



## Evaluation of Distance Learning Fiqih Subjects at Madrasah Tsanawiyah in Kudus

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### **Abstract**

*This research aims to evaluate fiqh learning during the Covid 19 pandemic using the CIPP model at MTsN in Kudus Regency. The research data analysis used is qualitative. This research concludes that the Covid 19 pandemic requires the use of e-learning as a means of learning. E-learning is organized to make learning easier for educators and students during distance learning. This system can be called an effective and efficient system. The characteristics of educators and students are said to be able to master the technology used for learning so that they can support the implementation of e-learning. The availability of adequate facilities and infrastructure, such as laptops and internet networks. For computers/laptops, the Madrasah makes it mandatory for students. The e-learning learning process makes things very easy for educators and students, both in terms of understanding and use. The final results of e-learning during the pandemic decreased but were not significant. The funds needed to implement e-learning are quite large, but this is not a worry for the madrasah because the system is supported by School Operational Assistance. Good interactions occur during e-learning so that fatal obstacles are rarely encountered. Because various stakeholders maximize their interactions so that they can produce learning that has a good impact and effectiveness in e-learning can be created.*

**Keyword:** e-learning, program evaluation, distance learning, Fiqh learning

## A. Introduction

There is a policy regarding the application of learning *e-learning* After the Covid-19 pandemic, school stakeholders implemented virtual learning by continuing what had been implemented during the pandemic. This makes new adaptations necessary for teachers to increase their creativity in presenting material to students with a good understanding of technology and the use of various virtual media that can support learning achievement (Sharon, 2011; Rijaluttaqwa, 2012) Especially before *e-learning* used as an act of teacher creativity or innovation has now become a major requirement for learning achievement (Welsh, 2003).

Advantages of implementation *e-learning*, namely: it can be accessed anytime and anywhere, the network of knowledge and acquaintance with people is expanding, the ability to use technology is increasing, it can be done quickly and easily. Apart from advantages, learning *e-learning* has weaknesses including the need for a) a strong network and adequate internet quota, b) the presence of a device, *laptop, notebook* or computers, c) costs money, and d) sometimes takes quite a long time. This obstacle is felt by some teachers and students. As revealed by Sri Idayatun, a teacher at MTsN 1 Kudus Kudus, weak networks for students who live in hilly areas are the main factor in online learning obstacles. Sometimes the information conveyed by the teacher is not received on time by students. Likewise, the opposite is experienced by students who are late in submitting assignments because it is difficult to submit assignments because they have to look for a location with a strong network.

Usage *e-learning* Also carried out in Fiqh lessons, it has the impact of causing the Fiqh learning objectives to not be achieved if the delivery only leads to knowledge competency. This is due to actualization constraints that can be observed, carried out and interacted directly face to face, such as teaching funeral prayers. Face-to-face or offline learning will be more effective for Fiqh subjects which have domains of skills other than knowledge and attitudes (Zanin, 2015). This statement is because by meeting face to face the teacher can ensure whether the student has the expected attitude and personality or not. Attitude and personality need to be taught and evaluated directly by the teacher. Teachers cannot possibly teach attitudes and personality through *e-learning* because there aren't any *attachment* between teachers and students.

These challenges need to be turned into opportunities in the era of learning by applying technology *e-learning* need to be activated. Technological progress needs to be welcomed positively. All school stakeholders, especially teachers and students, are

ready to become lifelong learners. Teachers can also involve social media in supporting the completeness of learning materials such as usage *YouTube*, *website*, *blogs*, and so on. Currently, the internet is considered a primary need because it is able to support and assist all human needs in their lives, including in the field of education as a source of information and media in the process of teaching and learning activities in schools. Accurate use of the internet is useful in making teaching and learning activities run effectively and efficiently.

