

Application of Lumio By SMART Media in Increasing Student Learning Independence in Islamic Religious Education Subjects

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Abstract

This research aims to increase student learning independence in PAI students by implementing Lumio By SMART media. This research uses PTK (classroom action research) with the stages of planning, acting, observing and reflecting. The subjects of this research were 30 students of class X AKL (Institutional Accounting and Finance) at SMKN 2 Palangka Raya. The instruments used in the research were observation sheets and questionnaires. The research results show that Lumio by SMART media is able to increase student learning independence. This can be seen from the increase in student learning independence in PAI learning using Lumio by SMART media. In the first cycle, student learning independence reached 66.4% with details: Very Independent=8.1%, Independent=10%, Less independent=13.1%, Not Independent=15.2%, very not independent=20%. Because in cycle I the criteria for success had not been achieved, the cycle was continued to cycle II. From cycle I to cycle II there was a change to 90% student learning independence with the details: Very Independent = 70%, Independent = 15%, Less independent = 5%, Not Independent = 0%, very not independent = 0%. The increase in learning independence from pre-cycle to cycle II reached the percentage value of student learning independence being 72,60%, meaning that there had been a significant increase.

Keywords: *Independent Learning, Media Lumio By SMART, PAI Lessons*

Introduction

Education is a bridge for the nation's generation to explore its potential. Education is able to bring progress to a country through the formation of quality human resources (Qadriani et al., 2021). In this sense, the implementation of education includes a learning atmosphere and learning process, where students are processed through teaching and learning activities that are planned and implemented by the government and teaching staff at schools (Gusemanto & Hidayatullah, 2024). In the teaching and learning process, the objective component is important. One of the goals of the teaching and learning process is that students can understand the material taught by the teacher. The indicator is that students get good grades. In other words, students can achieve grades in accordance with the specified passing standards. If in the teaching and learning process the level of student success is below the specified standards, the teaching and learning process is declared less successful (Hasan et al., 2021; Dila Rukmi Octaviana et al., 2022).

The PAI learning process is important material that students must understand in life at school and in society (Riayah & Fakhriyana, 2021). If students in the school and community environment cannot act in an orderly manner, there will be violations of school regulations and community/government regulations. In other words, there will be many violations of existing norms, including religious norms, moral norms, decency norms and legal norms (Faridahtul

Jannah & Thooriq Irtifaq' Fathuddin, 2022). On the other hand, if students cannot instill independence in themselves, what will happen will be behavior that always wants to cheat, such as cheating on tests and always depending on other people to do something (Putri et al., 2023).

From the results of researchers' observations at the SMKN 2 Palangka Raya school, the school shows that there are still many students who have bad study habits. Such as procrastinating on assignments, not focusing when studying, and not making study plans, and there are still many students who have low self-confidence and may feel unable to study on their own and need help from others, so this can hinder students' learning independence. In this case, it appears that when asked questions, students are still afraid to answer, when working on practice questions that should be done by themselves, students are also not sure about their own answers so they copy their friends. This lack of confidence has an impact on individual behavior, viewing themselves as people who do not have the ability to carry out a task. So the school needs innovation in carrying out the learning process, one of which is innovation in choosing the right and appropriate learning media to be used in learning.

This problem occurs due to several causal factors, including: (a) internal factors, namely, low motivation, low self-confidence, inappropriate learning styles, bad study habits. (b) external factors, namely inappropriate learning media, ineffective learning methods, lack of support from parents and teachers, a non-conducive learning environment and excessive influence of technology (Simbolon et al., 2019). Without ignoring other factors, the effectiveness of selecting learning media really determines success in the learning process (Hikmah et al., 2022). Therefore, in overcoming these problems teachers need to choose the right innovative learning media, so that these problems are very interesting to research.

In connection with the problems that arise and the factors that cause the problems that have been mentioned to arise, it can be focused on the factor of selecting innovative learning media. Therefore, it is necessary to choose the right action. One learning media that is considered appropriate for increasing student learning independence is using Lumio by SMART media. Through Lumio by SMART media the learning process is more interesting, for example in terms of appearance combined with several images, animations and suitable color combinations. So students are interested in learning because they think it is something new. Physical appearance also greatly influences the learning process, the more attractive the appearance of the media presented, the more motivated students are to learn, read more actively, thus influencing students' enthusiasm for learning (Simbolon et al., 2019). Apart from that, the need for innovative and interactive learning media can increase student learning independence. Because Lumio by SMART media allows students to study independently outside of class hours. Students can access learning materials, do exercises, and take tests online (Ernanida, 2020). Lumio by SMART media provides various features that can help students understand learning material, such as animations, simulations and videos. These features can help students understand abstract and complex concepts in PAI subjects. Lumio by SMART media helps students develop digital literacy, namely the ability to use information and communication technology (Daniyati et al., 2023).

