

The Influence of Learning Management Systems (LMS) and the Value of Istiqamah Attitude on the Quality of Education

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Abstract:

This study investigates the influence of the Learning Management System (LMS) and the Value of Istiqamah Attitude on the Quality of Education at Sultan Maulana Hasanuddin State Islamic University, Banten. This research is motivated by a profound need to understand the factors that can affect and enhance the quality of education. The research method uses a quantitative approach by collecting data through surveys of students at UIN SMH Banten. Regression analysis techniques are used to test the research hypotheses. The main findings of this study are that the Learning Management System and the Value of Istiqamah Attitude not only influence but positively enhance the Quality of Education at UIN SMH Banten, instilling a sense of optimism and hope for the future of education. The analysis results conclude that effective coordination in the implementation of LMS and the values of istiqamah can significantly improve the quality of education. LMS's strong influence on education quality is significant, with a T-statistic value of 3.526, indicating that the T-statistic value for LMS is greater than 1.96. The Value of Istiqamah Attitude also significantly influences the quality of education, with a T-statistic value of 5.665, indicating that the T-statistic value for the Value of Istiqamah Attitude is greater than 1.96. Furthermore, LMS and the Value of Istiqamah Attitude strongly influence the quality of education, with an effect size of 0.793 or 79.3%, which falls into the strong category. These findings provide important references for relevant stakeholders in developing strategies and policies focused on improving the quality of education. This research significantly contributes to the educational policy-making at UIN SMH Banten to improve the quality of education and provides a basis for policy and practice improvements. The implications of these findings can also assist similar institutions in their efforts to raise educational standards and produce graduates who are both high-quality and embody Islamic values in facing global dynamics. These practical implications empower educators and policy-makers to make informed decisions and take effective actions to enhance the quality of education.

Keywords: LMS, Istiqamah, and Education Quality

1. Introduction

Education plays a crucial role in shaping a nation's next generation. A society can create a solid foundation for multidimensional progress through quality education. Quality education paves the way for a nation's advancement in economic terms and social, cultural, and innovation terms. (Gulo 2022) Quality education is important in opening the door to equal opportunities for all segments of society, reducing social inequalities, and creating an inclusive society. Therefore, investing in holistic and sustainable education is an investment in the progress and sustainability of a nation. In this context, the quality of education in the Republic of Indonesia ranked 67th out of 203 countries in the world in 2023. Indonesia is positioned alongside Albania at 66th and Serbia at 68th. In the global ranking, Denmark holds the first position, followed by South Korea in second, and the Netherlands in third. The statistical data collected comes from six international organizations. The polling was conducted by a nonprofit organization in the field of education, the New Jersey Minority Educational Development. (Worldtop20.org; EIU; OECD; PIRLS; PISA; TIMSS; UNESOC n.d.)

Education in Indonesia currently faces various challenges. One of them is that the quality of education in the Republic of Indonesia is still far from expectations due to disparities in access and education between regions, uneven distribution of teachers, and a high number of low-quality graduates. The Deputy for Human Development, Society, and Culture at the National Development Planning Agency (BAPPENAS) stated that the national long-term development plan (RPJPN) to support the achievement of Indonesia Emas 2045 is pursued through 8 development visions, 17 development directions, and 45 leading development indicators. Quality and equitable education is one of the priority issues in the RPJPN 2025-2045. (Kementerian PPN/Bappenas n.d.) Indonesia's education system is vital for social, economic, and cultural advancement. The education system aims to progress continuously through the active involvement of the government, educational institutions, communities, and families, ensuring equitable access to quality education for all citizens.

On the Learning Management System (LMS) page used by the Ministry of Religious Affairs on the e-learning.kemenag.go.id website, which accommodates all e-learning users under the Ministry of Religious Affairs of the Republic of Indonesia, students participate in lectures/learning through online learning systems. The LMS user data for Higher Education Institutions under the Ministry of Religious Affairs of the Republic of Indonesia indicates that the LMS is widely used by both students and lecturers, with a total of 1,103,961 student visitors, 42,533 lecturers, 15,435 non-lecturer practitioners, and 51,388 graduates.

