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JURNAL PENDIDIKAN, SOSIAL, DAN AGAMA

E-Learning as a Learning Media Innovation Islamic Education

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Abstract	The use of technology in the digital era is an alternative way to maximize learning for students, especially distance learning. E-learning is a new model of learning in the digital era. This research aims to determine the extent of implementing e-learning based learning in Islamic religious education lessons in SKI learning at MAN Purwakarta. This type of research is a type of qualitative research with descriptive methods. The results of this research show that there are three functions of E-Learning as a learning medium: Additional Function, Complementary Function, and Substitute Function. Then, in the Islamic religious education learning process, the use of e-learning has three stages, namely the planning, implementation, and evaluation stages. The existence of E-learning makes it easier and faster to convey Islamic religious lessons even though there are still shortcomings. Human efforts to adapt to a learning system that continues to change is a concrete step in building an adaptive generation in every era.
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1. INTRODUCTION

Improving the quality of education in schools, including Islamic Religious Education, is a demand. One aspect of improvement in the quality of PAI is the learning sector, which concerns educational technology learning facilities. The rapid progress of information technology is one of the causes of changes in the education system. This causes people to be directly involved in accessing information technology. Along with the rapid development of information technology in learning facilities, it is hoped that teachers, parents of students, and even the wider community can quickly access and know everything related to school activities.(Prawiradilaga, 2013).

The use of internet technology to support the learning process is e-learning. With e-learning, educators can provide learning materials, give assignments and quizzes for evaluation, and monitor and communicate with students via the web. In this way, learning activities can be carried out anytime and anywhere(Suartama and Kade, 2014). Meanwhile, Khilal stated that technology is a human effort and way of thinking about using information, skills, experience, and human and non-human elements available in a particular field and applying them to fulfill human resources to solve problems, meet needs, and improve their abilities.(Rusman et al, 2012).

After the Corona Virus Disease 19 (COVID-19) pandemic, the Indonesian Minister of Education and Culture issued two policies through Circular Letter No. 3 of 2020 (Kemendikbud, 2020c) and Circular Letter No. 4 of 2020 (Kemendikbud, 2020d). The two policies of the Minister of Education and Culture are related to preventing COVID-19 in educational units and implementing education policies during the emergency period to prevent the spread of COVID-19. The home study policy is the online distance learning policy, often called online learning. The Ministry of Religion, based on the General Letter of Islamic Religious Education, Ministry of Religion, Director of KSKKMadrasah No. B-686.1/Dj.I/Dt.II/Pp.00/03/2020 Concerning Madrasah Learning and Assessment Mechanisms in the Emergency Period to Prevent the Spread of COVID-19 issued a policy regarding Madrasah learning and assessment mechanisms during the emergency period to prevent the spread of COVID-19 by utilizing e-learning channels (Ministry of Religion (2020a).

This article uses the term e-learning, which has a broader concept than online learning. E-learning can be computer-based or computer-based, and online-based learning, namely online learning, is called online. Online learning can use the internet, known as internet-based learning. It can be website-based, known as web-based learning. Both use online networks that are continuously connected between one user and another.

Meanwhile, the combination of e-learning and offline face-to-face learning is called mixed learning or hybrid learning (BuzzettoMore, 2007). In the United States, it is called online learning if it meets the criteria of at least 80% of learning content being delivered online or online. If only 1-29% are online, it is called web facilitated learning. It is called mixed learning or hybrid learning if the learning material is delivered online, 30% to 80% (Allen and Seaman, 2013).

So what is meant by e-learning in this article is learning that is carried out not face-to-face but distance learning with the help of electronic devices or gadgets such as desktops, laptops, or smartphones owned by teachers and students/parents so that the learning process continues taking place in the Covid-19 pandemic situation.

The term e-learning was chosen because during the COVID-19 pandemic, in reality, the learning process at Madrasah Aliyah was not carried out continuously on the network but instead was carried out on and off. However, learning cannot be done face-to-face due to the prohibition on gathering students for security reasons. E-learning at Madrasah Aliyah is based on social media because 95% of learning uses a Learning Management System (LMS).