Lumio by SMART is here to make it easy for teachers and students to access learning both remotely and remotely (Sitepu, 2021). Lumio by SMART is a website that is easy to use, this media was chosen because it utilizes technology that is developing in the current era and because students are equipped with many gadgets by their parents. By utilizing this media, students can also form independence in the three educational pathways that have been mentioned, in accordance with the goals of national education in Indonesia as stated in the National Education System Law, Chapter II, Article 3, one of which is building a foundation for the development of students' potential to become human beings. independent (Syawaluddin et

al., 2021). Independence in learning is defined as learning activities that take place more driven by one's own will, one's own choice and one's own responsibility for learning (Muhtarom et al., 2021).

This research aims to increase students' learning independence using Lumio by SMART media in learning Islamic Religious Education subjects for Class X AKL (Accounting and Financial Institutions) 1 SMKN 2 Palangka Raya students. This research activity can also help increase students' enthusiasm and confidence in learning so that it can increase students' learning independence, in order to support improving the quality of education and the quality of graduating students at SMK Negeri 2 Palangka Raya.

Method

This research is classroom action research (PTK). This research uses the Classroom Action Research (PTK) method or commonly referred to as (classroom action research). According to Kemmis, action research is research in which there is self-reflection carried out by participants in social situations (including education) with the aim of improving their own practices. This research was carried out at SMKN 2 Palangka Raya which is located at Jalan Jl. R. A. Kartini No.1, Langkai, Kec. Pahandut, Palangka Raya City, Central Kalimantan. In the odd semester of the 2024/2025 academic year. The subjects used in this research were class X AKL 1 (Institutional Accounting and Finance) students with a total of 30 students.

Research Flow

The data collection instrument used in this research was a student learning independence questionnaire. This Classroom Action Research (PTK) consists of 2 cycles, the research model used in this research is a model that refers to the research implementation process proposed by Kemmis and Mc. Taggart, the implementation of this research consists of four stages, namely (1) Planning, (2) Carrying out actions (acting), (3) Observing or observing, and (4) Reflection (reflecting). The cycle stages in Classroom Action Research (PTK) can be seen in Figure 1.

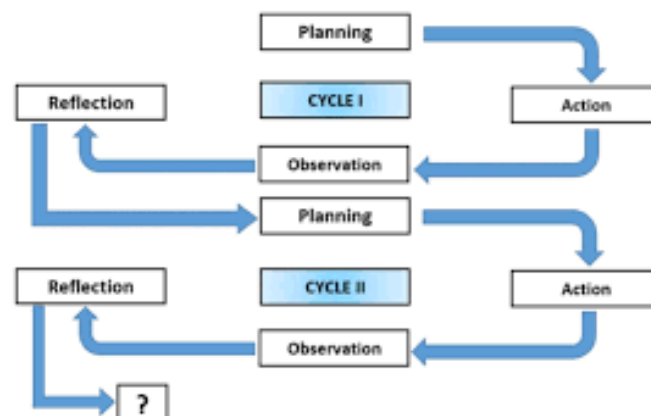


Figure 1. Cycle stages in Classroom Action Research (PTK)

In the planning stage, researchers identify problems, look for appropriate alternative solutions and develop strategies for designing actions to be carried out. The next stage is implementing action (acting) by implementing the action plan in learning as a solution to the problems that have been found, namely by increasing students' learning independence through Lumio By SMART media for class X AKL 1 at SMKN 2 Palangka Raya. Observation stage, carrying out observation actions based on the observation sheet prepared previously. The observers are PAI teachers and colleagues. The observation sheet that has been prepared aims to determine the condition of the class before and after receiving action, especially in increasing students'

learning independence in each cycle. The final stage is reflecting (reflecting) by reviewing the results of the actions given in each cycle such as advantages and disadvantages and follow-up plans for improvement in the next cycle.

