly relevant to current educational needs.

Previous studies have reported that LMS implementation improves students' motivation, learning independence, digital literacy, and academic achievement. However, previous research has primarily focused on subjects such as mathematics, economics, computer science, and Islamic education. Research specifically investigating the utilization of LMS in Geography learning at the senior high school level remains limited, particularly within the context of private schools.

Based on these conditions, this study aims to describe the utilization of the Learning Management System in Geography learning for Grade X students at SMA Cokroaminoto Madiun. The findings are expected to contribute to the development of digital learning practices, particularly in Geography education, and provide practical recommendations for improving LMS implementation in secondary schools.

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