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The Effect of Learning Media On Madrasah E-Learning Platforms On Learning Activities During The Coronavirus Disease (Covid-19)

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Abstract :

The purpose of this study is to find out how the use of e-Learning Madrasah learning media affects student learning activities in SKI subjects during the Covid-19 pandemic in class XI IIS, MAN Purwakarta. The method used in this research is a quantitative correlation. The Isaac-Michael calculation determined the number of samples, and the sampling technique used was simple random sampling, which obtained a sample of 84 people from a population of 108 people. The theory used for the e-Learning Madrasah learning media variable (X) is the Rosenberg theory, while the theory used for the student learning activity variable (Y) is the learning activity theory grouped by Paul B. Diedrich. Based on the results of data analysis, it is concluded that first, the e-Learning Madrasah learning media is considered good with an average acquisition of 84.05%. Second, student learning activities are considered good, with an average acquisition of 81.87%. Third, there is a positive and significant relationship between Madrasah (X) e-Learning learning media on student learning activities (Y) in SKI subjects during the covid-19 pandemic in class XI IIS, MAN Purwakarta. Simple regression results obtained count > f table (136.114 > 3.96). It can be concluded that the alternative hypothesis, which states "there is an effect of using Madrasah e-Learning on the learning activities of class XI IIS students on SKI subjects at MAN Purwakarta during the covid-19 pandemic", is accepted and the null hypothesis which states there is no effect is rejected.

Keywords : *Learning Media, Madrasah E-Learning, Student Learning Activities*

INTRODUCTION

Education policies during the COVID-19 pandemic in Indonesia are regulated by the Minister of Education and Culture through Circular No. 4 of 2020. In addition, the guidelines for the implementation of "Learning From Home" or BDR are strengthened in the Secretary General's Circular No. 15 of 2020." Likewise, the implementation of learning from home for students whose schools or madrasas are under the auspices of the Ministry of Religion, is regulated by the Director of Curriculum, Facilities, Institutions, and Student Affairs (KSKK) through Letter Number B-686.1/DJ.I/Dt .II/PP.00/03/2020. The provisions that must be considered in the implementation of learning from home include: (a) The period or period of learning from home for madrasas is determined by regulations set by the regional government, including other adjustments such as changes or extensions of the study period from home as seen from the conditions for each area. (b) Learning activities and assignments during the study from home period can vary according to the interests and conditions of each student as well as taking into account the gap in access and the availability of learning facilities at home.

In learning activities, students are required to always be active in processing and processing subject matter effectively. The teacher plays an important role in driving the various motor activities of students during the learning process so that students gain knowledge and skills in accordance with the learning objectives to be achieved. In addition, teachers are required to provide opportunities for students to be active in finding, obtaining, and processing their learning outcomes. The achievement of educational goals depends on how the learning process is experienced by students, especially in learning activities.

Learning activities from home through online distance learning with face-to-face learning at school can certainly be felt the difference. Schools, which are the center of student learning activities, can make student activities more complex and varied. Some activities that are generally referred to as learning activities according to Wasty Soemanto (in Wiyani & Novan, 2014, 122) are: (a) listening, (b) looking, paying attention, and observing, (c) touching, kissing, and tasting, (d) writing, (e) reading, (f) summarizing, (d) compiling paper, (g) remembering, (h) practice or practice. Paul B. Diedrich (in Oemar Hamalik, 2020, 172) suggests that student learning activities can be grouped into eight groups, namely: (a) Visual activities, (b) Oral activities, (c) Listening activities, (d) Writing activities, (e) Drawing activities, (f) Motor activities, (g) Mental activities, (h) Emotional activities.

Learning activities in schools can also be seen and controlled by teachers directly so that teachers can know the development of children in the learning process they are experiencing. In contrast to learning from home, learning activities can be said to be limited, especially through online or distance learning. In addition, learning activities at school can be supported by the use of innovative and varied learning methods and media, while studying from home during the COVID-19 pandemic is difficult to use methods and media such as studying at school.

