

LEARNING MANAGEMENT PAI BASED ON E-LEARNING AT UNIVERSITY

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Abstract: The development of science and technology has a positive impact on the world of education. Various types of learning media, such as computers and internet networks, are the key to implementing e-learning learning. This study uses a qualitative descriptive approach. This study aims to describe and analyze the planning, implementation, and evaluation of e-learning-based learning. The results of the research are 1. Planning for PAI learning management based on e-learning at Billfath University Lamongan through creating student and lecturer accounts teachers designing PAI learning based on E-Learning by preparing Semester Implementation Plans (RPS), developing learning materials. 2. Implementing E-Learning-Based PAI Learning activities at Billfath University Lamongan include registration of E-Learning accounts for lecturers and students, E-Learning learning process 3. Controlling E-Learning-based PAI learning at Billfath University Lamongan through formative, summative, and formative evaluations, the lecturer gave the task to the students to conclude the material on the methodology of Islamic Religious Education by using an oral test. At the same time, the summative evaluation is carried out at the end of the semester, namely the mid-semester examination (UTS) and the final semester examination (UAS). Controlling E-Learning-based PAI learning at Billfath University Lamongan through an evaluation of the formative method. The lecturer assigns students a task to conclude the methodology of Islamic Religious Education by using an oral test.

Keywords: E-learning; Management; PAI.

INTRODUCTION

Education is part of life and is the first and foremost need for humans. Education is the need for every individual to develop their qualities, potential, and talents. Law No. 23 of 2003 concerning National Education System Learning is an interactive process between students and educators and learning resources in a learning environment. There are components related to the learning process, namely: teachers or lecturers, students or students, objectives, methods, materials, learning tools (media), and evaluation (Ministry of National Education, 2003).

Islamic Religious Education (PAI) is a conscious and planned effort to prepare students to believe, understand, appreciate and practice Islamic teachings through guidance, teaching, and/or training activities. For the objectives of Islamic Religious Education to be achieved, it is necessary to have effective learning where appropriate learning strategies are used, the steps for the activities to be carried out, including the infrastructure used, the media used, the material provided, and the methodology used are determined, used in carrying out learning activities.

Media is one of the critical factors that support successful learning. Omar H. Malik can use educational media in education and learning to stimulate new desires and interests, generate

motivation and inspiration for learning activities, and even have a psychological impact on students. I found that I have sex. The learning process dramatically helps the effectiveness of the learning process at this point and the delivery of messages and lesson content. Learning media can arouse students' motivation and interest and increase understanding, present data interestingly and reliably, facilitate data interpretation, and condense information (Arsyad, 2011).

The development of science and technology will positively impact the educational world. Various types of learning media such as textbooks and modules have emerged. They are used, followed by tape recorders, televisions, movies, and other audiovisual media such as computers and the Internet. E-learning-based learning media are typically used in schools to support face-to-face learning in the classroom.

With e-learning, students can bring learning materials anytime, anywhere, complete teacher assignments, and take exams through e-learning. For teachers themselves, especially PAI teachers, e-learning can be beneficial in providing learning materials. In addition, e-learning helps students learn the exam by automatically changing the results of the exams they take. It is based on the writing of the topic "Innovation of Islamic Religious Education (PAI) Based on E-Learning".

The term e-learning consists of two words, "e" and learning. E is an abbreviation for electronic device and means an object created according to the electronic principle. Learning means learning or learning. Therefore, e-learning can be interpreted as a learning process or learning using an electronic device such as a computer. The same is stated by Kamarga (2000) in connection with the concept of e-learning. That is, the materials used during learning activities are obtained by accessing them through electronic computing devices (Simanihuruk et al., 2019).

The same thing was also conveyed by Horton (2006) regarding e-learning, namely learning activities that are carried out not face-to-face in the classroom, which can make students bored because teachers are more dominant in delivering teaching materials, but learning activities are carried out using information technology and computers. Simanihuruk et al. 2019). Meanwhile, Linde (2004) also argues that e-learning is formal and informal learning using electronic media such as the Internet, intranets, CD-ROMs, videotapes, DVD, TV, mobile phones, and PDA. According to Kartasasmita (2003), one of the hallmarks of e-learning is the combination of technology and a variety of practical applications, with easy access to learning resources, teachers, and colleagues over the Internet (Simanihuruk et al., 2019).

