



LMS IMPLEMENTATION: TEACHER READINESS, STUDENT LEARNING ACTIVITIES, AND THE INTEGRATION OF RELIGIOUS VALUES

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ABSTRACT

This study aims to analyze the implementation of Learning Management System (LMS) in Fiqh learning at Madrasah Tsanawiyah Negeri 01 Merangin, including teacher readiness, student learning activities, and the integration of religious values. This study employed a qualitative approach with a case study design. Data were collected through interviews, observations, and documentation, and then analyzed through data reduction, data presentation, and conclusion drawing. The results show that LMS implementation contributes to improving the quality of learning without eliminating the Islamic identity as the main characteristic of the madrasah. Teacher readiness is reflected in the ability to operate basic LMS features, positive attitudes toward technology, and motivation to improve learning quality. The use of LMS also has a positive impact on student learning activities, indicated by changes in discussion patterns, increased participation in completing assignments, and easier access to learning materials. The integration of religious values into digital modules shows that LMS can be utilized as a means of character formation and internalization of Islamic values. The findings confirm that the success of LMS implementation is determined by teacher readiness, student involvement, adequate facilities, and reinforcement of religious values in digital learning.

ABSTRAK

Penelitian ini bertujuan menganalisis implementasi Learning Management System (LMS) dalam pembelajaran Fiqh di Madrasah Tsanawiyah Negeri 01 Merangin, meliputi kesiapan guru, aktivitas belajar siswa, dan integrasi nilai-nilai religius. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi LMS berkontribusi terhadap peningkatan kualitas pembelajaran tanpa menghilangkan identitas keislaman sebagai karakteristik utama madrasah. Kesiapan guru tercermin melalui kemampuan mengoperasikan fitur dasar LMS, sikap positif terhadap teknologi, serta motivasi meningkatkan kualitas pembelajaran. Penggunaan LMS berdampak positif terhadap aktivitas belajar siswa, ditandai dengan perubahan pola diskusi, peningkatan partisipasi dalam menyelesaikan tugas, serta kemudahan mengakses materi pembelajaran. Integrasi nilai-nilai religius dalam modul digital menunjukkan bahwa LMS dapat dimanfaatkan sebagai sarana pembentukan karakter dan internalisasi nilai-nilai keislaman. Temuan penelitian menegaskan bahwa keberhasilan implementasi LMS ditentukan oleh kesiapan guru, keterlibatan siswa, dukungan sarana, serta penguatan nilai-nilai religius dalam pembelajaran digital. Dengan demikian, LMS dapat menjadi media strategis untuk mendukung pembelajaran Fiqh yang efektif, interaktif, fleksibel, dan tetap berlandaskan nilai-nilai keislaman.

Kata kunci: Learning Management System, Pembelajaran Fiqh, Aktivitas belajar siswa, Nilai-nilai religius

INTRODUCTION

Digital transformation in Islamic education has now become a strategic necessity, as institutions such as madrasahs face challenges related to digital literacy and limited infrastructure, while at the same time recognizing significant opportunities through *Learning Management Systems (LMS)* to instill Islamic values while improving the efficiency of learning management (Mustofa et al., 2023; Taufikin et al., 2017). The readiness of madrasah teachers to adopt LMS is influenced by their optimism and perceived usefulness of technology, which are crucial factors in implementing digital systems within Islamic educational environments (Hidayati, Muhid, & Sahri, 2023). Furthermore, the managerial transformation of Islamic educational institutions through e-administration systems has been extensively examined in contemporary Islamic education management literature (Nadiyah, 2025; Akbar et al., 2025; Hasan et al., 2023). Abidin, (2020) emphasizes that Islamic educational institutions, such as madrasahs, in the era of Digital 4.0 require innovative management strategies to ensure that digitalization is not merely about adopting technology but is also aligned with Islamic values.

The integration of e-learning with innovative instructional models such as the *flipped classroom* has become increasingly relevant in Islamic educational institutions, as it enables learning flexibility without compromising religious education (Muhtifah et al., 2022; Saniyyah et al., 2022). The use of Learning Management Systems (LMS) and interactive media broadens students' access to learning resources, enhances academic discussions, and promotes active student engagement (Nasruns, 2025). Likewise, the transformation of the curriculum in madrasahs to align Islamic education with the demands of the digital era has been examined by Muchlis, at al., (2022), who highlighted the need to integrate technological literacy with religious values. Meanwhile, Hamdi, (2023) in his study, revealed that the development of e-modules aligned with the *Merdeka Curriculum* not only supports learning flexibility and contextualized learning experiences but also enhances students' digital literacy while strengthening their spiritual intelligence and religious character.

