

## E-learning Madrasah Efficiency as an Online Learning Tool to Improve Student Learning Outcomes at Madrasah Aliyah Negeri 1 Jombang

**Hilyah Ashoumi<sup>1\*</sup>, Siska Binti Qoirot<sup>2</sup>**

<sup>1,2</sup> Islamic Education, Universitas KH. A. Wahab Hasbullah

\*Email: [hira@unwaha.ac.id](mailto:hira@unwaha.ac.id)

---

### **ABSTRACT**

*This study aims to determine the use of e-learning madrasah during distance learning and also to determine student learning outcomes through e-learning madrasah. This research uses development research. Data collection techniques used questionnaires, validation sheets and also pretest and posttest questions. Therefore, the researchers used the R&D method for processing questionnaires and the Paired Sample Test to determine student learning outcomes and also regarding the existence of meaningful treatment in conducting research on each variable. This can be seen from the results of the questionnaire given to the respondents showing a percentage of 78% that the E-Learning Madrasah is worthy of being a learning medium at MAN 1 Jombang and the average pretest score is 74 while the posttest value is 84. Based on the paired sample test table, the significance value is  $< 0.05$  indicating that there is a significant effect on the difference in the treatment given during the pretest and posttest in the subject of *aqidah akhlak* during the current Coronavirus Disease 2019 (Covid-19) pandemic.*

**Keywords:** *Elearning Madrasah, Learning Media, Learning Outcomes.*

---

### **INTRODUCTION**

Islamic teachings oblige all Muslims to carry out education. Because according to Islamic teachings, education is also a necessity of human life that absolutely must be fulfilled, in order to achieve prosperity and happiness in this world and the hereafter. With education, humans will also get various kinds of knowledge for their provision and life.

There are materials that lead a child to form a noble character, especially in the formation of his religious character. MAN 1 Jombang is one of the public schools based on Islamic values which teaches *aqidah akhlak* subjects which aim to increase students' faith, understanding, appreciation and practice of Islamic teachings so that they become Muslim human beings who are devoted to Allah SWT and have noble character in personal, social, national and state life (Bahtiar, 2019).

Thus, Islamic religious education, one of which is the subject of moral creed, has a very important role in shaping the next generation of noble character who is willing and able to apply the knowledge gained for the sake of progress and the good of oneself, society, nation and state (Wulandari & Khotimah, 2019).

The emergence of the Covid-19 outbreak has indeed had a major impact on all sides of human life, including in the world of education. The world of education seems to make the house an educational institution that can replace formal educational institutions (Aji, 2020). This was done because of the government's instructions, and also with the reason to prevent the spread of the covid-19 virus (Minister of Education and Culture Circular Letter No. 4 of 2020 concerning Implementation of Education Policies in the Emergency Period for the Spread of Covid-19, 2020). Finally, learning inevitably takes place at home which is known as online learning (Sobron, et al., 2019).

So that the goals of Islamic religious education can still be achieved with online learning, it is necessary to have effective learning where appropriate learning strategies are used, set the steps for the activities to be carried out, including the infrastructure used, media on which children's learning development will depend very much (Sulaikho & Mathoriyah, 2019). on whether or not the process of teaching and learning activities (KBM) delivered by the teacher. The development of children's learning at home during the COVID-19 pandemic will clearly tend to be different from the development of learning in schools so that teachers as facilitators must have various innovations, providing motivation for students in

carrying out teaching and learning activities (KBM).

MAN 1 Jombang is one of the schools that chooses to use E-learning Madrasah as a medium of learning while online. Based on the results of an interview with Mr. Muhammad Haris, S.Pd as the waka of the curriculum at MAN 1 Jombang, he said that learning through madrasa E-Learning at MAN 1 JOMBANG started from the beginning of the emergence of the covid 19 pandemic until now. E-learning Madrasah is a free application for madrasa products that is intended to support the learning process in madrasah to make it more structured, interesting and interactive. Through E-Learning Madrasah, it is hoped that students and teachers will find it helpful. With E-learning Madrasah students can take learning materials anytime and anywhere, can do assignments given by the teacher, and can even carry out exams through e-learning. For teachers themselves, E-learning Madrasah is very useful in delivering learning materials. In addition, E-learning Madrasah can also help in evaluating learning assessments because it can automatically correct the results of exams that are done by students.

From this background, the authors are interested in conducting research related to the efficiency of using E-learning Madrasah as an online learning tool used by teachers of MAN 1 Jombang in the subject of aqidah akhlak.