On the lms.uinbanten.ac.id page, it is shown that all students and lecturers are required to use the LMS for archiving and teaching activities both inside and outside the classroom. This demonstrates an increase in online learning, as evidenced by their achievements, meaning that the quality of education continues to improve every year, even though sometimes the rules and curriculum often change depending on the leaders or ministers who have better policies and directions. However, in its implementation, consistency is required in managing the classroom and conducting learning using the LMS to facilitate the documentation of all rules and teaching materials, and even to record the activities of students and lecturers.

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In this case, the integrated online learning management system, namely LMS, is involved. Learning through the Learning Management System (LMS), or commonly known as online learning, is intended to be based on Information and Communication Technology (ICT), utilizing the internet as the primary medium. Face-to-face interactions are conducted only a few times in residential programs, while the rest utilize e-learning programs. (Setiawardhan 2013) Electronic learning (also known as online instruction, e-learning, or web-based learning) serves three primary purposes: it can be supplementary, offering optional additional resources; complementary, enhancing classroom instruction; and substitutive, fully replacing traditional classroom activities. (Davis 2017)

Moreover, an LMS is an information technology platform created to effectively manage and support every phase of the learning process. It streamlines the distribution of course content and fosters collaboration between instructors and students. With an LMS, students can access course materials, participate in forum discussions with lecturers, use chat features, and retrieve assignments provided by their instructors. (A. Wibowo, Akhlis, and Nugroho 2015) Instructors are encouraged to develop more innovative learning materials, such as instructional videos, which can be uploaded to the LMS. The LMS plays a significant role in enhancing the learning experience through its versatile application. (Fitriani 2020) The development of LMS software utilizes programming languages such as HTML, PHP, and MYSQL. The construction of LMS involves several steps, including system design, coding processes, and installation on hosting servers. (Blokdyk 2019) In order for this LMS to be accessible to the public, it is necessary to upload the coding scripts to a hosting server capable of processing PHP and MySQL. The chosen hosting server should have unlimited bandwidth so that even with many visitors, the LMS can still be accessed smoothly. Additionally, the LMS requires a domain to facilitate visitor access. The domain name for the LMS is f-learning.org, allowing access to the LMS by typing the address into a browser using <https://lms.org>. (A. T. Wibowo, Akhlis, and Nugroho 2014)

In the subsequent section, following the implementation of the LMS, it is essential to conventionally establish and manage classroom dynamics. This involves a comprehensive approach to the behaviors and strategies employed by lecturers to direct student conduct in the classroom. (Afriza 2014, 5) The goals include increasing student engagement and ensuring cooperation so that the teaching and learning process can proceed smoothly. (Hidayat and Abdillah 2019) The lecturer employs interactive and immediate strategies, involving monitoring and engaging with students, offering assistance and feedback, intervening to steer student actions, and collaborating with them to foster enthusiasm, involvement, and collaboration. (Evertson and Emmer 2009) Thus, the Learning Management System (LMS) is not just an administrative tool, but also supports direct classroom management by providing quick access, progress monitoring, and effective communication tools in the learning environment.

The integration of LMS with classroom management can create an inclusive learning environment. (Bradley 2020) By considering student diversity and supporting Islamic values, classroom management can become more effective in fostering Istiqamah attitudes amidst diversity. The LMS can be used to track and evaluate students' achievements in internalizing the value of Istiqamah attitudes. (Aisha 2022) This provides valuable information to improve teaching