Digitalization does not merely target the learning process but also encompasses structural transformation and leadership. The study by Ahmadi, Widodo, Yusnita, & Muhadi, (2025) illustrates the importance of educational adaptation in the Society 5.0 era to ensure that digital transformation can be implemented without abandoning the Islamic values that have long been embedded within educational practices. Pratama, Nisa, Abdullah, & Kurniawan, (2026) emphasize that the strategies employed by Islamic educational institutions to enhance students' digital literacy constitute an important part of their social and religious roles in shaping a productive and critical Muslim generation.

Meanwhile, from the perspective of Islamic character and ethics, the use of LMS and digital media cannot be merely instrumental. Kurniawan, Solehan, & Lazwardi, (2025) emphasize the importance of maintaining a balance between digital modernity and Islamic educational values to ensure that Islamic education does not lose its moral and spiritual identity. Based on the study conducted by Syaikh & Masduki, (2025), digital transformation in Islamic education should be directed not only toward improving efficiency but also toward strengthening the religious dimension of students. Jannah, Shafika, Parsetyo, & Habib, (2023) highlight that digital Islamic school management needs to be guided by spiritual-digital leadership so that Islamic values continue to be internalized through the use of LMS and other technological platforms. These studies indicate that the implementation of digital technology in Islamic education requires not only teachers' digital competence but also the integration of Islamic values into the learning process (Jariyah et al., 2025 ; Furhaniati & Badwi, 2025).

The preliminary observations conducted by the researchers at Madrasah Tsanawiyah Negeri 01 Merangin indicate that digital technology has begun to be utilized in the learning process, including through various digital-based learning media. However, the implementation of the Learning Management System (LMS) has not yet been optimized. The preliminary observations and interviews conducted with two Fiqh teachers at Madrasah Tsanawiyah Negeri 01 Merangin indicated that both teachers still experienced difficulties in developing digital teaching materials that integrate Islamic values, such as discipline, obedience to Allah, honesty, cleanliness, responsibility, and respect for differences of opinion. In addition, differences in teachers' levels of technological proficiency have resulted in variations in the utilization of LMS in the learning process. Meanwhile, students have demonstrated relatively high enthusiasm for the use of digital learning media. These preliminary findings from the two Fiqh teachers indicate that teachers' readiness and competence in utilizing LMS remain important issues that require attention. This condition indicates the need for systematic support and mentoring in LMS implementation to strengthen Fiqh teachers' digital competencies and optimize the effectiveness of technology-based learning at Madrasah Tsanawiyah Negeri 01 Merangin (Preliminary observation and interviews, 2026).

The urgency of this condition is further supported by findings from previous studies in Indonesian madrasah contexts. Ramlah et al., (2024) reported that training and mentoring improved teachers' understanding and skills in developing digital teaching materials. Similarly, Maisyaroh et al., (2024) found that mentoring helped madrasah teachers improve their skills in utilizing Moodle for learning. These findings demonstrate that mentoring is an important strategy for strengthening teachers' digital competence and supporting the effective implementation of LMS in madrasah education. Therefore, systematic mentoring is needed not only to improve teachers' technical skills in utilizing LMS but also to support the development of digital learning materials that remain aligned with Islamic values and the specific needs of Fiqh learning (Muali & Albustomi, 2025).

However, despite its considerable potential, a significant research gap remains concerning mentoring for LMS implementation in madrasah settings, particularly regarding how such mentoring supports Fiqh teachers in designing digital Islamic content and encourages students to engage in religious reflection through LMS platforms. Most existing studies have focused primarily on the technical aspects of LMS adoption or digital management, while the spiritual dimension and internalization of religious values have received comparatively limited attention. Therefore, research on LMS mentoring that connects teachers' technological competence with the integration of Islamic values in Fiqh learning remains important. Therefore, this study aims to describe Fiqh teachers' readiness to adopt LMS, the influence of LMS on students' learning activities, and the integration of religious values into digital modules at Madrasah Tsanawiyah Negeri 01 Merangin.

The contribution of this study is highly significant to the literature on madrasah education, as it is expected to provide a practical model of LMS mentoring grounded in Islamic values, extending beyond merely technical aspects. The findings are also expected to serve as a basis for policy recommendations for madrasahs and policymakers, enabling the vision of an *Islamic Smart School* to be realized in a sustainable and meaningful manner.

