



**Evaluation of E-Learning Madrasah on Social Studies Learning
During the Covid-19 Pandemic
(Field Study at Four State Madrasah Tsanawiyah in the Northeast Coast
Region of Central Java)**

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Abstract

This research aims to evaluate the use of e-learning madrasah with a qualitative method. The results concluded that 1). In planning online learning using the e-learning madrasah application for social studies subjects, the teacher has made learning tools well before carrying out the online learning process, but the teacher could only use two methods in the learning process: giving assignments and lectures. 2). The implementation of online learning using the e-learning madrasah application has been proven to have gone well. The e-learning madrasah application could be used easily by teachers, students, and parents but was considered ineffective because many obstacles were still faced by teachers, students, and parents, such as high quota prices, too many assignments, children getting bored easily, parents having to work, and teachers who could not explain the material directly, but these obstacles could be overcome in their respective ways.

Keywords: E-Learning Madrasah; Social Studies learning; Covid

Abstrak

Penelitian ini bertujuan untuk mengetahui evaluasi Penggunaan E-Learning Madrasah dengan metode kualitatif. Hasil penelitian menyimpulkan bahwa 1). Dalam merencanakan pembelajaran online menggunakan aplikasi e-learning madrasah mata pelajaran IPS, guru sudah membuat perangkat pembelajaran dengan baik sebelum melaksanakan proses pembelajaran online, namun guru hanya dapat menggunakan 2 metode dalam proses pembelajarannya, hanya metode pemberian tugas. dan kuliah; 2). Pelaksanaan pembelajaran online dengan menggunakan aplikasi e-learning madrasah terbukti berjalan dengan baik. Aplikasi e-learning madrasah dapat digunakan dengan mudah oleh guru, siswa dan orang tua namun dinilai kurang efektif karena masih banyak kendala yang dihadapi oleh guru, siswa, dan orang tua seperti harga kuota yang tinggi, tugas yang terlalu banyak, anak mudah bosan, orang tua yang harus bekerja dan guru yang tidak dapat menjelaskan materi secara langsung, namun kendala tersebut dapat diatasi dengan caranya masing-masing.

Kata Kunci: E-Learning Madrasah; Pembelajaran IPS, Covid

A. Introduction

On March 16, 2020, the Indonesian government announced that distance learning (PJJ) would replace face-to-face learning. It is due to the outbreak of Coronavirus Disease 2019 (COVID-19) worldwide. The distance learning implementation is acknowledged as an emergency policy taken by the Indonesian government to continue the learning process during the pandemic. Consequently, it causes various educational institutions to sort and choose the right application so that it can be used to support distance learning implementation. In this case, although teachers, schools and students can utilize various alternative applications, teachers as the spearhead of education must determine the type of application suitable for their students so that each student can access and utilize it optimally.

Alternative learning applications at the beginning of the COVID-19 pandemic became the choice for teachers in interacting with students, including Schoology, Google Classroom, Microsoft Office 365, Edmodo, and others. Teachers are required to choose the appropriate one while at the same time being able to master technology, information, and communication so that teaching and learning activities for students can be guaranteed and carried out online/using e-learning.

Moreover, teaching and learning activities will run smoothly if the components in the school are met and function properly both in offline learning (face-to-face learning) and online

(distance learning/online/e-learning). Several components influencing the teaching and learning process include teachers, facilities, infrastructure, learning methods, curriculum, and an effective and fun learning environment. The components of each other must support each other in realizing the expected educational goals.

On the other side, teachers must be able to make efforts to grow and generate interest in learning for their students. A teacher is not only enough to convey the subject matter, but the teacher must also be able to create a good and fun learning atmosphere. Teachers must also be precise in selecting methods and strategies used in the learning process under the material and circumstances of the students. The use of learning methods in a learning process must provide provisions for students to think critically, logically, analytically, systematically, and creatively.

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Further, to provide provisions for students, it is necessary to have innovative, interesting, and fun social studies learning for students so that social studies subjects are no longer considered rote and boring subjects, which will impact the low interest in learning students in social studies lessons. The above assumption can be dismissed because social studies learning is a synthetic science (concepts, generalizations, and findings are determined or observed after the facts). In this case, the factuality of information about social life or contemporary problems that occur in society can be found in various information media, including digital information media.

