

Developing a Sociocultural Approach in Learning Management System through Moodle in the Era of the Covid-19

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This research focuses on the challenges posed by the covid-19 virus on the Development of a Sociocultural Approach in the Learning Management System through Moodle on Non-formal Education students taking part in the Muhammadiyah Education Model at Muhammadiyah University of Enrekang. The research is a qualitative study that seeks to examine and reflect in depth some aspects of the Muhammadiyah education. The focus of the research is students in the Muhammadiyah Education by implementing a system of developing a sociocultural approach in the Learning Management System. The research subjects were all students of the University of Muhammadiyah Enrekang. The instrument used was data from LMS through Moodle, observation, tests and documentation. Data was processed by percentage analysis and presented in the form of descriptions and presentations on the data contained in the Moodle application. The application begins with asking questions, thinking together and answering; Application of the socio-cultural approach to the Muhammadiyah Education to students of Education which is applied in the process of education and training. The aims and objectives of education held at the University of

Muhammadiyah Enrekang are formal and informal channels. The main targets of education are students. The results of the research found that there is a development of student creativity in learning the Learning Management System through Moodle.

Keywords: *Muhammadiyah education; Learning Management System; Moodle; Covid-19*

Introduction

The aims and objectives of the education of diversity values held at the University of Muhammadiyah Enrekang are formalistic in nature. The main target of the Muhammadiyah education model can be achieved by beginning with the concept of integration through the Islamic approach (Lidiawati, 2018). In this author's view, that formal education through the socio-cultural approach to Islamic education is a significant educational path and has unique and new characteristics in research because the majority of the research is aimed towards the western approach, meaning that its implementation is less appropriate to the cultural specifications of a particular region. This research explores the condition of Muhammadiyah Enrekang University students who are implanted with the growth of Al-Islam and Kemuhammadiyah, as taught by the great Prophet Muhammad. In accordance with Muhammad's view, that education places more importance on material and scientific issues than ethics, morals and morals. The high decadence or decline in morals indicates a moral crisis that is alarming (Sahal, 2017). The existence of educational institutions for student coaching, if managed according to the concept of the Islamic education model, would certainly have a positive influence on the progress of religion, and the nation's development evenly throughout Indonesia, including at the University of Muhammadiyah Enrekang which adheres to religious beliefs that are predominantly Muslim. The paper asks the following question: how have Muslim students at the University of Muhammadiyah Enrekang implemented the concepts of Islamic education and manners through the Muhammadiyah education model? This is a problem that also needs to be resolved as one of the big challenges for the nation in the Industrial 4.0 era.

Research Method

Responding to these conditions, researchers conducted observations at the University of Muhammadiyah Enrekang, especially in the subjects of Al-Islam and Kemuhammadiyah, and the Object of Muhammadiyah Student Association in Enrekang. The results of pre-research conducted in 2018 revealed: 1) A lack of use of various social and cultural approaches in the learning process and activities of cadre Muhammadiyah Association 2) Less involvement of students in Scientific discussions; 3) There was no interaction between students who are smart, moderate, and normal, and this is proven by the majority of students complaining when given an

assignment from a lecturer; and 4) Achievement of student learning outcomes is still low, delineated from the courses that only achieved an average value of C.

The data obtained shows that student learning outcomes were still relatively low due to a lack of academic achievement, organizational achievement, student involvement (in the?) Muhammadiyah legislative movement established at the University of Muhammadiyah Enrekang. Of the total number of students, 825 students at the University of Muhammadiyah Enrekang in 2017 and '18 joined DAD gradually This consisted of 320 men and 505 women who took the cadre level through DAD, DAM and LI. The results found a lack of cadre output in terms of quality and quantity, in addition to a large number of IMM cadres who escaped by joining other organizations. The author conducted field research by conditioning learning that is easy, fun and enjoyable for students through the development of a socio-cultural approach to finding an effective Muhammadiyah education model, (Novitasari, et al, 2020). The effort will be realized in a field research study that will apply the Muhammadiyah's advanced education model. By applying the model of the approach to social engineering with regards to planning, the author hopes to emphasize specific structures designed to influence patterns of student interaction (Syukur, 2015). Muhammadiyah's educational model in terms of socio-culture is considered easier for students to interact with their colleagues so they don't turn to other organizations or other ideologies. In its application, the socio-cultural approach system of students needs to communicate with each other continuously from the internal and external aspects of the organization, as well as in the learning process of Al-Islam and Kemuhammadiyah courses.