Ghafiqi Faroek Abadi cites Empy Effendi (2015) in a study entitled E-Learning Based Islamic Education Learning Innovation published in Tasyri`Vol.22, Number 2, October 2015 explains the definition of e-learning from various definitions that are often used by many parties as follows: (1). E-learning is a type of teaching and learning that allows the delivery of teaching materials to students using the internet or other computer network media (2). E-learning is an

education system that uses electronic applications to support teaching and learning using the internet, computer networks, or standalone computers. (3). E-learning is everything that includes the use of computers in supporting the improvement of the quality of learning, this includes the use of mobile technologies such as PDAs and MP3players. Also, the use of web-based and hypermedia teaching materials, multimedia CD-ROM or websites, discussion forums, collaborative software, e-mail, blogs, wikis, computer-aided assessment, educational animation, simulations, games, learning management software, electronic voting systems, and others (Eternal, 2015).

Therefore, the features of e-learning are the Use of electronic technology services. Teachers and students, students and students, or teachers and students can communicate relatively easily using computers (digital media and computer networks) and are stored on computers that teachers and students can access anytime, anywhere. If you need a computer 24 hours a day, seven days a week for lesson planning, curriculum, learning progress, and educational administration issue.

Yaniawati's opinion confirms E-learning learning activities, (2010) The use of electronic devices such as computers during the learning process and accessing information related to teaching materials between teachers and students is referred to as e-learning (Simanihuruk et al., 2019).

The success of achieving goals in implementing e-learning-based PAI learning cannot be separated from the important role of an Education manager. This follows Yuniati & Prayoga's (2019) statement that learning management has a vital role in teacher teaching performance. If learning management is not planned and implemented properly, a program can't be successful (Akbar et al., 2021).

Ivor K. Davies stated that the role of educators as managers in the learning process in the classroom includes: 1. Planning, namely setting learning and teaching goals; 2. Organizing, namely connecting or combining all teaching and learning resources in achieving goals effectively and efficiently; 3. Leading motivates students to be ready to receive the subject matter; and 4. Evaluating, namely, whether the work or learning activities achieve the learning objectives that have been set, therefore there must be a learning evaluation process so that the results achieved can be known (Halik, 2019).

Therefore, in the implementation of learning, appropriate management concepts are needed. According to H. Melayu SP Hasibuan, Management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal (Thoha 2016). Stoner (1982): Management is the process of planning, organizing, leading, and controlling the efforts of organizational members and the use of other organizational resources in other to achieve stated organizational goals. Management is the process of planning,

organizing, leading, and controlling the work of organizational members and using all resources to achieve organizational goals (Winoto, 2020).

The management design above is reinforced by Terry's (1968) planning, organizing, mobilizing, and supervising to achieve the expected goals effectively and efficiently (Winoto 2020). According to Terry, (1968) planning, organizing, mobilizing, and controlling so that the expected goals can be achieved effectively and efficiently (Winoto, 2020).

In line with the above theory, Stoner (1995), planning is the process of setting goals and taking the necessary actions to achieve them (Winoto, 2020). With the understanding of the management theory above, the instructor must first prepare that the plan can be developed as a process of setting goals and actions so that the expected goals can be achieved effectively and efficiently.

After the implementation of planning (planning) the second is organizing (organizing). Buford and Bedeian (1988): Organizing is the grouping of activities necessary to attain established objectives. Organizing is a grouping of activities needed to achieve predetermined goals (Winoto, 2020). Terry (1967): Organizing is the act of seeking cooperative relationships between people in the organization effectively, and efficiently (Winoto, 2020).

Thus, Organizing can be interpreted as a processor implementation in the preparation of work tasks and responsibilities. Organizing is also the whole process of grouping all duties, responsibilities, authorities, and components in the Cooperation process to create a sound work system to achieve the goals that have been set. Organizing is carried out based on the objectives and work programs as generated in the planning.

