PAPER • OPEN ACCESS

Integration of Distance Learning Design and e-Learning in Madrasah

To cite this article: Muhammad Munif *et al* 2021 *J. Phys.: Conf. Ser.* **1779** 012070

View the article online for updates and enhancements.

Integration of Distance Learning Design and e-Learning in Madrasah

Muhammad Munif[1*], Umiarso[2], Mardia[3], Nurul Laili[1], Halimatus Sa'dia[1], Muhid[1]

[1] Islamic Faculty, Nurul Jadid University, Paiton, Probolinggo, Indonesia
[2] Universitas Muhammadiyah Malang, Indonesia
[3] STAI DDI Pinrang Sulawesi Selatan, Indonesia

* m.munifmpdi@gmail.com

Abstract. This study aims to determine the results of distance learning using e-learning, which is reviewed from a management perspective. This research uses a qualitative case study approach, with a research site at the Madrasah Aliyah Lubbul Labib Maron, Probolinggo, East Java, Indonesia. The results showed that; management of distance learning is carried out in several stages, namely; planning that includes learner analysis, determination of material, methods, approaches, media and evaluation techniques that will be used in learning activities. Furthermore, the results of the planning are implemented in online learning and evaluated according to what has been planned.

1. Introduction

Arabic is a communication medium in various worlds that has developed rapidly in the social community and applying it in science based on the circumstances that occur, we helped compile student activity sheets to guide distance learning that is not much different from activities in schools [1]. To facilitate communication using Arabic, it is also necessary to use other media to help the implementation of Arabic communication such as technology. At present, the world is facing a condition where almost all sectors are affected [2]. The condition is a disease outbreak caused by coronavirus or COVID 19 [3]. Even education is also affected, especially in the learning process. It takes concrete steps for teachers to use technology as a substitute for face-to-face learning media [4]. One of them is e-learning. Online or online learning is an implementation of Distance Education [5]. The main objective is to improve equitable access to quality learning. With the Coronavirus pandemic (Covid-19), the opportunity to practice distance learning is very possible during a pandemic lesson.

The process of implementing distance education that was initiated in the 1990s with the formation of the Indonesian Education Television broadcast did not run optimally. The global shift replaced all of these components in principle Television Education into a more profitable commercial. For this reason, the authors conducted a descriptive study, through the writer's perspective after conducting direct field observations, at the research location in Probolinggo, East Java.

Related to the development of the globalization era, where SDGs are echoed as a sustainable development system, it does not touch the development of distance education systems into a formulation that is widely developed in Indonesia. In principle, the implementation process is constrained by human resources in the implementation of education, learning, coaching and implementation as well as management that is specialized in the scope of development in the education sector.

The mechanism that can be applied and developed today in the distance education process in Indonesia is online education. An online education that uses computers and the Internet as a delivery mechanism with at least 80% of the content of education and learning delivered online [5]. Seeing the spread and development of the world of the spread of telecommunications equipment, especially Gagged, which has reached regional areas and remote villages in Indonesia, the human resource development process starting from elementary, secondary and tertiary education can be carried out online. The problems that are the basis for determining this activity are 1) The unavailability of a system of educational regulation patterns and educational technology that develops this system significantly; 2) Government regulations and regulations that have not yet regulated and covered this system as an alternative to the development of human resources in the region; 3) The unavailability of teachers who can provide reliable and quality information technology services. For this reason, this article is structured as a basis for the development of applied education technology going forward. This is in line with the SDGs program in the sphere of education and the development of character and local wisdom that is sustainable and sustainable in the world.

2. Distance Learning

Distance Learning is formulated as learning by using a medium that allows interaction between students and learners. Distance learning is an approach to learning that is not implemented face to face [6]. In other words through Distance Learning it is possible between teachers and learners of different places can even be separated by a great distance so that it greatly facilitates the learning process. A popular form of distance learning is e-learning or electronics learning which includes online learning [7].

In terms of learning, the material used when face to face with the Distance Learning time material is the same. But in a pandemic like this and Distance Learning, there are still some students who lack skills in using ICT, because not all students are people who are used to it from an early age. There are also those from villages who do not know much more about the internet. The constraints of this e-Learning [8], namely:
   a) Electricity can go out while accessing learning programs.
   b) Bad internet network.
   c) Uncertain commitment from parents.
   d) Students who find it difficult to learn this way.
   e) Misconceptions between educators and students.
   f) Ignorance of science and technology.

The lecturer is hampered by time because many other jobs must be done, so they must be smart to divide their time. Lecturers must also be provided with SKT (tutorial activity unit) [9].

This situation is very unfortunate for all parties. From the lecturer point of view, this makes teachers have to understand more about the internet and technology. Lecturers must also be able to

read the situation and understand the situation of students. It might be difficult to do because the lecturer certainly teaches a lot of students, but can by embracing students because in a situation like this it is very easy to misunderstand [10]. Students must also be compared with what has been given by the lecturer because it is not easy to teach long distances like this. Students must also confirm the state of the family, the economy, and the state of the internet. This is very important because so that lecturers can provide relief or substitute assignments [11].