METHOD

This study employs a qualitative approach with a *case study design*, as proposed by Creswell, (2014), which enables the researchers to explore in depth a bounded system involving the processes, meanings, and subjective experiences of educational stakeholders in

adopting a Learning Management System (LMS) within the socio-religious context of a madrasah. In accordance with the qualitative case study procedures outlined by Creswell, (2014), the researchers collected in-depth data from multiple sources of information and reported the findings in the form of a case description and emerging themes derived from the case. This approach is considered appropriate because LMS implementation in madrasahs is not merely a technical-administrative matter but also involves the negotiation of values between digital modernity and the Islamic traditions upheld by the institution.

The study was conducted at Madrasah Tsanawiyah Negeri 01 Merangin, an Islamic educational institution that has implemented an LMS as part of the digital transformation of Fiqh learning. The research informants were selected through purposive sampling based on their direct involvement in the LMS implementation process, including Fiqh teachers, the head of the madrasah, and students who use the LMS in their daily learning activities. The number of informants involved in this study is presented in the following table:

Table 1. The number of informants

No	Status	Code
1	Head of Madrasah	HM-1
2	Fiqh Teacher 1	FT-1
3	Fiqh Teacher 2	FT-2
4	Student 1	S-1
5	Student 2	S-2
6	Student 3	S-3

Source: Informant (2026).

Data were collected through three complementary techniques. First, semi-structured in-depth interviews were used to explore the informants' perceptions, experiences, and obstacles in adopting the LMS. Second, participant observation was conducted on LMS-based learning practices in the classroom, including teacher and student interactions on the digital platform. Third, documentation studies were conducted on digital modules, teaching materials, and LMS activity records to cross-check the data obtained from the interviews and observations. The collection of data from various sources refers to case study data collection procedures that gather various forms of data so that the case under investigation can be understood comprehensively.

The data were analyzed using the interactive model developed by Miles, Huberman, & Saldaña, (2014), which consists of three stages: data reduction, data display, and conclusion drawing/verification. Data reduction was conducted by sorting and categorizing the raw data obtained from interviews, observations, and documentation into three main themes aligned with the objectives of the study, namely teacher readiness, student learning activities, and the integration of religious values. The data were then presented in the form of descriptive-analytical narratives that combined field findings with the literature review, before conclusions were drawn and verified through source triangulation (Fiqh teachers, the head of the madrasah, and students) and technique triangulation (interviews, observations, and documentation) to ensure the validity and credibility of the research data.

RESULT AND DISCUSSION

Result

Based on the results of the interviews, participant observations, and documentation studies that were analyzed, this study revealed three interrelated main findings: the readiness of Fiqh teachers to adopt the LMS, the influence of the LMS on students' learning activities, and the patterns of integrating religious values into digital modules at Madrasah

Tsanawiyah Negeri 01 Merangin. These three findings are described and discussed in the following sections.

1. Fiqh Teachers' Readiness to Adopt the LMS

The readiness of Fiqh teachers to adopt a *Learning Management System* (LMS) is one of the important factors determining the success of digital-based learning implementation in madrasahs. Such readiness is not only related to Fiqh teachers' ability to operate technology but also encompasses their attitudes, motivation, pedagogical skills, and preparedness to adapt to changes in learning patterns. The results of the interviews conducted by the researchers with the head of the madrasah and two Fiqh teachers are presented in the following table:

Table 2. The Interview Results on Fiqh Teachers' Readiness to Adopt the LMS

Informant	Interview Excerpts	Code
Head of Madrasah	Teachers demonstrated good readiness to adopt the LMS and received support from the madrasah.	HM-1
Fiqh Teacher 1	We have mastered the basic features of the LMS, but we still need training to improve our digital competencies.	FT-1
Fiqh Teacher 2	The LMS is considered capable of improving learning effectiveness, although there are still some challenges in its use.	FT-2

Source: Researchers' interview findings (2026).

The interview results indicate that Fiqh teachers at Madrasah Tsanawiyah Negeri 01 Merangin have demonstrated a relatively good level of readiness to adopt the *Learning Management System* (LMS). This readiness is reflected in the teachers' ability to use basic LMS features, such as uploading learning materials, assigning tasks, and conducting learning assessments. In addition, an open attitude toward technological developments and a desire to improve the quality of learning have become factors that encourage teachers to continue utilizing the LMS. Although several challenges remain, such as limited digital skills and insufficient time to learn more complex features, these conditions have not diminished the teachers' motivation to continue adapting. The findings also indicate that madrasah support through the provision of facilities, training, and mentoring is a contributing factor in determining the successful implementation of the LMS in Fiqh learning.