Collection Method

Data The data collection method used is as follows:

a. Questionnaire (questionnaire)

Table 1. Questionnaire grid for student learning independence

No	Indicator	Sub Indicator	Amount
1	Self-confident	Believe in your own abilities	2
2	Able to work alone	Can overcome learning difficulties	4
3	Menghargai waktu	Appreciate time	2
4	Be responsible	Commitment to learning	4
5	Have the desire to compete forward	Initiative in learning	4
6	Able to make decisions	Determine learning goals/strategies	4

b. Observation method

Activity	Learning Activities	Time Allocation
Introduction	Students answer the teacher's greeting Students answer the news well Students and teachers pray together and read selected surahs (Al-Fatihah, Al-Ikhlas, Al-Falaq An-Nas & verses of chairs) Students answer when their name is called by the teacher Students answer about previous learning Students listen to the teacher when the teacher relates learning to everyday life Students listen when the teacher informs them of the learning objectives Students do Ice Breaking with the teacher	10 minutes
Core activities	Students follow the teacher's directions to prepare their cellphones Students open the learning link according to the directions students pay attention to the teacher's directions Students follow how to use Lumio by SMART media Students receive the task of answering questions from the material that has been explained using Lumio by SMART media Students answer questions and are given 15 minutes to answer The best students are given awards	90 minutes
Closing	Siswa bersama guru menyimpulkan materi pembelajaran Siswa menjawab pertanyaan evaluasi dari guru Siswa merasa senang dalam pembelajaran Siswa mendengarkan motivasi yang diberikan guru Siswa berdo'a untuk menutup pembelajaran	10 minutes

c. Decommentation method

The decommentation method aims to collect data regarding learning tools including teaching modules, LKPD, assessment instruments, student attendance lists, collecting photos during the learning process, learning videos, observation results and the results of interviews that have been conducted.

Data analysis

Data analysis used in this research uses qualitative and quantitative data analysis.

a. Qualitative Data Analysis

Qualitative data analysis was obtained from the results of reflective observations on the learning process carried out over 2 cycles. This analysis is related to increasing students' learning independence based on the indicators that have been prepared, including: (1) Independence, (2) Discipline, (3) self-confidence.

b. Quantitative Data Analysis

Quantitative analysis is used to compare student activity during the cycle. The data analysis used uses:

$$SA = \frac{SP}{SM} \times 100$$

SM

Information :

SA: Student Final Score

SP: Student Acquisition Score

SM: Maximum Score

The percentage results show an increase in students' learning independence through Lumio By SMART media in class X AKL 1 SMKN 2 Palangka Raya. Criteria for the success of student independence are shown in Table 1.

Table 2. Success criteria for student learning independence

No	Intervals	Category
1	86%-100%	Very Independent
2	76%-85%	Independent
3	60%-75%	Less Independent
4	55%-59%	Not Independent
5	0%-54%	Not very independent

Results

Cycle I Learning

Two rounds of this research were conducted, with one to two sessions per cycle. Three 45-minute sessions are allotted for each meeting. Every cycle that is executed has four phases: planning, acting, observing, and reflecting. Researchers first carried out a preliminary survey to learn more about the conditions that existed in the classroom prior to implementation. Researchers concluded that class X AKL students at SMKN 2 Palangka Raya had comparatively low levels of motivation and learning independence based on the findings of this preliminary survey. Following a debate, the teacher and researcher ultimately decided to use new learning resources, specifically Lumio By SMART media, to solve this issue. To try to solve this issue, researchers worked with PAI teachers to come up with remedies. at order to address these issues, educators and researchers use CAR at the following stages:

Stages in cycle I:

1. Planning (planning)

At the planning stage, researchers prepared teaching modules, learning methods and Lumio By SMART media for the PAI learning process in class X AKL 1.