Muhhibin Syah (in Wiyani & Novan, 2014, 126) states that there are two factors that influence learning activities, namely factors originating from within (internal) and factors originating from outside (external). Internal factors are factors that come from within the individual or students that affect the student learning process. Internal factors consist of physical factors (physiological) and psychological factors (psychological). External factors are factors that come from everything and conditions outside the individual or student that affect the student's learning process. One of the external factors that influence student learning activities in the school environment is the use of learning media.

Currently, there are various online learning media (e-Learning) that can be used to support learning activities during the Covid-19 pandemic, one of which is the media released by the Ministry of Religion, namely Madrasah e-Learning. The Ministry of Religion provides facilities to support the teaching and learning process during the pandemic which can be accessed through the e-learning.kemenag.go.id website. The Madrasah e-learning, which was initiated by the Ministry of Religion, is a free application to support the learning process of Madrasah students starting from the Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs) level, to the Madrasah Aliyah (MA) level.

The use of Madrasah e-Learning is a way to make it easier for students to get information and learn quickly through various features in it so that it allows interaction between students and teachers even though learning is carried out

online. The "Online Class" feature in Madrasah e-Learning can be used by students and teachers for learning activities from home during the pandemic. Student learning activities can also be seen by the teacher through the "Monitoring Student Activity" menu. Based on the data uploaded by e-learning.kemenag.go.id, e-Learning Madrasas have been used by 25,968 madrasah using the madrasah server and 7,366 madrasah using the central server.

E-Learning is an English term consisting of the word 'e' which stands for electronic which means electronics and 'learning' which means learning. In short, e-learning is learning by using the services of electronic devices, such as computers. According to Onno W. Purbo (in Tambunan, 2010, 8), the term "e" which means electronics in e-Learning is used as a term for all technologies used to support teaching efforts through internet electronic technology. Rosenberg (in Suartama, 2014, 22) defines e-Learning as the use of technology to distribute learning materials that can improve knowledge and skills so that students can access them from anywhere. Rosenberg emphasizes that e-Learning refers to the use of internet technology to deliver a set of solutions that enhance knowledge and skills.

E-Learning is a learning media that can be done informally with simpler interactions. The use of e-Learning can be done anywhere, anytime, and with any dress code. Learning using e-Learning can also be accessed through laptops, gadgets, and smartphones. Apart from its advantages that are not limited by space and time, e-Learning also has several disadvantages, namely "not humanistic". It is said that because the lack of direct face-to-face interaction between teachers and students and even between students themselves can slow down the clash of values or values in the learning process (Arsyad, 2017, 204).

Internet-based e-Learning that is used to support learning activities, especially for elementary and junior high school students, of course requires parental guidance in its use. Komariah, et al. (2021, 35) suggest several effective ways that can be applied by parents in controlling internet use, especially for children, including: (1) making a schedule for internet use, (2) using an external stopper method by doing something that makes children addicted. using the internet to log off, (3) setting time limits on internet use, (4) keeping children away from applications or content that can cause addiction, (5) using reminder cards to remind children of the dangers of internet addiction and the benefits of getting rid of addiction.

Previous research related to this research was conducted by Shofaul Hikmah (2020) with the title "Utilization of Madrasah E-Learning in the Implementation of Distance Learning During the Pandemic Period at MIN 1 Rembang". In this study, the description of student activity in using Madrasah e-Learning through a questionnaire for students with indicators including: (a) daily attendance, (b) sending KI 4 assignments, (c) completing CBT. As a result, the highest percentage is 100% for the daily attendance indicator and CBT completion while the lowest percentage is 74.24%. The highest percentage is 88.24% for the KI 4 assignment delivery indicator, while the lowest percentage is 73.17%.