## **METHOD**

This research uses development research which is usually abbreviated as R&D. The purpose of development development is to create a product development (Putra et al., 2013). The product developed in this study is teaching material for SKI subjects. Several research development models have been developed by experts (Borg & Gall, 2003; Dick & Carey, 1996; Thiagarajan, 1974). This study adopts the model developed by Borg and Gall (2003). According to Borg & Gall (2003) development research consists of ten steps which include (1) needs analysis, (2) planning, (3) product draft development, (4) initial field trials, (5) revising test results, (6) field trials, (7) refinement of products resulting from field trials, (8) field implementation tests, (9) refinement of final products, and (10) dissemination and implementation. Due to limited man power, time, and cost, the researchers modified the development steps into seven stages, namely, (1) potential and problem analysis, (2) data collection, (3) product design, (4) design validation, (5) improvements. design, (6) product trials, (7) product revision (Sugiyono, 2014).

## **RESULT AND DISCUSSION**

### **Result**

- **Test Result**

- **Small Group Trial Result**

The results of a small group survey of 5 respondents are used to ensure that respondents feel the effectiveness of using E-learning Madrasah media as learning media. Aspects assessed include:

**Table 1.** E-learning Madrasah Performance

No	Indicator	Percentage
1	E-learning Madrasah display is very clear and easy to understand	84%
2	With E-learning Madrasah facilities students get announcements, materials and assignment collections become more flexible	80%
3	E-learning Madrasah makes it easier for students to save material documents and important assignments.	84%
4	E-learning Madrasah make it easy for students to get information related to learning materials quickly ( <i>real time</i> )	72%
5	E-learning Madrasah can save time and costs	80%
	<b>Average</b>	<b>80%</b>

It can be concluded that the performance of E-learning Madrasah experienced by students of MAN 1 Jombang is 80%, so it can be concluded that students have easy access to Madrasah E-learning.

**Table 2.** Application of E-learning Madrasah Learning Facilities

No	Indicator	Percentage
1.	Students know about E-learning Madrasah applications	92%
2.	With the implementation of E-learning Madrasah, it makes it easier for students to carry out the learning process	84%

No	Indicator	Percentage
3.	With the implementation of E-learning Madrasah, students can study and do assignments anytime when students have spare time	76%
4.	With the implementation of E-learning Madrasah can study and do assignments wherever I am when I am connected to the internet	84%
5.	The E-learning Madrasah application is very flexible for students in utilizing digital learning media	84%
6.	The E-learning Madrasah application is more environmentally friendly because it minimizes the use of paper for teaching materials	80%
7.	Since using E-learning Madrasah I don't need to use a lot of paper to do assignments	72%
8.	The E-learning Madrasah application provides me benefits in the learning process	80%
9.	I have a pleasant experience while using E-learning Madrasah	84%
10.	I feel proud of using the E-learning Madrasah application	80%
11.	I always take the time to study (at least 1 hour) before the start of learning in class	68%
12.	Class conditions are very conducive in the learning process	80%
	<b>Average</b>	80%

The use of learning devices or learning facilities in the E-learning Madrasah provided by the teacher to students of MAN 1 Jombang reached 80%.

▪ **Field Trial Results**

The results of field trials were carried out by collecting large group data from class X students of MAN 1 Jombang, totaling 30 students after a small group trial was carried out which confirmed that this E-learning Madrasah was really effective for learning at MAN 1 Jombang. Aspects assessed include:

**Table 3.** E-learning Madrasah Performance

No	Indicator	Percentage
1.	E-learning Madrasah display is very clear and easy to understand	85%
2.	With E-learning Madrasah facilities, students get announcements, materials and collection of assignments to be more flexible	81%
3.	E-learning Madrasah make it easy for students to save important material documents and assignments	79%
4.	E-learning Madrasah make it easy for students to get information related to learning materials quickly ( <i>real time</i> )	73%
5.	E-learning Madrasah can save time and cost	75%
	<b>Average</b>	79%

It can be concluded that the performance of E-learning Madrasah experienced by students of MAN 1 Jombang is 79%, so it can be concluded that students have easy access to Madrasah E-learning.

