

IMPLEMENTATION OF MADRASAH E-LEARNING MEDIA IN HISTORY SUBJECTS AT MAN 1 PALU CITY

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This paper discusses the application of E-learning madrasah in history subjects at Madrasah Aliyah Negeri 1 Palu City. This research is a qualitative research. The data collection techniques used were observation, interview, and documentation. Qualitative data analysis uses data reduction techniques, data presentation, and conclusions. The implementation of e-learning in History learning in class XI IPS students is to do learning planning in advance by making lesson plans in the form of learning materials, methods used to evaluate learning. In the process of learning history there are several stages including first planning, the teacher prepares a draft online lesson plan (RPP), syllabus, then prepares learning materials in the form of PowerPoint (PPT), and assignments. Second, implementation, the teacher uploads the material and conveys the important points only, then continues the question and answer session, and gives independent assignments that are collected according to the deadline or collection deadline. Third, teachers conduct learning evaluations, such as assessments seen from student learning outcomes, student attitudes and seen from learning practices. In addition, the results of research and interviews that have been conducted show that there are two factors that influence the use of E-Learning, namely supporting factors and inhibiting factors.

Keywords: Madrasah E-Learning; history learning

1. INTRODUCTION

Education is an effort to mature humans and be responsible for themselves and others. With education, humans or students can guide themselves from ignorance, ignorance and knowledge intelligence. Education has an important role in order to educate the nation's life and develop Indonesian people as a whole. The priority of education development starts from elementary schools, which are educational units that equip and prepare students to be able to follow further education to a higher level. Therefore, improving the quality of education in primary schools must be optimized. Education is the learning of knowledge, skills and habits of a group of people passed down from one generation to the next through teaching, training or research. Education according to Notoatmodjo (2003) education in general is all efforts that have been planned to influence other people, whether individuals, groups, or communities so that they do what is expected by an educator. In the Indonesian Law No.20 of 2003 article 1 defines education as a planned conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Education is also classified as one of the pillars of strategic human resource development in national development, in the sense that quality education will certainly guarantee the future of the nation and be able to empower or develop the country into a developed country. Education is also a necessity that will make humans develop and be ready to face challenges in the future. Efforts to improve the quality of education in schools can be done through learning. Abdillah, M.F., Amalia, Y. & Sulistyowati, (2021).

In the era of the Corona Virus Disease-19 (Covid-19) pandemic, education and learning must still be carried out, the government through the Ministry of Education and Culture (Kemendikbud), has made various ways of adjusting learning that does not burden teachers and

students, full of character strengthening values along with the development of the emergency status of Corona Virus Disease-19 (Covid-19). These adjustments are already in Circular Letter Number 2 of 2020 concerning the prevention and handling of Corona Virus Disease-19 (Covid-19) within the Ministry of Education and Culture (Kemendikbud) and also Circular Letter Number 3 of 2020 concerning the prevention of Corona Virus Disease-19 (Covid-19) in educational units.

The joint decision of the Ministry of Education and Culture (KEMENDIKBUD), Ministry of Religious Affairs (KEMENAG), Minister of Health, and Minister of Home Affairs regarding guidelines for organizing learning in the 2020/2021 school year and 2020/2021 academic year during the Corona Virus Disease-19 (Covid19) pandemic, education units located in the yellow, orange, and red zones, and red zones are prohibited from conducting face to face learning processes in educational units and Circular Letter of the Secretary General of the Ministry of Education and Culture (Kemendikbud) Number 15 of 2020 concerning guidelines for organizing learning at home during the emergency period of the spread of Corona Virus Disease-19 (Covid-19), decision of the Director General of Islamic Education Number 2791 of 2020 concerning emergency curriculum guidelines in madrasah. Abdillah, M.F., Amalia, Y. & Sulistyowati, (2021).

Hikmah Shofaul (2020) describes madrasah e-learning as an application created by the Directorate of Curriculum, Institutional Facilities and Student Affairs (KSKK) madrasah to be utilized by teachers and students in carrying out distance learning, both during the Corona Virus Disease (Covid) pandemic and later after the pandemic ends. According to Rusman (2012), distance learning during a pandemic is greatly assisted by the internet media to facilitate communication between students and teachers, do assignments, take exams, check grades, and so on.