Learning can be done online as technology & and information and the internet develop. So many terms emerged, such as e-learning, namely learning that uses electronic devices. Learning using the

internet network or the World Wide Web is called online learning or online education. Online education connects students with subject matter via the internet (Johnson and Manning, 2009). Some call online education a cyber or cyberspace classroom (Palloff and Pratt, 2002). Now, some use smartphones as a m-learning or mobile learning tool because teachers and students can move wherever they are.

Minister of Education and Culture Circular No. 3 and 4 are educational policies. Education policy is public policy in education (Tilaar and Nugroho, 2009). Education policy is a tool created by the government to bring about better change (Madjid, 2018). This policy was issued because the policy of providing face to face education could not be implemented, so a new policy needed to be created to achieve the desired goals.

The two policies of the Minister of Education and Culture following up on Government Regulations instead of Laws and Government Regulations regarding handling COVID-19 are public policies in the field of education. Public policy has objectives: distributive versus absorptive, regulative versus deregulative, and dynamic versus stabilization (Nugroho, 2017: 172). Education policy has three main elements, namely, the existence of problems, the existence of goals, and the existence of ways to solve problems (Madjid, 2018: 16-21).

Until now, what is widely used is computer and internet-based learning media called e-learning. E-learning is usually used in schools to support face-to-face learning in class. With e-learning, teachers can manage learning materials: compiling lesson plans, uploading materials, giving assignments to students, receiving the results of their assignments, making tests/quizzes, giving grades, monitoring activity, processing grades, and interacting with students and each other. Teachers through discussion forums, chat, and others. On the other hand, students can access information and learning materials, interact with other students and teachers, upload assignments, take tests/quizzes, and see the achievement of learning outcomes.

Islamic religious education in public schools aims to increase students' faith, understanding, appreciation, and experience of the teachings of the Islamic religion so that they become Muslim people who are devoted to Allah SWT and have noble morals in their personal, social, national, and state lives. (Nazarudin, 2007). Thus, Islamic Religious Education has an important role in forming the nation's next generation with noble morals who are willing and able to apply the knowledge gained for the progress and good of themselves, society, nation, and state.

For this reason, it is necessary to see how to construct joyful learning method learning modules for learning, one of which is learning the History of Islamic Culture (SKI) and how to implement interactive learning and joyful learning based on Information and Communication Technology (ICT/ICT). So, this research aims to determine the implementation of E-Learning as a Learning Media Innovation for Islamic Religious Education.

2. METHODS

The type of research used in this research is a descriptive analysis method. The approach used in this research is a qualitative approach, which is qualitative research using field research methods. Determining appropriate data collection techniques greatly determines the scientific truth of research. The data collection techniques used in this research are observation, interviews, and documentation. In this case, the author collects information about the implementation and policy of e-learning as an innovation in learning media for Islamic religious education. This research utilizes library research because it requires material from the library as a data source. Researchers need books, scientific articles, and other literature related to the topics and problems they explore, both in print and online.

The author uses library research methods to collect data. Specifically, the author started with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and

other sources that share views on the implementation and policies of e-learning as an innovative learning media for Islamic religious education. Things observed in This research are about the implementation and policy of e-learning as an innovation in learning media for Islamic religious education. The interview technique in this research is a structured interview, namely interviews conducted using various standard guidelines that have been established, questions arranged according to information needs, and each question needed to reveal any empirical data. Researchers use documentation, such as books, magazines, meeting minutes, and diaries, to investigate written objects. The data collection method using the documentation method was carried out to obtain data about the institution's state (research object), namely the implementation and policy of e-learning as an innovative learning media for Islamic religious education. Triangulation interview data, observation, and documentation did data analysis.

3. FINDINGS AND DISCUSSIONS

Result

This research aimed to discover how e-learning learning media is used in learning Islamic Cultural History (SKI) subjects at MAN Purwakarta. In this section, the researcher will explain the findings obtained during the research process. Researchers carried out direct observations in the field to obtain accurate data. Researchers also conducted interviews with relevant informants to obtain research data.