Therefore, the use of e-learning is also carried out in social studies lessons, which will not achieve social studies learning objectives if the delivery only leads to knowledge competence. It is due to actualization constraints that can be observed, carried out, and interacted directly when face to face. Face-to-face or offline learning will be more effective for social studies subjects with skills other than knowledge and attitudes. It is because face-to-face teachers can ensure students have the desired attitude and personality. Attitudes and personalities need to be taught and evaluated directly by the teacher. In contrast, teachers cannot teach attitudes and personalities through e-learning because there is no attachment between teachers and students.

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In this case, the need for e-learning due to the COVID-19 pandemic conditions was responded to quickly by the Indonesian Ministry of Religion, which has inaugurated an application, i.e., e-learning madrasah. E-learning madrasah is expected to provide fresh air and solutions for all teachers under the auspices of the Ministry of Religion, starting from Madrasah Ibtidaiyyah, Madrasah Tsanawiyah, and Madrasah Aliyah in dealing with distance learning during the COVID-19 pandemic. This research focuses on Madrasah Tsanawiyah Negeri (MTsN/State Islamic Junior High School) at four madrasahs in the Northeast Coast Region of Central Java. Also, the primary focus of this research is on the implementation of planning and evaluating online learning using e-learning madrasah.

B. Discussions

A study on e-learning application by teachers in social studies learning has been researched by Arif Gunawan (2020), who stated that there was a correlation between the use of e-learning and learning resources, delivery of subject matter, and assignment of knowledge competencies, but it was not so significant. Roni Hamdani and Priatna's (2020) research on the effectiveness of online learning during the COVID-19 pandemic concluded that the effectiveness level of distance learning was only around 66.97%. Likewise, by Sumarno (2020), education management with the distance education system was carried out during the pandemic, maximizing the role of school principals, vice principals of curriculum, teachers, and guardians of students. Specifically, Lubis's (2020) research asserted that Islamic education learning during the COVID-19 period was intra-curricular carried out by e-learning and only included activities for giving assignments, discussions, project assignments, and evaluating students' knowledge so that learning refers to knowledge competencies. Based on the research

conducted, there have been studies on the use of e-learning in social studies learning, but none has focused on evaluating the use of e-learning madrasah issued by the Ministry of Religion in Indonesia. Also, existing research only discusses the significance of learning resources to activities carried out using e-learning.

Moreover, evaluation is a systematic presentation of scientific procedures to assess a program's design, implementation, and effectiveness. The scope of evaluation in education and teaching includes evaluation of learning outcomes, intelligence, talents and interests, social relations, attitudes, and personality (Rukayat, 2018). In the education system development process, evaluation is intended to 1) evaluation function selectively, 2) evaluation function diagnostically, or evaluation function as placement, and 4) evaluation as a measure of success (Daryanto, 2014). Evaluation is also intended as a step to determine the achievements of the programs implemented to identify improvements and decisions obtained.

Further, Aprilinda and Cucus (2016) defined e-learning as an abbreviation of electronic learning, a new way of teaching and learning using electronic media, especially the internet, as a learning system. E-learning is the basis and logical consequence of the development of ICT.

In this case, e-learning madrasah is an application created by the Director of Institutional and Student Facilities Curriculum (KSKK) of Madrasah to be used by teachers and students in implementing distance learning, both during the COVID-19 pandemic and later after the pandemic ends. Educational institutions must log in to the e-learning madrasah official website using each institution's madrasah statistics number (NSM).

E-learning madrasah also provides a menu for teachers to share teaching materials to be delivered to students. The teacher can make as many classes as the teacher teaches, be it subject teachers, class teachers, or counseling and guidance teachers. Teachers can even create online classes that provide electronic books that students can access anytime and anywhere they are. Therefore, students can still carry out literacy activities well. Teachers can also share lesson plans, core competencies, and basic competencies for each lesson taught to allow

students or even their guardians to monitor and follow the planned learning for the next semester.

Furthermore, online learning (Handarini, 2020) aims to provide quality learning services in a massive and open network to reach more and more enthusiasts of study space. With online learning, students have the flexibility of learning time and can study anytime and anywhere. Dewi (2020) also stated that students could interact with teachers using applications such as e-learning, classroom, video conference, telephone, live chat, zoom, or WhatsApp group. This learning is an educational innovation to answer the challenge of the availability of varied learning resources. Here, the success of a model or learning media depends on the characteristics of the students. Online learning is also essentially done virtually through available virtual applications; thus, teachers must realize that online learning planning must follow patterns and teaching materials derived from indicators of competency achievement (Hamdani, 2020).