Literature Review

In relation to the Concept of Islamic Education in Shaping Children's Religion in Jeneponto Regency, research conducted by (Muh. Ishaq, 2004) examined the way religious values for children are formed. Unlike Muh. Ishaq, whose research was based in the Jeneponto Regency, the author will conduct research in Enrekang Regency, in South Sulawesi. It is worth noting that the other research referred to in this paper is generally supportive of the main discussion in this study, and therefore remains a key point of reference. Muhammadiyah's educational model innovation in the world of education based on GBPP, the teaching of Islam about Muhammadiyah, uses several approaches, most notably the socio-cultural approach (Ramli, 2017).

Educational responsibility is imposed on three environments that each possess learning strategies for students: families, universities, and communities (Maimunah, 2016). All three are called educational centers where the other is interrelated and mutually supportive to realize the goals and objectives of education. Higher education is a formal path, while education in the community is a non-formal pathway, just as education in the family is also an informal path. In

the author's view informal education, also referred to as family education, is a significant educational path, because this is where children are first 'taught', and it can also be said that it was in the family environment that children were first raised and imbued with key social and cultural values and norms. Islamic Religious Education in the 21st Century and the enactment of the 2013 curriculum demanded a change in teaching centered learning (TCL) patterns towards student centered learning (SCL). Students were directed to think critically and innovatively and lecturers had to prepare strategies that could be implemented in the Muhammadiyah education model (Alim, 2017).

Consistent with the feminist viewpoint (Widiyastini, 2008), the perspective of Islam emphasizes the importance of the role of parents in being actively involved in the education process so that a child continues to develop in accordance with his or her nature. This is based on the words of the Holy Prophet: 'From Abi Hurairah ra, that the Holy Prophet said: every child is born in a state of nature, then parents make him Jewish, Christian or Majusi'. (Kazan, G., & Higham, T.). Term 'Fitrah' contains the interpretation that all children created by God have a religious instinct, meaning that every child is expected to get the basics of faith, with children bound by Islam in both faith and worship (Ansori, 2018). Students who study at universities are able to develop these skills in accordance with their chosen fields. To support the implementation of formal education, lecturers need to suppress (their own thoughts?) and work in collaboration with parents (Nurhayati, 2018). As the main educator in the informal education pathway, it is necessary to model the Muhammadiyah education through the ASSURE Model with a review of socio-cultural approaches (Baharun, 2006). Even at certain times it must involve other relevant parties such as doctors, psychologists, community leaders as part of the implementation of the non-formal education channels within the scope of the Muhammadiyah movement (Baharun H, 2008). The existence of formal and informal educational institutions, as well as non-formal ways for student coaching through book analysis (Muttaqin, AZ 2016) when managed based on the concept of Islamic education, has a mostly positive influence on the progress of religion, and the nation's development is being spread over all regions of Indonesia, including the Muhammadiyah ideology movement (Kurniawan, 2005).

Preliminary studies of contributions according to the model of contextual teaching and learning that results from this research, such as the problem of socio-cultural change in Muhammadiyah, has become a topic of discussion, and this is not only social science experts, but also amongst the wider community. The emergence of awareness of the importance of the assessment of the problem of social cultural change about the Muhammadiyah's educational model (Nur M, 2005), in terms of how the community has witnessed the rapid progress in science and technology is further encouraging conceptual studies (Gunawan, A., Hariyono, H., & Sapto, A. 2017). One of the similarities between social culture and Problem-Based Learning (Problem-Based Learning) is a democratic teaching approach that uses real-world problems as a context for students to learn about critical thinking and solving skills, especially the development of the progressive