After understanding the teaching and learning process in schools (SKI MAN Purwakarta learning case study) based on the prototype method, the following is a prototype of the e-learning module that is implemented according to the existing system, as follows:
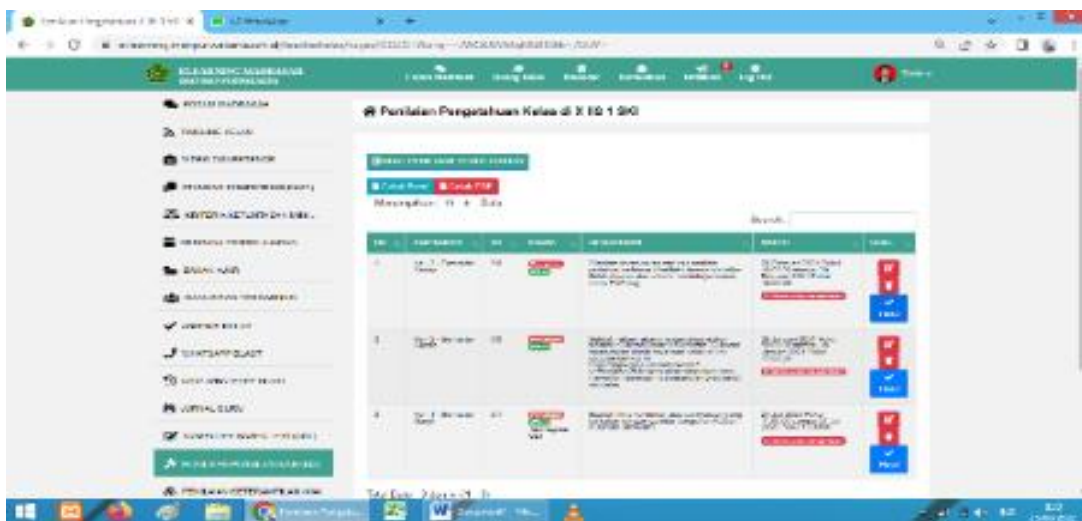
a. Teacher Activities