2. Carrying out actions (acting)

In the implementation process, the researcher acts as a teacher who teaches students directly, with the implementation stages as follows:

Activity	Learning Activities
Introduction	The teacher says hello The teacher asks how things are The teacher invites students to pray and read selected surahs The teacher checks student attendance

	The teacher conducts apperception The teacher conveys the learning objectives Teachers relate learning to everyday life The teacher makes an introduction (does ice breaking)
Core activities	The teacher directs each student to prepare a cellphone The teacher directs students to open the learning link The teacher distributes teaching materials to students via a link The teacher teaches students how to use Lumio by SMART media The teacher gives assignments to students to use Lumio by SMART media to answer questions from the material that has been explained questions are given 15 minutes to answer The teacher gives awards to the best students
Closing	Teacher and students conclude learning together The teacher provides evaluations to students The teacher reflects on learning. The teacher closes the lesson with greetings

3. Observation or observation (observing)

In Cycle I research based on learning outcomes, it can be stated that the Lumio By SMART media increases student learning independence during the learning process and students' ability to understand syu'abul iman material can be seen from the following indicators:

Table 3. Indicator of success

No	Indicator	Success criteria
1	Self-confident	67%
2	Able to work alone	69,6%
3	Menghargai waktu	68%
4	Be responsible	66%
5	Have the desire to	69%
6	compete forward	67%
	Able to make decisions	
Total		67,8%

From the results of observations and observations of students and teachers, there are still some students who have not been able to meet the criteria for success in independent learning. Such as not being able to utilize the time given by the teacher in collecting assignments, still lacking confidence in their abilities, teachers are also still lacking in conditioning students in learning. So, for some of these problems, this research must be continued in the second cycle with several improvements to these problems.

4. Reflection

a. Learning Components

Indicators and Materials: You have succeeded in aligning learning activities and materials with indicators and student development levels. This is a very good step.

Learning Media: Although there are several things that need improvement, you have tried to use appropriate media. Identify specifically which parts need to be improved so that the media can more effectively support learning.

Learning Method: Student enthusiasm is a positive indicator. However, the results did not meet expectations indicating that there may be other aspects of the method that need to be further evaluated.

Assessment Tools: Assessment that is appropriate to the student's level of development is the right step to measure learning achievement.

b. Learning Activity Process

Teaching Module: There were several steps I missed because I was nervous. This is a normal thing to happen, especially for novice teachers. However, it is important to continue practicing so that you can be more confident and carry out activities according to plan.

Weaknesses: You have honestly identified weaknesses in conditioning students. This is a great step for improvement. Try to find more effective strategies in managing the class so that learning runs more smoothly.

Reason for Decision: You have a clear reason for conducting classroom research. This shows that you are a reflective teacher and always try to improve the quality of learning.



Figure 2. When researchers and teachers conduct observations and discussions

According to the first cycle, there were still a number of issues with the way Lumio By SMART media was being used to help students learn independence. These issues were attributed to both the students and the teachers. However, in the second cycle, there was an increase in the degree of student learning independence in PAI learning when Lumio By SMART media was used, as explained below:

Table 4. Results of student learning independence

Pre Cycle and Cycle I

Aspect of independence student learning	Pre cycle	Cycle I
Questionnaire percentage results	36,5%	66,4%
Student Independence Level	8 siswa	13 siswa
Success Criteria	47%	67,8%

Pre-Cycle and after Cycle I, based on the table above, information was obtained that the percentage of aspects of independent learning before cycle I or pre-cycle only reached 36.5% of students or only 8 students. Meanwhile, 22 other students have not reached the success criteria. The average percentage obtained by students is still far from the success criteria, namely only 48%, while the classical completion level is: 47%. Next, learning improvements were carried out using Lumio By SMART media, in cycle I there was an increase to 66.4% with a success criterion of 67.8%. The results of the implementation in cycle I did not meet the criteria for success so it had to be continued in cycle II.



Figure 3. Learning process in cycle I

Learning Cycle II

Teachers and researchers attempt to reduce any flaws or deficiencies that arise during the use of PAI learning during this cycle. The use of Lumio By SMART media in the last cycle reinforces the findings of cycle I, which showed that adopting discourse paraphrasing techniques can boost students' motivation and independence for learning. In order to get good outcomes in cycle II, researchers and educators changed the steps that would be carried out in cycle II with a number of improvements after completing cycle I.

Stages in cycle II:

1. Planning (planning)

At the planning stage, the researcher redesigned the teaching modules, learning methods and Lumio By SMART media for the PAI learning process in class X AKL 1 and adjusted them to several problems in cycle I.

2. Carrying out actions (acting)

In the process of implementing cycle II, the researcher was the teacher who taught students directly, with the implementation stages being the same as during cycle I.