methods and classroom management to better align with the goals of Islamic education. In the context of the value of Istiqamah attitudes, the LMS can provide a space for character building and Islamic ethics.(Usman 2018). The use of discussion forum features or information sharing spaces can be utilized to discuss Islamic values and encourage Istiqamah attitudes in students' academic and daily lives. Furthermore, the discussion on Istiqamah emphasizes that it is an attitude stressed in Islam. This is because within that attitude lie many virtues and a positive influence that elevates a person's status to nobility.(Rusdi 2013) This attitude ensures that all elements in learning and teaching, both inside and outside the classroom, produce an Istiqamah attitude in achieving the learning objectives. According to Yusni Amru Ghazali, Istiqamah means being firm in faith and consistent in worship. In any situation, whether difficult or easy, one remains consistent and aware.(Ghazali 2012) From the above theoretical study and based on field experience, it can be concluded that the efforts educators can make to achieve the learning process according to process standards is by applying the Istiqamah method. This conclusion can be drawn from the research,Sudaryanti, (2010) If examined word by word, the term suggests that the learning process should be actively carried out by the students, with the educator's role being merely that of a facilitator, motivator, stimulator, and inspiration provider for the students. Istiqamah is an important aspect of classroom learning and teaching to improve education quality, as Istiqamah fosters effective learning and teaching both online and offline, and ensures sustainable classroom management in enhancing education quality, particularly in providing quality education based on akhlakul karima, which has been taught to Muslims since the time of Prophet Muhammad. Thus, the wise integration of the Learning Management System, classroom management, and the cultivation of Istiqamah values can provide a strong foundation for improving the quality of education at Islamic State universities, creating a holistic and valuable learning environment.

From all the explanations above, it is clear that the Learning Management System (LMS) and the value of Istiqamah are interrelated and contribute to the quality of education. The relationship between each variable is evident. The strategies for improving education quality consist of: 1) Students being educated, to produce quality educational outcomes. In efforts to enhance education quality, strict selection and increased student discipline are necessary, as well as the development of students' learning abilities. 2) Lecturers as Educators and Teachers, where the quality of education greatly depends on the qualifications and responsibilities of the lecturers. Quality lecturers have equivalent functional positions, high discipline, and responsibility for the knowledge they teach. 3) Facilities and Infrastructure, where to produce quality graduates, collaboration with the business/industrial sector, which absorbs the workforce, is essential to support the effective teaching and learning process.

2. Literature Review

A literature review is a methodical, transparent, and replicable approach to identifying, assessing, and combining the research conducted by scholars from diverse previous literature and studies. This literature review is expected to provide deeper insights into how LMS and the value of Istiqamah can improve education quality by implementing these strategies.

Learning Management System (LMS)

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The advancement of information and communication technology has profound effects on multiple facets of life. Likewise, within education, it's harnessed to deliver learning materials via online, e-learning, or web-based platforms. The adoption of information and communication technology heralds considerable transformations, especially concerning the educational framework.(Gani 2018) The idea of distance education and the notion of internet-based learning, often termed e-learning or web-based learning.(Hartanto 2016) This LMS contains materials on pedagogical and professional competencies, created in a multimedia format.(Mahmudi and Zainuddin 2022) The roles of an LMS may range from fundamental tasks like delivering educational content to monitoring users' advancement throughout the course duration and performing periodic assessments.(Naz and Khan 2018) A Learning Management System (LMS) is a software tool used to manage, document, and report on educational and learning endeavors, including online activities, e-learning, and training materials.(Ellis 2009)

An LMS is software or an online platform used to strategize, execute, and evaluate particular learning procedures. Generally, it offers instructors a means to generate and distribute content, oversee student engagement, and assess student achievements.(Bradley 2020) The blended learning described above is widely supported by Learning Management Systems (LMS) or Course Management Systems (CMS), which are used interchangeably. (Ghosh et al. 2019) An LMS is further described as an online software platform that furnishes an interactive digital learning space and streamlines the management, arrangement, delivery, and reporting of educational material and learner progress.(Ghosh et al. 2019)

The Learning Management System (LMS) dimensions emerge, forming the foundation for the platform's effectiveness and success. There are two opinions on the dimensions of LMS: 1). The opinion of Michael G. Moore and 2). Albert D. Ritzhaupt. The dimensions of LMS are as follows:(Kennepohl 2023) (1). Content, (2). Interaction, (3). Activities, (4). Evaluation, (5). Administration.(Moore 2021)