Virtual learning can be implemented via *e-learning* as a relay of face-to-face learning. Interview with Sri Idayatun It is known that Fiqh learning at MTsN 1 Kudus have taken advantage *e-learning* as a solution to the distance learning policy. *E-learning* used are various such as *WhatsApp Group*, *Edmodo*, *Google Classroom* dan *e-learning* teacher creativity. Previously some *e-learning* This has been used before this pandemic, the only difference is the time of use because previously it was a monitoring and communication step for teachers to realize students' continued independent learning after learning at school. The implementation of learning is also directed at aspects of quality, social factors, acceptance, usefulness, satisfaction and benefit.

Whether or not the Fiqh learning objectives have been achieved can be determined by carrying out evaluation activities (Dimah, 2019; Darajat, 2008). Evaluation functions to determine students' learning difficulties which can provide direction and scope for further evaluation development (Rukajat, 2018). For this reason, it is necessary to evaluate before, during, and after learning Fiqh. One of the evaluation models that can be used is the CIPP model (*context, input, process, product*) developed by Stufflebeam. The CIPP model relates to four dimensions, namely context dimensions, input dimensions, process dimensions and product dimensions. The advantage of the CIPP model is that it provides a comprehensive evaluation format at each evaluation stage (Mahmudi, 2011). The results of this evaluation will help foundations, school principals and teachers in measuring the achievements of implementing online Fiqh learning.

Studies on distance learning or online learning in the last five years have three studies. *First*, study on implementation *e-learning* by teachers in learning Fiqh has been researched by Ramdani, Rahmat, and Fakhruddin (2019) which states that there is a correlation between use *e-learning* with knowledge competency but does not correlate with attitude and skills competency. *Second*, research conducted by Abadi stated that innovation *e-learning* only used by teachers to implement and evaluate PAI learning on knowledge competencies. *Third*, Lubis research stated that PAI learning during the

Covid-19 period was intracurricular and carried out with *e-learning* and only includes activities of giving assignments, discussions, giving projects and evaluating students' knowledge, so that learning refers to knowledge competencies.

Another research was conducted by Baiti Karisma Sari, Department of Electrical Engineering, Faculty of Engineering, Semarang State University (UNNES) with the title Implementation Evaluation *E-learning* in Learning at SMA Negeri Aro Semarang in 2015. The problem raised in this research is how to evaluate the implementation *e-learning* in learning at SMA Negeri Aro Semarang using the CIPP model evaluation. The research results show that there are things that support implementation *e-learning* including School Operational Assistance (BOS) funds, these BOS funds were the background for its implementation *e-learning*, then with the strategic location of the school, close to universities, there are lots of internet cafes that can be used by students who cannot access *e-learning* At home. Meanwhile, there are things that hinder its implementation *e-learning* is the interest of educators and students is lacking, so that interactions occur within *e-learning* not going well. Because there is no strong will from each educator and student to use it *e-learning* in learning well. Apart from that, learning planning is not well structured and does not match what it should be. Based on the research that has been carried out, there has been research into its use *e-learning* in PAI learning but no one has focused on evaluating using CIPP. Existing research only discusses student competencies and the activities carried out using them *e-learning*. This research aims to evaluate distance learning or online learning in Fiqh subjects at MTsN 1 Kudus using the CIPP model.

## **B. Discussion**

The implementation of education must be able to keep up with developments in science and technology. Education must be able to integrate technology in order to achieve goals effectively and efficiently. An educational program has the main objective, namely to help achieve planned goals. After the program has achieved its objectives, an evaluation can be carried out which is called program evaluation. In program evaluation, decisions can be made about the sustainability of a program, whether the program needs to be continued, improved or terminated, and it can even be continued by making modifications.

