

Implementing E-Learning for Moral Education in 5G Class Students of PAI, UIN RM Said Surakarta

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KEYWORDS

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ABSTRACT

This research is a qualitative research with descriptive qualitative techniques. The analysis of research data was obtained from the process of systematic search and preparation, data was obtained from the results of observations, interviews, and the field, namely data collection, data reduction, data presentation, conclusion drawn, and verification. The objectives of this study are: 1) To describe the implementation of E-Learning in Akhidah Akhlak Learning in Class 5G Students of the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta. 2) to find out the obstacles in the implementation of E-Learning in Moral Learning in Class 5G Students of the PAI Study Program, Department of Tarbiyah, UIN RM Said Surakarta. The results of the study show that the obstacles in the implementation of E-Learning learning are, 1) students do not do assignments on time, 2) students do potluck assignments, 3) passive students when asked by lecturers have difficulty understanding learning, 4) communication with WhatsApp class groups that are sometimes ignored and inactive numbers.

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Introduction

Nowadays, technological developments are one of the things that lecturers must master. Lecturers must take advantage of this development to improve students' abilities so that learning goals can be achieved. To achieve learning goals and take advantage of technological developments that occur today, lecturers must use media to make learning more enjoyable. The word media comes from the Latin *medius* which literally means "middle", "intermediary" or "introduction". Teaching media is defined as anything that can be used to channel messages or lesson content, stimulate students' thoughts, feelings, attention and abilities, so that it can encourage the teaching and learning process (Wahid, 2018). Based on the field pre-observation carried out during the learning process in Class 5G of the PAI Study Program of the Tarbiyah Department of UIN RM Said Surakarta described that lecturers do not have skills in the teaching and learning process, lecturers have not applied media that motivates and triggers student involvement during the process of teaching and learning activities related to technological developments, the meticulousness of lecturers in choosing learning media has not been seen so that learning is monotonous and less fun.

The pre-experience conducted on students showed that students looked bored, less excited, sleepy during the learning process and students were less active when learning activities continued. Mustamiroh & Ramdhayanti (2021) explained that to carry out effective and efficient learning in order to achieve learning goals, lecturers should have the obligation to facilitate and guide students. Lecturers should use models, methods, strategies and media to optimize learning. Then Wahid (2018) revealed that lecturers are an important factor in Education, without Lecturers in Education will not be conveyed properly and in a directed manner. Based on the results of the Pre-observation, the PAI Study Program of the Department of Tarbiyah UIN RM Said Surakarta implemented *E-Learning* is one of the learning media used in the 5G class.

Open education reflects the degree of freedom in the implementation of education by an educational institution. For example, it is open to anyone to become a student, open to students to take any study program or course of interest, open to students to learn through various ways and strategies, open to students to take exams in various forms whenever needed. The openness provided by this educational institution provides learning flexibility for students, in various degrees of intensity. Internet media has an interactive nature, namely it can be as mass and interpersonal media, as well as a source of information from various parts of the world. This really allows internet media to become a superior media to the previous generation. After the presence of lecturers in the true sense, the internet will be a supplement and complement in representing lecturers who are important learning resources in the world (Sari, 2017:30). Therefore, the use of *E-Learning* is needed to facilitate the learning process.

There are several things that are considered why *E-Learning* is adopted and implemented, including because *E-Learning* is a relatively fast way to distribute teaching materials and *E-Learning* materials can also be updated quickly. According to Ibrahim (2021:35) stated that students have challenges because *E-Learning* has a focus on improving personal abilities and realizing learning independence. However, it is possible that through *E-Learning* there will be an increase in social skills, considering that learning is a social process.

Wahyuningsih and Makmur (2017:345) explained that *E-Learning* is all forms of learning activities that utilize electronic media for learning. This definition emphasizes the use of all forms of electronic devices to help humans learn. Meanwhile, Hanum (2013:36) said that *E-Learning* has characteristics, including: 1) *Interactivity*; 2) *Independency*; 3) *Accessibility*; 4) *Enrichment*. Based on the description above, it can be concluded that *E-Learning* is learning that uses online media to achieve a certain learning goal that has been determined.

