

VIRTUAL CLASSROOM MANAGEMENT IN ISLAMIC HIGHER EDUCATION: Optimizing Scheduling Efficiency and Academic Activities

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Abstract: Digital transformation encourages Islamic higher education institutions to develop more flexible, efficient, and integrated academic management systems. One form of this transformation is the implementation of virtual classroom management, which not only supports the learning process but also has the potential to optimize academic scheduling and the organization of academic activities. This study aims to analyze virtual classroom management in Islamic higher education institutions, examine its contribution to scheduling effectiveness, analyze its role in optimizing academic activities, and identify the challenges of its implementation. The study employs a descriptive qualitative approach using a library research method. Data were obtained from relevant scholarly journal articles, academic books, policy documents, and other relevant sources, which were analyzed through content and thematic analysis. The findings indicate that virtual classroom management through the integration of Learning Management Systems (LMS) and digital scheduling systems can improve academic management efficiency, reduce scheduling conflicts, accelerate information dissemination, and support the organization of learning activities. However, its effectiveness is influenced by infrastructure readiness, digital literacy, pedagogical competence, and institutional governance.

Keywords: Virtual Classroom Management, Scheduling Efficiency, Academic

Abstrak: Transformasi digital mendorong perguruan tinggi Islam untuk mengembangkan sistem pengelolaan akademik yang lebih fleksibel, efisien, dan terintegrasi. Salah satu bentuk transformasi tersebut adalah penerapan manajemen kelas virtual yang tidak hanya mendukung proses pembelajaran, tetapi juga berpotensi mengoptimalkan penjadwalan dan pengorganisasian aktivitas akademik. Penelitian ini bertujuan menganalisis manajemen kelas virtual pada perguruan tinggi Islam, mengkaji kontribusinya terhadap efektivitas penjadwalan, menganalisis perannya dalam mengoptimalkan aktivitas akademik, serta mengidentifikasi tantangan implementasinya. Penelitian menggunakan pendekatan kualitatif deskriptif dengan metode studi kepustakaan (*library research*). Data diperoleh dari berbagai artikel jurnal ilmiah, buku akademik, dokumen kebijakan, dan sumber relevan yang dianalisis melalui analisis isi dan analisis tematik. Hasil kajian menunjukkan bahwa manajemen kelas virtual melalui integrasi *Learning Management System* (LMS) dan sistem penjadwalan digital dapat meningkatkan efisiensi pengelolaan akademik, mengurangi konflik jadwal, mempercepat distribusi informasi, dan mendukung keteraturan aktivitas pembelajaran. Namun, efektivitas implementasinya dipengaruhi oleh kesiapan infrastruktur, literasi digital, kompetensi pedagogik, dan tata kelola institusi.

Kata Kunci: Manajemen Kelas Virtual, Efisiensi Penjadwalan, Akademik

INTRODUCTION

The development of information and communication technology has brought fundamental changes to higher education governance, including the management of learning processes and academic activities (Munir, 2010; Nurdin et al., 2023). Higher education institutions are no longer required merely to provide quality learning services but must also be capable of managing various academic activities effectively, efficiently, flexibly, and in an integrated manner. One manifestation of this transformation is the shift from conventional classroom management to virtual classrooms that utilize various digital platforms and Learning Management Systems (LMS). This transformation is increasingly relevant for Islamic higher education institutions, which face the need to integrate the demands of digital transformation with their academic characteristics and institutional Islamic values. In this context, virtual classroom management is not merely understood as the use of technology to conduct online lectures but as a management system encompassing schedule planning, meeting organization, material distribution, academic communication, assignment management, attendance monitoring, and integrated evaluation of student engagement (Suprihartini et al., 2024; Wulandari & Tohir, 2024).

