Innovation Online Learning for Islamic Education in Madrasah

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ABSTRACT: This article discusses learning design, learning models and learning management of e-Learning-based Islamic Religious Education during the Covid-19 pandemic. This research is descriptive qualitative. The primary data source of this study was Islamic Education (PAI) teachers, and secondary data sources in this study were school profile data and Islamic Religious Education learning tools. Data collection techniques using interviews, observation and documentation. Data analysis techniques use the stages of data reduction, data presentation and conclusion. The research results are, first, the learning design of the Dick and Carrey model by carrying out ten stages. Second, the e-learning-based Islamic Education learning model is a web course, a learning process that uses the internet. The teacher goes through several stages, namely: (a) planning, (b) implementation, e-learning based Islamic Education learning is carried out in the WhatsApp class group, (c) evaluation, the teacher evaluates during the learning process through discussions and at the end of learning in the form of assignments. Third, in realizing maximum online learning, madrasah form an EFH learning management team consisting of principals, managers, editors, teachers, homeroom teachers, counsellors and parents who have their respective roles.

EFH yang terdiri dari kepala sekolah, manajer, editor, guru, wali kelas, BK dan orang tua yang memiliki peran masing-masing.

**Keywords:** Learning Innovation, Online Learning, Islamic Education.

Received: June 20, 2023; Revised: July 20, 2023; Accepted: July 27, 2023

I. INTRODUCTION

Education is a person's effort to gain knowledge, insight, experience, and a place to form independence and self-maturity. This is done so that a person has broad thoughts and experiences so that he can determine his life goals in the future. Education can be done anywhere, from family education to the surrounding environment and school (Dirsa et al., 2022).

The emergence of the Covid-19 outbreak in all corners of the world, including Indonesia, has changed the order of people's lives. The impact caused by Covid-19 is that people who usually carry out activities outside the home, with this pandemic, must do it from home (Birimoglu Okuyan & Begen, 2022). People must also practice physical distancing or keep their distance from other people and also carry out isolation or quarantine at home to suppress the transmission of the Covid-19 virus. Even if people want to do activities outside the house, they must pay attention to strict health protocols by wearing masks (Aminnejad & Alikhani, 2020).

Attempts to carry out quarantine at home were also carried out by the Prophet Muhammad. When facing an outbreak of disease that attacks, this is as the words of the Prophet Saw: If you hear of an epidemic in an area, do not enter it. However, if there is an epidemic where you feel, then do not leave that place (Narrated by Bukhari).

The impact of the Covid-19 pandemic has not only had an effect on people's work but has also had an impact on the educational process, which should have continued under any circumstances. Before the pandemic, the learning process between teachers and students was carried out in classrooms in the school environment; now, the learning process has changed to learning at home. This is like making the house an educational institution as a substitute for formal educational institutions (Aji, 2020). Learning from home is by government instructions, Government Circular Letter No.4 of 2020, which is carried out to prevent the spread of the covid-19 virus (Mendikbud, 2020).

Like it or not, the learning process during this pandemic has to be done at home, not the teacher visiting students at home, but learning through online media (Putra et al., 2020). Learning through the Internet is commonly referred to as e-learning or online learning (in the network) (Permana & Daryati, 2013). The use of online media in education can motivate learning for students even during a pandemic. The types of online media used in learning are Madrasah E-Learning, WhatsApp, zoom meetings, Youtube and Google. Online learning must be supported by several used applications, including Google Classroom, Zoom, YouTube, and WhatsApp groups, as learning media.

Yeni Yuliana revealed that e-learning is a learning innovation that significantly contributes to changes in the teaching and learning process, where students no longer listen to material descriptions from the teacher. However, they do other activities, such
as observing, demonstrating, etc. The material in e-learning learning can be visualized in various forms that are more dynamic and interactive so that learners or students will be more enthusiastic or motivated to participate in the learning delivered (Yuliana, 2020). The use of online media in education can inspire learning for students even during a pandemic (Fuad & Andhinasari, 2021).