**Table 2.** Application of E-learning Madrasah Learning Facilities

No	Indicator	Percentage
1.	Students know about E-learning Madrasah applications	91%
2.	With the implementation of E-learning Madrasah, it makes it easier for students to carry out the learning process	81%
3.	With the implementation of E-learning Madrasah, students can study and do assignments anytime when students have spare time	79%
4.	With the implementation of E-learning Madrasah can study and do assignments wherever I am when I am connected to the internet	86%
5.	The E-learning Madrasah application is very flexible for students in utilizing digital learning media	84%
6.	The E-learning Madrasah application is more environmentally friendly because it minimizes the use of paper for teaching materials	83%
7.	Since using E-learning Madrasah I don't need to use a lot of paper to do assignments	67%
8.	The E-learning Madrasah application provides me benefits in the learning process	79%
9.	I have a pleasant experience while using E-learning Madrasah	75%

No	Indicator	Percentage
10.	I feel proud of using the E-learning Madrasah application	79%
11.	I always take the time to study (at least 1 hour) before the start of learning in class	66%
12.	Class conditions are very conducive in the learning process	79%
	<b>Average</b>	79%

It can be concluded that the application of E-learning Madrasah learning facilities delivered by the teacher to students at MAN 1 Jombang is good with an average percentage of 79%.

#### • Data Analysis

Based on the acquisition of data from the pretest results, 30 students had a mean score of 74.66. then the mean score obtained through the post-test was 84. The standard deviation obtained from the pre-test and post-test scores were 9.47 and 7.93, respectively.

#### Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - posttest	-9.33333	7.95822	1.45297	-12.30498	-6.36168	-6.424	29	.000

Based on the table above, a significance number of  $0.00 < 0.01$  is obtained, therefore the hypothesis is accepted so that it can be concluded that there is a very significant difference after students receive learning through google classroom.

#### Discussion

E-Learning Madrasah is an application released by the Ministry of Religion of the Republic of Indonesia from the Roudlotul Athfal (RA) level to the Madrasah Aliyah (MA) level. E-Learning can be accessed for 24 hours anywhere by the user, as long as the user has stable internet access and has a username and password to access E-Learning to facilitate the implementation of distance learning in order to answer the challenges of increasingly advanced technological advances (Hikmah, 2020).

E-learning Madrasah is an application created by the Madrasah KSKK Directorate to be used by teachers and students in implementing distance learning, both during the Covid-19 pandemic and later after the pandemic ends (Insiyah, 2020).

Educational institutions must login to the Official E-learning Madrasah website using the Madrasah Statistics Number (NSM) of each institution to be able to access Madrasah E-Learning. Then the Madrasah will be asked to upload the Operator's Decree as a condition for approval of the use of the E-learning application by the Madrasa. The operator SK verification process takes about one to two weeks to pass and you can download the E-learning application, both the installer version and the hosting version (Hikmah, 2020).

Until now, E-learning Madrasah have undergone several updates to add and improve existing features. Starting from the first version, namely version 1.2.0 to the latest version, version 2.0.0 which is equipped with the Video Conference feature that allows teachers and students to do face-to-face learning online, teachers can share subject matter with this feature so that communication can occur. two-way approach that is almost the same as when face-to-face learning is direct.

E-learning madrasah also provide a menu for teachers to share teaching materials that will be delivered to students. The teacher can make as many classes as the class that the teacher teaches, be it subject teachers, class teachers or counseling guidance teachers. Teachers can even create online classes that provide electronic books that students can access anytime and anywhere they are. So that students can still carry out literacy activities well. Teachers can also share Learning Implementation Plans, Core Competencies and Basic Competencies for each lesson that is taught so as to allow students or even their guardians to monitor and follow the learning that has been planned for the next semester.