Furthermore, previous research related to this study was conducted by Sutini, et al. (2020) with the title "The Effectiveness of Online Learning by Using Madrasah E-Learning on Optimizing Students' Mathematical Understanding". The results of this study indicate that the interaction between teachers and students becomes easier by using e-Learning Madrasas in mathematics lessons. This is

obtained from the results of the percentage of 33.3% of respondents who disagree that the interaction between teachers and students when learning mathematics using e-Learning Madrasas is less than optimal. In addition, the use of e-Learning Madrasas helps the mathematics learning process as indicated by the percentage results of 66.7% of respondents' answers agreeing to the statement.

RESEARCH METHOD

This study uses a quantitative approach with correlational methods to reveal the relationship between variables that have meaning. The population in this study were students of class XI IIS MAN Purwakarta with a total of 108 people. Determination of the number of samples was taken using the Isaac-Michael sample determination table with an error rate of 5%. Therefore, the number of samples used in this study amounted to 84 respondents who will be divided into three classes where each class will take a sample of 28 respondents. The sampling technique used is simple random sampling where the researcher takes sample members from the population at random without regard to the strata that exist in the population.

The type of data used in this study is interval data using a Likert scale (1 to 5) and the source of data is obtained from all samples to be studied. The data collection technique used in this study was a closed questionnaire for the X and Y variables. The questionnaires were given to respondents online through the WhatsApp group for the SKI class XI IIS subject with the approval of the subject teacher. Researchers will provide a google form link to respondents to fill out research questionnaires.

To test the validity of the research instrument (questionnaire), it was carried out in two ways, namely logical and empirical. The logical validity test was carried out using the expert judgment method while the empirical validity test was carried out by giving a questionnaire to 30 respondents and the results were proven by calculations using SPSS version 25. Furthermore, to test whether the instrument was reliable or not, a reliability test was carried out with Chronbach's Alpha calculations using the SPSS version. 25. Data analysis techniques in quantitative research use statistics. The stages of data analysis carried out include: (a) data description of each variable, consisting of percentages and tests for concentration and data distribution, (c) analysis prerequisite tests, consisting of normality test (one sample Kolmogorov-Smirnov) and linearity test, (d)) hypothesis testing, namely correlation (pearson product moment) and regression.

FINDINGS AND DISCUSSION

1. Findings
   a. Validity and Reliability data

      Stating whether or not the instrument items are valid, seen from the comparison between the rcount value and the rtable value. In this case, the questionnaire was distributed to 30 respondents with a significance level of 5%, so the rtable was 0.361. If rcount > rtable, the instrument item is declared valid. If rcount < rtable, the instrument item is declared invalid. Of the 25 items of the instrument in the variable X, there are 20 items that are declared valid and the other 5 items are declared invalid, while from the 25 items of the instrument in the variable Y, there are 19 items that are declared valid and the other 6 items are declared invalid.

The results of the calculation of reliability tests for variables X and Y through SPSS version 25 are as follows:

Table 1. Reliability Test Results for Variable X

Reliability Statistics

Cronbach's Alpha	N of Items
,941	20

Based on the table above, it can be seen that the reliability coefficient obtained from the calculation results for the X variable is 0.941, which means that the X variable is reliable.

Table 2. Reliability Test Results for Variable Y

Reliability Statistics

Cronbach's Alpha	N of Items
,944	19

Based on the table above, it can be seen that the reliability coefficient obtained from the calculation results for the Y variable is 0.944, which means that the Y variable is reliable.

b. Description of Data for each Variable

1) Percentage

Based on the calculation results, the average value of e-Learning Madrasah learning media = 84.05%. The highest value of the Madrasah e-Learning learning media is found in the indicator "as a learning resource" with a percentage of 88.85%. The lowest value of e-Learning Madrasah learning media is in the interaction with other students indicator with a percentage of 62.53%.

Furthermore, the average value of student learning activities = 81.87%. The highest value of student learning activities is found in the indicator "seeing the subject matter" with a percentage of 90%. The lowest value of student learning activities is found in the indicator remembering the learning material that has been delivered with a percentage of 71.90%.