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In this case, schools accustomed to using technological devices in teaching and learning activities did not face many obstacles, but it was not the case for schools that had never carried out online learning before. Many educational institutions, especially those in disadvantaged areas, were still far from ready due to various limitations. Most of the distance learning process also still utilized the WhatsApp group facility on smartphone devices. This obstacle is also a challenge in implementing online learning, considering that implementing online learning is a must so that educational activities can still be held amid the current COVID-19 pandemic emergency (Putria, 2020).

In addition, the readiness of human resources, including educators, students, and parental support, is the most important part of implementing distance learning. It is because many complaints came from educators, students, and parents regarding implementing learning from home. Many educators complained about the limited availability of technological facilities, operational capabilities, and the limitations of the internet network in some areas (Arifa, 2020).

Specifically, social learning in social sciences is one of the compulsory subjects in education at the primary and secondary levels in Indonesia. Social studies abroad are better

known as social studies, social education, social studies education, and others. Wesley (Sapriya, 2009: 9) stated that "the social studies are the social sciences simplified for pedagogical purpose". Hence, according to Wesley, social studies are more directed at simplifying the social sciences that aim at pedagogic abilities.

Another definition of social studies (IPS) is, according to the National Council for Social Studies (NCSS) (Supardi, 2011: 182), defining "social studies are the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, **mathematics, and the natural sciences.**"

Barr in Sapriya (2009:10) argued that social studies are an integration of experience and knowledge concerning human relations for the purpose of citizenship education. Meanwhile, according to Banks in Sapriya (2009:10), "social studies is that part of the elementary and high school curriculum with the primary responsibility for helping students to develop the knowledge, skills, attitudes, and values needed to participate in the civic life of their local communities, the nation, and the world." Furthermore, Regulation of the Minister of National Education No. 22/2006 stipulates that "social Studies subjects are arranged systematically, comprehensively, and integrated." With this approach, it is hoped that students will gain a broader and deeper understanding of the related field of science. Through social studies education in schools, students are also expected to develop the abilities of good citizens to solve problems in their environment.

From the above understanding, it can be concluded that social studies combine branches of social sciences and humanities, including religion, philosophy, and education, even concerning aspects of natural science and technology. Accordingly, social studies learning is a two-way interaction between a teacher and students, where between the two, there is an

intense and directed communication (transfer) towards a predetermined social study learning goal.

In this research, a type of field research was carried out with a qualitative descriptive approach because later, research is expected to explain the reality of the evaluation of the use of e-learning madrasah in social studies learning during the pandemic in four Madrasah Tsanawiyah Negeri (State Islamic Junior High School), in Northeast Coast Region, Central Java, including Kudus, Demak, Jepara, and Pati. Primary data sources were generated from ten students of class VIII and two social studies teachers in each region. In addition, secondary data involved each region's principal and ten students' parents.

1. Implementation of Online Learning Planning Using E-Learning Madrasah in Social Studies Learning

Planning is a satisfactory way to make activities run well, accompanied by various anticipatory steps to minimize gaps so that these activities achieve the goals set. In planning, Yaumi (2017) explained that learning planning activities include selecting, determining, and developing methods to achieve learning objectives. Learning planning is also needed to improve the quality of learning, achieve learning objectives, and make learning easier for students (Uno, 2009).

At MTsN 1 Pati, MTsN 1 Kudus, MTsN 1 Demak, and MTsN 1 Jepara, the lesson plans were good and per the learning process provisions. The preparation of lesson plans, syllabus, annual program, and semester program was conducted under the conditions during the COVID-19 pandemic, as seen by school principals who actively controlled teachers in preparing online learning tools, and social studies teachers were actively preparing and incorporating learning tools into e-learning applications so that the learning process could be implemented properly and smoothly following current conditions to achieve learning objectives.

In addition, the learning method is defined as the operational step of the chosen learning strategy to achieve the learning objectives. The method is used to implement the plans prepared in real activities so that the plans prepared can run optimally. Teachers use learning

methods to create a learning environment and underlie the activities of teachers and students. The teacher also chooses the learning method according to the needs and conditions; the method can be changed spontaneously by the teacher according to the conditions during the implementation of learning.

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It has been done at MTsN 1 Pati, MTsN 1 Kudus, MTsN 1 Demak, and MTsN 1 Jepara in the online learning process for social studies subjects in class VIII. Social studies teachers chose learning methods under the conditions during the COVID-19 pandemic and adapted to their needs so that students could understand the materials presented in the online learning process.

