

Web-Based Islamic Education Learning

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Abstract. The use of technology in learning has developed rapidly, so it takes a technology in learning that is able to develop student learning activities in Islamic learning through the use of e-learning. The purpose of this study is to increase student activity in Islamic learning through the use of e-learning. This study uses a survey method for high school students. The results showed that the use of e-learning in Islamic learning can improve their learning activities, it was seen when students wrote many questions and some of them also answered questions directly through an e-learning application prepared by Islamic teachers. The use of e-learning has also been able to stimulate students who do not have the courage to ask questions using oral, can be replaced by writing questions on the application. The results of the study can be concluded that e-learning has been able to improve student learning activities in Islamic religious education subjects and at the same time give influence to students who do not ask verbally can replace it with writing.

Keywords: Islamic Learning, web.

Introduction

The rapid development of information technology in the current era of globalization has gradually changed several aspects of life. Changes in technological developments change the fields of business, economics, government and education. Changes in the field of education change the point of view of learning systems that were once conventional into modern learning systems. Teacher-centered learning has turned into learner-centered learning. Students are also freed in obtaining sources of information or teaching materials about the material they are learning. Teaching materials can be printed, audio, video, television, multimedia and web teaching materials. The use of technology in learning can be developed into a habit for learning, considering students have been able to adapt to technology.

However, their habits in using technology have not been able to make them active in the implementation of learning, especially when they are learning in the eyes of students of Islamic religious education. Their habit of replacing their cellphones when the teacher explains the material in front has become a normal phenomenon, this must certainly be a special concern for religious teachers to become a new discovery in education that combines their habits of using cellphones with their level of activity when studying religion. So, the problems above will certainly be avoided by correlating technology in the learning of Islam.

The rapid development of technology enriches academics to offer various alternatives. The alternative developed is a change in education learning that is traditionally replaced by using the web. Transfer theoretical knowledge into a web-assisted education model and web education enrichment. The web is a very successful application in science in fields such as engineering, science

and education at this time [1]. The use of technology has also become a learning model that is practical in nature, so that it will be able to improve processes and results through a learning environment created with the use of technology [2].

Several approaches are used to develop tools in the field of education [3], one of the tools developed in the field of education is the use of the web in Islamic learning. As researchers have conducted research related to the use of virtual education that has developed rapidly using the internet [4]. Therefore, as technology develops, several studies related to the use of technology in religious education have developed rapidly. Tahereh revealed in his research that technology has become the key to educational success [5]. In addition, learning religious education will be more able to attract students' attention if the teacher uses multimedia in the learning process [6] including the use of the web that can make them more active. An example of the use of technology in education is the discovery of Rich Internet Application (RIA) found at Macromedia to describe the types of new applications that will offer the benefits of connecting to the Internet / Web, including access to Web Services that can be used in learning [3]. Thus, learning religious education must have an alternative as a work that collaborates learning with technology in class. In the results of other studies it was explained that web-based education has a positive effect on the urinary catheterization skills of nursing students, and the positive effect increases for knowledge and skills when completing classroom teaching. Based on these results, it is recommended to use web-based education as a complement to traditional classes [7].

Methods

This study used a survey method for 35 students in the Indonesian Tasikmalaya 7 Senior High School who studied Islamic Education using web-based e-learning. 35 students consisted of 19 female students and 16 male students, the collection technique was done by distributing questionnaires to students regarding their learning activities using web-based e-learning. In addition, to complete the data in this study, interviews were also conducted with teachers related to the teaching carried out by using web-based e-learning. In this study, the web is used by researchers as the basis for developing learning using e-learning, so that both teachers and students alike carry out classroom learning with e-learning.

Results

Islamic religious education has a significant contribution to human life [8], through the revelations revealed to the Prophet Muhammad, humans tried to find and develop religious knowledge as a complement to the existing knowledge. Islamic religious education was made as one of the eyes of students at the Negeri 7 Tasikmalaya High School in Indonesia as one of the subjects that teaches behavior and mental religion. Good behavior and ethics are the main goals of Islamic principles [9] as a pattern of life behavior among fellow humans, as Plato revealed that education must be capable of good character and character [10]. Thus the demand for religious education in a community always has a higher proportion allowing the community to benefit from the presence of religious teachings in its environment.