Next, the third press. Terry (1967): Acting is an attempt to encourage members of a group to achieve and wish for the goals and objectives of an organization. In other words, organizing is an activity designed for all groups to work honestly, enjoyably, and passionately to achieve their goals after planning and organizing efforts (Winoto, 2020). On the other hand, Koontz (O'Donnel, 1982) defines the movement as an individual aspect caused by the effective and efficient placement of subordinates and the division of labor to the organization's goals. (Winoto, 2020).

Mobilization drives people to achieve set goals effectively and efficiently. This understanding is consistent with some experts mentioned above. The next step in the fourth management design is oversight by Terry (1967).

Management needs to determine what has been achieved, evaluate it, and, if necessary, take corrective action to ensure planned results. Supervision is an activity to find and correct deviations from planned activities. (Winoto, 2020). Buford and Bedeian (1988): The controlling function completes the process of management by measuring accomplishments against plans. The supervisory role is a management process by measuring the achievement of the plan. Stoner,

Freeman, and Gilbert (1995): Supervision is the process of ensuring that activities run according to planned activities (Winoto, 2020).

Based on the conception of the notion of controlling stated above, it can be concluded that supervision is a continuous process of managerial activity to control performance so that organizational activities run following the goals set in organizational planning or educational institutions. From this understanding, there are at least three cores contained in it. First, supervision is said to be a process. That is, supervision is a systematic step that is an integral part of the effectiveness of the organization's goals. Second, supervision is an ongoing continuous activity. Third, supervision is a managerial activity that aims to avoid deviations in the implementation of planning.

In the practice of education in high schools, supervision is a very important managerial activity. There are at least three factors why supervisory managerial activities are considered important. The first is the accountability factor. For human resources in high schools to carry out their respective duties and responsibilities, they need to know exactly what their duties and responsibilities are, how their performance will be measured, and the standard of performance success that is used as a criterion in its measurement. It is impossible to carry out this responsibility in earnest without a good monitoring system.

The research conducted by Najamuddin Petta Solong (2021), entitled *Management of Offline and Online Learning in Achieving Competence*, states that: The results of the study and discussion show that there are differences in the management of offline and offline learning both in terms of methods, media, and learning processes. Which complement each other. in achieving essential competencies. Learning management, both offline and online supports each other to attain basic competencies according to the curriculum because each has not been fully completed (Petta Solong, 2021).

The research conducted by Rohidin, Aulia, and Fadhil (2015), entitled *the E-Learning-Based PAI Learning Model*, said: implemented. Furthermore, the implementation of e-learning in PAI learning at SMAN 13 Jakarta combines e-learning and traditional systems. Third, the obstacles to implementing PAI e-learning are (1) computer limitations, (2) the rating system is not online yet, and (3) internet access speed (Rohidin et al., 2015).

The research carried out by Lubis, Yusri, and Media Gusman (2020), under the title *E-Learning-Based Islamic Education Learning*, said: Policies are implemented in MTS. During the Covid-19 Islamic Religious Education emergency period, lectures were set to continue but using a remote system based on an internet network. These directives are always enforced by official regulations. The various learning innovations that can be applied are 1) Innovation in extracurricular activities. 2) Presentation of multimedia learning. PAI learning emphasizes the motto "friendly". Online-based discussions and assignments, application of project-based

methods, evaluation of activity-based learning. 3) Innovation in extracurricular activities 4) Reading and memorizing the Quran every day (Lubis et al., 2020).

From the three previous studies above, it is still possible to develop research at BilFatt University, Lamongan, because the research object is at the junior and senior high school levels. In contrast, this research was conducted at universities.