1) Login As Teacher
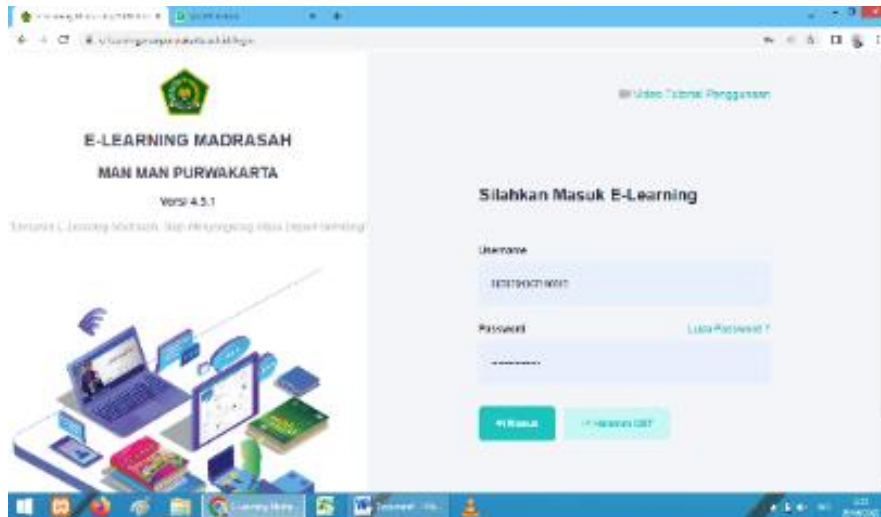

Figure 1. Login As Teacher

Figure 2. Successfully log in as a Teacher by displaying Lesson Materials

2) Creating Learning Materials

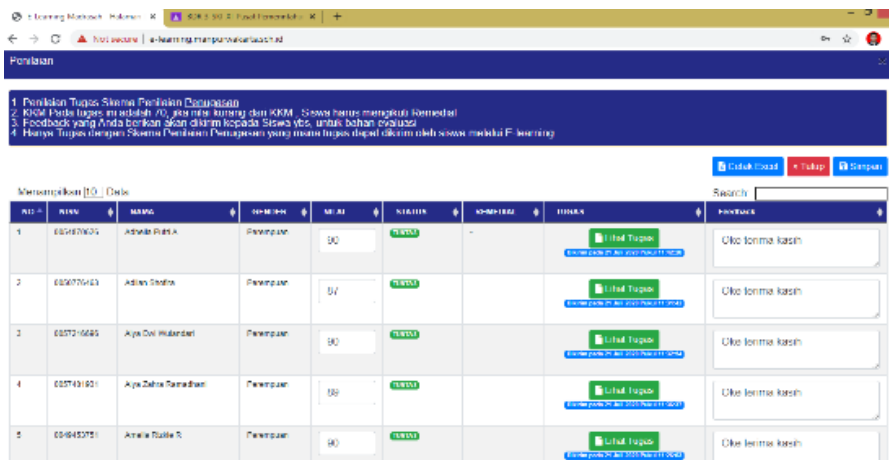

Figure 3. Supplemental materials/handouts

Figure 4. Some study materials are in file form, which can be downloaded
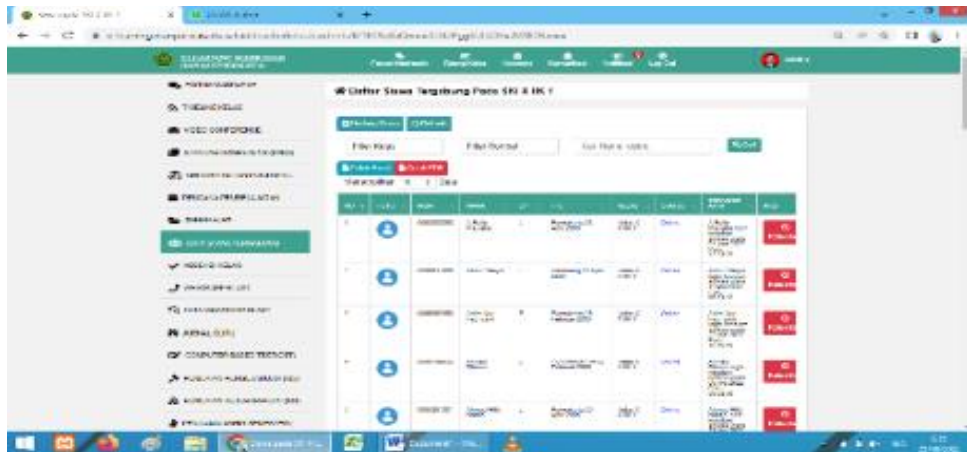
3) Assignment to Students

Figure 5. Giving assignments to students along with start dates and assignments being collected
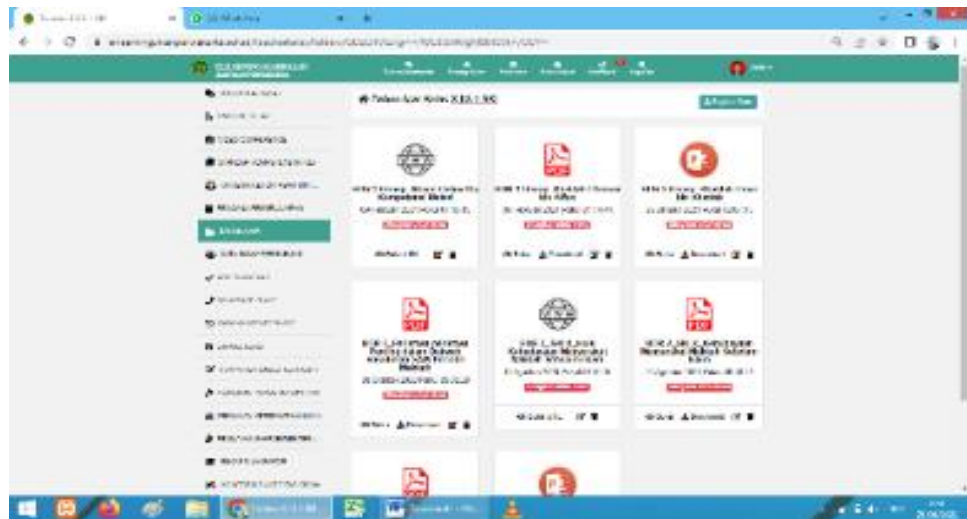