2) Data Size of Data Centering and Spread

Calculation of data concentration and distribution on variables X and Y through SPSS version 25 is as follow:

Table 3. Size of Data Concentration and Spread of Variable X

Statistics

Media_Learning_ELearning_Madrasah

N	Valid	84
	Missing	0
Mean		84,06
Median		84,00
Mode		100
Std. Deviation		10,553
Variance		111,358
Range		50

Table 4. Size of Data Concentration and Spread of Variable Y

Statistics

Activities_Learning_Students		
N	Valid	84
	Missing	0
Mean		77,79
Median		78,50
Mode		79
Std. Deviation		9,896
Variance		97,929
Range		44

c. Analysis Prerequisite Test

1) Normality Test

The following is the calculation of the normality test for variables X and Y using the one sample Kolmogorov-Smirnov method through SPSS version 25:

Tabel 5. Hasil Uji Normalitas

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		84
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	6,06766556
Most Extreme Differences	Absolute	,088
	Positive	,069
	Negative	-,088
Test Statistic		,088
Asymp. Sig. (2-tailed)		,151[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The results of the calculation of the normality test for variables X and Y with the one sample Kolmogorov-Smirnov method through SPSS version 25 obtained a significance value = 0.151. The significance value is 0.151 > 0.05. So it can be concluded that the residual value is normally distributed.

2) Linearity Test

The following is the calculation of the linearity test for X and Y variables using SPSS version 25:

Table 6. Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	6196,510	28	221,304	6,301	,000
		Linearity	5072,368	1	5072,368	144,427	,000
		Deviation from Linearity	1124,142	27	41,635	1,185	,291
	Within Groups		1931,633	55	35,121		
	Total		8128,143	83			

The results of the calculation of the linearity test for variables X and Y variables through SPSS version 25 obtained the value of Sig. deviation linearity = 0.291. Significance value 0.291 > 0.05. So it can be concluded that there is a linear relationship between the independent variable and the dependent variable.

d. Hypothesis testing

It is known that the main hypotheses in this study are:

Ho: There is no effect of using Madrasah e-Learning Paltform on the learning activities of class XI IIS students in SKI subjects at MAN Purwakarta during the covid-19 pandemic

Ha: There is an effect of using Madrasah e-Learning on the learning activities of class XI IIS students on SKI subjects at MAN Purwakarta during the covid-19 pandemic.

To answer this hypothesis, it is done by using a correlation technique, namely Pearson's product moment. Here are the results of the correlation test with Pearson's product moment.

Table 7. Pearson Product Moment Correlation Test Results

Correlations

		Media	Aktivitas
Media	Pearson Correlation	1	,790**
	Sig. (2-tailed)		,000
	N	84	84
Aktivitas	Pearson Correlation	,790**	1
	Sig. (2-tailed)	,000	
	N	84	84

**. Correlation is significant at the 0.01 level (2-tailed).

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Based on the table above, the significance value of each variable is 0.000, which means the value is <0.05. So it can be said that the two variables are correlated. The correlation value of 0.790 indicates that the X variable and Y variable have a strong correlation.

Furthermore, to prove the influence of variable X (e-Learning Madrasah learning media) with variable Y (student learning activities) with a correlation significance test. The following are the results of the correlation significance test with the t test:

Table 8. Correlation Significance Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	15,514	5,379		2,884	,005
	Media	,741	,063	,790	11,667	,000

a. Dependent Variable: Activit

If the results of the significance test are known, then calculate the coefficient of determination to determine the contribution given by the X variable to the Y variable. The following are the results of the calculation of the coefficient of determination:

Table 9. Results of the Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,790[a]	,624	,619	6,105

a. Predictors: (Constant), Media

The test of the effect of the independent variable on the dependent variable was carried out by using a simple regression analysis test. Here are the results of a simple regression calculation:

Table 10. Results of Simple Regression Analysis

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5072,368	1	5072,368	136,114	,000[b]
	Residual	3055,775	82	37,266		
	Total	8128,143	83			

a. Dependent Variable: Activity

b. Predictors: (Constant), Media

2. Discussion

Based on research data from the distribution of questionnaires to 84 respondents with 20 instruments, the average value of the e-Learning Madrasa learning media variable was 84.05%. If the average value is interpreted then it is included in the good category. Of the eight indicators of Madrasah e-Learning learning media variables, the indicator that has the highest score with a percentage gain of 88.5% (very good criteria) is indicated by the Madrasah e-Learning learning media indicator as a learning resource.