Muhammadiyah movement (Hakim, L.2015). Socio-cultural changes in society are not focused on the life of urban society, but rural communities have also experienced many changes and developments as a result of the introduction of technology and communication (Amin, A. 2017). Transportation in the context of broader community life in Enrekang Regency, South Sulawesi Province, therefore has a predominantly Muslim occupation, but the problem is how Muslim students of Muhammadiyah Enrekang Regency have implemented the concept of Islamic education in educating through a socio-cultural approach. It is also contingent on whether Muhammadiyah Charitable Enterprises Muhammadiyah Enrekang University is managed based on the concept of Islamic education and manners, in line with the Muhammadiyah movement which carried out its academic activities in the form of Moodle applications. The formulation of the mean score analysis in the essay test above, it can be classified that elementary school students (respondents) through moodle application by using Al-Islam and Kemuhammadiyah of learning in the Ajatappareng area average good in answering questions in the form of essay tests in Al-Islam and Kemuhammadiyah of learning and its correlation with the quality of Islamic religious education learning because 85 % of them get good grades, 10% get more than enough grades, and only 5% of them get enough grades. Researchers can conclude that the acquisition of scores is presented in a ratio of two to one, so it can be classified that students in answering some of the questions given by correlating between full day school activities with the quality of Islamic religious learning, then their grades are categorized with good grades. The innovative and creative implementation of Islamic and Budi Pekerti education through the socio-cultural approach in Enrekang, especially in the household environment is well established (Marzuki, A. 2017). This is evident in the planning of several lecturers and parents who are educating their children properly and correctly, and in line with the concept of Islamic education based on Muhammadiyah ideology (Sanjaya, W. 2015). This is also based on the observation that the education model needs to be integrated comprehensively (Romadhani, L., Shobahiya, M., & Ag, M. 2018). At this toddler age, parents (mothers) try hard to breastfeed their children with breast milk (Wahyuni, S., 2017). For parents who are steeped in religious knowledge, holding 'aqikah' events and giving Islamic names to their children are vital (?) (Nurmawati, et al, 2020). In its implementation too, especially when the child has moved into early/middle(?) childhood, most parents train and get their children used to saying 'bismillah' when they want to eat (Masdalipah, M., Tafsir, A., & Mujahidin, E. 2017).

The pattern of student education organized by the University of Muhammadiyah Enrekan has been embedded in the development of personality and potential of students in accordance with the stages of pedagogical development, while the Ministry of Religion curriculum emphasizes the inculcation of the values of faith and piety to students to develop their potential (Pambudi, S., Anshori, A., & Ag, M. 2018). This is in line with the concept of Islamic education which emphasizes the importance of teaching faith, worship, and morals to children through a socio-cultural approach within the scope of Muhammadiyah. Supporting factors for the realization of student education at the University of Muhammadiyah Enrekang lies in the formal education pathway because of the

dominant students in the city are Muslim. However, the limiting factor is that parents are still found to have not instilled Islamic values in their Muhammadiyah cadres and thus need a socio-cultural approach. Research conducted by the survey in the data analysis seeks to explore Muhammadiyah and the social education models that occur in the formal education environment of the University of Muhammadiyah Enrekang. In addition, this study is also included in the case study category because it discusses certain problems and conditions that occur at the University of Muhammadiyah Enrekang, especially learning in the Moodle application and social situation problems experienced by students. Therefore, the data collected is a whole that is interrelated. Even though the case study object is classified as small, it is carried out in depth because the proposed problem is examined in detail, so as to produce a concise and comprehensive conclusion about the universal condition of Muhammadiyah. In addition, this study is also categorized as a qualitative descriptive study. This is because not only is the theory developed from data obtained online, but also problems or problems and questions may experience development, change or shift in accents. The data collected is qualitative data and analyzed qualitatively as well (Masdalipah, M., Tafsir, A., & Mujahidin, E. 2017).

This research is located in Enrekang Regency, South Sulawesi Province with the object of research being students at the University of Muhammadiyah Enrekang located on Jalan Jendral Sudirman No. 17 Enrekang in 2020, in the era of the Covid-19 epidemic conditions. The determination of students from the first semester to the last semester as the object of research, based on the data sources in this study, consists of data sourced from library research, namely; books or scientific works on education and other books relating to the substance of research and data sourced from survey data as the main data, in the form of information, social phenomena or facts, and researchers' findings from social media info in the form of questionnaires (Mudhofir, A., & Rusydiyah, EF 2016). Sources of data in the form of informants or consultants are determined by 'purposive' and 'snowball' technique. Purposive technique is the determination of the number of informants based on the scope of the University of Muhammadiyah Enrekang from various sources of Muhammadiyah activities.