Figure 6. Collecting student assignments and downloading student assignments
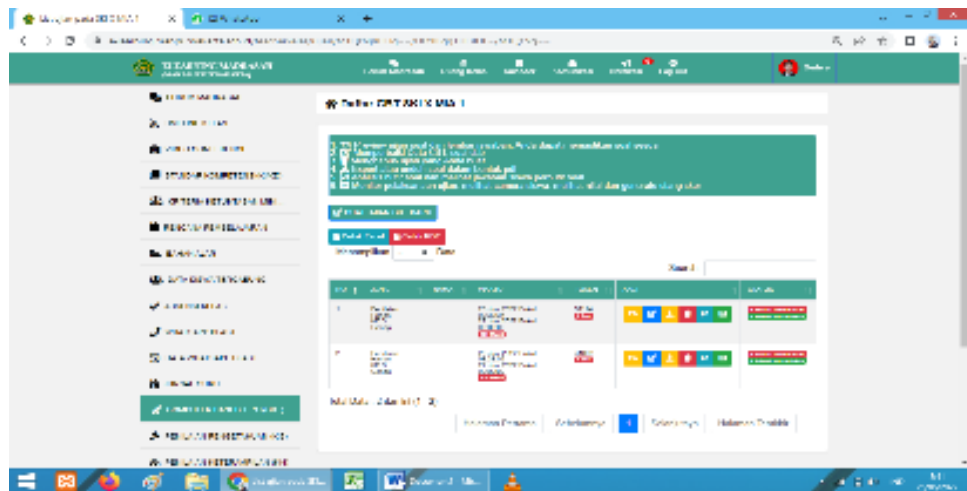
4) Learning Evaluation with Computer Based Test (CBT)

Figure 7. Evaluation of students with computer-based test (CBT)
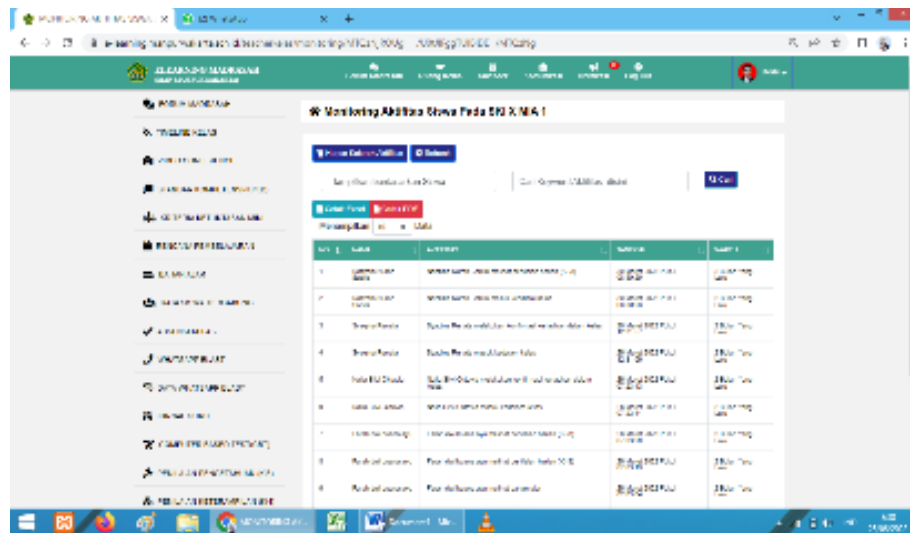
5) Teacher and student response

Figure 8. Student Response and Monitoring

Based on observations and interviews conducted with Islamic Cultural History (SKI) teachers at MAN Purwakarta. Based on interviews obtained from: "This e-learning based learning process is especially specific to the learning subjects that I teach. In the learning process, I prepare the material to present in advance. Sometimes, I use PowerPoint to explain to the students, and then I upload it to E-Learning so that students can re-access the lessons I taught in the weeks that have passed. And I also use the lecture method to convey learning to students. For example, I used PowerPoint this week; next week, I used lectures so students don't get bored with their learning. After that, I will give the students questions and answers regarding the learning that day. And there are also assignments that they will do after learning, and assignments are carried out in E-Learning."