One of the critical issues in managing academic activities in higher education is scheduling efficiency. Scheduling that is still managed manually is

prone to time conflicts, inconsistencies between lecturers' and courses' schedules, delays in information dissemination, and inefficient use of administrative resources. These problems can become increasingly complex when higher education institutions manage various classes with different learning characteristics, including synchronous, asynchronous, and blended modes of instruction. Scheduling inconsistencies among lecturers, courses, and classrooms are longstanding problems that may recur every semester if they are not supported by a structured and adaptive management system (Budiman et al., 2020). Therefore, the use of web-based scheduling information systems and automated algorithms has emerged as an alternative for accelerating the scheduling process, improving accuracy, and minimizing conflicts in academic activities (Amanda & Utami, 2024). In virtual classroom environments, scheduling efficiency becomes even more strategic because flexibility in physical space does not automatically eliminate issues related to time conflicts, academic workload, meeting regularity, or coordination between lecturers and students.

Digital transformation in higher education has also expanded the meaning of classroom management. A virtual classroom is a learning environment conducted through online platforms supported by LMS, enabling lecturers to manage learning materials, assignments, assessments, communication, and academic interactions without being constrained by physical space and time

(Baroroh et al., 2024). Accordingly, virtual classroom management should not be viewed merely as a technical process of transferring face-to-face learning into a digital environment. Rather, it encompasses the capacity of institutions and lecturers to organize the entire range of academic activities systematically, according to schedules, in a well-documented manner, and in ways that facilitate continuous monitoring. The effectiveness of virtual classroom management ultimately determines the extent to which students can participate consistently in lectures, access learning materials on time, complete assignments, engage in learning activities, and participate in other academic activities.

Nevertheless, the implementation of virtual classroom management does not automatically generate efficiency. Lecturers continue to face demands to manage their time effectively among teaching activities, the preparation of digital learning materials, assignment management, communication with students, and other administrative responsibilities (Silalahi et al., 2023). At the same time, disparities in digital literacy between lecturers and students may affect their ability to utilize various technological features optimally. This condition indicates that technology is merely an instrument, while its effectiveness is largely determined by the quality of management and the readiness of human resources. Strengthening skills in managing technology-based learning is therefore essential to ensure that the use of virtual

classrooms goes beyond mere platform utilization and contributes to effective and sustainable learning management (Warsiyah et al., 2022). Research findings on online learning during the COVID-19 pandemic also demonstrate that the success of distance learning is strongly influenced by infrastructure readiness and educators' pedagogical competence (Samoling et al., 2022; Yudha & Elfatiha, 2021). Thus, virtual classroom management needs to be situated within a broader framework that considers the interrelationship between technology, time management efficiency, scheduling systems, and the continuity of academic activities.

Previous studies have made important contributions to the development of scheduling systems and digital-based learning. Research on scheduling has generally focused on the development of web-based information systems and the use of algorithms to reduce scheduling conflicts and improve administrative efficiency (Budiman et al., 2020). Meanwhile, studies on virtual classrooms have largely positioned LMS and learning technologies as tools for supporting the distribution of learning materials, assignment management, interaction, and learning assessment (Baroroh et al., 2024). Other studies have highlighted time management, digital literacy, pedagogical competence, and infrastructure readiness as factors determining the success of online learning (Adiyono et al., 2025; Silalahi et al., 2023; Suyitno & Munandar, 2026). Nevertheless,

the existing body of research indicates that virtual classroom management and scheduling efficiency are still frequently analyzed as two separate issues.

The research gap lies in the limited number of studies that conceptualize virtual classroom management as an academic management mechanism capable of simultaneously optimizing scheduling efficiency and supporting students' academic activities, particularly within the context of Islamic higher education. Previous studies have tended to emphasize either the technical dimensions of scheduling systems or the effectiveness of online learning, while the interrelationship among schedule planning, virtual classroom organization, academic activity management, and resource optimization has received limited integrated attention. Islamic higher education institutions, however, possess distinctive academic characteristics that require learning management to be not only administratively efficient but also well organized, responsible, and supportive of an academic culture aligned with Islamic values. This gap highlights the need for an integrative perspective that positions virtual classroom management as part of an academic governance strategy rather than merely as a technology-based learning solution.