Value of Istiqamah Attitude

Istiqamah entails remaining steadfast before Allah SWT, adhering to truthfulness, and honoring commitments, whether in speech, actions, attitudes, or intentions. In essence, Istiqamah involves following the straight path (siratal mustaqin) without straying from the teachings of the Divine.(Ghofur 2005, 60) Istiqamah is a Muslim who consistently upholds, practices, and defends Islam's standing and steadfastly adheres to the right path (haq) without inclination towards deviation (basil), regardless of any situation or condition.(Yahumairah 2021, 23) Istiqamah can also be understood as maintaining resilience when confronting life's challenges, relying on and adhering to the guidance provided by Allah SWT and the Sunnah of the Prophet.(Buny 2002, 81) Istiqamah means facing all obstacles while still standing. Consistency means continuing to tread the straight path even when a million obstacles stand.(Tasmara 2002, 53)

The following are some commonly recognized dimensions of quality in education:(Th et al. 2023) 1). Curriculum and Instruction, 2) Faculty and Educators, 3) Students and Recruitment, 4) Research and Community Service, 5) Facilities and Infrastructure, 6) Accreditation and Certification, 7) Management and Governance, 8) Graduates and Career Success, 9) Collaboration

and Networking, 10) Satisfaction and Feedback. It is important to pay attention to and integrate various dimensions of quality in higher education so that institutions can provide education that is of high quality and relevant to the demands of the times.(Munirom 2021) Continuous evaluation and ongoing improvement efforts are key to enhancing the quality of education.

Quality of Educational Management

In the context of education, quality encompasses the input, process, and output of education.(Arcaro 2005) Rusman states that the relationship between the process and the quality of educational outcomes is highly interrelated. However, to ensure that the quality process does not deviate from its objectives, schools must formulate quality regarding outcomes (outputs). Quality must have clear targets to achieve yearly or within a specific period.(Rusman 2009) Educational quality refers to evaluating inputs, processes, outputs, and their impacts. The quality of inputs can be assessed from various perspectives.(Danim 2006) According to Mujamil, education quality refers to educational institutions' capacity to maximize learning capabilities by effectively utilizing educational resources.(Qomar 2007)

Several dimensions of educational quality commonly recognized and used as reference are as follows:(Th et al. 2023),

- (1) Curriculum and Instruction,
- (2) Faculty and Educators,
- (3) Students and Recruitment,
- (4) Research and Community Service,
- (5) Facilities and Infrastructure,
- (6) Accreditation and Certification,
- (7) Management and Governance,
- (8) Graduates and Career Success,
- (9) Collaboration and Networking,
- (10) Satisfaction and Feedback.

It is important to pay attention to and integrate various dimensions of quality in higher education so that institutions can provide high-quality education relevant to the times' demands.(Munirom 2021) Continuous evaluation and ongoing improvement efforts are key to enhancing the quality of education in higher education institutions.

3. Research Methodology

The research approach applied in this study is quantitative and falls into the category of survey research. This survey method is employed to investigate phenomena within both large and small populations, with the research focusing on the analysis of data obtained from several samples that represent the population. Thus, this study aims to identify relative events, distributions, as well as

the relationships and impacts among variables. The population is the general scope that includes objects or subjects with specific traits and characteristics determined by the researcher for investigation, which are then used as a basis for conclusions.(Mamondol 2021) The population focused on in the research at UIN SMH Banten includes all faculties by surveying active students through the distribution of questionnaires. Data analysis in this research employs the Partial Least Squares (PLS) method. Generally, PLS-SEM analysis comprises two sub-models: the measurement model, also known as the outer model, and the structural model, or inner model. The measurement model illustrates how observable variables depict latent variables intended for measurement. On the other hand, the structural model demonstrates the degree of estimation between latent variables and constructs.(Ghozali 2021)

4. Result and Discussion

The type of research conducted is quantitative research. The calculations are done using the SmartPLS (Partial Least Squares) application. The data collected will be analyzed using statistical methods based on formulated calculation results, such as the Outer Model and Inner Model.

This study takes 2 independent variables and 1 dependent variable, namely, Learning Management System (X1), Value of Istiqamah Attitude (X2), and Education Quality (Y). Each indicator consists of several questionnaire items.