The head of the madrasah can determine a number of programs that can be carried out in his school, which are in line with developments during the covid 19 pandemic *e-learning* which is internet-based learning. There are many advantages that

can be obtained in *e-learning*. This is compared with using previous learning methods.[17] *E-learning* is an answer that can achieve the efficiency and effectiveness that many expect from every educational institution. The head of MTs Negeri 1 has organized an internet-based learning program called *e-learning* until post-pandemic. In this section the author will present an evaluation related to distance learning using *e-learning* by using CIPP (*Context, Input, Process, Product*).[18]

### 1. Evaluation of Madrasah Environmental Characteristics

Before the Covid 19 pandemic, the management of MTs Negeri 1 Kudus already had ideas that were in line with the school-based concept *e-learning*. Apart from students mastering English and Arabic, MTs Negeri 1 Kudus hopes that they can have experts in the IT field, for this reason the big family of MTs Negeri 1 Kudus is trying to be able to organize *e-learning* in the learning process during the Covid 19 pandemic so that students can continue to develop their skills in this field.

The principal of MTs Negeri 1 explained that *e-learning* existed before the Covid 19 pandemic.

“Before Covid 19 *e-learning* It is already available at MTs Negeri 1 Kudus, and the children are very friendly, which means they are already familiar with the system. *e-learning* However, there are still things that are not running smoothly. But that wasn't a problem for us, and the kids were easy to adapt to *e-learning* and for them this system is enjoyable.”

In line with what has been conveyed by the Principal, this is reinforced by the results of the author's interview with the Deputy Head of Curriculum and also the operator of MTs Negeri 1 Kudus who stated the use of *e-learning* existed before the Covid 19 pandemic.

From the results of interviews with school principals, head of curriculum and school operators above that *e-learning* had been held at MTs Negeri 1 Kudus 2-3 years previously. The environment at MTs Negeri 1 Kudus supports the implementation of distance learning because it is familiar with *e-learning*. [19] MTs Negeri 1 Kudus already has qualified staff in the IT field and there are 5 of them and because the initial concept of MTs Negeri 1 Kudus is internationally based, it must be able to keep up with international competition. One of them must be able to compete in the IT field, therefore MTs Negeri 1 Kudus must have quality abilities in the IT field by using a

learning process with a system. *e-learning* on learning pre, era and post the Covid 19 pandemic.

To create something new in a community, organization or educational institution, there must be a background or several reasons why this thing must be created and the goal has clearly been planned.[20] As stated by the Principal of MTs Negeri 1 Kudus, he expressed almost the same as the description of the environment above.

Related to goals *e-learning*, According to interviews with the madrasa head, operator and head of curriculum, data was obtained that the background or reasons for MTs Negeri 1 organizing it *e-learning* namely (1) Because MTs Negeri 1 Kudus is an international school; (2) Because since 2017 students have been trained to collect assignments using laptops such as via e-mail, etc. and every day all students are required to bring a laptop; (3) Due to the increasing development of today's technology, to anticipate that students at MTs Negeri 1 will not be left behind in matters of technological development, for this reason MTs Negeri 1 stakeholders are implementing an IT-based learning system, which can be called e-learning; (4) Due to the Covid 19 pandemic.

Based on the results of interviews as the main method, supported by documentation results, it shows that the environmental picture at MTs Negeri 1 is related to implementation *e-learning* existed before the Covid 19 pandemic, in fact it was implemented 2-3 years earlier. The educational environment is the various factors that influence education or the various environments in which the educational process takes place. School factors that influence learning include teaching methods, curriculum, relations between educators and students, relations between students and students, school discipline, teaching tools and learning time.[21] Therefore *e-learning* can be the right choice to help educators and students achieve the expected educational goals during the Covid 19 pandemic. Because *e-learning* is a teaching method that is quite effective and efficient, the curriculum can also synergize with *e-learning* Even educators don't need to bother analyzing the questions, because it's in the system *e-learning* is available. *E-learning* can also create good relationships for educators and students, or vice versa, *e-learning* can also be a teaching tool that is right in the present time and *e-learning* can also affect school time, because *e-learning* able to shorten learning time and make study costs more economical.

Knowledge and learning are two things that cannot be separated. The essence of learning is to gain knowledge. And to obtain these things can be done in various ways. As is the case with using information and communication technology which has now developed so rapidly along with the times and has penetrated various aspects of human life.