This study is important because the increasing adoption of digital technology in higher education needs to be accompanied by improvements in management systems to ensure that digital transformation genuinely produces greater efficiency and

enhances the quality of academic activities. The novelty of this study lies in its attempt to integrate three dimensions that have generally been examined separately: virtual classroom management, the optimization of scheduling efficiency, and students' academic activities within the context of Islamic higher education. This perspective enables virtual classrooms to be understood not merely as digital learning environments but also as academic management instruments that can help reduce scheduling conflicts, improve the organization of lectures, facilitate academic communication, and encourage student engagement. Based on this context, this study aims to analyze virtual classroom management in Islamic higher education institutions, with a particular focus on its contribution to optimizing scheduling efficiency and academic activities. Specifically, the study examines how virtual classroom management can support scheduling effectiveness, optimize the organization of academic activities, and identify challenges that need to be anticipated to ensure that the implementation of virtual classroom management is effective, efficient, and sustainable.

METODE

This study employed a descriptive qualitative approach using a library research method. This method was selected because the study aimed to analyze and synthesize various ideas, concepts, and findings from previous studies concerning virtual classroom

management, the optimization of scheduling efficiency, and academic activities in Islamic higher education. Library research was utilized to obtain a comprehensive understanding of the development of concepts, practices, opportunities, and challenges associated with virtual classroom management in supporting the effective and efficient governance of academic activities.

The research data consisted of primary and secondary sources relevant to the focus of the study. Primary sources included research-based scientific journal articles addressing virtual classroom management, digital-based academic scheduling systems, Learning Management Systems (LMS), online learning, and student academic activities. Secondary sources comprised academic books, policy documents, and other scholarly sources that supported the conceptual understanding of digital transformation and higher education management. The literature search was conducted through various academic databases and scholarly search engines using keywords such as "virtual classroom management," "academic scheduling efficiency," "Learning Management System," "online academic activities," and "Islamic higher education." The literature reviewed primarily consisted of publications from 2020 to 2025, while older conceptual sources were also considered when they demonstrated strong theoretical relevance to the research focus.

The literature selection process was conducted systematically through several

stages, namely identification, selection, evaluation, and synthesis of sources relevant to the research focus. The selection process considered several criteria, including substantive relevance to virtual classroom management, scheduling efficiency, academic activities, and higher education; the credibility of publishers and journals; thematic alignment with the research objectives; methodological quality; and the contribution of each source to the development of the study's arguments and analysis. Selected literature was then critically examined to identify concepts, findings, and perspectives related to the research focus. The collected data were analyzed qualitatively using content analysis and thematic analysis. The analysis involved identifying the main ideas presented in each source, coding relevant information, categorizing findings into major themes, comparing similarities and differences across studies, and interpreting relationships among the identified findings. Subsequently, the analyzed findings were synthesized to identify patterns, trends, conceptual relationships, and issues emerging from the implementation of virtual classroom management. The synthesis was used to develop a comprehensive understanding of the role of virtual classroom management in optimizing scheduling efficiency and organizing academic activities in Islamic higher education. Furthermore, the synthesis process was directed toward identifying implementation challenges, research gaps, and opportunities for developing more integrated and

sustainable approaches to virtual classroom management.

RESULTS AND DISCUSSION

Virtual Classroom Management as an Academic Management Strategy in Islamic Higher Education

The findings of the literature review indicate that virtual classroom management in Islamic higher education cannot be understood merely as the use of digital technology to replace face-to-face meetings. Rather, it represents an academic management process encompassing the planning, organization, implementation, monitoring, and evaluation of learning activities within a digital environment. Within this framework, the Learning Management System (LMS) serves as the primary infrastructure that integrates various learning activities, including material delivery, assignment management, assessment, communication, and the monitoring of student activities (Baroroh et al., 2024; Chukwu & Chinonso, 2026; Platt, 2026). Accordingly, virtual classrooms constitute an academic ecosystem that enables various learning processes to be managed in a more systematic and documented manner while providing flexible access to learning resources and academic activities.