Looking at the results of interviews conducted by researchers with teachers, it was concluded that the E-Learning learning process in the Islamic Cultural History (SKI) subject was that the teacher prepared material to be delivered in PowerPoint form, which had been abbreviated to learning Islamic Cultural History (SKI) in each chapter which will be conveyed during the learning process. The teacher uses lecture, discussion, question, and answer methods and assignments in E-Learning during learning. After completing the lesson, the teacher provides time for students to discuss the ongoing learning subject with each other. And teachers also give students time to ask questions for those who don't understand the lesson. When the lesson has been completed, the teacher will give daily assignments for the Islamic Cultural History (SKI) subject that the teacher has taught. The assignments that will be given will be in the form of daily assignments to answer questions regarding the lessons learned in class. Students' answers in E-Learning will be collected, usually at the latest meeting.

From the interview presentation, the researcher found that the teacher, before making an RPP (Learning Implementation Plan), prepared himself first by understanding the subject matter, such as reading teaching material books and discussing with other teachers who had sufficient knowledge. The connection with learning planning is related to learning design, including methods, media use, learning goals, and objectives. In terms of method, it is quite good. This means that in the existing learning plan, the method used in the classroom is the lecture or explanation method. Here, teachers are required to understand the material to be presented truly. Then, proceed with the question and answer method. Theoretically, learning planning is a decision-making process resulting from rational thinking about certain learning goals and objectives, namely changes in behavior and a series of activities that must be carried out to achieve learning goals by utilizing all existing learning potential and resources.

The learning implementation plan (RPP) is a plan that describes the learning procedures and

atmosphere to achieve a specified basic competency. Lesson plans are an important aspect of the learning process. Many education experts say lesson plans are necessary for all teachers before teaching. This lesson plan includes: What does the teacher do before teaching? In a systematic design learning process. So, it is hoped that an effective learning process will occur.

With the results of field research, researchers have seen a comprehensive learning plan, namely a learning plan that not only refers to learning material but is also accompanied by aspects of religious insight related to practice directly in schools. Before implementing, a teacher must plan the learning that will be implemented in SKI subjects so that what will be delivered is by the competency standards of each subject matter. Therefore, a teacher must prepare himself before teaching, adding insight into the subject matter and other information related to the material. An educator's readiness will direct the course of dynamic and enthusiastic learning practices. This is also related to a teacher's ability to control the classroom atmosphere so that students can be directed and appreciative of the teacher's explanations. This kind of ability will be realized if a teacher has prepared himself beforehand and can read the psychological condition of students. At MAN Purwakarta, preparing E-Learning lessons in SKI subjects, according to teachers, is much different from other teachers. Before delivering a lesson, the teacher inevitably has to study first.

Teaching and learning activities using e-learning in SKI subjects are quite effective. In the context of learning implementation, it is closely related to issues of learning methods, learning media, learning design, and technology, as in learning planning. Implementation is the actualization of the learning plan that has been created. Next, the researcher will describe the results of field observations conducted at MAN Purwakarta regarding whether the existing RPP implements Elearning. At the beginning of the learning process, the SKI teacher said an opening greeting, which the students answered simultaneously. Then, we continued by reading a prayer together, which was continued with attendance. Then, the teacher conveys the SK and KD of the material to be delivered. After completion, the teacher provides introductory insight regarding the material, which can arouse students' seriousness and enthusiasm for receiving the lesson material.