Based on initial observations, Bilfas University's e-learning is a portal developed by the Bilfas University Institute for Information and Communication Technology Development (LPTIK), conducting distance learning events in synchronous and asynchronous learning formats. It was determined that it would be used. In the portal, users have levels consisting of administrators, course creators, teachers, students, and guests. Bilfath University Lamongan is a university founded in 2016 and is a formal self-development venue in the fields of scholarships, skills, and personality within the Alpharetta Islamic Boarding School in Siman Village, Sekaran District, Lamongan Regency. It is one of the educational institutions. Service to the community. All of these must be inspired by the Islamic values of Ahlussunahwal Jama'ah and being Indonesian. If this mission can be carried out consistently, the ideal of promoting civilization, prosperity, and social justice dreamed by KH Abdul Fatah, the founder of the Alpha Islamic Boarding School, will be easily achieved.

Responding to Billfath Lamongan university, which is one of the new institutions in the al Fattah Siman Islamic boarding school, the findings of the researchers found obstacles in the learning process, especially in the limitations of classrooms and the demands of the dynamics of science and technology, which are an integral part of the struggle for the existence of Billfath Lamongan University. So there is a need for innovation in the implementation of learning to reduce the impact of the above in the hope of implementing effective learning and the results are following the plan.

In the implementation of learning, the demands of scientific dynamics and the realization of innovation in the rapid development of educational technology. Therefore, in 2020, Ramongan, University of Bilfas, developed an e-learning-based learning model to be precise. In the context of e-learning-based PAI learning management, faculty members need to have a solid understanding of how learning management is linked to campus vision and mission realization.

From the explanation above, the researcher is interested in conducting research entitled E-Learning-Based PAI Learning Management at Billfath University Lamongan.

METHOD

This research approach is descriptive qualitative research, with the type of case study research, is a type of intensive, integrated, and in-depth social science research (Creswell, 2016)The aim is to develop knowledge by exploring the object of study with an explorative

nature. This study was used to determine the role of the Bill Fath University rector, vice-chancellor, and lecturer, in management PAI learning based on E-Learning. In general, research subjects include sources (informants), observation instruments, and documentation (archives/libraries). While the subjects in this study were Vice-Chancellor I, and as informants were lecturers and students. The method of selecting this data source is snowball sampling. Data were collected through observation and interviews with Deputy Director I, lecturers and staff, as well as students during the e-learning course. In addition, data collection is also carried out through documentation of the implementation of E-Learning-based learning. These documents are e-learning-based learning attendance, lesson plans, activity notes, and e-learning documents. Miles & Huberman Data Analysis was used to analyze the data in this survey. Data analysis was carried out in the form of initial data compaction, presentation of the data obtained (data display), and the final stage in the form of data inference (Harahap, 2020). This data analysis begins with data from the informants in this study. The data collected is reduced by sorting out things that are less important in this study and reducing the discussion of observer data with colleagues. After that, the data is presented (displaying), important data is presented and conclusions are drawn. The last step is to conclude, in this phase the researcher interprets by reviewing the results of interviews that are focused on following the research objectives (Sugiyono, 2019).

RESULTS AND DISCUSSION

PAI Learning Planning Based on E-Learning at Billfath University Lamongan

The management of learning planning at the University of Billfath Lamongan existed during this covid pandemic, namely in the 2020-2021 academic year by developing a campus website and accessed at <https://elearning.billfath.ac.id/>. not maximized and many lecturers are still unable to take advantage of it, not because e-learning is difficult to access but because of the ability of the lecturers themselves, how to develop self-upgrades or adjust competencies amid this pandemic, especially senior lecturers in terms of age where they are to follow technological developments very difficultly, but for young lecturers they still use e-learning even though it has not been used to its full potential the first reason is difficult to access the second e-learning is not familiar As for the weakness of online, especially the use of data that is too much internet network and the signal does not support offline, students enjoy a little online.

For more details, knowing about the implementation of E-Learning learning management, the researcher emphasized that by looking for data through interviews with the LTKJ team or E-Learning operators at Billfath University Lamongan as follows: The e-learning system that needs to be prepared in advance is to make classes according to the lecture schedule, enter students to the E-Learning class according to the schedule, entering the lecturer in charge of the courses according to the schedule, preparing lecture attendance.

After the planning is complete, further Organizing the e-learning system before the lecture starts, students have got an e-learning account according to the student's parent name, after that a week before the lecture there is the socialization of the use of e-learning both from the lecturers and students so that it is hoped that lecturers and students will have no difficulty in using e-learning. they were given to socialization activities.