The results of the research

The orientation of the online system in the Al-Islam and Kemuhammadiyah courses through the Learning Management System, by using the Moodle application at Muhammadiyah University Enrekang, has experienced significant changes following developments as a result of industry challenges 4.0. Although the orientation system of Islamic education concentrates more on the afterlife and sometimes overrides the world, the Islamic education system known as Al-Islam and Kemhammadiyah, especially at Muhammadiyah University in Enrekang, is dominant in the science of fiqh, Sufism, rituals among others. The Islamic education system has two orientations that work – the Islamic education system and the national education system. Academically and philosophically there is still a blockage in the dichotomy between religion and

general science: religion is associated with spirituality and sharply at odds with science or technology.

The findings of the online system in the Al-Islam and Kemuhammadiyah courses through the Learning Management System, using the Moodle application which is a digital-based system, and the lecture system at Islamic-based universities, was explored in stages - AIK I, AIK II, AIK III, AIK IV, AIK V and AIK VI. In the Moodle system, Muhamad University implements a conventional learning system towards an online system that is taught to students not optimally according to the indicators of the Moodle implementation procedure, which includes a character building program. This was caused by the Covid-19 outbreak. The development of an online system in the Al-Islam and Kemuhammadiyah courses through the Learning Management System using the Moodle application is a form of religious and ethical ambiguity faced by public education, especially among Muhammadiyah students, because the operation is not face to face. Through a balance of curriculum and student expectations knowledge is taught not only as general knowledge, but it's also directed towards religious knowledge.

The phenomenon of Industrial education challenge 4.0 and the challenge of the covid-19 virus which prohibits face-to-face meetings increases the need for psychological management efforts of educational stakeholders to integrate science, especially in Al-Islam and Kemuhammadiyah courses through the Learning Management System with the use of the Moodle application. The involvement of leaders, lecturers and students in order to apply Islamic character through formal education and vice versa will further strengthen the ability to improve the quality of Human Resources in the Islamic education system, both in the correlation of fellow humans (Habl-Min-Nas) and the relationship with God (Habl-Min -God).

Efforts to achieve the religious climate and to form an Islamic character by the lecturers and students are expected to yield results, especially when this is directly related to their duties and functions. These duties and functions form the learning program in the lecture room, especially in the scope of Muhammadiyah residents at Muhammadiyah University Enrekang who take the role of the transformers, informant/counselor, motivator, dynamist, facilitator and communicator.

With regards to the efforts by lecturers whose role it is to implement the lecture system through the use of the Moodle application, the analysis is carried out on a number of activities in the learning process. These range from: 1) being a role model, 2) instilling discipline, 3) being a motivator, 4) being a professional, 5) being an informant in choosing learning methods, 6) being a communicator in facilitating understanding, 7) being an evaluator of learning outcomes, 8) being a facilitator, and 9) becoming a coordinator in coordinating and collaborating.

Increased modeling

The lecturer who stands in front of his students must have the muliah qualities that are expected of a lecturer, especially a lecturer at the University of Muhammadiyah Enrekang. He or she sets an example for his students in practicing the true teachings of Islam. In this case, Abdullah Nasih Ulwan stated that the exemplary nature in Islamic education is the most influential and proven method in preparing and shaping the moral, spiritual and social aspects of students, especially in Industrial Era 4.0. Compliance of words and deeds can be assessed and emulated by students. Implementation of this type of education is an appropriate method in carrying out Islamic religious education and specifically in the subjects of Al-Islam and Kemuhammadiyah.

‘Modeling’ is an important aspect of leadership. The position of the lecturer as a leader for all students requires that every lecturer working in the Muhammadiyah Association is a good example or role model. The exemplary (exemplary what?) that is offset by the behavior of the staff means that the lecturer must act in accordance with the guidance of the king Muhammad Saw. Therefore, if a lecturer wants to show an example of the student he or she is dreaming about, the lecturer must try to display a commendable gesture of behavior, not in conflict with applicable norms, but to be wise, have a sense of empathy or concern and take responsibility especially in various forms of Muhammadiyah Business Charity activities.