2. The Influence of LMS on Students' Learning Activities

The influence of the *Learning Management System* (LMS) on students' learning activities can be observed through changes in learning patterns that occur during the Fiqh learning process at Madrasah Tsanawiyah Negeri 01 Merangin. Based on the interview results, teachers stated that the use of the LMS was able to increase students' active participation in discussions, asking questions, and completing assignments. Meanwhile, students reported that the LMS provided easier access to learning materials and encouraged them to participate more actively in the learning process. Nevertheless, several challenges remain, particularly those related to students' ability to utilize technology. The results of interviews with two Fiqh teachers and three students are presented in the following table:

Table 3. Interview Results on the Influence of LMS on Students' Learning Activities

Informant	Interview Excerpts	Code
Fiqh Teacher 1	The use of the LMS increases students' active participation in discussions, asking questions, and completing learning assignments.	FT-1
Fiqh Teacher 2	The LMS makes learning more engaging by presenting a variety of learning materials, although there are still some challenges in its use.	FT-2
Student 1	The LMS makes it easier for students to access learning materials and	S-1

	engage in discussions with teachers and peers.	
Student 2	Learning through the LMS is more engaging and increases our motivation to complete assignments.	S-2
Student 3	The LMS makes learning more flexible, but limited technological skills remain a challenge.	S-3

Source: Researcher's interview findings (2026).

The interview results show that the use of the *Learning Management System* (LMS) has an influence on students' learning activities at Madrasah Tsanawiyah Negeri 01 Merangin. This influence can be seen in the increased student participation in discussions, asking questions, and completing learning assignments. In addition, the use of the LMS facilitates students' access to learning materials and encourages them to become more actively involved in the learning process. The presentation of materials in various forms, such as videos, digital teaching materials, and quizzes, makes learning more engaging and helps students understand the material. Nevertheless, several challenges remain, including differences in students' technological skills and limited direct interaction with teachers. However, these challenges do not reduce students' participation in learning through the LMS.

3. Integration of Religious Values into Digital Modules

The integration of religious values into digital modules within the *Learning Management System* (LMS) is one of the efforts undertaken by Fiqh teachers at Madrasah Tsanawiyah Negeri 01 Merangin to connect learning materials with Islamic values, such as obedience to Islamic law, time discipline, cleanliness, social honesty, justice, and a sense of moral responsibility in daily life. This integration is carried out through the presentation of learning materials, the assignment of tasks, and the use of various learning media that support the process of instilling religious values. To obtain more in-depth information regarding the implementation of religious values in digital modules, the researchers conducted interviews with two Fiqh teachers and three students. The interview results are presented in the following table:

Table 4. Interview Results on the Integration of Religious Values into Digital Modules

Informant	Interview Excerpts	Code
Fiqh Teacher 1	The integration of religious values into the LMS is carried out by linking learning materials to verses from the Qur'an and Hadith, as well as through assignments oriented toward the development of students' religious character.	FT-1
Fiqh Teacher 2	The LMS is not only used to deliver learning materials but also to instill Islamic values through various digital learning media.	FT-2
Student 1	The Fiqh materials presented through the LMS help us understand Islamic law and the procedures for worship, which are directly linked to evidence from the Qur'an and Hadith.	S-1
Student 2	The assignments given through the LMS encourage us to apply Islamic values in our daily lives.	S-2
Student 3	The use of videos and digital learning materials helps us understand the content while also strengthening our understanding of religious values.	S-3

Source: Researcher's interview findings (2026).

The interview results show that the integration of religious values into the *Learning Management System* (LMS) is carried out by linking Fiqh learning materials to evidence from the Qur'an and Hadith, as well as through assignments oriented toward developing students' religious character. The LMS is not only utilized as a medium for delivering

learning materials but also as a means of instilling Islamic values through various forms of digital learning media.

The research findings also show that the presentation of Fiqh materials through the LMS helps students understand Islamic law and the procedures for worship, which are directly linked to evidence from the Qur'an and Hadith. In addition, the assignments provided through the LMS encourage students to apply Islamic values in their daily lives. The use of instructional videos and digital learning materials also contributes to enhancing students' understanding of the learning content while strengthening the internalization of religious values.