E-Learning management activities begin with further organizational planning. The movement of the implementation of the e-learning system is to the expectations of the Billfath University community, both from the lecturer's and students' perspectives. Regarding infrastructure and understanding of the e-learning platform, it is good or mastered during the evaluation of learning this semester, both lecturers and students. Did not find significant obstacles, as evidenced by the results of a survey issued by the LTKJ team. And the last one is supervision or evaluation. Before proceeding, it is necessary to understand that e-learning is included in the area of the academic division of vice-chancellor I, where evaluation is carried out before the beginning of each semester starting from the speed of service. When lecturers or students experience problems or difficulties in accessing, regular system maintenance.

The advantages of the first e-learning are that it makes it easier for lecturers and students to carry out online or online learning, the second makes it easy for lecturers to provide lecture materials to students, and the third makes it easy for students to be absent online, the fourth includes convenience for recapitulating student attendance for lecturers. Fifth, providing comfort in giving quizzes or assignments to students for end-of-semester assessment. The first shortcoming is still not integrated with the Siakad, so lecturers still work twice in providing student attendance and grades. Secondly, the lack of students who have laptops, so they still use gadgets or handphones in the implementation of lectures, and the third is still using other platforms for learning media,

Seeing the importance of learning today, seeing the development of learning technology is increasingly rapid, therefore a teacher or lecturer must be more competent and professional in seeing the phenomenon of developing technology and making use of the technology to develop the competence of teachers or lecturers in achieving learning objectives, the statement above is clarified with the results an interview by Mr. Nur Divinen as a PAI Lecturer at Billfath University as follows: After 2020 was hit by a pandemic, universities racked their brains so that education or learning could continue.

The next stage is to design a learning model used in E-Learning learning. The second step is for each lecturer to design an E-Learning-based PAI learning management, including preparation of Semester Learning Plans (RPS), preparation of question grids for quizzes, Middle Semester Exams (UTS), Final Semester Examination (UAS), and End of Year Assessment.

For more details, the researchers present a table of research results on the focus of E-Learning-based PAI learning management planning as follows:

Table 1. Research Results on the Focus of E-Learning Based PAI Learning Management Planning

Research focus	Research Findings
E-Learning-based PAI Learning Planning at Bil Fath. University	1. Creating lecturer and student accounts on the Bil Fath University website 2. RPS Creation 3. Designing a learning evaluation model

The researcher's analysis is based on the exposure of the data above that the E-Learning-based PAI Learning Management Planning at Billfath University Lamongan Daya is carried out with the first step is uploading learning device documents to E-Learning. This uploading begins before the implementation of active learning or has entered an active lecture at the University of Billfath Lamongan. The next stage is to design a learning model that will be used in E-Learning-based PAI learning. The second step is for the lecturer to design an E-Learning-based PAI learning which includes the preparation of semester implementation plans (RPS), preparation of lecture contacts, development of learning materials/materials, and preparation of question grids for quizzes, daily tests, mid-semester tests (UTS).

The above data representation corresponds to the opinion of Usman Husaini (2013) in planning theory. A plan is an activity that will be carried out in the future to achieve the goal, and the plan has several elements, including some preparations. Established activities, processes, results achieved, and future within a specific time (Usman 2013).

Implementation of E-Learning-Based PAI at Billfath University Lamongan

a) E-Learning account registration

In E-learning learning at Billfath Lamongan in learning, students and lecturers must have an e-learning account first. If not, the student or lecturer cannot enter. Therefore, to obtain an account, both students and lecturers can contact the LTKJ Billfath Lamongan team asking for an E-Learning account and password. E-Learning accounts and passwords at Billfath Lamongan have been synchronized with student and lecturer data, namely, name data like user names and passwords using NIM for students while NIDN user names for lecturers' E-Learning passwords.

Responding if there is a problem with forgetting the password if it has been changed by a student or lecturer, you must immediately confirm with the LTKJ team at Billfath University to reset the user name and create a new password, and maybe if there are new lecturers or students

are constrained not being able to enter E-Learning because of a system error or the data has not been entered by the operator, it must be confirmed with the LTKJ team at Billfath University.