The results of the questionnaire presented to the lecturer revealed that the lecturer prioritized maintaining his attitude and always trying to set a good example for each student. In addition, in online learning activities using the Moodle app, lecturers already have a shared commitment in maintaining good authority and an image of students and the surrounding community because local community customs are still quite strong, and highly respectful of the profession. Educators have a moral and religious responsibility which must be maintained according to the values of each other's beliefs. Nevertheless, it is recognized that there are still some students who are less able to take advantage of the behavioral examples displayed by each lecturer.

Increased discipline

Discipline is one of the important factors in achieving success as a way of improving student learning achievement in the application of Moodle. The discipline that lecturers need to instill in their students includes compliance with the rules of study at the University of Muhammadiyah Enrekang, which applies both at universities that have implemented Moodle, or those who do not apply Moodle, the timeliness in following class hours and obedience to lecturer orders. Lecturers’ efforts in instilling discipline must start from the person themselves and then continue through to the students.

The results of the writer's interview with the Study Program Lecturer at the University of Muhammadiyah Enrekang, using the ZOOM application discussed in the 2020 academic evaluation meeting, revealed that in general, every lecturer of the study program already knew his teaching schedule was arranged in the form of a semester schedule. Even so there are some lecturers who are sometimes late in online learning activities due to network factors, affecting the completeness of the lecture set and the crucial challenge of the Covid-19 outbreak. However, these problems can be overcome by asking for an explanation from the lecturer, along with the lecturer being asked to maintain discipline in initiating online lectures in a timely manner as agreed by the College Leadership. The results of the interview also revealed that there is hope that lecturers will instill discipline in their students, but this must first start from themselves. It is not uncommon for students to lack discipline, especially in attending lecture hours due to the lack of role models from their own lecturers.

The results of lecturer had been given a commitment to enforce discipline within the University and that each lecturer could sanction students who were late or missed classes. However, it is also recognized that there are still lecturers who appear less inclined to enforce the rules that have been set in the University environment, so that it indirectly affects the behavior of a number of students who like to violate applicable regulations. To overcome this, the manager of the University of Muhammadiyah Enrekang Study Program, along with several other components, must at all times evaluate and discipline both students and lecturers to ensure they comply with applicable regulations.

Increased motivation

Motivation is a factor that drives a person to something because of a perceived need. These needs can take the form of psychological, safety, security and well-being that always drives him to carry out activities or businesses. In terms of the context of the role and functions of the lecturer, each lecturer must be able to be a motivator for his students. 'Lecturer Presence' is expected to be able to encourage every student to study effectively in an interesting way. Every student has different abilities and interests in subjects. Of the many students, they have a stratification of interest in learning that can be categorized as high, medium, low and very low.

The emergence of stratification at the University of Muhammadiyah Enrekang is caused by several factors, both internal and external. Internal influencing factors mainly come from participants from outside influences, such as family, parents, friends and others, but one of the external factors identified as influential in relation to the status of students as educated people is the lecturer factor. The lecturer often determines a student's learning achievement. Therefore, each lecturer must strive to encourage and increase the learning interest of their students through a number of ways and approaches.

The results of the author's interviews with the Lecturers and Study Programs at the University of Muhammadiyah Enrekang revealed that every Lecturer who holds a field of study ranging from classes I, II, III, IV, V and VI is required to pay attention to any problems faced by students, both concerning subjects as well as other personal problems. For this purpose, a number of lecturers tried to provide various useful activities such as tutoring, lectures, discussions, and other study group activities, and most students were interested in participating in a number of these activities. However, it was recognized that there were still some students who were lazy and uninvolved in activities in the University of Muhammadiyah Enrekang Study Program, because they felt they were getting less attention. The need for great attention is essential so that students are more proactive in following the main lessons as well as any additional lessons.

The results of the author's interview with lecturers and students of the Study Program at Enrekang Muhammadiyah University also revealed that in general, students' interest in the field of religious education and character education was less desirable. This was influenced by several lecturers not being able to present the subject matter optimally. Few would deny that most of the lecturers have tried their best in accordance with the ability of each lecturer to foster student interest in the subjects taught. In addition, sometimes the lecturer presents material that is not optimal and is less concerned with the interests and talents of students in certain subjects.