In delivering material, e-learning uses internet media, so this learning model can solve learning problems that arise during the current Covid-19 pandemic. E-learning for some teachers is something new, especially for teachers who live in rural areas. However, amid the current Covid-19 pandemic, like it or not, all teachers in cities and villages must be able to use it, considering that teachers and students cannot conduct face-to-face learning during this pandemic. Teachers initially thought that cell phones or cell phones were just a means of communication, but now they are used as partners in teaching. Thus, the current pandemic conditions force teachers to get used to using the Internet.

MTs Salafiyah is one of the schools that implemented online learning during the co-19 pandemic on an e-learning basis. In this case, MTs Salafiyah makes interesting learning innovations with the aim that students are enthusiastic about following the lessons delivered even though they are not face to face with the teacher. As for one of the innovations made, MTs Salafiyah formed an EFH (E-Learning from Home) learning management team consisting of managers, editors, teachers, homeroom teachers, Counseling Guidance teachers and parents who have their respective duties and work together synergistically. Whereas teachers delivering material are required to make their interesting learning videos, they are not allowed to take them from the internet, and teachers are given flexibility in making learning videos according to the creativity possessed by each teacher. Furthermore, this discussion will be discussed in detail regarding the design, model and learning management of e-learning-based Islamic Religious Education at MTs Salafiyah.

II. METHOD

The approach used in this study is qualitative, which has descriptive characteristics and tends to use inductive analysis. Researchers try to describe and explain related to the design, model and management of E-Learning-based Islamic Education learning at MTs Salafiyah during the co-19 pandemic. In this study, data is evidence and introductory material in the form of information or natural material. The data source is the subject where the data is obtained. This study's data are related to the design, model and management of Islamic Education learning at MTs Salafiyah during the Covid-19 pandemic (Yusuf, 2014).

This study has two types of data sources: primary data is the leading data taken directly from EFH managers and Islamic Education teachers at MTs Salafiyah in the form of interview results. The second type of data source is secondary data carried in the form of documents that are relevant to the results of the research as found by researchers in the form of documentation related to school profiles, Islamic Education online Learning Implementation Plans (RPP) at MTS Salafiyah during the Covid 19 period. In this case, the researcher directly goes to the research location to obtain concrete data from the research.
Researchers use data collection techniques through observation or direct observation of individuals or groups, and then the observations' results are described systematically. In analyzing the data, this study carried out several stages or steps, namely data reduction, data presentation and verification. The techniques used to test the validity of the data through observation persistence, triangulation, and reference adequacy (Ikhwan, 2021).

### III. RESULT AND DISCUSSION

#### E-Learning Based Islamic Education Learning Design During the Covid-19 Pandemic

*Learning design* is a structure that allows the teaching and learning process to run well. Teachers must be creative and innovative to create various learning models so that the process of teaching and learning activities can occur in a conducive manner. Build a learning design in the form of strategies, methods, media and techniques used to achieve learning objectives optimally (Marbun, 2021).

An online learning manager designed the learning design for Islamic Religious Education based on e-learning during the co-19 pandemic at MTs Salafiyah. In this case, the curriculum vice will then be developed by each subject teacher, hoping that the learning designs created can help students receive learning material quickly.