The main characteristics of virtual classroom management include flexibility in terms of time and space, the integration of digital learning resources, interconnected academic communication, and the availability of learning activity data that can be continuously monitored. These

characteristics provide Islamic higher education institutions with opportunities to develop academic governance that is more adaptive to technological developments. However, flexibility should not be equated with freedom without structure. On the contrary, the more flexible a virtual learning environment becomes, the greater the need for a management system capable of providing scheduling certainty, procedural clarity, interaction regularity, and consistency in academic activities (Edde, 2025; Fernandes et al., 2025).

In the context of Islamic higher education, virtual classroom management also encompasses a broader dimension because learning management is not solely oriented toward technical efficiency but also toward the development of a responsible and ethical academic culture. The use of technology should be directed toward strengthening the values of discipline, trustworthiness (*amanah*), responsibility, orderliness, and academic integrity. Therefore, the success of virtual classroom management should not be measured solely by an institution's ability to provide digital platforms but also by the extent to which these systems can establish structured learning governance while supporting the achievement of Islamic educational objectives.

The synthesis of the literature reveals a paradigm shift from space-based classroom management toward system-based management. In conventional classrooms, academic management is heavily influenced by the availability and

utilization of physical spaces, whereas in virtual classrooms, the center of management shifts toward the integration of platforms, data, schedules, communication, and user activities. This shift creates opportunities to develop more efficient academic systems while simultaneously requiring institutions to strengthen their capacity to integrate technology with academic governance. Therefore, virtual classroom management can be positioned as a strategic approach to transforming academic governance rather than merely as an innovation in teaching methods.

The Contribution of Virtual Classroom Management to Academic Scheduling Effectiveness

The literature review indicates that one of the strategic contributions of virtual classroom management lies in its capacity to support the efficiency and effectiveness of academic scheduling. In conventional systems, the scheduling process often requires repeated coordination among study programs, lecturers, students, and facility managers. Such complexity may lead to schedule conflicts, mismatches in room availability, poorly documented schedule changes, and delays in information dissemination (Amanda & Utami, 2024; Samoling et al., 2022). These problems become increasingly complex as the number of courses, lecturers, and classes increases.

The digitalization of scheduling provides solutions through automated data processing and centralized information

management. Web-based scheduling information systems enable data concerning courses, lecturers, time slots, and rooms to be managed more systematically, allowing potential conflicts to be identified at an earlier stage. Studies on integrated web-based scheduling information systems indicate that scheduling digitalization can accelerate information access and improve data consistency compared with manual record-keeping (Edde, 2025; Suyitno & Munandar, 2026). These findings suggest that scheduling efficiency is not merely concerned with the speed of generating schedules but also with the system's ability to maintain the accuracy, consistency, and timeliness of information.

Further findings regarding web-based training scheduling systems demonstrate that the integration of instructor, participant, and room data can facilitate management, evaluation, and reporting processes (Jasiyah et al., 2024; Nurdin et al., 2023). Meanwhile, the development of a web-based classroom scheduling system using the Waterfall model has been shown to accelerate academic administration and reduce recording errors compared with conventional methods (Yudha & Elfatiha, 2021). When these findings are considered in relation to virtual classroom management, scheduling digitalization can be understood as serving a more strategic function than merely replacing manual record-keeping.

Virtual classroom management enables scheduling to become an integral

component of the overall academic process. Established schedules can be directly connected to virtual classroom spaces, learning materials, meeting agendas, assignments, and assessment activities. Such integration reduces information fragmentation, which frequently occurs when schedules are communicated through multiple and disconnected channels. Therefore, scheduling efficiency within a virtual classroom ecosystem should be understood as the system's capacity to reduce time conflicts, accelerate information distribution, minimize repetitive administrative tasks, and provide greater certainty for lecturers and students in conducting academic activities.

