INTISARI

EFEKTIVITAS PENGGUNAAN *LEARNING MANAGEMENT SYSTEM* DALAM *BLENDED LEARNING* PADA PEMBELAJARAN FISIOLOGI SISTEM KARDIORESPIRASI

Tujuan: Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan *learning management system* (LMS) dalam *blended learning* pada pembelajaran fisiologi sistem kardiorespirasi.
Metode: Penelitian ini dirancang dengan *quasi-experimental with pre-test and post-test design*. Responden pada penelitian ini (n = 104) dikelompokkan secara acak ke dalam kelompok eksperimen dan kelompok kontrol. Kegiatan pembelajaran fisiologi secara konvensional terdiri dari kuliah pakar di ruang kelas besar dan praktikum di laboratorium fisiologi. Kegiatan pembelajaran fisiologi secara *blended* mencakup seluruh kegiatan pembelajaran konvensional ditambah dengan kegiatan pembelajaran daring berupa video pengantar pembelajaran, kuis, refleksi diri, dan forum diskusi melalui LMS. Tingkat capaian pembelajaran dan tingkat partisipasi mahasiswa terhadap kegiatan pembelajaran LMS dianalisis setelah seluruh kegiatan pembelajaran diselenggarakan.
Hasil: Tidak ada perbedaan tingkat capaian pembelajaran yang signifikan antara mahasiswa yang mengikuti *blended learning* berbasis LMS dengan mahasiswa yang mengikuti pembelajaran konvensional (p = 0,500). Banyaknya mahasiswa yang berpartisipasi dalam kegiatan pembelajaran LMS tidak pernah lebih dari 75%, bahkan menurun hingga kurang dari 20% di akhir program pembelajaran.
Kesimpulan: Penelitian ini menunjukkan bahwa *blended learning* memiliki efektivitas yang sebanding dengan pembelajaran konvensional. Rendahnya komitmen mahasiswa dalam menyelesaikan kegiatan pembelajaran daring dapat menurunkan efektivitas *blended learning*.

Kata kunci: *technology-enhanced learning, blended learning, learning management system*, pembelajaran fisiologi

ABSTRACT

THE EFFECTIVENESS OF THE LEARNING MANAGEMENT SYSTEM USAGE ON BLENDED CARDIORESPIRATORY PHYSIOLOGY LEARNING

Objective: *This study aimed to explore the effectiveness of learning management system (LMS) usage in blended cardiorespiratory physiology learning.*
Methods: *This was a quasi-experimental study with pre-test and post-test design. Students in this study (n = 104) were randomly assigned to the experimental group and control group. Traditional physiology learning activities were expert lectures in a large classroom and practical sessions in a physiology laboratory. Blended physiology learning activities included traditional learning activities with introduction learning video, online quiz, self reflection, and discussion on LMS. Students' learning outcomes and participation in LMS learning activities were analyzed after conducting all learning activities.*
Results: *There was no significant difference in cardiorespiratory physiology learning outcomes between students who took part in blended learning and traditional learning (p = 0,500). The number of students participating in LMS learning activities were less than 75%, even more decreasing to less than 20% at the end of the learning program.*
Conclusion: *This study showed that blended learning is as effective as traditional learning. Low commitment of students to complete online learning activities on LMS can reduce the effectiveness of blended learning.*

Keywords: *technology-enhanced learning, blended learning, learning management system, physiology learning*