The use of E-learning media during the pandemic has been widely applied in schools. However, the use of its application is different in carrying out learning. It is evident from several existing studies, one of which examines the implementation of E-learning during a pandemic. The implementation of learning uses applications as support for E-learning such as the use of google classroom, YouTube, zoom, and WhatsApp applications. Meanwhile, Madrasah Aliyah Negeri 1 Kota Palu as one of the educational institutions under the Ministry of Religious Affairs made the decision to utilize the madrasah E-learning application used in distance learning. Armed with a guidebook provided by the ministry of religion about E-learning madrasah and with the principle of mutual cooperation and complementarity among teachers, student guardians and students, distance learning can finally be implemented properly.

Based on this, the research of Madrasah Aliyah Negeri 1 Palu should be raised, the school has used E-Learning media as a learning medium, not least in history subjects, with the reason of wanting to conduct research in using E-learning madrasah to complement the learning process carried out by students and teachers in History subjects at Madrasah Aliyah Negeri 1 Palu City. Thus the researcher made the title "Application of E-Learning Madrasah in History Subject at Madrasah Aliyah Negeri 1 Palu City, with the formulation of the problem of how the application of E-learning madrasah in history subject at Madrasah Aliyah Negeri 1 Palu City.

2. RESEARCH METHODS

The type of research used is qualitative research. Qualitative research with an ethnographic approach that aims to examine the conditions of natural objects, researchers as key instruments, data collection techniques are triangulated, data analysis is inductive and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2007). This research was conducted at MAN 1 Palu City with student resource persons, history subject teachers, deputy head of madrasah, and the person in charge of E-learning. Data collection methods in this research are observation, interview and documentation.

3. RESULTS AND DISCUSSION

Madrasah e-learning application is an electronic learning media in the form of a free distance learning application designed to support the learning process in Madrasah Ibtidaiyah

(MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) to be more structured, interesting and interactive. This application has 6 access roles including access roles used for madrasah moderators (administrators), subject teachers, instructors, homeroom teachers and supervisors (directors and staff). With several features in the madrasah e-learning application that help teachers to prepare learning models and questions or other tasks during distance teaching and learning activities, it is hoped that by using the application student learning outcomes can be optimized (Wicaksono, 2021).

The implementation of e-learning was carried out before covid, namely in 2018 during the earthquake in the city of Palu which resulted in school facilities including damaged classrooms at that time students learned to use e-learning for about 3 months and were reused when the covid pandemic hit Indonesia. Its implementation must be followed by all students of Madrasah Aliyah Negeri 1 Palu City and taught by their respective subject teachers and with the cooperation of homeroom teachers and madrasah stakeholders. The implementation of e-learning, learning is carried out indirectly or in other words between teachers and students do not meet face to face. As revealed by Ardiansyah that e-learning is a learning system used as a means for the teaching and learning process carried out without having to meet face to face directly between teachers and students. (Ardiansyah, 2013: 5). Features in the E-learning madrasah application that help teachers to prepare learning models and questions or other tasks during distance teaching and learning activities are expected to optimize student learning outcomes Wicaksono (2021).

1. Utilization of Madrasah E-Learning Features in History Learning

Madrasah e-learning is an open source application such as Quipper School, Schology, E-Front, Edmodo and Moodle. The use of this application can be enjoyed for free in the field of education. On July 19, 2020 by the Ministry of Religious Affairs of the Republic of Indonesia, this E-Learning Madrasah is another breakthrough in the world of education. Furthermore, in this application, there is a menu that can support the continuity of learning activities apart from learning materials, assignments, evaluations and discussions. There are learning materials in the form of modules that can be downloaded and stored easily through the available menu. In addition, there are also online tasks or evaluations provided in this application to determine the level of mastery of students of the material that has been conveyed. On this menu, students can also see the scores obtained from working on practice questions directly through online. Then there is also a menu for discussion which is useful for exchanging ideas or for additional discussion activities related to material that is less clear so that discussion can be carried out again by means of discussion.