- a) Frequency distribution of the Learning Management System variable (X1): Based on the X1 variable table, with the highest average value of 4.69, the lowest average of 4.48, and the largest standard deviation of 0.77 and the smallest standard deviation of 0.51.
- b) Frequency distribution of the Value of Istiqamah Attitude variable (X2): Based on the X2 variable table, with the highest average value of 4.71, the lowest average of 4.25, and the largest standard deviation of 1.14 and the smallest standard deviation of 0.83.
- c) Frequency distribution of the Higher Education Quality variable (Y): Based on the Y variable table, with the highest average value of 4.80, the lowest average of 4.51, the largest standard deviation of 0.77, and the smallest standard deviation of 0.49.

4.1. Validity Test

Convergent validity testing involves correlating item scores (or component scores) with scores of observable constructs and then deriving loading factor values. The loading factor value is considered high if the indicator correlates >0.70 with the construct being measured to produce output. In the preliminary phase of research development, loading factors ranging from 0.5 to 0.6 are deemed satisfactory.(Junaidi 2021)

The results of the validity test using the PLS-SEM algorithm yielded the following results;

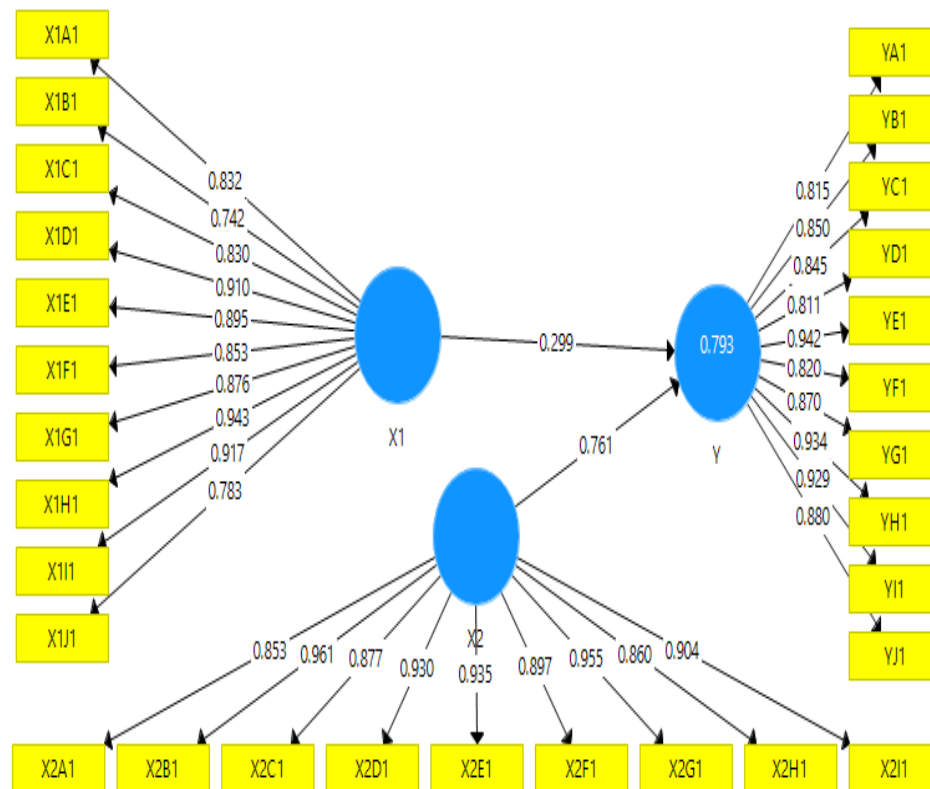


Figure 1. Outer Model

On this occasion, the loading factor standard below 0.7 was used as provided in the Smart-PLS application. The results show that all indicators are above 0.7, indicating that all loading factor values are fulfilled. The results for all variables can be displayed, each attribute as follows:

a) Attributes of Learning Management System (X1)