Discussion

1. Teachers' Readiness to Adopt the LMS

The findings of the study conducted by the researchers indicate that the readiness of Fiqh teachers at Madrasah Tsanawiyah Negeri 01 Merangin to adopt the *Learning Management System* (LMS) is at a relatively good level. Most Fiqh teachers have mastered various basic LMS features, such as uploading learning materials, assigning tasks, creating assessments, and monitoring students' activities. In terms of attitudes, Fiqh teachers demonstrate positive responses to the use of the LMS because it is considered capable of improving the effectiveness and flexibility of learning. In addition, Fiqh teachers' motivation to utilize the LMS is relatively high, as reflected in their desire to improve the quality of learning, develop their digital competencies, and adapt to technological developments in education.

However, the researchers identified several challenges in the LMS adoption process, including limited digital skills, insufficient training, time constraints, and difficulties in optimizing all available features. The challenges experienced by Fiqh teachers do not diminish their optimism in utilizing the LMS as a learning medium. This finding is consistent with the results of a study conducted by Hidayati et al., (2023) which emphasizes that madrasah teachers' readiness to adopt LMS is strongly influenced by their optimism and perceived usefulness of the technology, rather than solely by the availability of digital infrastructure.

The teachers' readiness in this study is also reflected in the ability of Fiqh teachers to design learning materials based on the *Technological Pedagogical and Content Knowledge* (TPACK) framework. This finding is consistent with the study conducted by Agustian, (2024) which shows that the acceleration of digital learning can improve teachers' pedagogical competence when supported by intensive training and continuous mentoring. The findings of the study by Munajat & Muqowim, (2025) further emphasize that *learning management innovation* can only be effective when supported by adequate institutional support, while resistance and limited resources remain major challenges.

However, the readiness of Fiqh teachers at Madrasah Tsanawiyah Negeri 01 Merangin cannot be separated from the religious dimension of their role as educators. Fiqh teachers are not only required to master the technical aspects of the LMS but also to be able to translate Islamic values into digital learning designs. This is in line with the findings of Ahmed, Haroon, Hossain, & Tambi, (2025) which indicate that the successful integration of LMS largely depends on teachers' readiness to adopt technology and their ability to adapt to changes. In addition, institutional policy support is also an important factor in promoting collaborative and sustainable digital learning implementation.

The readiness of Fiqh teachers at Madrasah Tsanawiyah Negeri 01 Merangin to adopt the *Learning Management System* (LMS) is determined not only by their ability to operate

technology but is also influenced by their attitudes, motivation, and beliefs regarding the benefits of technology in learning. Although several challenges remain, such as limited digital skills, insufficient training, and time constraints, Fiqh teachers continue to demonstrate a high level of optimism in utilizing the LMS. Furthermore, the successful implementation of the LMS is also reflected in teachers' ability to integrate technological, pedagogical, and content competencies, as well as to internalize Islamic values into digital learning.

2. The Influence of LMS on Students' Learning Activities

The findings of the study indicate that the use of the *Learning Management System* (LMS) has brought about significant changes in students' learning activities in Fiqh learning at Madrasah Tsanawiyah Negeri 01 Merangin. These changes can be observed in the pattern of discussions, which are no longer limited to face-to-face learning but also take place through discussion forums available on the LMS. Students have become more active in asking questions, responding to learning materials, and engaging in discussions with teachers and fellow students. In addition, students' participation in completing online assignments has also increased. Most students were able to complete assignments within the specified deadlines and actively participate in various learning activities provided through the LMS. This finding is supported by the study conducted by Nasruns, (2025) , which states that the use of LMS and interactive media can expand students' access to learning materials, increase the intensity of academic discussions, and encourage active student engagement in the learning process.

The increase in students' learning activities in this study is also consistent with the findings of Jennah, Purnama, Surawan, & Mazrur, (2025) , which show that the integration of digital media into LMS can enhance students' affective, cognitive, and behavioral engagement in learning. In the context of Fiqh learning, the use of LMS helps students understand conceptual materials through the presentation of more varied learning content. However, the findings of this study also identified several challenges, including differences in students' levels of digital literacy and limited direct interaction between teachers and students. These challenges caused some students to experience difficulties in participating in the learning process optimally. This is consistent with the findings of Brown, Lawrence, Basson, & Redmond, (2022), who emphasize that student engagement in LMS-based learning is strongly influenced by the consistency of teacher feedback and the clarity of the learning process, rather than merely by the availability of a digital platform.