The data obtained in the field shows that the e-learning-based Islamic Education learning design at MTs Salafiyah has been designed as well as possible so that the learning process can run well. Before the teaching and learning process, the teacher has prepared material in the form of exciting learning videos, which will be delivered during teaching hours. From the results of observations made by researchers through the class WhatsApp group, at the beginning of each lesson, the teacher motivates students always to be enthusiastic about participating in the learning that will be carried out. The learning design used refers to the learning design developed by Dick and Carey by going through the following steps (Dick & Carey, 2015);(Chang, 2006):

![Dick and Carey Learning Design](image)

*Figure 1. Dick and Carey Learning Design*

The learning design above is then used as a guide in making Islamic Education learning designs at MTs Salafiyah with the following steps:

1. **Identify learning objectives**
   
   In this activity, the teacher identifies the learning objectives to be achieved, which are adjusted to the Basic Competencies that have been set;

2. **Analyze instructional**

DOI: [https://doi.org/10.35723/ajie.v7i2.405](https://doi.org/10.35723/ajie.v7i2.405)
The teacher determines what indicators students must achieve to achieve predetermined learning objectives. This analysis aims to analyze the material provided in e-learning learning;

3. Analysis of learners and context

To find out the students' initial abilities, the teacher needs to analyze by providing an assessment which aims to adjust the learning material according to the student's abilities. The context analysis relates to the condition of students who do learning from home;

4. Formulate specific learning objectives

In determining specific learning objectives, teachers need to classify theoretical, conceptual and practicum learning objectives that aim to choose appropriate learning strategies;

5. Develop assessment instruments

The assessment activity aims to determine students' mastery of the material by predetermined learning objectives. In Islamic Education learning, there are at least two assessments, namely assessments in the form of written tests and skills assessments;

6. Develop learning strategies

There are four components in the learning strategy that are interrelated with each other, namely the stages of learning activities, learning methods, learning media and time allocation used;

Table 1. EFH Learning Plan

<table>
<thead>
<tr>
<th>No</th>
<th>Stages</th>
<th>Learning Activities</th>
<th>Method</th>
<th>Media Used</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>The teacher greets students, fills in the attendance list and provides motivation</td>
<td></td>
<td>Whatsapp, google form</td>
<td>10 minute</td>
</tr>
</tbody>
</table>
|    | Core activities | Weeks 1 and 3  
The teacher sends a link to the learning video in the class WhatsApp group for students to understand and hold discussions  
Weeks 2 and 4  
The teacher sends the link to the previous week's learning video in the class WhatsApp group for students to re-understand and give assignments | Tutorial video  
Whatsapp, youtube |                 | 65 minute         |
| 2  | Closing       | The teacher evaluates students' opinions (weeks 1 and 3), appreciates students' assignments (weeks 2 and 4) and provides motivation to always study at home and pay attention to health protocols and read hamdalah as a sign of the end of learning |                 | Whatsapp            | 5 minute        |

DOI: https://doi.org/10.35723/ajie.v7i2.405
In the learning system, the method has a vital role. Success in implementing learning strategies depends on the learning methods used (Sanjaya, 2019). As for this pandemic, MTs Salafiyah used learning methods through interesting learning videos made by the subject teachers.

Applying the online learning method carried out at MTs Salafiyah requires media to support the realization of the technique used; for this, the learning media used are WhatsApp groups, YouTube and Google Forms. Arista Aulia et al. revealed that in online learning, teachers could make learning materials in the form of creative videos, podcasts or Spotify so that students can be interested in the material presented (Firdaus, 2021). Therefore, creativity in packaging learning materials and the ability to utilize technology are essential during the current Covid-19 pandemic;

7. Use of teaching materials
In e-learning-based Islamic Education learning, the teacher makes teaching materials in the form of learning videos;

8. Design and develop formative evaluations
After the teacher delivers teaching materials, the teacher makes a formative evaluation which aims to find out what needs to be improved and what needs to be revised so that learning is more effective and efficient;

9. Revise the learning program
After knowing the results of the formative evaluation, the teacher revises the learning components related to the stages of activities, methods, learning media, and time allocation adapted to e-learning learning;

10. Design and develop a summative evaluation
At the end of learning, a summative test is needed to find out or determine student success in the teaching that is carried out and will produce the student's final grade. In e-learning learning, several alternative evaluations can be carried out, such as daily tests or final exams via Google form and assignments in the form of photos or short videos.