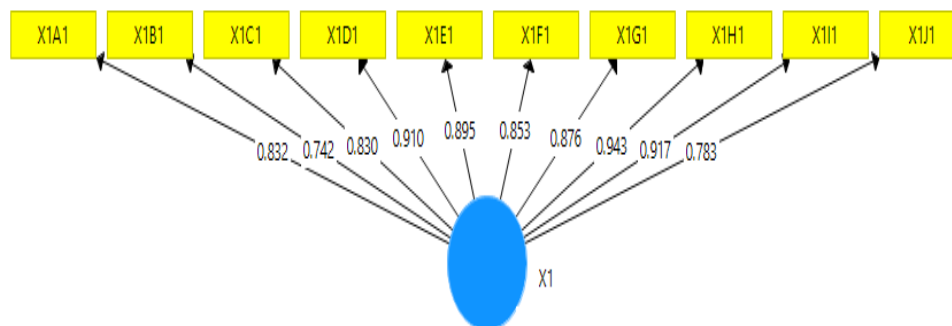


Figure 2. Attributes Of Learning Management System

Table 1. Attributes of Learning Management System

Variable	Code	Indicator	Loading Factor
Learning Manajemen System (X1)	X1A	1. Content	0,832
	X2B	2. Interaction	0,742
	X1C	3. Activities	0,830
	X1D	4. Evaluation	0,910
	X1E	5. Administration	0,895
	X1F	6. Design	0,853
	X1G	7. Functionality	0,876
	X1H	8. Interoperability	0,943
	X1I	9. Scalability	0,917
	X1J	10. Security and Privacy	0,783

If there are still some values of supporting indicators that are <0.7 , then elimination must be carried out, so that the value of each indicator meets the criteria. And overall, from the Supporting Indicators (X1A–X1J) of the Learning Management System Attribute Variable, all values are >0.7 , meaning there is no elimination of indicators.

b) Attribute Value of Istiqamah Attitude (x2)

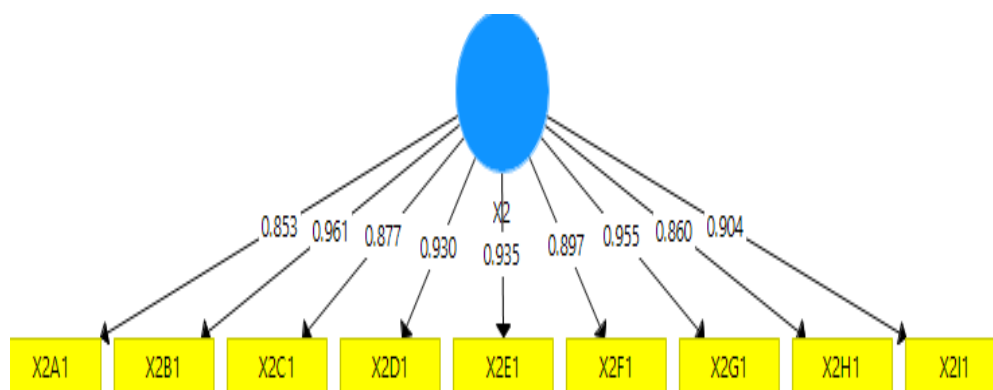


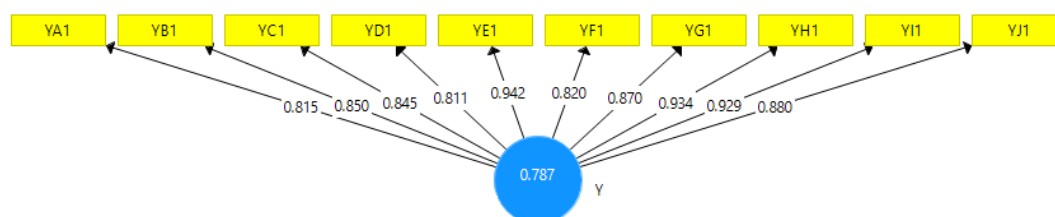
Figure 3. Attribute Value of Istiqamah Attitude

Table 2. Attribute Value of Istiqamah Attitude

Variable	Code	Indicator	Loading Factor
Value of Istiqamah Attitude (X2)	X2A	1. Intentions	0,853
	X2B	2. Knowledge	0,961
	X2C	3. Action	0,877
	X2D	4. Patience	0,930
	X2E	5. Trust in God	0,935
	X2F	6. Creed (belief)	0,897
	X2G	7. Worship	0,955
	X2H	8. Morals	0,860
	X2I	9. science	0,904