Accordingly, the primary contribution of virtual classroom management to scheduling lies not merely in automation but in the establishment of more integrated academic coordination. However, digitalization does not automatically guarantee effectiveness. Data quality, accurate system configuration, user competence, and institutional policies remain critical factors. In other words, even the most sophisticated digital system will not produce meaningful efficiency if academic data are not updated consistently or if the system is not supported by clear and effective governance. This finding emphasizes that the optimization of academic scheduling through virtual classroom management requires not only technological infrastructure but also institutional commitment to data

governance, user capacity building, and continuous system management.

Optimizing the Organization of Academic Activities through Virtual Classrooms

The synthesis of the literature indicates that virtual classroom management makes an important contribution to optimizing the organization of academic activities. An LMS does not merely function as a repository for learning materials but can serve as a central hub for academic activities that connects lecturers and students through various learning processes. Through features such as online discussions, interactive quizzes, assignments, task submission, assessment, and feedback, an LMS enables academic activities to be conducted in a more structured and well-documented manner (Baroroh et al., 2024).

From an academic management perspective, organizing activities through virtual classrooms provides two primary advantages. First, learning activities become easier to plan and control because each activity can be organized within a clearly defined timeline. Second, student activities can be digitally documented, providing lecturers and institutions with more comprehensive information for monitoring student engagement. Thus, virtual classrooms have the potential to transform academic activity management from a reactive pattern into a more planned and data-driven approach.

Scheduling efficiency also has an indirect relationship with the quality of

academic activities. Clear and consistent schedules provide students with certainty regarding meeting times, assignment deadlines, and learning agendas. Such certainty can reduce academic confusion and help students manage their study time more effectively. Conversely, schedules that frequently change or are poorly coordinated can disrupt learning continuity and reduce student engagement. Therefore, scheduling efficiency and the optimization of academic activities represent two mutually reinforcing dimensions within the virtual classroom ecosystem.

However, the findings also indicate that the effectiveness of academic activities is not determined solely by the availability of technology. Research on online learning during the COVID-19 pandemic demonstrates that limited internet connectivity and inadequate digital competence among educators can reduce learning effectiveness even when digital systems are available (Samoling et al., 2022). This finding has important implications, suggesting that virtual classroom management must integrate both technological and pedagogical dimensions. A system capable of automatically managing schedules will not produce optimal outcomes if lecturers are unable to design interactive learning activities and students lack the capacity to participate actively.

Therefore, optimizing academic activities through virtual classrooms should be directed toward establishing continuity among planning,

implementation, monitoring, and evaluation. An effective virtual classroom is not simply one equipped with numerous digital features but rather a system capable of connecting those features meaningfully with academic needs. In the context of Islamic higher education, the organization of academic activities should also contribute to strengthening a learning culture characterized by discipline, responsibility, collaboration, and integrity. Accordingly, technology should function as an instrument for strengthening academic and Islamic educational objectives rather than replacing the substance of the educational process. This perspective reinforces the principle that digital transformation in Islamic higher education should remain oriented toward balancing technological efficiency with the formation of academic character and ethical values.

Implementation Challenges and Strategies for Strengthening Virtual Classroom Management

Although virtual classroom management offers various opportunities for improving efficiency, its implementation continues to face several challenges. The literature review indicates that disparities in digital literacy, inadequate infrastructure, user readiness, and increased lecturer workloads are significant issues that require serious attention (Silalahi et al., 2023). These challenges demonstrate that digital transformation in higher education cannot be achieved merely through the provision of technological platforms but requires

changes in human resources, organizational culture, and academic governance.

The digital literacy gap is a significant concern because lecturers and students do not necessarily possess equal levels of technological proficiency. Lecturers with limited technical skills may encounter difficulties in managing LMS platforms, integrating schedules with learning activities, or providing effective feedback. Meanwhile, students with inadequate digital literacy may experience difficulties accessing learning materials, following schedules, submitting assignments, and participating in online activities. Therefore, strengthening digital literacy should be understood as an integral component of virtual classroom management strategies rather than as a separate training initiative.