In explaining the lesson material, the teacher explains it sequentially according to the RPP material points. The explanation of the material lasts for one class hour or around 40 minutes. Then, it continued with a question and answer session. At that time, two students asked questions. The questions asked then were still considered very simple and short without being accompanied by introductory questions like in dialogue forums or public discussions in general. Then, the teacher answers these questions with explanations that are also quite simple so that they are easy for students to understand. After completing the answer, the teacher then gives the students another opportunity to ask questions if there is still something they don't understand. However, no more questions arose. Therefore, the teacher then gives assignments that students must complete. The assignment must be completed and sent via E-learning, and the teacher can assess it easily via the application.

At the end of the lesson, the teacher reflects or explains the conclusions about the material discussed so that students gain a complete understanding. Then, the teacher presents the learning plan at the next meeting. Then, finally, the teacher closed the lesson with closing greetings. The results of these observations, when compared with the RPP that has been prepared, are slightly different. In the RPP, it is written that the initial learning process begins by immediately reading a prayer together and providing motivation, without mentioning that the beginning of the lesson begins with an opening greeting and ends with a closing greeting. To answer this, the researcher then conducted interviews with teachers. When learning to use the internet due to the COVID-19 pandemic, teachers must prepare the tools they will use, such as computers, cell phones, and projectors. Also, prepare learning materials and other insights related to the material. E-learning methods are very effective for teachers and students. However, there are also pros and cons between students living in Islamic boarding schools. In this case, what is used in learning, and is using the E-learning method very effective in schools, especially in SKI learning?

Based on researchers' observations, MAN Purwakarta chose E-Learning learning media as one of the learning media at and outside school. Before the existence of e-learning media, this school used classrooms, but this media raised problems for students studying. As said by the SKI teacher regarding the media used to teach SKI lessons in the classroom in particular: "Before E-learning media, I used a classroom, but in my opinion it is more effective to use Elearning, because everything can be uploaded on E. -learning and easy to access is more practical, and if it is more effective using E-learning because E-learning was built by the school itself, there is a special team to develop E-learning because we can customize it according to what we want. And if the classroom is ordinary, we can access that. There are many different things in e-learning, so it can be said to be very effective today. Yes, this has been a real obstacle for children living in Islamic boarding schools, especially those who are not allowed to carry communication devices or cell phones. It's been a bit of a problem so far. The teacher immediately gives assignments to other friends without waiting. But, some friends are still without gadgets, which hinders learning using e-learning. Usually, when I open e-learning for learning, I use a projector screen to help children who don't bring gadgets. Usually, these children I tell the child to write in his notebook and then collect it via E-learning by uploading it. Sometimes, it's a bit complicated for teachers. When the teacher gives multiple choice questions or essays in e-learning without correction, the score can come out immediately if there is an answer key. So, there are obstacles to using E-learning. So, students don't have time to do it because they have to upload it when they arrive at their respective Islamic boarding schools.

Discussion

E-learning has changed the traditional learning paradigm. Previously, learning was limited to the classroom, with textbooks as the main source. However, with e-learning, education is no longer tied to physical boundaries. The material can be accessed from anywhere, at any time, and by anyone with internet access. This allows for unprecedented learning flexibility. One of the biggest advantages of e-learning is its accessibility. This has leveled learning opportunities for individuals from different backgrounds. Whether they live in remote areas, have physical limitations, or have limited time, e-learning allows equal access to knowledge. This provides greater opportunities for individuals to upgrade their qualifications and skills. E-learning provides enormous flexibility in terms of time and place. Students are no longer tied to a specific class schedule; they can study at their own pace and schedule. This allows them to organize their study time according to their involvement in work or other activities.

In e-learning, ICT technology is at the core of the learning process. From learning videos, simulations, webinars, and online discussion platforms to using special learning applications, all of this enriches the learning experience. Innovative use of technology helps understand content more deeply in more engaging ways. E-learning facilitates interactive learning. Students are not only passive recipients of information but can also actively participate in online discussions, forums, or question and answer sessions. This builds a collaborative learning environment where ideas can be exchanged and understanding can be deepened through participant interaction. Through e-learning, education becomes more personalized. The learning platform can be tailored to each individual's needs and learning style. There is an opportunity to present material in various ways that each student can more easily understand. E-learning also provides powerful evaluation tools. From online quizzes to progress monitoring, e-learning allows for more efficient measurement of learner understanding and progress. This gives teachers a clear picture of areas needing more attention or improvement. Implementing e-learning can also reduce overall education costs. Learning costs can be reduced without the need for large physical infrastructure, transportation, or printed materials. Apart from that, the use of e-learning can also have a positive impact on the environment by reducing paper use and carbon emissions. Even though it has many advantages, e-learning also has challenges.

