THE EFFECTIVENESS OF ONLINE ENGLISH LEARNING USING MAN 1 KUDUS E-LEARNING DURING THE COVID-19 PANDEMIC

Mohammad Umar
MAN 1 Kudus
abineisam@gmail.com

Abstract. The problem of this study is whether the implementation of MAN 1 Kudus e-learning is effective to improve online English learning. The purpose of this study is to find out the implementation of MAN 1 Kudus e-learning (ME) to improve the online English learning effectiveness. This research is a descriptive quantitative. The data were obtained by distributing questionnaires on Google Forms which contained closed, semi-closed, and open questions, then the data were analyzed descriptively. Respondents of this research were students of class XI MIPA and all English teachers of MAN 1 Kudus who carried out learning process using e-learning applications. The results showed that the affective component of the use of MAN 1 Kudus e-learning tended to be effective. It was shown from the students' activeness in utilizing MAN 1 Kudus e-learning in learning process that was 62% effective. The implementation of online learning using MAN 1 Kudus e-learning was effective, which can be seen from 78 % students achieved the minimum completeness criteria even there was ineffectiveness in the evaluation process.

Keywords: effectiveness, online English learning, MAN 1 Kudus e-learning, covid-19 pandemic

INTRODUCTION

In the mid of academic year 2020/2021, learning at various levels of education must be stopped. This is inseparable from the spread of the Covid-19 outbreak. As we know that corona virus disease 2019 (COVID-19) originated at Wuhan, Hubei Province has rapidly widespread to more than 190 countries including Indonesia. The spread of this disease has had a wide impact socially and economically. In the field of education, Covid-19 has had an impact which is very significant in changing the learning system that has been carried out face-to-face. The face must then be changed with a system of online learning activities. It means in the 2020/2021 school year, teaching and learning process is carried out differently than the previous years. The corona virus pandemic that occurs in almost all parts of the world affects all areas of life, including the education sector.

Corona virus is a one of the terrible viruses because it can cause death. The number of victims of this virus recorded in quite large numbers. Various attempts have been made to controlling the spread of this virus, one of by imposing Social Restrictions Large-Scale (PSBB). Minister of Education support the PSBB program by enforcing Circular Letter Number 4 of 2020. Through In the circular letter, the Minister of Education announced that that the learning process is carried out from home.

Proceedings of the 4th TEYLIN International Conference:
Supporting Teachers' Learning in Teaching English to Young Learner (TEYL)
23 August 2022
ISSN: XXXX-XXXX

Madrasah, as the Islamic school, managed by the Minister of Religion also did the same thing. The religion minister enacted a decree Number 2791/2020 concerning Action Prevention of the Spread of the Corona Disease-19 Virus (Covid-19) within the Ministry of Religion. Through this Decree the Minister of Religion advised that all learning activities madrasah are held online.

Online learning is a step strategic in preventing the spread of the pandemic Covid-19 in the sector of education. This is because the essence of online learning is to implement without meeting in person. Lately there are many educational institutions that use technology and implement systems online learning to support activities learning. This requires the teacher to redesign learning strategies. Teacher must prepare a lesson plan that facilitate students to learn from home. (Hidayati, 2021)

Kurniasari stated that teachers should be ready to use the new technology. They should be familiar and skilled to apply several applications in teaching and learning process. It means that teachers should prepare lesson plans that facilitate students to study from home. The selection of appropriate learning strategies accompanied by role models and noble character of the teacher in carrying out the learning process is very necessary in the success of the learning from home (BDR) program. This is done to make it easier for students to learn during this pandemic (Kurniasari, 2020)

E-learning is a learning system that refers to the use of technology information that can increase knowledge and skills through the use of services technology. There are several advantages to e-learning and thus a reason for user to use it. The strength of e-learning is that it offers flexibility, interactivity, speed, and visualization through the various advantages of each media (Sujana et al., 2005) in (Deviyanti et al., 2020) in (Widodo, 2022)

To support in the implementation of online learning and to provide an online learning in madrasah, The Directorate of KSKK (Curriculum, Curriculum, Facilities, Institutions, and Students) Ministry of Religious initiated the idea of creating a digital learning platform that can be used to support the learning process in madrasah. In its development, madrasa e-learning has undergone many repair processes to reproduce and improve existing features. This application consists of various features that support students and teachers in learning activities. The features contained in e-learning are designed to help them get information, assignments and learning quickly. These features are madrasah forums, online classes, calendars and communication. The Online Class feature consists of a variety of content. Among them are competency standards (KI/KD), minimum completeness criteria, lesson plans, teaching materials, class attendance, teacher journals, computer-based tests (CBT), knowledge assessment (KI-3), skills assessment (KI-4), end-of-semester assessments, recap of report cards, monitoring of student activities, class calendars and class arrangements. (M.Tajudin Zuhri, 2020)

MAN 1 Kudus is one of madrasah is a school under the Ministry of Religion of Kudus which tries to develop the madrasah e-learning application. Then it is named MAN 1 Kudus e-learning. By these applications, the teachers and students of MAN 1 Kudus could use more interactive, structured, and captivating learning process. Therefore, that it is desirable to motivate madrasah to be able to make updates in the field of information technology. All e-learning users at the madrasah will have their own username to be able to enter and access the madrasah e-learning application, anytime and anywhere.