Starting from the above background, the researcher raised a research entitled "Implementation of *E-Learning* in Akhidah Akhlak Learning in Class 5G Students of the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta". The formulation of the problem is: 1) How to implement *E-Learning*?; 2) What are the obstacles in the implementation of *E-Learning*?

Research Methods

In this study, the research uses qualitative descriptive research. Qualitative research lies in the activities that place observers in the world. It consists of a set of transformations of interpretive material practices that make the world visible. They transform the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and the notes themselves. In this qualitative research, the researcher uses descriptive qualitative analysis techniques in analyzing the data obtained from the process of searching and systematically compiling the data obtained from the interview results. Ritchie (2003) states that qualitative research is an activity located that places observers in the world.

The author collects, compiles and presents data. A qualitative method is a type of research without using calculations or statistical procedures.

Qualitative research examining the ongoing situation or problem is expected to obtain accurate information and a complete picture of the problem being researched. The implementation in this study is the Implementation of *E-Learning* in Akhidah Akhlak Learning in Class 5G Students of the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta as follows:

1. Research setting: This research was carried out in the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta. The time of this research was carried out in August -September 2024. The research subjects used were students of the 5G class.
2. Data and data sources are qualitative data sources used in this study, namely data in the form of interview results of lecturers and students of Class 5G PAI Study Program, Tarbiyah Department, UIN RM Said Surakarta obtained from interview observations.
3. The data collection methods in this study are interviews, observations, and documentation. By doing these methods, some information needed can be obtained related to the Implementation of *E-Learning* in the 5G Class of the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta.

In this research, the data validity technique used is triangulation. Triangulation is a technique to check the validity of data that is useful for something else. Outside of the data to check the accuracy of the data or as a comparison of the data. The triangulation technique that is widely used is pemeoran through other sources. Sugiyono (2019) revealed that the triangulation technique is a technique for collecting data and existing sources. If the research collects data by triangulation, then the researcher actually collects data that at the same time tests the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources. The research of the triangulation technique used is triangulation of sources and methods.

The data analysis in this study is a descriptive qualitative analysis. Sugiyono (2007) Qualitative research methods are research methods based on the philosophy of postpositivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out in triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize the meaning of generalization. The author collects, compiles and presents data. A qualitative method is a type of research without using calculations or statistical procedures. According to Miles and Huberman (in (Sugiyono (2007))) that the steps of data analysis techniques are: 1) data collection; 2) Data reduction (*Data Reduction*); 3) Penyajian Data (*Data Display*); and 4) Penarikan kesimpulan (*Verification/Conclusion Drawing*).

Research Results and Discussion

Findings

1. **Description of the Implementation of *E-Learning* in Akhidah Akhlak Learning in Class 5G Students of the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta**
 - a. Implementation of *E-Learning* in PAI Learning in 5G Class Students of the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta

Lecturers in learning are tasked with creating situations that allow the learning process to occur in students to achieve predetermined learning goals. Therefore, before carrying out

learning in the classroom, lecturers must prepare everything related to the learning process. Regarding this, the preparations made by lecturers, including making a Teaching Module based on the syllabus first as a benchmark when going to teach. Based on the results of interviews with Akhidah Akhlak learning lecturers in the 5G class of the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta stated that lecturers chose *E-Learning* to facilitate learning through one site.