Not everyone has stable access to the internet. Besides that, there is also the issue of reduced social interaction, where learning directly with teachers and fellow students may be less pronounced. In

addition, a high degree of self-discipline is required to learn independently in an e-learning environment. The future of e-learning is very promising. With developments in technology such as artificial intelligence (AI), virtual reality (VR), and augmented reality (AR), the learning experience will be increasingly enriched. E-learning will also be increasingly integrated with industry needs, providing relevant skills directly to students. E-learning has become a major innovation in the world of education with a significant impact. Despite some challenges, technological developments and the need for wider access to education guarantee that e-learning will continue to develop into a more effective, flexible, and inclusive learning solution.

As an innovation in learning media, E-learning provides opportunities to transform Islamic religious education. This concept presents new possibilities for conveying religious values, traditions, and practices to students in a more connected and affordable way based on e-learning. It is important to understand that E-Learning provides great accessibility to information. Online platforms allow students to access various resources, from religious texts to recorded lectures from religious experts, without being limited by geographic location. This allows for a deeper understanding of the Islamic religion's principles and broadening students' knowledge of diverse religious perspectives.

The role of teachers in the context of e-learning is becoming increasingly important. They are not only presenters of information but also facilitators and guides in the learning process. Support from educational institutions, both in the form of training for teachers to master technology and providing adequate infrastructure, is vital. Using multimedia technology, such as video, audio, and animation, can enrich the learning experience. This multimedia content can help convey Islamic religious concepts more visually and interestingly for students. For example, recordings of worship practices or animations about the history of the Islamic religion can clarify concepts that may be difficult to understand in text form alone.

It cannot be denied that this change also requires adaptation to religious values and traditions. E-learning developers need to consider cultural and religious aspects in every content presented. This content must be designed carefully so as not to violate religious values crucial for Islamic religious education. Apart from that, evaluating the effectiveness of e-learning in Islamic religious learning is also important. Appropriate evaluation methods are needed to measure the extent to which e-learning positively impacts students' understanding, practical application, and engagement with religious values.

E-learning in this research was carried out through 3 stages, namely planning, implementation, and evaluation, with the following explanation: the planning stage for e-learning in Islamic religious education was carried out by analyzing needs, preparing curriculum and learning materials, selecting platforms and technology, and developing content. The implementation stage of e-learning in Islamic religious education is carried out with training for teachers and platform managers, class arrangements and material scheduling, development of online learning communities, monitoring, and support. The e-learning evaluation stage in Islamic religious education is carried out by evaluating the learning process and outcomes, collecting feedback, refining, and further developing. E-learning was created to make learning easier during the pandemic, but some counter-results require solutions (Niken Pratiwi, 2021).

As has been done in SKI learning at MAN Purwakarta, the learning has utilized e-learning as a learning medium. The implementation of e-learning includes prototype e-learning modules that are developed per the existing system, which is divided into teacher content and student content (Mayasari, 2015). Teacher content has wide accessibility, such as creating questions, making academic announcements, uploading lesson materials, and checking and announcing exam results. Meanwhile, student content is limited to viewing access (academic announcements, exam results), taking exams, and downloading study materials and assignments.

4. CONCLUSION

This research concludes that there are three functions of E-Learning as a learning medium: Additional Function, Complementary Function, and Substitute Function. Then, in the Islamic religious education learning process, the use of e-learning has three stages, namely the planning, implementation, and evaluation stages. The existence of E-learning makes it easier and faster to convey Islamic religious lessons even though there are still shortcomings. Human efforts to adapt to a learning system that continues to change is a concrete step in building an adaptive generation in every era.

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