3. E-Learning

E-learning is a form of information technology that is applied in the field of education in the form of cyberspace [5]. The term E-learning is more precisely intended as an effort to transform the existing learning process in schools or colleges into a digital form that is bridged by internet technology [12].

The term e-learning has many meanings because of the various uses of e-learning today. E-learning has two types, synchronous and asynchronous. Synchronous means at the same time. The learning process occurs at the same time between educators and students. This allows for direct interaction between educators and students on-line. In the implementation, synchronous training requires educators and students to access the internet simultaneously. Educators provide learning material in the form of papers or presentation slides or students can listen to presentations directly through the internet. Students can also ask questions or comments directly or through the chat window. Synchronous training is a picture of a real class but is virtual (virtual) and all students are connected via the internet. Synchronous training is often also referred to as virtual classroom [13].

Asynchronous means not at the same time. Students can take different learning time with educators providing material. Asynchronous training is popular in e-learning because students can access learning material wherever and whenever. Students can carry out learning and complete it at any time according to a predetermined schedule range. Learning can take the form of reading, animation, simulation, educational games, tests, quizzes and task collection [14].

4. Research Method

In this study using qualitative research with a case study approach with the site of the Aliyah Lubbul Labib Madrasah site. In qualitative research, it is necessary to emphasize the importance of closeness to people and research situations, so that researchers gain a clear understanding of the reality and conditions that occur [15].

The subjects to be studied are madrasa leaders, online class teachers in the Distance Learning program, students participating in online schools in distance learning programs as well as the technical team managing the online classroom infrastructure. The data collection techniques using interviews, observation, and documentation.

5. Result and Discussion

The results of the research show that the management of distance learning in Arabic learning in Madrasah Aliyah Lubbul Labib Kedungsari Maron Probolinggo, is carried out through several stages, namely:

5.1. Planning Stage

At this stage, the researcher prepares to learn that consists of lesson plans, test questions with tools to evaluate teaching and learning activities and supporting learning media. Besides that, an observation sheet for managing learning is also prepared. Based on the analysis and evaluation, the application of e-learning media in the Madrasah Aliyah Lubbul Labib media increases the activeness and student learning outcomes, in cycle 1 the average student activity is 54% and the average value of student learning outcomes is

62.81 with 14 successful students. in cycle 2 the average activity of students becomes 80% and the average value of student learning outcomes to 82.81 with 27 students who successfully graduate.

One of the e-learning based learning media is video scribe where the concept of video scribe can be accessed anywhere and anytime with the use of admin, teacher and students. The teacher makes the material with video scribe uploaded on e-learning then students join the online class created by the teacher or admin. In these online classes, students can ask the teacher to use the available chat feature.

Utilization of e-learning media in Distance Learning in Madrasah Aliyah Lubbul Labib can improve teacher skills with an average grade from 2.5 to 4.5. The use of e-learning also improves student learning outcomes, seen from the results of presentations with an average value of 74, at the second meeting an average of 79, an increase in the average value, the third meeting is 81 with 87.5% success. From these results, students experience an increase in understanding and reduce errors from learning concepts.

5.2. Activity and Implementation Stage

The implementation of teaching and learning activities to be carried out at Madrasah Aliyah Lubbul Labib with a total of 30 students. The teaching and learning process refers to the lesson plans that have been prepared. Observation (observation) carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning process students are given a formative test to find out the success of students in the teaching and learning process that has been done. The research data are as follows:

Table 1. Recapitulation of Student Formative Test Results

No	Description	Results
1	The average value of formative tests	74
2	Number of students who have completed their studies	27
3	Percentage of mastery learning	87,5 %

From the table above it can be explained that by applying e-learning learning, the average value of student achievement is 74 and mastery learning reaches 87.5% or there are 27 students out of 33 students who have finished learning. These results indicate that in the first cycle students have not yet finished learning, because students who score 74 are only 87.5% smaller than the desired percentage of completeness which is equal to 85%. This is because students still feel new and do not understand what the teacher intended and used by implementing e-learning learning.

5.3. Reflection Stage

In the implementation of teaching and learning activities obtained information from the observations as follows:
a) Need to be more intensive in providing motivation and delivery of learning objectives.
b) Need to be more effective in managing time.
c) Students are less active during learning.

In the Learning Stage which is carried out online at Madrasah Aliyah Lubbul Labib also has its challenges. Separate teacher and student locations when carrying out learning make teachers unable to directly monitor student activities during the learning process. There is no guarantee that students will pay attention to the explanation given by the teacher, stating that students imagine more frequently in online learning compared to face-to-face learning [16]. Therefore, it is suggested that online learning should be carried out in a short time because students have difficulty maintaining concentration if online learning is carried out for more than one hour.