The lecturer prepares the Teaching Module that has been created based on the Learning Outcomes, and starts *E-Learning* learning by logging in to the *E-Learning* site, creating a class, combining the names of students in each class then uploading the learning objectives and the flow of learning objectives on the menu, uploading the KKTP scores, Teaching Modules, learning materials and practice questions. Teaching Modules that have been created will be uploaded via *E-Learning*. The first steps are to log in first, create a class, combine the names of students in each class, then upload the learning objectives and learning objectives flow, upload the KKTP scores, Teaching Modules, for learning materials and practice questions. Lecturers not only use *E-Learning* to facilitate communication with students, lecturers also create *Whatapps* groups for each class they are taught. *Whatapps* groups make it easier for lecturers and students to communicate because students usually use *Whatapps* more often. Here are some of the *E-Learning* displays that have been created.

Figure 1.1 : E-Learning Login Display

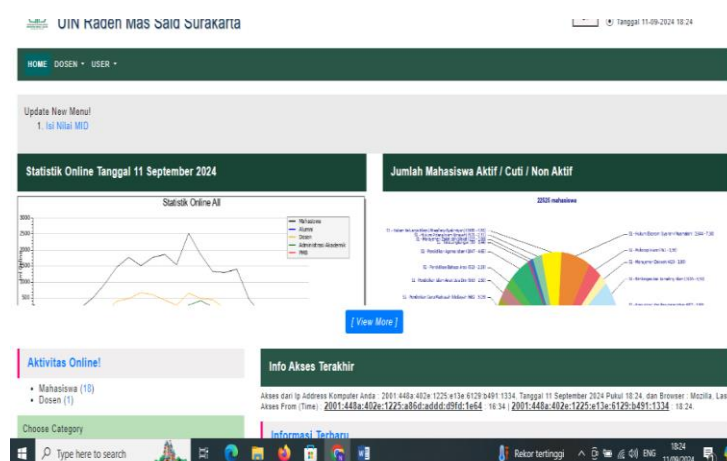


Figure 1.2 : Halaman awal E-Learning

Tutup						
31		223111257	FADILAH NUR HIDAYAH	R	2	0
32		223111258	NABIEL HUSEIN MAKARIM	R	2	0
33		223111259	HABIB FAQIHUDDIN RIFAI	R	2	0
34		223111260	SABRINA ISTIQOMAH	R	2	0
35		223111261	RIKHA N'IMATUL ULFA	R	2	0

Figure 1.3 : Halaman forum E-Learning

Figure 1.4 : E-Learning online class page

No	Kode	Mata Kuliah	Kelas	Dosen Pengampu	Peserta	Hari / Jam	Ruang	Rencana	Realisasi Dosen	Pertemuan Terakhir Ke-	Jml Jam (1 jam = 60 menit)	Menu
1	PA1254	Quran Hadis di MA (2 SKS, Sem. 05)	5G	Dr. H. Nur Zaidi Salim, S.Ag., M.Si.	39	KAMIS / 14.40-16.20	PPG.1.6	16	2 x	2	3.33	

2. Obstacles in the Implementation of E-Learning in Akhidah Akhlak Learning in Class 5G Students of the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta

When the learning process of Akhidah Akhlak uses *E-Learning*, there are several obstacles experienced by lecturers. These obstacles include the lack of access to technology or fast and reliable internet access felt by students in rural areas and from disadvantaged families. Infrastructure in the form of computers, laptops, tablets, Smart Phones, computer networks, internet and other multimedia equipment. which is less supportive in accessing *E-Learning*. Not all students are used to learning using ICT devices, in fact, there are still many students who do not have computer devices and laptops so they only rely on smartphones which have

many limitations to access learning materials. not all lecturers have expertise in using ICT devices such as Computers, Laptops, Tablets, Smart Phones and others. The inhibiting factor can be from the student himself such as being lazy or not having the motivation to work, it can also come from outside such as signals, *E-Learning* errors, or even running out of quoata.