The service team of the LTKJ Billfath University was mobilized to fully respond to input or consultation from lecturers and students regarding the constraints of the E-Learning system, with the hope that in the development of E-Learning at Billfath University learning can achieve the goals according to the plan.

b) E-Learning learning process

Learning activities with E-Learning are started by the user (student/lecturer) by entering the Billfath E-Learning portal by entering the URL <https://elearning.billfath.ac.id/> in the browser, then selecting the login menu on the system to perform activities in the system. It should be noted that there are distractions and distractions. The most obvious difference between distance learning and face-to-face learning is the learning environment. Face-to-face learning is carried out in a campus environment with an atmosphere that has been maintained so that it is conducive. While online learning is generally carried out at home. Which of course has an unavoidable distraction. Both distractions are sounds, views, activities, and various other distractions. Thus, students find it difficult to keep their focus on learning.

The practice of e-learning-based PAI learning begins from 13:00 to 14:30 and lasts for 80 minutes at the meeting. Instructors use Google Meet as a medium or means of e-learning-based PAI learning. The lecturer's opening greeting to start learning was continued by explaining the lattice of the material to be discussed in the lesson for about 60 minutes then the lecturer displayed a PowerPoint slide on google meet to clarify students' understanding of PAI and also in creating learning innovations to make it more interesting and not stagnant or monotonous. in learning.

Preliminary Activities The lecturer conveys student experience apperceptions about the meaning of Islam, information on goals to be achieved, and information on lecture activities. In the introduction, the lecturer used the lecture method for 10 minutes. **Core Activities** The lecturer examines the concept of meaning, purpose, and methods of understanding Islam and observes various methods of understanding Islam in daily life. In the core activity, the lecturer uses a discussion method for 80 minutes. **Closing Activities** The lecturer concludes the lecture material and Reflects on activities and **Follow-up** In closing activities the lecturer uses the lecture method for 10 minutes

After that. The lecturer tells the students to fill out the attendance list in the e-learning link that has been prepared by the lecturer, and please note that in filling out the absence after learning or leaving Google Meet, the student cannot repeat the absence, so the student is considered absent or absent. When it is done, it can be negotiated and changed directly by the lecturer if the student concerned immediately confirms attendance that the lecturer has not filled.

For more details, the researcher presents a table of research results on the focus of the implementation of E-Learning-Based PAI learning management as follows:

Table 2. Research Results on the Focus of The Implementation of E-Learning Based PAI Learning Management

Research focus	Research Findings
Implementation of E-Learning-Based PAI learning management at Bil Fath. University	a) E-Learning account registration https://elearning.billfath.ac.id/ b) E-Learning learning process

The researcher's assumption is related to the observation findings above the E-Learning-based PAI learning management design activities at Billfath Lamongan University at the stages of the PAI learning process starting from preliminary activities, core activities, and closing activities. In the preliminary activity, the lecturer conveys greetings and orders to fill in lecture attendance, meanwhile the core activity continues to deliver lecture material and in the last closing activity the lecturer gives assignments to students to conclude the material then the lecturer delivers closing greetings.

The data presented above is by the opinion of Learning with the E-learning model based on the learning theory of Cognitive Theory and Constructivism Theory. The study of cognitive learning theory of students in the process of learning activities by functioning of the elements of cognition, especially the element of mind, from students to be able to recognize and understand stimuli that come from outside starting from learning tools, methods, and learning media. In other words, learning activities for students are emphasized internal processes of thinking, namely the information processing process.

Constructivism theory establishes four assumptions about learning, namely: 1) Knowledge is physically constructed by students who are involved in active learning. 2) Knowledge is symbolically constructed by students who make representations of their activities. 3) Knowledge is socially constructed by students who convey their meaning to others. 4) Knowledge is theoretically constructed by students who try to explain objects that they do not understand. The learning steps according to Arends (2008) are orientation, organization, investigation, presentation, as well as analysis, and evaluation (Syahril, 2019).