Another major challenge concerns infrastructure limitations. Dependence on internet connectivity, digital devices, and system capacity can hinder the sustainability of virtual learning. The findings of Samoling et al. (2022) regarding the importance of infrastructure readiness reinforce the view that successful academic digitalization requires adequate technical support. Islamic higher education institutions must therefore ensure that digital transformation does not create new forms of inequality between users with adequate access to technology and those facing technological limitations. This requires institutions to consider not only the availability of digital infrastructure but also its accessibility, reliability,

maintenance, and affordability for all members of the academic community.

Lecturer workload is another critical aspect that requires attention. Although virtual classrooms can reduce certain administrative tasks through automation, they may simultaneously increase lecturers' responsibilities to prepare digital learning materials, respond to student communications, monitor online activities, and provide more intensive feedback (Munir, 2010; Platt, 2026). Consequently, digitalization strategies should be designed to genuinely reduce repetitive administrative work rather than simply transferring workloads from manual systems to digital platforms. Effective virtual classroom management requires a clear division of responsibilities, appropriate workload allocation, and institutional support to ensure that technological adoption does not lead to additional burdens for lecturers.

Based on the synthesis of the literature, strategies for strengthening virtual classroom management should focus on integrating digital scheduling systems and LMS platforms within a connected academic ecosystem. Such integration would enable lecture schedules, virtual classrooms, learning materials, assignments, attendance, and assessments to be managed in a more coordinated manner. In addition, higher education institutions should provide continuous digital literacy training for lecturers and students, strengthen technological infrastructure, establish clear standard operating procedures, and conduct regular

evaluations of system effectiveness. These measures should be supported by institutional policies that encourage continuous improvement and ensure that digital systems remain aligned with academic needs.

Overall, the findings indicate that virtual classroom management has significant strategic potential for optimizing academic management in Islamic higher education. Its contribution extends beyond learning flexibility to include improved scheduling efficiency, better organization of academic activities, and stronger coordination among lecturers, students, and institutions. However, these benefits can only be achieved when digital transformation is accompanied by adequate infrastructure readiness, human resource competence, integrated governance, and a strong pedagogical orientation. In the context of Islamic higher education, administrative efficiency should be positioned as a means of strengthening learning quality and developing an academic culture grounded in Islamic values. Accordingly, virtual classroom management should ideally be developed as a strategy for transforming academic governance by integrating technological efficiency with pedagogical quality, academic integrity, and educational responsibility. Such an approach ensures that digital transformation serves not only institutional efficiency but also the broader mission of Islamic higher education in developing knowledgeable, responsible, ethical, and digitally competent graduates.

CONCLUSION

Based on the findings of the literature review, virtual classroom management plays a strategic role in supporting the transformation of academic governance in Islamic higher education. Virtual classrooms function not merely as alternative learning media but have evolved into digital ecosystems that integrate the planning, implementation, monitoring, and evaluation of various academic activities. The integration of Learning Management Systems (LMS) with digital scheduling systems has the potential to improve efficiency by reducing scheduling conflicts, accelerating information distribution, minimizing repetitive administrative tasks, and enhancing the organization of lecture activities. At the same time, organizing academic activities through virtual classrooms can promote greater learning regularity, expand academic interaction, and facilitate the monitoring of student engagement. However, the effectiveness of implementation is strongly influenced by infrastructure readiness, the digital competence of lecturers and students, and the institution's capacity to establish integrated technology governance. Therefore, optimizing virtual classroom management requires strategies that extend beyond technology procurement to include strengthening digital literacy, enhancing pedagogical competence, integrating academic systems, and conducting continuous evaluation. In the context of Islamic higher education,

digital transformation should be directed toward achieving greater efficiency in academic management while simultaneously strengthening an academic culture characterized by discipline, responsibility, integrity, and alignment with Islamic values. Ultimately, virtual classroom management should be positioned as an integrated academic governance strategy that balances technological innovation with pedagogical quality and the broader educational mission of Islamic higher education.

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