Students who use it for the first time must still be confused in using *E-Learning*, then the children have different backgrounds, there are also obstacles in the form of bad signals so that they do not access *E-Learning*. There are also those who do not have laptops. Some of the obstacles that occur in 5G class students during the learning process for lecturers are due to:

- a. Students do not do assignments on time. Sometimes there are some children who are not responsive, for example when doing assignments that should be done within the 1-week grace period must be extended to 2 weeks because some children have not done it, for reasons of forgetting, or others.
- b. Doing makeshift assignments. In accordance with the results of the interview which stated that the results of the students' work varied, some worked seriously, some did it casually. So it's like the important thing is to have collected tasks regardless of the content of the work. So the results of his work are not optimal.
- c. Passive when asked about difficulties in understanding learning using *E-Learning* and sometimes still confused with the material that has been taught. Then students are also confused if they have to ask about which part they do not understand.
- d. Communication with WhatsApp class groups is sometimes ignored and numbers are sometimes inactive.

Discussion

The implementation of PAI learning through *E-Learning* continues to use teaching modules made based on existing learning outcomes. The preparation made by lecturers before implementing PAI learning through *E-Learning* is to log in, create a class, enter the name of the student in each class, then upload the learning objectives and flow of learning objectives, KKTP scores, Teaching Modules, learning materials, Practice questions. For future meetings, lecturers only need to upload materials and practice questions.

The implementation of PAI learning through *E-Learning* is in accordance with the following learning stages, namely:

1. Preliminary Activity Stage

Lecturers motivate students by sending words of encouragement and the essence of the learning to be carried out. Then the students who opened the *E-Learning* must fill in the absence on the student attendance menu. This is synchronous if juxtaposed with theory Abdul (2009), which states that in the preliminary activity a lecturer conducts *AP Perception*, creating enthusiasm and readiness to learn, and encouraging students to be creative in learning. It can be seen that the lecturer starts learning by *E-Learning* By providing words of encouragement and motivation enhancers and providing the essence of the material to prepare students to receive the new material that will be given.

2. Core Activity Stages

At this stage of core activities, lecturers have uploaded learning materials on the teaching materials menu and Practice questions on the *computer base test (CBT)* lecturers using the *explanation* That is, explaining the learning material on the teaching materials menu

which contains a detailed explanation of the material learned on that day, then *assessment* namely the assignment given to measure students' understanding of the material that has been given previously with practice questions. The latter is *evaluation*, the results of the assignments done by students will be automatically evaluated using *E-Learning*. This is synchronous if juxtaposed with theory Abdul (2009), which states that at the stage of core activities a lecturer conveys learning objectives, conveys teaching materials/materials using appropriate approaches, methods, facilities and tools/media. It can be seen that lecturers use *E-Learning* To facilitate online learning, provide materials and use learning methods

3. Closing Activity Stage

The lecturer ends the learning by giving the next learning assignment with an assignment and doing a closing and evaluation sent through the forum. This is synchronous if juxtaposed with theory Abdul (2009), which states that at the closing activity stage, a lecturer gives assignments, provides motivation, and tells the subject matter that will be discussed in the next lesson.

Lecturers use *E-Learning* to make learning easier. From the beginning of planning, the process and evaluation are all in place *E-Learning*. The entire learning process from the beginning of the opening to the closing is also carried out through *E-Learning* This is synchronous if juxtaposed with theory Newspaper (2002) Define *E-Learning* as any teaching and learning that uses electronic circuits (LAN, WAN, or the internet) to convey learning content, interactions, or guidance. There are also those who interpret *E-Learning* as a form of distance education carried out through internet media.

Lecturers assign individual tasks to the menu *Computer Base Test (CBT)* which is done with a grace period. If it is not done immediately, the lecturer will give an assignment bill to the class Whatapp group. This is synchronous if juxtaposed with theory Daryato (2012) which states that one of the principles of learning, namely the principle of individual differences, students must receive treatment and services that are in accordance with the abilities and needs of students. This treatment and service can be seen in students who do their assignments independently.

Lecturers use *E-Learning* To make it easier for students to learn using the *explanation*, *assesement* and *evaluation*. Create Teaching Modules, learning materials and practice questions that are in accordance with the available Learning Outcomes. And manage learning outcomes. This is synchronous when juxtaposed with Akbar (2021) condensing pedagogic competencies into several aspects, including competence in understanding students, mastering learning theories, competence in understanding the curriculum, carrying out educational and dialogical teaching, evaluating learning, and developing students' potential. This ability can be seen that lecturers master the planning, process and evaluation of learning.