Implementing E-Learning Based Islamic Education Learning Model
In implementing the e-learning-based Islamic Education learning model during the covid 19 pandemic, teachers at MTs Salafiyah went through several stages, namely:

Planning
Silahudin explained that the objectives of e-learning-based learning can be achieved optimally. So it must be carefully planned by paying attention to the media used, bearing in mind that in its application, e-learning learning must have internet media available and ensure that all students can access the internet.

The online learning management team at MTs Salafiyah did this. Before e-learning learning is carried out, the online learning management team conducts analysis and planning. Based on the results of interviews with the online learning manager, before online learning began, the manager collaborated with the homeroom teacher to ensure that all students could access the internet and have mobile phones or laptops used for
learning. This is considering the varied family backgrounds of MTs Salafiyah students. So that the readiness of the online learning management team and students must be considered before the application of e-learning learning is carried out.

In his research, Nur Hari believes that for the application of e-learning-based learning to run well, it is necessary to have readiness from all parties, both schools, teachers, parents and students (Widyanti et al., 2020). Based on the results of interviews conducted by Islamic Education teacher researchers at MTS Salafiyah, they conducted an analysis and planning with the following stages:

Based on the findings obtained, what the teacher does in the planning process is by the theory presented by Ade Kusuma that before e-learning is carried out, the teacher needs to prepare instructional plans such as teaching materials or materials, learning objectives and questions as tools (Kusmana, 2017). For teachers, it is essential to plan before learning e-learning is carried out. With this analysis, teachers can determine appropriate learning methods and applications for e-learning learning.

Implementation

The implementation of e-learning-based Islamic Education learning at MTs Salafiyah is adapted to the 2013 curriculum. The first thing the teacher does is open the lesson by greeting them, followed by reading basmalah and providing motivation so that students remain enthusiastic about participating in the learning that will be carried out in the class WhatsApp group. Furthermore, the teacher provides material in the form of learning videos made by each Islamic Education teacher through the school's YouTube channel.

In this case, the Islamic Education teacher at MTs Salafiyah prepares teaching or Islamic Education learning materials as exciting learning videos. This is to the theory that the contents of teaching materials or learning materials prepared by the teacher can be in the form of Multimedia Based Content, namely in the form of interactive multimedia using computer devices or Text Based Content in the form of media in the form of text, namely textbooks available on the internet platform (e-book) (Hartanto, 2016).

The teacher is a facilitator in the e-learning-based Islamic Education learning process at MTs Salafiyah. For this reason, Islamic Education teachers at MTs Salafiyah try their best to take advantage of learning time by holding discussions in the class WhatsApp group. In the discussion process, it is hoped that students can understand the learning material appropriately presented. The learning process is like this:

![Figure 2. Learning system design](https://doi.org/10.35723/ajie.v7i2.405)
delivery of material and discussions are carried out in the first week and the third week while strengthening the material and giving assignments are carried out in the second and fourth weeks. Furthermore, the final stage of the learning process is the teacher and students concluding the material, doing reflection and assessment. This assessment is carried out in the form of questions that must be answered by students on paper and then photographed, or students directly answer questions in the WhatsApp class group, or students answer in the form of short videos then upload them on the WhatsApp status of each student or send them directly at WhatsApp number teacher.

From the explanation above, during the current pandemic, the learning process should not be carried out directly or face-to-face between teachers and students. However, under any circumstances, students must still receive an education. Therefore, for the learning process to continue, MTs Salafiyah makes a policy to implement an e-learning-based distance learning system. This is to the function of e-learning as a substitute (substitution), where the role of e-learning is as a substitute for teaching and learning activities that are usually carried out in the classroom (Rachmawati & Rusydiyah, 2020).