The delivery of the curriculum in Islamic education that is good in the education system can help produce individuals who are spiritually, physically, intellectually, and emotionally strong and

balanced for a more dynamic and progressive generation [6]. The web is an effective way to increase awareness and suitable knowledge in the field of education [11], through learning using the web students can directly use the cellphone they have, so their habit of using a cellphone when the teacher explains the material will be channeled through e-learning learning activities. The web has spurred our imagination about how education can be radically changed and enhanced through the adoption of information and communication technology [12]. E-learning learning activities start from a concept that has been prepared by researchers to help teachers find a solution in the development of learning Islamic education.

The initial stage in e-learning activities is by preparing the concept first by the researcher regarding the web forms and designs that will be used by the teacher in learning. Next the researcher also makes a module or guide which later can be read and reviewed by the teacher as an exercise material in the use of e-learning. The concept that has been outlined by researchers in a module is then carried out by planning with the teacher to train the e-learning to the teacher, considering that e-learning is a new device in learning that will be used by the teacher.

In the second stage, after the teacher gets training from the researcher, the students get training from the researcher, considering that students have also never carried out Islamic learning by using e-learning in a web. Students are taught starting from creating accounts, filling out personal identities, writing comments on columns, writing questions, and writing answers when there are discussions in small groups on e-learning web.

Afterwards students understand the concept of learning by using e-learning, at the next meeting the learning of Islam in the classroom both teachers and students alike use e-learning, as illustrated in the following scheme.

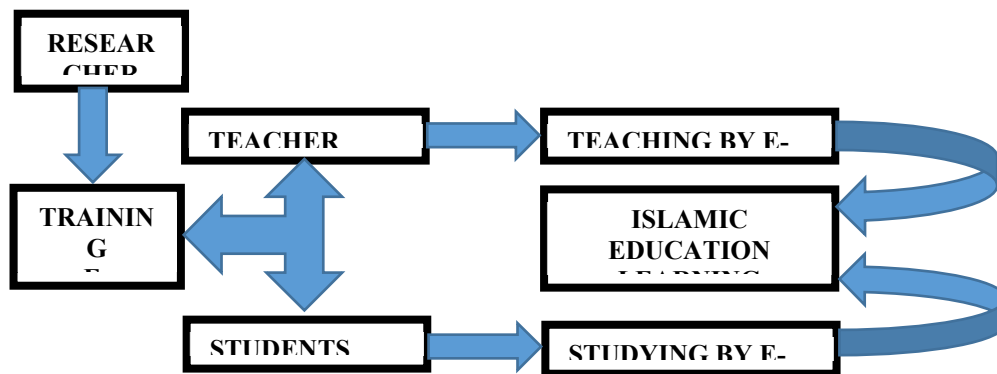


Figure. 1. Web-Based Islamic Learning Scheme E-learning

The learning of Islamic religious education is started from the preparation of the teacher to make groups for students in the menu of small groups that are on the web features, this process is carried out by the teacher by entering the names of students in the group that has been determined. Next the teacher makes a joint discussion group and allows students to log in respectively.

After all students have logged in, the learning process begins with giving the first questions from the students in the comments column. Next, the teacher gives a problem that must be solved by each group, so in this process students conduct discussions in their respective small groups. Students give comments to each other without sounding, this is because e-learning learning involves more active students in the web that has been provided. After they discussed in small groups, the discussion continued on the features of large groups, in large groups the discussion involved all students in the class. After the discussion was finished, the teacher gave a response related to the results of the discussion in small groups and large groups.

In the next stage, the teacher and students together conclude learning and prepare the material to be discussed at the next meeting. After the lesson, learning is complete, students are given questionnaires related to their learning activities using e-learning web. The following are the results of the comparison of the results of student learning activities before using the e-learning web and misuse.