This existence can change human thinking and change the way they work and live. Likewise, education cannot be separated from the influence of technology. This event can be identified as advances in technological science, information and communication. Therefore, in the world of education, based on existing facts, efforts have been found to advance the world of education by creating/introducing an effective and efficient learning system for educators and students. Which takes the form of distance learning using electronic media known as *e-learning*.

Therefore, it can be seen that the Principal of MTs Negeri 1 Kudus and the school community have made efforts to improve education in line with the rapid progress that is taking place in the world in the scope of science, technology, information and communication. And the fact is that *e-learning* is the answer to technology, information and communication-based learning during the Covid 19 pandemic. Many educational institutions have tried to implement/introduce *e-learning* in their schools and can achieve educational goals effectively and efficiently.

## **2. Evaluation of Educators, Students and Infrastructure**

The characteristics of educators (Fiqh subject teachers) and students in general are different, it's just that there are things that can unite their differences at MTs Negeri 1 Kudus. As stated by the Head of MTs Negeri 1 Kudus.

"Thank God, the characteristics of educators and students are quite diverse, it's just that we as leaders have to be able to unite their characteristics to have one idea, actually it's not that difficult, because in this day and age they can't be separated from technological problems, like it or not. Even if we have to continue to be involved in that field, they will still enjoy it well without any complaints or things not being in accordance with their characteristics, even if they don't understand it, they are able to balance it to find the truth."

From interviews with school principals and reinforced by interviews that the author has given to educators (Fiqh subject teachers) and students, it is clear that the characteristics of students and educators are very good, they support the

implementation *e-learning* At MTs Negeri 1, it is rare to find complaints from students and educators, especially as they hope *e-learning* can always support learning activities at MTs Negeri 1 Kudus.

Facilities and infrastructure at each educational institution are one of the supporting factors for achieving educational goals. Therefore, every educational institution must be able to provide complete educational facilities and infrastructure so that there are no obstacles in the learning process. As stated by the Head of MTs Negeri 1 Kudus.

"The facilities and infrastructure at MTs Negeri 1 Kudus are very complete, especially those related to *e-learning*, Thank God, we can provide all the facilities that students and educators need, such as Wireless WiFi, Smart LCD, Speakers, which are available in every classroom without any disruption. If we had laptops before Corona, we required students to bring them every day, meaning every student must have a laptop and be able to operate it. It's just that we are hampered by adapting to new students because they are entering directly into distance learning. "Thank God, since before Corona, the facilities and infrastructure have never experienced disruption, it's just network problems, which is something that is difficult for us to overcome because the network is already there, so we as users have to just be patient."

In accordance with what was conveyed by the Head of the Madrasah above, this is confirmed by the results of the interview with the Deputy Head of Facilities and Infrastructure at MTs Negeri 1 Kudus. And it is also reinforced from the results of interviews given to students and educators that the facilities for learning *e-learning* at MTs Negeri 1 Kudus is very adequate and they have used the facilities well. This also affects their ability to use technology in distance learning.[22]

The availability of facilities and infrastructure as stated by the Principal and Deputy Head of Facilities and Infrastructure at MTs Negeri 1 Kudus is very adequate, stakeholders support each other in achieving successful implementation. *e-learning*, for example, students who really try to bring a laptop/notebook every day to support them *e-learning* it was done. The school only provides other facilities and infrastructure such as Wireless Wifi, Smart LCD and Speakers, all of which are available in every class. So there is no need to worry if they have difficulty accessing just returning to the network they are using, if there is interference or something else that cannot be predicted. However, there is no special computer lab room as a space for learning with the system *e-learning*, The madrasah is concerned if there are 2-3 classes or more at the same time



using the computer lab, therefore the madrasah anticipates this by providing Wireless Wifi, Smart LCD and Speakers in each classroom and students are required to bring a Laptop/Notebook every day to support activity *e-learning* is taking place.