E-Learning-Based PAI Evaluation at Billfath University Lamongan

Evaluations of e-learning-based PAI learning at Billfath Lamongan are conducted twice each semester at UTS and UAS. The result of the evaluation itself is in the form of grades for the tasks the student has undertaken. Assignment activities (assignments) allow teachers to

communicate, collect and give grades, and provide feedback on assignments. Students can send or upload files such as Word documents, images, audio, and video clips. In addition, students can enter text directly into a text editor. You can also use the assignment option to remind students of assignments that need to be completed offline and do not require digital content. B. Handicrafts, etc. Students can submit their work individually or as a member of a group.

When reviewing an assignment, teachers can leave feedback comments or upload files. B. Tagging student posts, commented documents, or audio feedback. Tasks can be evaluated using advanced evaluation methods such as numbers or category scales, or rubrics. The final value is recorded in the value book.

The evaluation of E-Learning-based PAI learning at Billfath Lamongan is carried out every semester twice at UTS and UAS. The results of the evaluation itself are in the form of scores from assignments that have been completed by students. And these activities are carried out by discussions between students while the lecturer is a supervisor in the class to assess active students and inactive students. The second is the final evaluation of the semester, namely the implementation of the mid-semester and end-semester exams, using the google form whose link is attached to the e-learning, which will be assessed by the student's test results.

For more details, the researcher presents a table of research results on the focus of evaluation PAI learning management based on E-Learning as follows:

Table 3. Research Results on the Focus of Evaluation PAI Learning Management Based on E-Learning

Research focus	Research Findings
Evaluation of E-Learning-Based PAI learning management at Bil Fath University	a) Evaluation, formative through assignments b) Summative evaluation through UTS and UAS

The researcher's analysis is based on the above explanation. University e-learning-based PAI learning assessment activities are conducted by formative and comprehensive methods by the Bilfas University Ramongan e-Learning Operator (LPTIK) and PAI course instructors. For formative assessment, the instructor gives students the task of completing the Islamic Education Methodology material in an oral exam. Comprehensive evaluation, on the other hand, takes place at the end of the semester, between the mid-semester exam (UTS) and the final exam (FH).

With Muhaimin (2009), the above data is a systematic process in which assessment collects, analyzes, and interprets information to determine the success rate of implementing a school program against specific criteria for decision-making purposes. It matches. Information about the evaluation results is compared with the goals set in the program. If the result matches

the set goal, it means that the program is effective. Otherwise, the program is considered invalid (Hanief 2021).

CONCLUSION

1. E-Learning-based PAI Learning Management Planning at Billfath University Lamongan

The first step is to upload learning tool documents to E-Learning. This uploading begins before implementing active learning or has entered an active lecture at the University of Billfath Lamongan. The next stage is to design a learning model that will be used in E-Learning-based PAI learning. The second step is for the lecturer to design an E-Learning-based PAI learning which includes the preparation of semester implementation plans (RPS), preparation of lecture contacts, development of learning materials/materials, and preparation of question grids for quizzes, daily tests, mid-semester tests (UTS), final exams Semester (UAS) and Final Assessment based on E-Learning.

2. At the activity stage of implementing E-Learning-based PAI Learning at Billfath University Lamongan

- a) E-Learning account registration for lecturers and students
- b) E-Learning learning process

The PAI learning process begins with preparatory, core, and final activities. In the preparatory activity, the instructor gives greetings and instructions to complete the lecture attendance, the core activity continues to provide the lecture material, and in the conclusion activity, the instructor gives the student a task to complete the material, and then the instructor will give a graduation greeting.

3. Monitoring (controlling) PAI Learning based on E-Learning at Billfath University Lamongan

E-learning-based PAI learning evaluation activities at universities are carried out by e-learning operators (LPTIK) and lecturers for PAI courses at Billfath University Lamongan with formative and summative methods. As for the formative evaluation, the lecturer gives assignments to students to conclude the material of Islamic Education methodology by using an oral test. A comprehensive evaluation is done at the end of the semester, namely the mid-semester exam (UTS) and the end-semester examination (UAS).

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