Figure 1. Display of the MAN 1 Jombang E-Learning Application

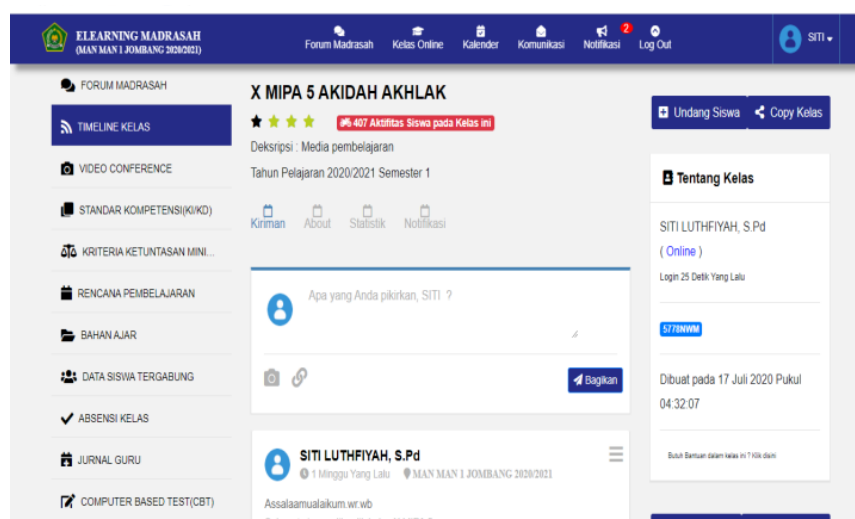


Figure 2. Display of Class Home in E-Learning Madrasah

## CONCLUSIONS

Based on the above discussion, it can be concluded that the use of E-Learning Madrasah for teaching online in MAN 1 Jombang for distance learning proved to be efficient and can be accepted and followed by most learners. Results of the first study relating to the efficient use of Elearning Madrasah of the questionnaire results from various aspects including; Performance aspects of madrasa E-learning obtained a percentage of 79%, aspects of the implementation of madrasa E-learning facilities obtained a percentage of 79% so that it can be concluded that learning using the learning media of E-learning Madrasahat MAN 1 Jombang is in the appropriate category and can be said to be efficient to apply.

The results of the second study are related to student learning outcomes using e-learning madrasah which show a positive effect. This is shown using the results of the pretest and posttest given by the researcher to the students. The average result of the pretest value was 74.66 and posttest was 84. and calculated using SPSS showed that the significance was <0.05. Shows that there is a significant effect on the treatment when giving the pretest and posttest on the subject of aqidah akhlak class X MAN 1 Jombang.

## REFERENCES

- Bahtiar, Y. (2019). A Increased Motivation to Study Santri Through the Application of BCM (Playing Singing Stories) at Diniyah Takmilyah Ula Darul Ulum Widang Tuban. *JoEMS (Journal of Education and Management Studies)*, 2(3), 57-60.
- Nugraha, S. A., Bayu, Rani, Meidawati Suswandari. (2019). Persepsi Siswa Dalam Studi Pengaruh Daring Learning Terhadap Minat Belajar Ipa Universitas Veteran Bangun Nusantara Sukoharjo. *Jurnal Pendidikan Islam Dan Multikulturalisme*, 1(2), 30–38. <https://doi.org/10.37680/scaffolding.v1i2.117>
- Hikmah, Shofaul. (2020). Efektifitas E-Learning Madrasah dalam Pelaksanaan Pembelajaran Jarak Jauh Masa Pandemi Coronavirus Disease 2019 (Covid-19) di MIN 1 Rembang. *Jurnal Edutrained : Jurnal Pendidikan Dan Pelatihan*, 4(2), 73–85. <https://doi.org/10.37730/edutraind.v4i2.81>

- Insiyah, Siti Johar. (2020). E-Learning Madrasah Dan Solusi Pembelajaran Di Tengah-Tengah Pandemi Covid-19. *Khazanah: Jurnal Edukasi*, 02(02), 1689–1699.
- Putra, Gd. Tuning Samora, Kesiman, M. W. A., Darmawiguna, I. G. M. (2013). Pengembangan Media Pembelajaran Dreamweaver Model Tutorial Pada Mata Pelajaran Mengelola Isi Halaman Web Untuk Siswa Kelas XI Program Keahlian Multimedia Di SMK Negeri 3 Singaraja. *Jurnal Nasional Pendidikan Teknik Informatika (JANAPATI)*, 2(2), 125. <https://doi.org/10.23887/janapati.v2i2.9782>
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta.
- Sulaikho, S., & Mathorayah, L. (2019). Respon Mahasiswa Terhadap Buku Ajar Morfologi Bahasa Arab Berbasis Analisis Kontrastif. *DINAMIKA: Jurnal Kajian Pendidikan Dan Keislaman*, 4(2), 51-64.
- Syah, A. R. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, 7(5). <https://doi.org/10.15408/sjsbs.v7i5.15314>
- Wulandari, K., & Khotimah, K. (2019). Perbedaan Prestasi Belajar Siswa Kelas VII SMPN 7 Malang yang Menggunakan Modul IPA Terpadu dengan Model Pembelajaran Integrasi Tema Pemuain Pada Berbagai Wujud Zat. *JoEMS (Journal of Education and Management Studies)*, 2(5), 7-12.