Based on the results of interviews with the Principal and reinforced by interviews that the author has given to educators and students, it is clear that the characteristics of students and educators are very good, they support the implementation of *e-learning* At MTs Negeri 1 Kudus in the post-Covid 19 pandemic, complaints from students and educators were rarely found, especially as they hoped *e-learning* can always support distance learning activities[23] in the post-Covid 19 pandemic at MTs Negeri 1 Kudus.

According to Law no. 20 of 2003 CHAPTER, The characteristics that educators need are being independent or able to stand alone, being responsible, having the courage to make sacrifices, having skills in guiding, being able to socialize and communicate well. And according to Law NO.20 of 2003 CHAPTER I Article 1 Paragraph 4, students are members of society who try to develop their potential through the learning process available at certain paths, levels and types of education. [24].

Students are also people involved in educational processes or activities that aim to mature and provide skills, knowledge and values in society. So the characteristics of students are that students are subjects, individuals who have the freedom to create something in order to reach maturity, students have dependence on educators, students have the potential to develop, students have the ability and intention, students must respect educators. [25].

Thus, it can be seen that the characteristics between educators and students are mutually sustainable, as students have the potential to develop and educators have skills in guiding. For this reason, educators must have good skills in guiding and be able to interact well with students who are able to develop. In *e-learning* this is where good interactions can occur. Because students are given the freedom to do what they want and can ask questions in the system *e-learning* This is because some kind of chat or something has been provided. In fact, in any case, educators and students must be able to work together in order to create a good family so that good learning can be created and the final results will be improved.

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*E-learning* In the end it can save training costs, but requires a very large investment at the start. The facilities and infrastructure that must be available will cost a lot. In terms of infrastructure, what we need from the system *e-learning* It's just a tutorial application that we just need to install per PC, we only need a computer *stand alone*. On the other hand, if the desired system really has access anytime and anywhere, then we need Internet infrastructure, whether wireless or not. Facilities and infrastructure must be prepared to support it *e-learning* namely computers/laptops/notebooks, internet, supporting software, supporting hardware and expert staff.

Thus it can be seen that MTs Negeri 1 Kudus has equipped all the facilities and infrastructure that can support the implementation *e-learning*, just like laptops that are carried every day by students, Portable Wifi, Speakers and Smart LCDs are available in every classroom. So there's no excuse if *e-learning* It can't be accessed properly only if there is interference from the network, because the network has been set up by each operator, we just have to run it. That is the only problem in facilities and infrastructure that has occurred at MTs Negeri 1 Kudus.

### **3. Evaluation of the Learning Process**

From the results of observations made by the author on August 31 2021 in the Fiqh Subject. The learning process carried out by educators and students is very enjoyable to use *e-learning*, because students can know in advance the material that will be studied, because all educators have included the material that will be studied in the Educator Module that has been *e-learning* provide. And according to the results of

the interview, the learning process with *e-learning* it is much better than the previous method.

"*E-learning* during the pandemic, for me it was very easy, for what reason, children can see and study all the material that will be studied this semester, because all educators here are required by the school principal to upload all the material that will be studied, to make it easier for students and even this can be an advantage for us as educators, we don't need to bother repeating the material over and over and the children can even be more active during the lesson because they already know the material, we as educators only need to explain what they don't know, so during the process As learning progresses, it is very rare for students to encounter difficulties either materials and access *e-learning* her, Even when learning is taking place, those who have a shy personality can chat with us on *e-learning* That is, they are free to do whatever they want, and that's what I noticed *e-learning* at MTs Negeri 1 Kudus it is more practical and easier to access than *e-learning* when I did the PPG training, so I was sure the students were able to access it *e-learning* easily, and indeed MTs Negeri 1 Kudus has set that *e-learning* can only be accessed while at school, we disabled it *of emails* so that it cannot be accessed other than outside of school, such as at home or in other places, so that students can access it *e-learning* It is supervised by each teacher."<sup>13</sup>

It is also reinforced from the results of interviews given to students and educators that the learning process uses *e-learning* during the pandemic it makes things easier, students more easily understand the lessons given by educators through *e-learning*, for educators *e-learning* has a good impact on students' final grades, and educators also include every source in the material they include in the educator module so that the material is believed to be correct.