Based on the results of interviews conducted by researchers, e-learning-based Islamic Education learning is more fun and exciting. Because students have never received understanding like what they did during this pandemic, namely entertaining learning videos, this is in accordance with the characteristics or characteristics of e-learning learning expressed by Clark and Mayer as follows:

1. The content or content of teaching materials is predetermined learning objectives.
2. Using instructional methods, such as presenting examples and exercises/questions to enhance learning and as an evaluation tool.
3. Using interesting words and pictures in the delivery of learning material.
4. Learning is designed directly centred on the teacher (synchronous e-learning) or for independent learning (asynchronous e-learning).
5. Increase the understanding and skills of individuals or groups (Hanum, 2013).

The implementation of e-learning-based Islamic Education learning can be used as a creative and innovative learning model in making students not only knowledgeable but also able to face global challenges who are faithfully and pious.

Learning Evaluation

The EFH (E-Learning From Home) learning evaluation process is carried out by Islamic Education teachers and learning managers. Islamic Education teachers at MTs Salafiyah carry out evaluations during learning and at the end of knowledge. This evaluation is not only carried out during the Mid-Semester Assessment or Final Semester Assessment. However, it is also carried out at the end of each meeting in the form of assignments or after the completion or completion of material in one chapter or Basic Competency. This evaluation is carried out to determine how much students understand the material taught.

In addition to Islamic Education teachers who carry out learning evaluations periodically, the manager of e-learning learning at MTs Salafiyah also conducts evaluations related to learning that has been carried out both in terms of preparation and implementation which includes one of which is the presence of students in each...
lesson and the activeness of the teacher in the teaching and learning process. In addition, it is also a consideration in using the methods that have been implemented, whether they are still effective or need other innovations so that the desired learning objectives can be achieved optimally.

In implementing e-learning-based Islamic Education learning at MTs Salafiyah during this pandemic, of course, there were several obstacles encountered, including:

1. **Communication network**
   
   This problem arises due to several factors. For example, the students' homes are far away, it is difficult to access the network, or the students' internet quota needs to be increased.

2. **Not all teachers or students master technology well**
   
   The ability of teachers to master information technology is minimal. Not all teachers can operate laptops or cell phones; even making learning videos and using online applications is still limited. Such constraints can undoubtedly affect the delivery of learning materials to students.

3. **Affective and psychomotor assessment**
   
   In evaluating the learning that has been carried out, the teacher needs to assess to determine the understanding of the material that has been delivered and as a reference for improving the teaching and learning process in the future. In implementing e-learning-based learning, teachers experience problems related to assessment from an affective and psychomotor perspective because teachers cannot directly monitor student activities.

4. **Sharing time with students**
   
   During e-learning, the teacher spends more time serving students; this is a problem for some teachers because, in reality, it is difficult for teachers to share time serving students with activities or household chores. If in face-to-face learning, the teacher only serves students until it is time to go home from school, it is different with e-learning learning. The teacher feels overwhelmed dealing with students who submit assignments outside the allotted time.

5. **Lack of motivation given by parents**
   
   In e-learning, there should be a synergistic collaboration between teachers and parents in motivating students so that they are always enthusiastic about participating in learning that is carried out so that the desired learning objectives can be achieved optimally. In this case, because the teacher cannot directly monitor student activities in participating in learning, it is hoped that parents can accompany their sons/daughters when the teaching and learning process takes place and remind them of the work and collection of assignments. What is no less important is that parents must pay attention to their psychology; parents who show an unstable and emotional attitude in front of their children can influence them to understand the material presented.

Some of the problems above are in line with the theory that e-learning-based learning also has some drawbacks, namely:

1. **Not all teachers can use e-learning properly, especially teachers who are still laymen**
2. Making e-learning learning materials takes a long time
3. Requires suitable supporting materials that need costs
4. Some teachers would prefer to use e-learning learning (Silahuddin, 2015).