If there are still some values of supporting indicators that are < 0.7 , then elimination must be done so that the value of each indicator meets the criteria. And overall, from the Supporting Indicators (X2A–X2I) of the Attribute Variable Value of Istiqamah Attitude, all values are > 0.7 , meaning there is no elimination on those indicators.

c) Attribute of Education Quality (Y)



Gambar 4. Attribute of Education Quality

Table 3. Attribute of Education Quality

Variable	Code	Indicator	Loading Factor
Quality of Education (Y)	YA	1. Curriculum and Learning	0,815
	YB	2. Lecturers and Educators	0,850
	YC	3. Students and Recruitment	0,845
	YD	4. Research and Community Service	0,811
	YE	5. Facilities and Infrastructure	0,942
	YF	6. Accreditation and Certification	0,820
	YG	7. Management and Governance	0,870
	YH	8. Graduates and Career Success	0,934
	YI	9. Collaboration and Networking	0,929
	YJ	10. Satisfaction and Feedback	0,880

If there are still some values of the supporting indicators that are < 0.7 , then elimination must be done to ensure that the value of each indicator meets the criteria. And overall, from the Supporting Indicators (YA–YJ) of the Quality Education Attribute variable, all values are > 0.7 , meaning there is no elimination for those indicators.

The reliability test is used to assess the reliability level of a research instrument, in this case, whether the instrument can be trusted for use as a data collection tool. In conducting a reliability test, an instrument can be considered reliable if the Cronbach's alpha (α) value of each variable has a value > 0.6 . In contrast, if the instrument value is < 0.6 , it is considered unreliable. Next, Convergent Validity uses the Average Variance Extracted (AVE). The AVE value is also expected to exceed > 0.5 , as seen in the following figure;

Table 4. Average Variance Extracted (AVE)

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1	0.960	0.966	0.966	0.740
X2	0.974	0.976	0.977	0.826
Y	0.964	0.967	0.969	0.758

Based on Table 4, the Cronbach's Alpha values for each variable, namely Learning Management System (X1), Value of Istiqamah Attitude (X2), and Education Quality (Y), show figures above 0.6. And the AVE values are above 0.5. Thus, it can be concluded that all questionnaire items for each variable are considered reliable/consistent, meaning they can be used as research instruments.(Ghozali 2021)

1) Cronbach's Alpha

According to Ghozali and Latan (2015), Cronbach's Alpha is a method for measuring the reliability or consistency of a measurement scale. This method helps researchers determine how consistent the measurement results are. A good Cronbach's Alpha value is above 0.7.

Table 5. *Cronbach's Alpha*

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1	0.960	0.966	0.966	0.740
X2	0.974	0.976	0.977	0.826
Y	0.964	0.967	0.969	0.758

In the table above, in the Cronbach's Alpha column, the values are highlighted in green, indicating that the assumption of Cronbach's Alpha being above 0.7 is fulfilled.

2) Composite Reliability

The calculation of composite reliability values is done by examining the composite reliability values of the indicators measuring the value of the variable, and it will have a good composite reliability category if the value is > 0.7 .

Table 6. *Composite Reliability*

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1	0.960	0.966	0.966	0.740
X2	0.974	0.976	0.977	0.826
Y	0.964	0.967	0.969	0.758

Based on Table 6, the composite reliability values for the LMS variable are 0.966, for the Istiqamah Attitude variable are 0.977, and for the Education Quality variable are 0.969. This means that all three variables have composite reliability values > 0.7 , so it can be concluded that all variables have consistently met these aspects and indicators or are reliable.

3) Fornell-Larcker Criterion

The Fornell-Larcker criterion represents another approach to assess discriminant validity. It contrasts the square root of the AVE (Average Variance Extracted) with the correlations among latent variables. In particular, the square root of the AVE for each construct should exceed the highest correlation with other constructs. Another method to assess the Fornell-Larcker Criterion results is to verify whether the AVE surpasses the squared correlation with other constructs. The

rationale behind the Fornell-Larcker method lies in the premise that constructs exhibit stronger associations with their corresponding indicators compared to other constructs.