Based on the results of observations and interviews, the learning process at MTs Negeri 1 Kudus uses *e-learning* it is much more enjoyable compared to conventional media, makes it easier for educators to convey the material and easy for students to understand the lesson, and also has a good impact on students' final grades.

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Learning process *e-learning* during the pandemic, it cannot be compared to conventional learning which only uses face-to-face methods. Learning process *e-*

*learning* is a combination of face-to-face methods with online/via internet methods and various other information technology developments. Current traditional learning methods require a change in relation to the adaptive process and preparing students to be ready to become *knowledge workers*, where science is a very important factor.

Based on research *UNESCO* And *world bank* that in developing countries there is a dire need for changes in learning approaches and paradigms. If this is not the case, developing countries will not be able to compete in an economic era based on science (*knowledge economic era*).

Thus learning *e-learning* In this era, it is really needed, because the process and results are promising. Apart from learning *e-learning* This makes it easier, students don't get bored easily and keep repeating the material. They can even continue studying the next material. And for educators, if there is an update to the material, educators do not need to recreate it, educators only need to add to the material that has been included in the educator module provided by the system *e-learning*.

#### **4. Evaluation of Learning Goal Achievement**

Learning outcomes are the thing that is most paid attention to in every educational institution, because the final stage is the one that is most paid attention to by the parents of students, for this reason, MTs Negeri 1 Kudus is trying to provide *e-learning* during this pandemic, it can improve students' final results.

From the results of the interview with the Fiqh teacher, he said:

"Yes, thank God for the final results while using it *e-learning* "This has increased, even when learning is going on they are very active and it is very easy to understand the lesson. When we ask questions they can immediately answer and when the exam comes they do it easily with better results than before."

From the results of the interviews above and also reinforced by interviews given to several educators, it is clear that the results of learning using *e-learning* During the pandemic, it can improve students' final results from cognitive, adaptive and psychomotor aspects.

The budgeting of funds at each educational institution must be well planned and must be utilized well. Don't let any losses or funds be used in vain. From the results of interviews with the Deputy Head of Curriculum regarding budgeting of related funds *e-learning*.

"Funds are spent when you want to create a system *e-learning* That's quite a large amount of money that we have to prepare. Just create a system *e-learning* the price alone is around Rp. 7 million, not including servers, there are approximately 5 servers, each Rp. 7 million too, and so on, setting up Wireless Wifi was initially 30 Mbps around Rp. 15 million, buying a fairly large generator, etc., the funds are different. But when the server *e-learning* In fact, we don't spend a lot of money, perhaps only a lot of money for wireless wifi because wireless wifi in each class is different.

Strengthened from the results of interviews with the Deputy Head of Facilities and Infrastructure.

"Yes, quite a large amount of money has to be spent to initially create the system *e-learning*, "Because in making any type of internet system, the initial capital is large, but after that it's not that big, thank God, because we got BOS funds, that helped."

From the results of the interview above, budgeting funds for *e-learning* quite large but only the initial investment, when the system *e-learning* It has been successful in making financing and not spending too much money. And it is also assisted by funds provided by the government which are called BOS funds, so the funds spent by MTs Negeri 1 Kudus are not too large because they have been assisted by BOS funds.

Judging from the results of observations made by the author and reinforced by the results of interviews given to educators and students, it is effective *e-learning* at MTs Negeri 1 Kudus, things are going well. The students really enjoy it, there are almost no complaints from them and for educators it is more effective to use *e-learning* compared to previous conventional systems.

Based on the results of questionnaires given to several educators and interviews from several educators, the results of learning using *e-learning* It can improve students' final results from cognitive, adaptive and psychomotor aspects.