The implementation of e-learning in History learning for grade XI students at Madrasah Aliyah Negeri 1 Palu City is appropriate in the online learning process during the Covid-19 pandemic. This is because in the implementation of e-learning, learning is carried out not directly or in other words between teachers and students not face to face. As revealed by Ardiansyah that e-learning is a learning system that is used as a means for the teaching and learning process which is carried out without having to meet face to face directly between teachers and students. (Ardiansyah, 2013). In addition, the implementation of e-learning also utilizes technological developments such as laptops, computers, devices and internet networks. This is in accordance with the opinion of Lubis, Yusri and Gusman that e-learning is basically used for distance learning that uses internet network devices (Lubis et al, 2020). And strengthened by the opinion of Darin E. Hartley who states that e-learning is a type of teaching and learning that allows the delivery of teaching materials to students using the internet, intranet or other computer network media (Hendrastomo, 2008).

The use of e-learning in the implementation of distance learning during this pandemic makes it easier for teachers and students to deliver and receive learning materials. The implementation of e-learning in History learning must be implemented by all students and teachers in madrasah. This is because the use of e-learning is required by the Ministry of Religious Affairs. Thus, the implementation of e-learning involves various learning components such as teachers, students, learning objectives, learning activities and evaluation. This is in accordance with what Amiruddin revealed that learning is a learning process carried out by the teacher in guiding, directing, and helping students to have a learning experience (Amiruddin, 2019). The purpose of implementing e-learning in History learning is to continue to build collective memory and motivation so that students know their nation and serve as a foundation in building a sense of unity and integrity and developing students' historical thinking patterns through various information about history that is always developing on the internet network even though the learning process is online and during the co-19 pandemic.

The implementation of e-learning requires preparation that must be provided by madrasah, namely providing motivation to teachers to use and follow technological developments, providing socialization and training using e-learning and making interesting learning content. Then, infrastructure facilities in the form of internet networks (wifi), IT system development in implementing e-learning, procurement and maintenance of both computer/laptop hardware also need to be prepared at that time because the use of computers or laptops is more comfortable to use when compared to using gadgets or gadgets according to the characteristics of e-learning according to Ananda Hadi Elyas, namely utilizing electronic technology services, teachers and students can communicate relatively easily without being limited by things that are protocol; utilizing computer sophistication (Elyas, 2018).

Utilizing electronic media so as to obtain information and communicate easily and quickly, either between students and learning, or learners with learning; utilizing computer media, such as computer networks or (digital media) (Munir, 2012). Learning is carried out online from the planning process to the evaluation process which in its application is carried out jointly between teachers and students. As the type of e-learning is in accordance with the type of synchronous training that requires educators and learners to access the internet simultaneously (Hartanto, 2016).

The process of implementing e-learning in History learning in class XI IPS during the pandemic goes through several stages, namely learning planning, making teaching materials and delivering learning including learning preparation, introduction, core and closing activities. This is as the opinion of (Hanum, 2013).

First, Learning Preparation. The teacher's learning planning stage prepares a covid-19 emergency lesson plan which is used as a guideline in carrying out learning, so that learning can run well and can achieve the expected learning objectives. Furthermore, making teaching materials, which are compiled based on the lesson plan that has been made and contains material that will be delivered to students. The making can be in the form of videos, images or audio adapted to the teacher's creativity. If teachers are more creative in making teaching materials, the success rate of learning will be higher. This is because students tend to like teaching materials that are interesting and easy to understand.

Second, Introduction. the next stage of delivering teaching materials, at this stage the teacher still has to do several stages, namely learning preparation. The preparations made

are preparing the equipment that will be used in the implementation of learning. The next stage is the introduction, the teacher takes attendance, uploads teaching materials, says greetings, greets students and asks students to take attendance on e-learning.

Third, the Core Activity. This stage contains teacher directions through the e-learning timeline to open learning materials. This learning has the characteristics of self learning materials where the material is learned by students themselves (Munir, 2012). After the material is delivered, the teacher observes student activities through the e-learning menu, namely student monitoring. Then, the teacher uses the question and answer method to ask students about the material that is not clear. The last stage is closing which contains giving assignments to students. Giving assignments as a learning evaluation aims to assess how the implementation of e-learning and the extent of the achievement of the e-learning process to be felt by students.