Table 7. *Fornell-Larcker Criterion*

	X1	X2	Y
X1	0.860		
X2	0.272	0.909	
Y	0.506	0.843	0.871

In the table above, the column labeled "Fornell-Larcker Criterion," highlighted in yellow, represents the highest value among the criteria. This indicates acceptance according to the Fornell-Larcker Criterion. It shows that those along the diagonal correlate most with other constructs.

4) R-Square Value

The model's feasibility testing is measured using R-square for each independent latent variable against the dependent variable. Below are the results of the calculation of the R-square value using SmartPLS.

The coefficient of determination (R Square) is a metric used to assess the extent to which the endogenous constructs are explicable by the exogenous constructs. Ideally, the coefficient of determination (R Square) value should fall from 0 to 1. The criteria for R Square values are 0.67, 0.33, and 0.19, indicating strong, moderate, and weak relationships, respectively.(Ghozali 2014)

Table 8. R-Square Value

	R Square	R Square Adjusted
Y	0.793	0.787

The R Square value for the combined or simultaneous influence of X1 and X2 on Y is 0.793, with an adjusted R Square value of 0.787. Therefore, it can be explained that all exogenous constructs (X1 and X2) collectively influence Y by 0.793 or 79.3%. Since the Adjusted R Square is less than 79.3%, the influence of all exogenous constructs X1 and X2 on Y is considered strong. Similarly, the R-square analysis results indicate that the R2 value for the Quality of Islamic Education is 0.793, meaning that 79.3% of the variance in the dependent variable, the Quality of Education, is explained by the independent variables, namely LMS and Istiqamah Attitude Value. This implies that other variables discussed in this study can explain the remaining 20.7% of the influence.

5) Result of Effect Size / F-square

The testing of other outputs on the model is done by looking at the Effect Size values, as shown in the following table:

Table 9. Resault of Effect Size /Fsquare

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	X1	X2	Y
X1			0.399
X2			2.592
Y			

The influence of LMS (X1) on the Quality of Education (Y) by 0.339 is considered moderate, while the influence of Istiqamah attitude values (X2) on the Quality of Education (Y) by 2.592 is considered strong.

Analysis of the research model and testing hypotheses regarding the relationship between variables in the research model is;

Table 10. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
X1 -> Y	0.299	0.323	0.085	3.526	0.000
X2 -> Y	0.761	0.725	0.134	5.665	0.000

1) LMS has a Direct Effect on the Quality of Education

Based on the hypothesis testing results conducted using the bootstrapping method, it can be concluded that the LMS variable (X1) does not significantly affect the Quality of Education (Y). This can be observed from the coefficient value of 0.229 (greater than 0.1), with a p-value of $0.00 < 0.5$, indicating that LMS significantly negatively affects the Quality of Education, which means it does not support the second hypothesis. This means that the second hypothesis (H1) is **accepted**.

2) Nilai Sikap Istiqamah Terhadap Mutu Pendidikan

Based on the results of hypothesis testing conducted using the bootstrapping method, it can be concluded that the variable Value of Istiqamah Attitude (X2) affects the Quality of Education (Y). This can be seen from the magnitude of the path coefficient, which is 0.761 (greater than 0.1), with a p-value of $0.00 < 0.5$. This indicates that the Value of Istiqamah Attitude significantly affects the Quality of Education, supporting the third hypothesis. Therefore, the first hypothesis (H2) is **accepted**.

5. Conclusion

Based on the analysis conducted and the findings related to the problem and objectives of the research, comprehensive and in-depth conclusions can be drawn, providing a comprehensive overview of the implications and significance of the research results as follows:

- LMS positively affects the Quality of Education at UIN SMH Banten. This is evident from the T-statistic value of 3.526, which indicates that the LMS T-statistic value is greater than 1.96. Additionally, the P-value is 0.000, which indicates that the P-value of LMS is less than 0.05. Thus, it is known that LMS can influence the Quality of Education.
- Istiqamah Values do not affect the Quality of Education at UIN SMH Banten. This can be seen from the T-statistic value of 5.665, indicating that the T-statistic value of Istiqamah

Values is not greater than 1.96. Moreover, its P-value is 0.931, indicating that the P-value of Istiqamah Values is not less than 0.05. Therefore, it is known that Istiqamah Values cannot influence the Quality of Education.

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