3. Observation or observing (observing)

At the observation stage of the Cycle II research, there were many changes based on learning achievements. It can be stated that Lumio By SMART media increases student independence during the learning process and students' ability to understand syu'abul iman material can be seen from the following indicators:

Table 5. Indicator of success

No	Indicator	Success criteria
1	Self-confident	88%
2	Able to work alone	87%
3	Menghargai waktu	86%
4	Be responsible	85%
5	Have the desire to	89%
6	compete forward	88%
	Able to make decisions	
Total		87%

From the results of observations and observations of students and teachers as young as they have met the criteria for success in independent learning. So this research has reached cycle II.

4. Reflection

Mastery of Materials and Media: You have succeeded in aligning learning materials and media with indicators and student development levels, even after making improvements in

cycle II. This shows that you are able to carry out self-evaluation and make continuous improvements.

Positive Student Response: Student enthusiasm and learning outcomes that meet expectations are indicators of learning success. This shows that the learning methods, media and materials you use are effective in achieving learning objectives.

Mastery of Class Management: Weaknesses in managing the class in cycle I were successfully overcome in cycle II. This shows that you have learned from experience and are able to adapt learning strategies according to student needs.

Research Focus: There is a clear reason for designing learning actions, namely to examine student learning independence, showing that you have a clear goal in every action you take.

From cycle I to cycle II, it is described that student learning independence using Lumio By SMART media has increased in the learning process, from several problems in cycle I, the implementation of siklus II has been successful so that there has been an increase in student learning independence in PAI learning using Lumio By SMART media. as explained as follows:

*Table 6. Results of student learning independence
Cycle I and Cycle II*

Aspect of independence student learning	Siklus I	Siklus II
Questionnaire percentage results	66,4%	90%
Number of Student Independence levels	13 siswa	27 siswa
Success Criteria	67,8%	87%

A rise to 66.4% with a 67.8% success criterion occurred in cycle I. Additionally, the findings of cycle II's learning improvement were quite noteworthy, showing an astounding 90% improvement with an 87% success criterion for a total of 27 individuals. An overview and empirical evidence supporting the usage of Lumio media by educators may be found here. SMART can lead to greater learning outcomes.

The results of implementing actions in cycle I to cycle II can be summarized as in table 4.

*Table 7. Recapitulation of Research Indicator Achievements
Cycles I, and II*

Indicator	Cycles I	Cycles II
Able to work alone	67%	88%
Responsible	69,6%	87%
Value Time	68%	86%
Confident in participating in learning	66%	85%
Have a competitive desire to progress	69%	89%
Able to make decisions	67%	88%
Success Criteria	67,8%	87%



Figure 4. Learning process in cycle II

From the results of the implementation of cycle II, it can be seen that there is an increase in learning independence among students when compared to cycle I. In cycle I, the number of students who reached the minimum criteria for success was 10 students, while in cycle II there was an increase of 20 students. However, there are still several weaknesses or deficiencies during learning, namely that students are still unable to understand the material in depth so researchers must continue to explain the material to students. Therefore, it is necessary to carry out the second cycle to improve the first cycle as material for improving weaknesses or deficiencies that occur in PAI learning, teachers and researchers prepare solutions to overcome various weaknesses or deficiencies that occur in order to improve learning. The second cycle is the improvement of the final cycle. in this research.

The researcher is considered to have successfully implemented PAI learning utilizing Lumio By SMART media based on the actions listed above. In order for pupils to understand how to learn or learn on their own, this activity might help them develop an enthusiasm for studying PAI courses. Students can become more engaged in the learning process as a result of the actions completed, which will improve their learning outcomes and independence. In addition, students show excitement and interest in taking part in PAI learning. The number of students who actively responded to the researcher's perception, listened intently to her explanation of the material, and actively engaged with the Lumio By SMART media that she presented is indicative of this type of enthusiasm and independence in learning.

Discussion

Instructional Media

Media in the learning process is very important, the importance of media in the communication process or conveying messages requires that the learning process carried out by teachers in their teaching classes must use media (Hasan et al., 2021). Likewise with media in learning. Media is also used to act as an intermediary for material so that it can be conveyed to students easily (Riayah & Fakhriyana, 2021).