During the PAI learning process, sometimes there are some students who experience difficulties. Lecturers always ask students if there are difficulties or problems in the material in which they are directly asked through *whatsapp*. This is synchronous if juxtaposed with theory Uno (2007) which states that one of the roles of lecturers, namely lecturers as counselors. Lecturers must be able to respond to all behavioral problems that occur in the learning process. It can be seen that lecturers give students the opportunity to ask questions, but most students are passive and do not want to ask.

The learning evaluation *Faith of Akhlak* which is carried out through *E-Learning* is by holding a daily assessment or practice questions for the next material uploaded on *Compputer Based Test (CBT)*. This is synchronous if juxtaposed with theory Andina (2018) which states that one of the competencies that must be possessed by lecturers is pedagogical competence. Pedagogic

competence is an ability that lecturers must have in relation to student characteristics, where lecturers assess and evaluate learning processes and outcomes, utilize the results of assessments and evaluations for the benefit of learning. This ability can be seen that lecturers carry out assessments and evaluations of the learning process by holding daily assessments and practice questions. Some of the obstacles experienced in 5G class students make them less responsive to PAI learning using *E-Learning* caused by:

- 1) Students do not do assignments on time
- 2) Students do makeshift assignments
- 3) Passive students when asked by lecturers have difficulty understanding learning.
- 4) Communication with WhatsApp class groups that are sometimes overlooked and inactive numbers

Conclusion

Based on the results of the research entitled *Implementation of E-Learning in PAI Learning in Class 5G Students of the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta* is concluded as follows:

Implementation of *E-Learning* in Akhidah Akhlak Learning in Class 5G Students of the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta

The implementation of Akhidah Akhlak learning through *E-Learning* still uses Teaching Modules made based on existing Learning Outcomes. The preparations made by lecturers before implementing Akidah Akhlak learning through *E-Learning* are login, creating classes, entering the names of students in each class, then uploading Learning Objectives and Learning Objectives Flow, uploading KKTP scores, Teaching Modules, learning materials and practice questions. For future meetings, lecturers only need to upload materials and practice questions.

The implementation of Akhidah Akhlak learning through *E-Learning* is in accordance with the following learning stages, namely:

1. Preliminary Activity Stage

Lecturers motivate students by sending words of encouragement and the essence of the learning to be carried out. Then students who open *E-Learning* must fill in the absence on the student attendance menu.

2. Core Activity Stages

At this stage of core activities, the lecturer has uploaded the learning material and practice questions on the computer base test (CBT) menu, the lecturer uses the explanation method, which is explaining the learning material on the teaching materials menu, which contains a detailed explanation of the material learned on that day, then the assessment, which is an assignment given to measure students' understanding of the material that has been previously given with practice questions. The last is evaluation, the results of the assignments done by students will be evaluated automatically using *E-Learning*.

3. Closing Activity Stage

The lecturer ends the learning by giving the next learning assignment with an assignment and doing a closing and evaluation sent through the forum.

The evaluation of Akhidah Akhlak learning is carried out with lecturers giving individual assignments, practice questions and daily assessments on the Computer Base Test (CBT) menu which is done with a grace period.

Obstacles in the Implementation of *E-Learning* in Akhidah Akhlak Learning in Class 5G Students of the PAI Study Program, Department of Tarbiyah UIN RM Said Surakarta

Several obstacles experienced in the implementation of *E-Learning* in the 5G Class in Akhidah Akhlak Learning are due to:

- a. Students do not do assignments on time
- b. Students do makeshift assignments
- c. Passive students when asked by lecturers have difficulty understanding learning.
- d. Communication with WhatsApp class groups that are sometimes overlooked and inactive numbers

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