**E-Learning Based Islamic Education Learning Management**

To suppress the spread of the Covid-19 virus, it requires everyone to keep their distance or comply with health protocols. One of the impacts of this policy is that students must learn from home. In this case, of course, the role of parents is the primary key to learning so that students remain enthusiastic in participating in the teaching and learning process even though the process is not carried out face to face (Trisnawati & Sugito, 2020).

During this pandemic, learning management has changed from previously learning in the classroom in the school environment, face-to-face with teachers, and playing with friends. However, learning management has changed, and all activities are carried out from home. Government policy requires all levels of education, both at the centre and in the regions, to manage online or online learning to suppress the spread of the covid-19 virus (Ahmad, 2020).

The policy of changing the management of learning from face-to-face to online has significantly impacted the world of education in Indonesia (Aula et al., 2020). This policy is an implementation of the Minister of Education and Culture Circular Letter Number 3 of 2020 concerning the prevention of covid-19 in Education units and Circular Letter Number 4 of 2020 concerning the implementation of Education policies during the emergency period of the spread of covid-19.

The application of online learning is gradually being implemented around the world (Wardani & Ayriza, 2020). This is what MTs Salafiyah is also doing during the current covid-19 pandemic, where MTs Salafiyah is adapting by changing learning management from face-to-face or offline learning to online learning or EFH (E-Learning from Home) so that the learning process between the teacher and students continue (Ikhwan, 2022).

Online learning management at MTs Salafiyah is supported by various applications such as Whatsapp Group, Youtube and Google Forms in delivering material with the hope that the teaching and learning process will run smoothly and the learning objectives can be achieved. Managing online learning or EFH (E-Learning from Home) is one solution for organizing learning during the current pandemic.

Najamudin revealed that online learning management is planning, implementing, and organizing as well as evaluating or assessing learning, starting from formulating the Learning Implementation Plan and implementing learning methods using interactive internet-based learning models and learning management systems (LMS) (Solong, 2021). Therefore, in realizing maximum online learning management, MTs Salafiyah formed an EFH learning management team with each task division consisting of:

<table>
<thead>
<tr>
<th>No</th>
<th>Position</th>
<th>Task</th>
</tr>
</thead>
</table>
| 1  | Person responsible | 1. Instruct subject teachers to make learning videos  
2. Be responsible in the EFH learning process  
3. Coordinate with managers to determine e-learning-based learning methods and processes |
4. Coordinate with managers to evaluate e-learning-based learning methods and processes that have been implemented

| 2 | Manager | 1. Make a lesson schedule  
| | | 2. Provide an attendance link to the subject teacher every time learning  
| | | 3. Record attendance  
| | | 4. Determine e-learning-based learning methods and processes  
| | | 5. Evaluate the e-learning-based learning methods and processes that have been implemented

| 3 | Editor | 1. Taking videos in the form of delivering material by subject teachers who are less able to make learning videos  
| | | 2. Editing learning videos for teachers who are less able to make them  
| | | 3. Remind subject teachers who have not submitted learning videos for a maximum of H-1 teaching time  
| | | 4. Create a learning video link and submit it to the subject teacher  
| | | 5. Uploading learning videos to the school's YouTube

| 4 | Subject teachers | 1. Make learning videos  
| | | 2. Manage the class during the lesson  
| | | 3. Delivering the attendance link in the class WhatsApp group (google form)  
| | | 4. Delivering the learning video link in the class WhatsApp group  
| | | 5. Give assignments to students  
| | | 6. Evaluate learning at the end of each meeting  
| | | 7. Convey to the homeroom teacher, if there are students who do not take part in learning

| 5 | Homeroom teacher | 1. Communicate with parents if their students do not attend lessons  
| | | 2. Collaborate with BK to follow up on students who often do not attend lessons

| 6 | Counselling Guidance | 1. Collaborate with the homeroom teacher to follow up on students who often do not attend lessons

| 7 | Parent | 2. Supervise students during the learning process takes place

The management of online learning or EFH at MTs Salafiyyah is divided into several stages, namely:

1. Preparations made by:
   a. The EFH learning manager is making class schedules and student attendance forms.
   b. The teacher is making learning material in the form of an interesting learning video.
   c. EFH learning editor, namely editing learning videos for teachers who are less able to make them, reminding teachers who have not collected learning videos to upload on YouTube for a maximum of H-1 teaching time, creating a YouTube link for learning videos, and uploading learning videos on YouTube for schools.
2. Implementation carried out by:
   a. The EFH learning manager sends an attendance link for each lesson and recaps it.
   b. The teacher is implementing EFH learning through the class WhatsApp group.