As explained by Rosenberg, that the use of e-Learning in learning refers to the use of internet technology to send and distribute learning materials to improve knowledge and skills. In line with this theory, the release of Madrasah e-Learning also has a main goal, namely to support the learning process to be more structured, interesting, and interactive in implementing distance learning (as a result of the Learning From Home policy during the covid-19 pandemic).

Madrasah E-Learning is a new breakthrough created by the KSKK Directorate of the Ministry of Religion as a learning medium used during the COVID-19 pandemic which began to be implemented in 2020, it turns out to have a fairly good use value in MAN Purwakarta. Obtaining an average score with a good category can mean that e-Learning Madrasas get a positive response from students as a medium that can support current learning activities. According to Munadi, learning media have several functions, one of which is as a learning resource: distributor; deliverer; liaison; etc. In this case, Madrasah e-Learning which is a learning media, has this function. This can be proven by the "Online Class" feature that can contain learning content (messages in the form of subject matter, in the form of documents, pictures, videos, etc.) delivered by teachers to students. Therefore, students can take advantage of Madrasah e-Learning media as a learning medium during the COVID-19 pandemic.

As for the eight indicators of Madrasah e-Learning learning media variables, the indicator that has the lowest score with a percentage gain of 65.23% (sufficient criteria) is indicated by the indicator of interaction with other students. Although it is still within the sufficient criteria, this indicator can be of special concern in the use of Madrasah e-Learning media in learning activities. As stated by Arsyad, one of the drawbacks of using e-Learning is that it is not humanistic because the lack of direct face-to-face interaction between teachers and students and even between students can slow down the clash of values or values in the learning process.

Based on research data from the distribution of questionnaires to 84 respondents with 19 instruments, the average value of the student learning activity variable was 81.87%. If the average value is interpreted then it is included in the good category. Of the 13 indicators of student learning activity variables, the indicator that has the highest score frequency with a percentage gain of 90% (very good criteria) is indicated by the activity indicator of seeing the subject matter.

The types of learning activities grouped by Paul B. Diedrich, viewing the subject matter are included in the type of visual activities (viewing activities). Meanwhile, according to Wasty Soemanto, viewing is part of learning activities to achieve goals in the learning process. In visual activities; viewing the subject matter, involving the sense of sight which is the first gate for the entry of information and then forwarded to the brain to process the information into knowledge.

There are 13 indicators of student learning activity variables, the indicator that has the lowest score with a percentage gain of 71.90% (good) is indicated by the indicator considering the learning material that has been delivered. In the types of learning activities grouped by Paul B. Diedrich, considering the subject matter is included in the type of mental activities

(mental activities). Although it is still within the good criteria, this indicator can be of particular concern.

According to Wasty Soemanto, considering that it is included in learning activities based on the needs and awareness of students can help to achieve learning goals, for example in obtaining grades or achievements both at the current and subsequent levels. As we know, in learning activities, teachers usually do apperception where the teacher asks about what lessons have been previously delivered. Of course, apperception activities must always be carried out so that students feel compelled to recall the lessons that have been delivered to improve students' knowledge and achievement.