6. Conclusion

From the discussion above it can be concluded that the leadership provides support for the implementation of Distance Learning but has not been maximized in providing infrastructure support. The readiness of human resources both lecturers and students is sufficient to meet the implementation of Distance Learning. The availability of facilities and infrastructures that are the facilities and carrying capacity for Distance Learning are not met because human resources and operational systems are not functioning optimally. Distance Learning receives responses and support from various parties, especially lecturers and students, so it needs to be followed upon.

7. References

[1]   A. R. Setiawan, "Lembar Kegiatan Literasi Saintifik untuk Pembelajaran Jarak Jauh Topik Penyakit Coronavirus 2019 (COVID-19)," *J. Ilmu Pendidik.*, vol. 2, no. 1, pp. 28–37, 2020, doi: 10.31004/edukatif.v2i1.80.

[2]   Hefniy, A. Fauzi, Faridy, and R. Fatmasari, "National assessment management based on information and communication technology and its effect on emotional intelligence learners," *J. Phys. Conf. Ser.*, vol. 1175, no. 1, pp. 9–13, 2019, doi: 10.1088/1742-6596/1175/1/012225.

[3]   S. D. Rahmawati, "Kendala Pelaksanaan Pembelajaran Jarak Jauh Melalui Internet Pada Mahasiswa Pjj S1 Pgsd Universitas Negeri Semarang," 2009.

[4]   A. Fauzi, A. Mundiri, and U. Manshur, "E-Learning in Pesantren : Learning Transformation based on the Value of Pesantren E-Learning in Pesantren : Learning Transformation based on the Value of Pesantren," *Phys. Conf. Ser. Pap.*, vol. 1114, 2018, doi: 10.1088/1742-6596/1114/1/012062.

[5]   C. Muali *et al.*, "Free Online Learning Based on Rich Internet Applications; The Experimentation of Critical Thinking about Student Learning Style," *J. Phys. Conf. Ser.*, vol. 1114, no. 1, 2018, doi: 10.1088/1742-6596/1114/1/012024.

[6]   M. Mushfi and E. Iq, "Implementasi Media Pembelajaran Berbasis Teknologi Informasi dan Komunikasi dalam," *Tarbiyatuna*, vol. 3, no. 1, pp. 28–38, 2019.

[7]   P. Sari, "MEMOTIVASI BELAJAR DENGAN MENGGUNAKAN E-LEARNING," vol. VI, no. 2, pp. 20–35, 2015.

[8]   R. Rizqulloh, "ARTIKEL REVIEW TENTANG E-LEARNING DAN PEMBELAJARAN JARAK JAUH (PJJ) SAAT MASA PANDEMI," 2020.

[9]   K. Rahman, A. Wahid, I. Afandi, M. M. E. I. Bali, and L. Hakim, "Effectiveness of Teams Teaching-Hybrid Learning (TTHL) in Higher Education," in *WESTECH*, 2019, pp. 1–6, doi: 10.4108/eai.8-12-2018.2284036.

[10]   M. M. E. I. Bali, "Interaksi Edukatif Pendidikan Islam Perspektif Buya Hamka dalam Menghadapi Society Era," *Manag. Indones. J. Educ. Manag.*, vol. 2, no. 1, pp. 62–76, 2020.

[11]   M. M. E. I. Bali, "Tipologi Interaksi Sosial dalam Meningkatkan Karakter Disiplin Siswa," 2020. doi: https://doi.org/10.33650/edureligia.v4i1.1157.

[12]   A. Abdulkarim, N. Ratmaningsih, and D. N. Anggraini, "Developing Civicpedia as a Civic Education E-Learning Media To Improve Students' Information Literacy," *J. Soc. Stud. Educ. Res.*, vol. 9, no. 3, pp. 45–61, 2018, doi: 10.17499/jsser.32139.

[13] A. Rozak and A. M. Albantani, "Desain Perkuliahan Bahasa Arab Melalui Google Classroom," *Arab. J. Pendidik. Bhs. Arab dan Kebahasaaraban*, vol. 5, no. 1, pp. 83–102, 2018, doi: 10.15408/a.v5i1.7481.

[14] S. Islam *et al.*, "To Boost Students' Motivation and Achievement through Blended Learning," in *Journal of Physics: Conference Series*, 2018, vol. 1114, no. 1, pp. 1–11, doi: 10.1088/1742-6596/1114/1/012046.

[15] N. Khasanah, "Nur Khasanah Abstrak," vol. 2, no. 2, pp. 29–48.

[16] M. M. E. I. Bali and I. Masulah, "Hypnoteaching: Solusi Siswa Learning Disorder," *At-Turats J. Pemikir. Pendidik. Islam*, vol. 13, no. 1, pp. 89–103, 2019, doi: 10.24260/at-turats.v13i1.1188.