2. Evaluation of the Implementation of Online Learning Using E-Learning Madrasah

The implementation of learning is how competence can be achieved by students optimally. The content and process of implementing learning must continue to be updated according to the progress of science and society's culture. Social studies learning must also prepare graduates to master cognitive, affective, and psychomotor abilities that can be useful for students in their future lives.

In this case, during the current COVID-19 pandemic, parents are an important component in online learning because face-to-face learning has been turned into learning from home. Therefore, parents become temporary substitute teachers to teach, support, guide, and direct students while studying at home. In this study, the response of parents and students to implementing online learning activities using e-learning madrasah applications for social studies subjects during the COVID-19 pandemic at MTsN 1 Pati, MTsN 1 Kudus, MTsN 1 Demak, and MTsN 1 Jepara was good because the learning process could continue to run well

during this pandemic; however, most students found it difficult to learn, and parents found it difficult to guide their children during the online learning process.

On the other side, the development of electronic technology is so rapid, and its use is so widespread in various fields of life, giving birth to the development of information very quickly. With e-learning, individuals can learn 24 hours a day with various knowledge and information. E-learning is also one of the problem-solving technologies faced by the world of education during the COVID-19 pandemic so that students and teachers can carry out distance learning processes.

The use of e-learning madrasah applications in online learning for social studies subjects at MTsN 1 Pati, MTsN 1 Kudus, MTsN 1 Demak, and MTsN 1 Jepara has been proven to be very well felt by teachers, parents, and students. The e-learning madrasah application has included the things needed in the online learning process; its use was also easy, understandable, and in accordance with current conditions, requiring the learning process to be carried out remotely. Nevertheless, barriers faced by teachers, students, and parents at MTsN 1 Pati, MTsN 1 Kudus, MTsN 1 Demak, and MTsN 1 Jepara during the implementation of online learning for social studies subjects using e-learning madrasah applications consisted of limitations of mobile phones and quotas, too many assignments, parents who did not understand the subject matter, students who got bored easily, and teachers who could not explain the material directly.

In addition, there were so many problems and obstacles faced by teachers, students, and parents during this online learning period, so all parties involved must be able to overcome problems and obstacles in their respective ways so that online learning continues to run well. The government should continue to strive so that the online learning process can be carried out properly, such as providing training to teachers, providing quota assistance, and developing applications so that schools can use them during online learning, such as e-learning madrasah applications. Teachers should be more understanding and patient in dealing with the situation of students. Moreover, parents should buy their quotas and accompany students during learning, and students continue to try to learn so that assignments do not pile up.

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C. Conclusions

Based on the research results described above regarding the evaluation of the use of e-learning madrasah in Madrasah Tsanawiyah Negeri (MTsN) in four regencies on the Northeast Coast of Central Java, Indonesia, including MTsN 1 Pati, MTsN 1 Kudus, MTsN 1 Demak and MTsN 1 Jepara, the researchers can conclude that the implementation of online learning planning using e-learning madrasah in social studies learning proved to be planned by teachers well so that the process of implementing online learning using the madrasa e-learning madrasah application could be carried out properly. The teacher did this planning to choose methods used during the online learning process so that the material could be delivered by the teacher to students properly.

For the evaluation, the implementation of online learning using e-learning madrasah in social studies learning at Madrasah Tsanawiyah Negeri (MTs N) in four regencies on the Northeast Coast, covering MTsN 1 Pati, MTsN 1 Kudus, MTsN 1 Demak, and MTsN 1

Jepara, confirmed to be implemented well, in which e-learning madrasah applications could be used easily by teachers, students, and parents. However, in the online learning process, several obstacles were faced, such as mobile phones and quotas, too many assignments, parents who did not understand the subject matter, students getting bored easily, and teachers who could not explain the material directly, but these could be handled well by teachers, students, and parents.

Therefore, support, facilities, and infrastructure are crucial for teachers to carry out online teaching and learning for students. In this case, schools must be able to support teachers by providing encouragement and training so that teachers can better understand the nature of online learning itself, and schools should be able to provide as many supporting facilities and infrastructure as possible to teachers so that they can carry out the online learning process well.

Teacher creativity and initiative are also vital in this online learning process. Thus, teachers should be as creative as possible so that the learning process is not boring. Teachers must also be able to take the initiative in dealing with students whose enthusiasm for learning has decreased, and teachers must communicate well with parents about children's development during online learning.

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