The form of evaluation carried out by the teacher is taken by giving practice questions through CBT e-learning or by giving questions sent through the e-learning teaching material menu. After that, the teacher closes the lesson by saying greetings. In the implementation of e-learning, there are supporting factors in the implementation, namely e-learning has been equipped with various complete menus needed in the implementation of learning, school infrastructure facilities are complete with the procurement and maintenance of laptops or gadgets, then wifi and madrasah IT systems which are also continuously developed in order to keep up with the times and can meet the needs of students. However, there are inhibiting factors from the implementation of e-learning, namely that there are still students who do not have adequate laptops or gadgets to be used in implementing e-learning. In addition, students have difficulty getting a signal in accessing e-learning and lack of internet quota if it is always used to access e-learning.

The selection of madrasa e-learning as a solution in implementing learning during the Covid-19 pandemic is considered appropriate because madrasa e-learning is complete as in it there are menus such as menus for attendance, teaching material menus, even up to evaluation and assessment, then the features displayed have also been made a class system, Whatsapp blasts and video conferences are also available. Student attendance is also monitored whether they are present during the learning schedule or not which can be seen by downloading the student attendance record. Student activity can also be seen whether students have opened timelines, teaching materials through the student activity monitoring menu for 24 hours so that the administration is very complete and good if implemented during a pandemic.

2. E-Learning Usage Factors

The results of research and interviews that have been conducted and show the existence of two factors, namely supporting and inhibiting factors that affect the use of E-Learning. Supporting Factors E-Learning is one of the learning systems used during the pandemic and has a complete menu both in terms of administration, planning to assessment results. The completeness that exists in e-learning makes it easier for teachers to carry out learning. Teachers can easily arrange learning plans, deliver learning to assess students, teachers can also monitor students through the menu provided in e-learning. The use of e-learning in the pandemic makes it easier for teachers to deliver material to students, e-learning in it is also complete so that it makes it easier for teachers to take care of student administration both in terms of attendance to assessment. The benefits of learning through E-learning are economical, accessible, efficient, interactive, collaborative, flexible, independent and creative. E-learning is also ready for rapid

adoption and adoption, as users are motivated by its benefits. The same is the case with madrasa E-learning (Hadisi, 2015).

The inhibiting factor in the use of e-learning is the unstable internet network and internet quota. The inhibiting factor for teachers in implementing e-learning is the decreasing response of students who are less active in participating in online learning, especially using e-learning. Teachers have to communicate directly with students personally or contact homeroom teachers to help communicate with students or parents.

4. CONCLUSIONS

Based on the results of the research obtained by researchers while conducting research at Madrasah Aliyah Negeri 1 Palu City, it can be concluded as follows:

First, the process of implementing e-learning in learning History in class XI IPS students is to do lesson planning first by making lesson plans in the form of learning materials, methods used to evaluate learning. The making of the lesson plan has changed in its composition because it becomes just one sheet called the lesson plan of the lesson plan. Then, designing and making materials made by teachers in the form of powerpoints and video content shared on e-learning. As for the delivery of learning, the steps taken are: first, learning preparation, the teacher prepares the tools needed in the implementation of e-learning, second, the teacher logs in. third, the teacher provides an introduction through the e-learning timeline by uploading teaching materials on e-learning, greeting and greeting the children then asking students to take attendance. After that, the teacher gives directions to understand the material in the teaching material feature in e-learning. teaching materials used by teachers have the nature of Self Learning materials where the material is learned by students themselves and online learning using e-learning requires student independence in the implementation of learning. After that, the teacher applies the question and answer method to ask students if there are questions after looking at the teaching materials that have been given. The last process is closing by closing with greetings and giving assignments as a learning evaluation. Evaluation is carried out every two or three materials completed by giving multiple choice questions on CBT e-learning, google form or whatsapp.

Second, the supporting factors for the implementation of e-learning in learning History in class XI IPS students are the use of e-learning makes it easier for teachers and students because all the needs in the implementation of learning have been backed up by e-learning, besides that the majority of students are proficient in operating technology both using gadgets and laptops. The infrastructure for teachers at school is adequate, both the availability of computers and wifi. While the inhibiting factors in e-learning learning are not all students have gadgets or laptops that are adequate in the implementation of e-learning learning, many students are in blankspot areas or difficult signals so it is difficult to access e-learning, besides that, limited student quotas also make it difficult for students when accessing teaching materials in the form of videos.

5. LITERATURE

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