In the implementation of e-learning-based learning, MTs makes policies for core activities each week, namely delivery of material and discussions in the 1st and 3rd weeks and delivery of re-item and assignments in the 2nd and 4th weeks.

The e-learning-based Islamic Education learning steps at MTs Salafiyah are as follows:

   a. Introduction, the initial activity carried out in the class WhatsApp group is the teacher greeting students, students filling in the attendance link, and then the teacher provides motivation and encouragement
   b. Core activities, weeks 1 and 3 (the teacher sends the learning video link in the class WhatsApp group, and students watch it via the school’s YouTube channel, followed by a discussion related to the material being studied), while for weeks 2 and 4 (the teacher resends the learning video link in class WhatsApp group delivered in the previous week and assignments)
   c. Closing activities (the teacher evaluates the answers to the results of student discussions and appreciates them for the 1st and 3rd weeks, and the teacher evaluates student assignments in the 2nd and 4th weeks), then the teacher closes learning by always giving motivation to always study at home and pay attention to health protocols and invite students to read hamdalah as a sign of the end of learning and say hello.

3. Evaluation, conducted by:
   a. Teacher. Evaluations carried out by Islamic Education teachers at MTs Salafiyah are not only during PTS and PAS but at the end of each meeting in the form of assignments or after the material in one chapter or Basic Competency (KD) has been completed/fulfilled.
   b. EFH learning management team. Periodically the EFH learning manager at MTs Salafiyah also evaluates the learning that has been carried out both in terms of preparation and implementation so that it can be used as a consideration in using the method that has been applied whether it is still effective or needs other innovations so that the desired learning goals can be achieved maximally.

Research findings on learning management models during a pandemic include five functions: Planning, from outreach, training, technology adaptation, preparation of school policies related to the learning process, to preparation of online lesson plans; Organizing, namely setting up the implementation of learning, by compiling online schedules and home visits; Actuating, namely the process of implementing learning that has been designed, namely online, home visits and limited face-to-face; Controlling, a monitoring system from the relevant Ministry of Religion, and Evaluating, namely the evaluation and assessment process, both offline and computer-
based. The implications of this article are expected to be input and consideration for the government in determining education policies during a pandemic or online learning.

IV. CONCLUSION

This article can conclude the following findings: First, e-learning-based Islamic Education learning design refers to the Dick and Carrey model learning design by carrying out several stages, namely: identifying learning objectives, analyzing instructional, analyzing students and context, formulating specific learning objectives, developing assessment instruments, developing learning strategies, using teaching materials, designing and developing formative evaluations, revising learning programs and designing and developing summative evaluations. Second, the e-learning-based Islamic Education learning model at MTs Salafiyah is a web course, a learning process that uses the internet. In this model, Islamic Education teachers go through several stages, namely: (a) planning, analyzing students (ensuring that all students have cellphones/laptops), determining learning objectives, preparing learning materials and evaluation tools; (b) implementation, e-learning-based Islamic Education learning is carried out in class WhatsApp groups; (c) evaluation, the teacher evaluates when the learning process takes place through discussions or at the end of learning in the form of assignments. Third, in realizing maximum online learning, MTs Salafiyah formed an EFH learning management team consisting of school principals, managers, editors, teachers, homeroom teachers, counsellors and parents who have their respective roles.

V. REFERENCES


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