Based on the results of testing the research hypothesis, it shows that there is a correlation between variable X and variable Y by looking at the significance value of each variable is 0.000, which means the value is <0.05. Based on the results of the study, it can be seen that there is a positive relationship of 0.790 between Madrasah e-Learning learning media and student learning activities. The value of 0.790 can be interpreted that the e-Learning Madrasa learning media variable with the student learning activity variable has a strong correlation coefficient (based on table 3.7). The results of the calculation with the degree of error = 5% and dk = n – 2 (84 – 2 = 82), then the value of ttable = 1.989 is obtained. Because tcount > ttable (2.884 > 1.899) or falls in the acceptance area of Ha, then Ho is rejected and Ha is accepted. So, the correlation coefficient between media and activity of 0.790 is significant. In addition, the decision-making significance test can also be done by comparing the value of r product moment. Based on the sample = 84 with a significance level of 5%, obtained rtable = 0.213. Because rcount > rtable (0.790 > 0.213) then Ha is accepted.

The results of the calculation of the coefficient of determination show that the effect of variable X (e-Learning Madrasah learning media) on variable Y (student learning activities) is 62.4% while 37.6% is influenced by other factors. The results of simple regression analysis obtained fcount > ftable (136.114 > 3.96) with a significance value of 0.000 <0.05. It can be concluded that there is an effect of variable X (e-Learning Madrasah learning media) on variable Y (student learning activities). So, the hypothesis which states "there is an effect of using Madrasah e-Learning on the learning activities of class XI students on SKI subjects at MAN Purwakarta during the covid-19 pandemic" or Ha is accepted.

Learning media is a tool used to convey information and teaching messages from the teacher in order to stimulate the thoughts, feelings, attention, and willingness of students so as to encourage the learning process in students. In the learning process at school, doing activities is a very important principle to achieve learning goals. As stated by Sardiman, that learning activities are physical and psychological where in learning activities the two activities are interrelated. Furthermore, these physical and psychological learning activities are grouped into eight types by Paul. B. Diedrich, namely: visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, and emotional activities.

Choosing the learning media used in the learning process, of course, should not be arbitrary. Muhhibin Syah mentioned that one of the factors that

influence student learning activities are external factors originating from the school environment; learning media used. Therefore, several important considerations that must be considered carefully in choosing learning media include: the characteristics of the media, the goals to be achieved, as well as the situation and condition of students, the environment, and the ease of obtaining media.

Forecasts about future education that are flexible and open by utilizing information network technology that are not limited by space, distance, and time have been manifested in the use of e-Learning, one of which is in class XI IIS MAN Purwakarta which utilizes e-Learning Madrasas to the eye. SKI lessons during the covid-19 pandemic. The use of Madrasah e-Learning in supporting learning activities, especially during the COVID-19 pandemic, of course through a long process and decision-making and policy. As we know, in essence learning activities are complex because they require collaboration between physical and psychological to obtain learning outcomes in the form of a combination of cognitive, affective, and psychomotor aspects as proposed by Bloom.

The existence of a positive relationship and influence between Madrasah e-Learning learning media on student learning activities in SKI subjects during the covid-19 pandemic in class XI IIS, MAN Purwakarta, can prove that the use of the internet in education (e-Learning) as a medium Learning can be used without the limitations of space, distance, and time. With the features in Madrasah e-Learning, one of which is “Online Classes”, teachers and students can interact and students can undergo various learning activities, as grouped by Paul B. Diedrich.

Keep in mind, the use of e-Learning in learning also still has pros and cons. As stated by Arsyad that the impression of not humanistic is still attached to the use of e-Learning in student learning activities. Therefore, it is necessary to evaluate regularly and continuously so that its use in supporting student learning activities becomes even better.

CONCLUSION

Based on the results of data analysis, it is concluded that first, the e-Learning Madrasah learning media is considered good with an average acquisition of 84.05%. Second, student learning activities are considered good with an average acquisition of 81.87%. Third, there is a positive and significant relationship between Madrasah (X) e-Learning learning media on student learning activities (Y) in SKI subjects during the covid-19 pandemic in class XI IIS, MAN Purwakarta. Simple regression results obtained fcount > ftable (136.114 > 3.96). It can be concluded that the alternative hypothesis which states "there is an effect of using Madrasah e-Learning on the learning activities of class XI IIS students on SKI subjects at MAN Purwakarta during the covid-19 pandemic" is accepted and the null hypothesis which states there is no effect is rejected.

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