Increased Professionalism

'Professionalism' is the ability to do a job. Lecturers have an important role in developing students by providing a variety of knowledge and skills, at the same time helping to form their personalities. Therefore, lecturers are required to prepare various abilities in carrying out education and guidance to students by helping them to independently reach maturity. The abilities that must be possessed by lecturers in learning activities include professional abilities which include mastery of methods, mastery of guidance and counseling, as well as mastery of learning evaluation. The overall ability of the lecturer can be useful for the lecturer concerned in carrying out their duties, as well as lecturers who receive educational material – in this case student learning achievement.

Lecturers must master the material and learning methods. No matter how well a lecturer masters the subject matter, if the strategies and methods of delivery are not right, the results cannot be satisfying. The same is true in the reverse, If a lecturer only masters the strategies and methods of learning the material, the results achieved may not be in accordance with what is expected. This is where the role and ability of a lecturer is important.

The development of information technology and telecommunications has made it easier to obtain and improve the quality of knowledge and skills of both lecturers and students. In addition, the competency abilities of a lecturer must be improved for him or her to successfully undertake

their duties. Ideally, a lecturer knows more about various things and information than students. To achieve their goals, each lecturer within their respective programs must strive to improve the quality of their knowledge and skills, especially knowledge that is related directly to the subjects taught to students.

Improve Strategies and Learning Methods

The learning method is part of the strategy implemented by each lecturer in the field of study of Religious Education and Characteristics of students in the Study Program at the University of Muhammadiyah Enrekang. The learning method must be able to adopt a number of technical approaches to students through learning activities in the hope that a good interaction will occur between the lecturer and student, make it easier for students to accept or digest the discussion material taught by the relevant lecturer, and to ensure that the process of knowledge transformation has occurred lecturer to student.

The author's analysis of the efforts of lecturers of the Study Program at the University of Muhammadiyah Enrekang in selecting and applying student learning methods in class is focused on: 1) how to start interaction in class, 2) mastery of class, 3) mastery of subject matter, 4) how to deliver (communication) learning material, and 5) how to close learning. It is hoped that with the right and correct learning method coupled with optimal efforts, students can be more motivated to participate in the learning process activities. Mastery of subject matter that will be taught to students by lecturers in the subject of Religious Education and Characteristics is no less important than the efforts of other lecturers in the context of improving learning achievement, (Aziz, et al, 2019). This is important because it can influence the level of student acceptance and understanding of the subject matter being taught. In that regard, lecturers are required to try and have the lessons taught. They are required to try to have the ability to present subject matter that will be taught to students in class, (Agarwal, et al, 2020). This applies to the presenting and delivering of the main subjects of the lesson: how to illustrate the subject matter, speak according to the needs and reduce the attitude of talking too much.

The results of the writer's interview with the lecturers and heads of the Study Program at the University of Muhammadiyah Enrekang also revealed that most of the lecturers in the Study Program were quite capable of communicating well and smoothly, especially in presenting the material, so that each student easily accepted clearly what was said. Even so, it was also recognized that complaints were often heard from students that there were still lecturers who had low communication skills.

The research that has been done by this writer revealed that there was a communication factor between lecturers and students in order to achieve the process of transformation of knowledge.

There is a good communication from the lecturer as a messenger (giver) to students as recipients of the message (receiver).

Improve Understanding

The level of understanding of students in each learning activity in the classroom is quite diverse. From the number of students who receive lessons for one meeting, for example, they display different levels of acceptance attitude. There are students who are very easy to understand, and there are students who lack understanding or do not understand at all. Therefore, each lecturer concerned in conducting learning is required to be able to provide convenience in conveying or discussing any particular subject matter to students who attend without exception. Lecturers must strive in such a way as to find ways to convey subject matter easily so that it can be understood and digested by every student.

The results of the author's interview with the lecturers and heads of the University at the University of Muhammadiyah Enrekang also revealed that in general in classroom learning activities, a lecturer not only presents material, but also tries to explain some things that are less understood or less able to be understood by students. However, it is also recognized that there are lecturers who only carry out routine teaching assignments and allow students to understand themselves without any effort to explain further and in detail about what should be explained and needed and the difficulties experienced by certain students.