Even though some educators already use technology as a learning medium, there are still many teachers or lecturers who prefer to use traditional media. However, in reality there are still many teachers out there who use traditional media. This situation is expected to continue until the "baby boomer" generation retires (Hikmah et al., 2022). In this technological era, teachers are required to be able to keep up with developments, so they can adapt learning to students. One of the media that teachers can use for teaching is Lumio by SMART. Lumio by SMART is a digital learning tool to transform learning into an active and collaborative learning experience that engages students on their own (Diantari & Gede Agung, 2021). "Lumio by SMART (formerly

SMART Learning Suite Online) is the digital learning platform that helps to create engaging and entertaining lessons, share learning experience, and engage students in the educational process. The main advantage of this SMART tool is that you can easily transform your ordinary lecture and deliver it to student devices in a browser via Google or Microsoft Teams. This technology gives a wide range of opportunities to interact with the class". This means that Lumio by SMART (formerly SMART Learning Suite Online) is a digital learning platform that helps create and entertain, share learning experiences, and engage students in the educational process. The main advantage of this smart tool is that it can easily convert ordinary classroom learning into online learning that can be accessed remotely. This technology provides a variety of opportunities to interact with the class (Dila Rukmi Octaviana et al., 2022).

Another advantage of Lumio by SMART is that you can make presentations online using a PC or device. But it is more recommended to use a PC. Lumio by SMART has many features that can be used, making it easier for teachers to create learning media in the form of slides equipped with various types of learning evaluation forms (Wisada et al., 2019). You can insert PDF or PPT files that already contain material into Lumio and can use templates that are available in Lumio by SMART. Lumio By SMART media is considered very suitable when used in PAI learning. Because in Lumio By SMART media, through Lumio by SMART media the learning process is more interesting, for example in terms of appearance combined with several images, animations and suitable color combinations. This can be proven by the results of the implementation of learning at the SMKN 2 Palangka Raya school. Application of Lumio by SMART media as learning media for students of X AKL 1 SMKN 2 Palangka Raya. Students are very happy because the learning material is packaged more interactively to create a more attractive appearance and make users more comfortable in using this media.

Learning independence

Independence in learning is one of the factors that determines a student's success in learning, so this independent attitude is important for anyone who wants to achieve success in their life. (Tugino et al., 2023). Parents have a very important role in forming independence in their children, including independence in learning. This is because parents are the first and main educators. In other words, parents are the first and main responsibility for their children's education (Ritonga & Halimah, 2023) .

In Minister of National Education Regulation no. 23/2006 has formulated Graduate Competency Standards (SKL) that students must achieve, through the learning process of various subjects. As a teacher, you must have a strategy to address certain goals in order to achieve them. According to Newman and Logan, a basic strategy will include the following four things:

- a. Identify and establish specifications and quality of results.
- b. Consider and choose the main approach to achieve targets.
- c. Consider and determine the steps that will be taken from the starting point to the final point where the target is created.
- d. Consider and determine the benchmarks and benchmarks that will be used to measure and assess the level of success.

Teachers must also pay attention to students' independence when studying. Teachers are expected to be able to prepare themselves and the skills needed when the Metaverse era has become mainstream media. Starting from the ability to teach which is the most fundamental component in technology, mastery in the use of learning media which supports the delivery of information more efficiently textually. This is intended so that teachers are able to maintain their relevance even when technological media is very developed.

Conclusion

This research shows that the use of Lumio by SMART media in PAI learning goes well and provides benefits for students. In the learning process, students seemed very interested in the Lumio by SMART media which was used when explaining Syu'abul Iman material. This is reinforced by the results of student observations and questionnaires carried out by researchers before and after learning. In general, students' learning independence is more visible when using Lumio by SMART, and it is easier for them to understand the material.

Student responses when using this media in PAI learning, students felt very enthusiastic about listening to the material on their device screens which were connected to the Lumio by SMART website. This is proven by the results of student observations and questionnaires which generally provide positive responses regarding the media used by researchers. Apart from that, they also feel happy because when they use Lumio by SMART media, they feel like they are learning while playing.

The results of using Lumio by SMART media are categorized as very good. In cycle I there was an increase to 66.4% with a success criterion of 67.8%. Furthermore, after improving learning through cycle II, the results were very significant, namely an extraordinary 90% improvement, with a success criterion of 87% with a total of 27 students. This can provide an illustration that learning using Lumio By SMART PAI media can increase student learning independence.

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