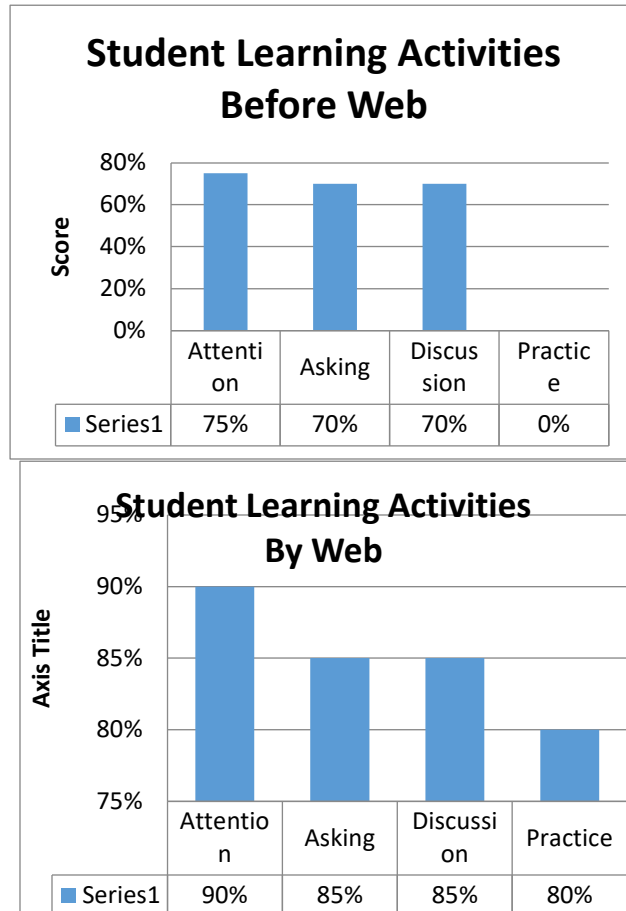


Figure. 2. Comparison of Survey Results of Student Learning Activities Before Using the E-Learning Web and afterwards

if we pay attention to the survey data above, it can be explained that the use of e-learning web has been able to make student activities experience significant changes, this can be seen in several observed aspects, namely paying attention, asking questions, conducting discussions in small groups and groups large, and the accuracy of practicing the steps - learning steps of Islamic religious education with e-learning web. In the first aspect is the ability of students to pay attention to their learning activities in the classroom, students' attention is focused on the teacher's explanation and problems that must be solved through small group discussion activities. In this first aspect it was produced that there was a positive change in the attention of students who were originally at 75%,

after using e-learning web increased to 90%, thus an increase of 15% in activities giving attention when learning progressed. Next in the second aspect is the activity of students to ask questions both in small group discussions and when discussions in large groups. The results obtained in the second aspect were good improvement, which initially only 70% carried out public activities, increasing to 85% after they used e-learning web in learning Islamic education, concluded that asking questions experienced a 15% increase from the previous results.

Furthermore, in the aspect of discussion activities in small groups and large groups also changed, in the initial discussion activities only 70% participated in the discussion activities well, after using e-learning web increased to 85% students participated in discussions in small groups and large groups. . In the last aspect is the aspect of mobile use of students in learning Islamic religious education using e-learning web. The results of these data illustrate that the learning activities of Islamic religious education by using web e-learning can be followed by students as much as 80%, thus that learning by using web e-learning can be understood and followed by students.

The participation of 80% of students in learning Islamic education leaves 20% who have not been able to join the study, this is because mobile phones are not supported, internet access on student cellphones is not smooth, and software / application problems occur on some cellphones students, this of course can still be improved and students can also follow through the activities on the mobile theme. Thus, teachers and students as a whole have been able to use Islamic religious education learning by using webe-learning.

Furthermore, the findings in this study are also that students who were not used to asking with verbal language, they can be active and ask questions by giving comments through writing with their cellphones in the activities of small group discussions and large groups in one class. This certainly becomes something new that with e-learning web learning every student can actively ask.

Conclusion

The results showed that the use of e-learning in Islamic learning can improve their learning activities, it was seen when students wrote many questions and some of them also answered questions directly through the e-learning application prepared by the teacher. The use of e-learning has also been able to stimulate students who do not have the courage to ask using verbal, can be replaced by writing questions in the discussion column, thus the results of the study can be concluded that e-learning has been able to improve student learning activities in Islamic religious education subjects and at the same time giving influence to students who do not ask verbally can replace it with writing.

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