According to Arsyad, one sign that someone has experienced a learning process is a change in behavior that occurs as a result of changes in knowledge, skills or attitudes. Thus, learning is a learning process that results in changes in behavior due to positive changes in knowledge, skills and attitudes. According to Djamarah and Zain, it is determined that learning outcomes have been achieved if the following two indicators have been met: (1) The capacity to absorb the teaching materials being taught achieves high achievement, both individually and in groups; (2) The behavior outlined in the specific teaching/instructional objectives has been achieved by students both individually and in groups.

Based on the results of the interview above, budgeting funds for *e-learning* quite large but only the initial investment, when the system *e-learning* has been successful and for subsequent financing it will not cost too much money. And it is also assisted by funds provided by the government which are called BOS funds, so the funds spent by MTs Negeri 1 Kudus are not too large because they have been assisted by BOS funds.

Based on the SISDIKNAS Law No. 20 of 2003 CHAPTER XIII Article 46 Paragraph 1, education funding is a joint responsibility between the Government, regional governments and the community. There are many considerations in implementing it *e-learning* for every educational institution, because the main problem is the budget. Supporting infrastructure *e-learning* inadequate throughout Indonesia, as stated by the Secretary General of the Indonesian Internet Services Providers Association (APJII) Supto Anggoro, who stated that telecommunications services are only available in 28% of Indonesia. So there must be assistance funds from the Government specifically for infrastructure procurement *e-learning* in MTs and equivalent, because so far the existing aid funds, namely the BOS (School Operational Assistance) program, must comply with the technical instructions for the use of BOS funds regulated by the Minister of Education and Culture Regulation, so in operations the use of the aid is first absorbed to cover needs in other areas rather than for infrastructure *e-learning*. Moreover, with the addition of the National Education Standards Agency (BSNP) Regulation Number: 0034/P/BSNP/XII/2015 concerning Standard Operational Procedures for Organizing Computer-Based National Examinations (UNBK), infrastructure is really needed. *e-learning* good practices in each school so that UNBK can run smoothly.

Success *e-learning* During the pandemic, it is supported by maximum interaction between educators and students, between students and various learning facilities, between students and other students, as well as the existence of active learning patterns in these interactions.

Thus, good interaction between stakeholders at MTs Negeri 1 and MTs Negeri 2 Kudus will have a positive impact on learning *e-learning*. Therefore, good interactions must be created at every educational institution in order to get results *feedback* the positive.

Thus, the role of educators is very important in creating effective implementation *e-learning*. Because in learning *e-learning* Those who play the most roles are educators and students, although there are other supporting parties, and must be able to create harmony in implementation *e-learning* in order to facilitate

communication so that the lessons given by educators can be easily understood. And *e-learning* It is also one of the most effective media that can be applied in the world of education.

### C. Conclusion

The covid 19 pandemic requires use *e-learning* as a means of learning. *E-learning* held to make learning easier for educators and students during distance learning. This system can be called an effective and efficient system. The characteristics of educators and students are said to be able to master the technology used for learning so that it can support its implementation *e-learning*. The availability of adequate facilities and infrastructure such as laptops and internet networks. For computers/laptops, the Madrasah makes it mandatory for students. Learning process *e-learning* makes it very easy for educators and students, both in terms of understanding and use. The final result of learning *e-learning* during the pandemic it decreased but was not significant. Funds required for implementation *e-learning* quite large, but it is not a worry for the madrasah because the system is supported by School Operational Assistance. Good interactions occur during learning *e-learning* ongoing so that fatal obstacles are rarely encountered. Because various stakeholders maximize their interactions in order to produce learning that has a good impact and effectiveness in learning *e-learning* it can be created. The recommendation of this research is that it should be a learning media *e-learning* It is still used in every lesson in educational institutions even though the Covid 19 pandemic has ended. Further research is needed regarding effectiveness *e-learning* in non-pandemic times

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