The use of the *Learning Management System* (LMS) in Fiqh learning at Madrasah Tsanawiyah Negeri 01 Merangin serves not only as a means of delivering learning materials but also as a platform for creating a more interactive and participatory learning environment. Changes in discussion patterns, increased student engagement in completing assignments, and high levels of participation in various learning activities indicate that the LMS can encourage students to become more actively involved in the learning process. The researchers argue that this increase in learning activities occurs because the LMS provides students with opportunities to access learning materials more flexibly, interact with teachers and peers without being restricted by space and time, and gain more diverse learning experiences. However, the researchers also argue that the effectiveness of LMS use depends not only on the availability of technology but also on students' ability to utilize digital technology, the intensity of teacher-student interaction, and teachers' ability to provide continuous feedback.

3. Integration of Religious Values into Digital Modules

The integration of religious values into digital modules within the *Learning Management System* (LMS) at Madrasah Tsanawiyah Negeri 01 Merangin has been implemented through various Fiqh learning activities. This integration is realized through the presentation of Islamic legal materials and procedures for worship that are directly linked to *naqli* evidence in the form of Qur'anic verses and Hadith, the provision of content for reflecting on the spiritual values of worship, and the assignment of practical and *amaliyah*-oriented tasks aimed at strengthening adherence to Islamic law, discipline in worship, and the promotion of justice in *muamalah*. In addition, Fiqh teachers utilize various digital media, such as instructional videos, reading materials, and project-based worksheets, which encourage students to connect learning materials with practices in their daily lives. This finding is consistent with the study conducted by Hamdi, (2023), which states that the development of e-modules not only serves as a flexible learning medium but also contributes to enhancing students' spiritual intelligence and strengthening their religious character.

The pattern of religious value integration at Madrasah Tsanawiyah Negeri 01 Merangin also indicates that digital Fiqh modules are not only utilized as a medium for delivering information on Islamic law but also as a means of internalizing Islamic values. The learning materials presented through the LMS are designed to foster a sense of responsibility in worship, honesty in transactions (*muamalah*), social concern through zakat, and the practice of Islamic teachings in a moderate (*wasathiyah*) manner through an understanding of the flexibility of Islamic law (*rukhsah*). This is consistent with the findings of Minhaji, Kawakip, Nawafil, Junaidi, & Asmuki, (2025) which emphasize that digital religious modules need to be systematically designed to develop a moderate understanding of Islam. The findings of this study are further supported by (Muhtifah et al., 2022), who argue that the use of technology in religious education should facilitate the process of value internalization. The successful implementation of LMS in madrasahs should therefore not be measured solely in technical terms but also by teachers' ability to integrate religious values into every component of digital learning.

The integration of religious values into digital modules within the *Learning Management System* (LMS) at Madrasah Tsanawiyah Negeri 01 Merangin represents an effort to preserve the identity of Islamic education amid the development of digital technology. According to the researchers, the use of LMS in Fiqh learning not only serves as a medium for delivering materials on Islamic law but also functions as an effective means of instilling Islamic values, developing students' religious character, and enhancing their spiritual awareness in worship. The presentation of learning materials linked to Qur'anic verses and Hadith, reflection on the philosophical meaning of worship, and reinforcement of practical religious observance demonstrate that technology can be utilized as a medium for value internalization that simultaneously connects students' cognitive (understanding of Islamic law), affective (spiritual appreciation), and behavioral (practice of worship) dimensions.

CONCLUSION

The implementation of the Learning Management System (LMS) in Fiqh learning at Madrasah Tsanawiyah Negeri 01 Merangin demonstrates that digital transformation can be implemented without compromising the Islamic identity of the madrasah. Teachers' readiness to adopt LMS, reflected in their ability to operate digital technology, positive attitudes toward technological innovation, and motivation to improve learning quality, constitutes an important factor in the implementation of digital-based learning. The findings further indicate that LMS utilization can enhance students' learning activities by increasing

their participation in discussions, facilitating assignment completion, and providing easier and flexible access to learning materials. In addition, the integration of religious values into digital learning modules demonstrates that LMS is not merely a technological tool or instructional medium, but can also function as a means of strengthening Islamic character and internalizing religious values in students' learning experiences. Effective digital learning in madrasahs requires continuous teacher support, digital competence, pedagogical guidance, and student engagement. Thus, LMS implementation depends on the synergy among teacher readiness, student engagement, technological support, pedagogical innovation, and the integration of Islamic values. These findings confirm that technology can improve learning quality while preserving and strengthening the Islamic identity, character, and values of madrasah education in Indonesia.

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