Increase Learning Group Organizing Activities

Organizing is one element in business management. Organizing is intended to facilitate the identification of a number of problems and planning that will be done through grouping certain characteristics. The university as an educational organization, led directly by a head of an educational organization, employs a number of lecturers and staff and involves all student components.

Specifically in the learning process of the University of Muhammadiyah Enrekang Study Program, organizers both in class and the students are very important. Strategically, the lecturer must facilitate the identification of the needs of each class and student (Chetthamrongchai et al, 2020). Lecturer efforts in organizing these can be done in several ways, such as forming study groups, discussion groups, lecture groups, assignments and others. In each of these forms of organization, as much as possible involving students as a whole without any difference so that none of the students felt excluded. Organizational efforts undertaken by the lecturer are solely aimed at achieving student interest and learning achievement, (Abd Razaka, et al, 2020).

The results of the author's interviews with the lecturers and head of the Study Program at the University of Muhammadiyah Enrekang also revealed that the organizing system both in the classroom and against students has been a policy of management of the Study Program and has long been applied, with the main objective to increase student creativity and learning achievement. One form of organization that is carried out is the formation of superior and/or accelerated classes, where each student is assessed. Some students, however, complain about the declining value of their achievements.

The results of the author's interviews with the lecturers and head of the Study Program at the University of Muhammadiyah Enrekang also revealed that the system of organizing learning in superior or accelerated classes was solely aimed at boosting the achievement scores of previous students who were outstanding students in their respective classes. In the superior class, each student is challenged to compete strictly in showing their learning achievement so that it directly encourages their enthusiasm for learning to achieve even better results (Khan, et al, 2008). In addition, the presence of a superior class is expected to stimulate other students who have not yet been factored in, so that their interest and enthusiasm for learning increases.

Improve the coordination and cooperation relationship

Coordination and collaboration activities are also important factors in supporting lecturers' efforts in improving student learning achievement. Coordination and collaboration activities can be carried out internally as an institution or externally with external community components (Shamsudin, et al, 2019). The relationship between coordination and internal cooperation should involve students, lecturers, University leaders, University committees and functional supervisors to the staff employees. External coordination and cooperation involves parents of student guardians, officials from relevant agencies, training institutions, consultants, entrepreneurs and others. All forms of coordination and cooperation are solely directed and intended to improve the institutional performance of the University and lecturers, with the main goals and objectives of improving student learning achievement.

The results of the author's interview with Lecturers at the University of Muhammadiyah Enrekang revealed that basically the presence of lecturers in the e-Learning Management System (MOODLE?) of the University of Muhammadiyah Enrekang to carry out learning of their students is a process of interaction. Each lecturer has his own method of interaction both directly (face to face), and indirectly (through assignments). However, his party still tries to make a combination of the two methods of interaction with the hope those students feel valued for their existence, so as to be able to generate motivation to learn more active.

Conclusion

The lecturer of Study Program at Enrekang Muhammadiyah University has tried and is able to do E-learning programs through Moodle application well. Every student can easily understand and comprehend lecture material through the system. Even so, the lecturer's efforts to provide online lectures to students should not only be pursuing high learning achievement targets (achievement index) but also students should be able to apply the knowledge they have acquired. One of the important tasks and roles of a lecturer is to be an evaluator. This means that a lecturer must try to do a number of variations of the assessment of themselves and students in connection with the learning model that applies in the lecture system, 'darng'. The efforts of lecturers in the study program at the University of Muhammadiyah Enrekang to improve student achievement are reflected in several indicators of achievement of the Student Learning Achievement Index from the evaluation data of Learning Management System University of Muhammadiyah Enrekang. Indicators of the success of learning process through Learning Management System by using moodle are: (1) Having a Policy in the Development of Islamic Programs in Muhammadiyah Institution ; (2) Having Worship Facilities (3) Performing regular congregational prayers in schools that involve all school residents; (4) Carrying out routine reading activities (5) Muslim-dressed school residents on certain days; (6) Cultivating greetings among school members; (7) Implementing of learning and ICT-based; (8) Creation of religious nuances (9) Implementing student religious guidance. The level of achievement of students' scores, when analyzed, involves a comparison of grades both before mid semester and after the end of the next semester. The results of the evaluation produced by the lecturer can then be the basic material or frame of reference in preparing future plans related to improving student learning achievement.

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