Online learning using e-learning has several advantages and disadvantages. The advantages of online learning are creating a new learning atmosphere, providing flexibility of place and time,

Proceedings of the 4ᵗʰ TEYLIN International Conference:
Supporting Teachers' Learning in Teaching English to Young Learner (TEYL)
23 August 2022
ISSN: XXXX-XXXX

spending more time with family, reducing transportation costs, being more responsible, creative, and independent (Oktavian and Aldya, 2020) in (Hidayati, 2021). In addition, it can be adapted to the student's learning style. In the contrary, the disadvantage of online learning is that it is difficult to make students focus because home conditions are not supportive for the online learning process. Moreover, online learning causes minimal interaction between teachers and students and between students, excessive assignments, is influenced by internet connections, is more wasteful of internet quota, and is more difficult to understand and master subject matter. With all the advantages and disadvantages of online learning using MAN 1 Kudus e-learning applications, it is necessary to study the effectiveness of online learning using madrasah e-learning during the COVID-19 pandemic especially in English learning.

LITERATURE REVIEW

Effective means effectiveness (Depdiknas, 2018). According to Hidayat in MP. Nasution (2016) in (Widodo, 2022), effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved. Where the greater the percentage the target is achieved, the higher the effectiveness.

Effective learning is an effort that produces useful results and purposeful learning for students, through the use of appropriate procedures. In this definition, the word learning effectiveness contains two important indicators, namely the occurrence of learning on students and what lecturers do. Thus, the procedure learning used by teachers and evidence of student learning will be the focus of efforts to grow learning effectiveness.

One indicator of learning effectiveness is the achievement of a learning goal, this means that if the learning objectives are achieved optimally, it can be said that learning has been achieved its effectiveness. In addition, active student involvement shows learning efficiency. The teaching and learning process is said to be effective if the learning can achieve the desired goals expected and students can absorb the subject matter and practice it. (Widodo, 2022)

To achieve the learning goals, according to (M.Tajudin Zuhri, 2020), learning requires good planning, preparation of learning tools, selection of media, strategies, learning models and techniques, to continuous evaluation. The use of effective and innovative learning models is needed so that the learning carried out can be more colorful and run smoothly. Furthermore, as (Kurniasari, 2020) stated that the achievement of learning objectives is determined by several things including: the media, the learning process, and the selected teaching materials.The learning process is all joint efforts made by teachers and students to share and process information. It is hoped that the knowledge shared can be useful for students and become the basis for continuous learning. There is a change for the better to achieve a positive improvement marked by changes in individual behavior that will be obtained from the learning process. Critical and intellectual thinking skills will be formed through the learning process (Munir, 2009)

Learning media also contribute to achieving the specified learning objectives. Some of the benefits of learning media that have been revealed by education and learning experts include being able to trigger students' interests and desires, generate stimulation and motivation to learn, and also provide psychological effects on students. Media in learning activities broadly has uses to facilitate interaction between teachers and students, so that the learning process can run more efficiently and effectively (Kurniasari, 2020)

Proceedings of the 4ᵗʰ TEYLIN International Conference:
Supporting Teachers' Learning in Teaching English to Young Learner (TEYL)
23 August 2022
ISSN: XXXX-XXXX

Distance learning is a teaching method without direct face-to-face between teachers and students when the learning process takes place, teachers and students are connected by a system interactive telecommunication. Distance learning strategies must be carried out with various activities to serve learning styles and learning outcomes through interactions between learners and content, interaction between students and instructors, and interactions between students and students. Benefit distance learning, among others, 1) For students, online learning does not recognize time zones and location, distance is not a problem; 2) In asynchronous online learning, students can access online materials anytime, whereas synchronous online learning allows real-time interaction between students and instructors; 3) Students can use the internet to access learning current and relevant materials, and can communicate with experts in their fields; 4) Situation learning, or the application of knowledge and skills in a given context, is facilitated, because students can complete online learning while carrying out tasks at work and contextualize learning; 5) For teachers, tutoring can be done anytime and anywhere. Online materials can be updated, and students can immediately see the changes. When students can access material on the Internet, it is easier for teachers to direct them to the right information based on their needs. (M.Tajudin Zuhri, 2020)

Online learning is a learning process carried out by teachers and students who cannot physically meet face to face together in the same place. The online learning process is carried out utilizing the help of technology-based electronic media so that students' learning needs can be accommodated properly. In online learning, students can communicate effectively with teachers even though there are some obstacles and disturbances encountered. Several evaluations of the online learning carried out found various limitations, both from the students' side or from the teacher's side in mastering the distance learning applications used or also because of other factors such as network limitations and so on. (Hikmah, 2020)

E-learning is short for Electronic Learning. E-learning is an innovation in learning activities that use electronic media, especially the internet as a learning system. E-learning was born as a logical consequence of the development of information and communication technology. Madrasah e-learning is an application launched by the Ministry of Religion of the Republic of Indonesia which is available for the Roudlotul Athfal (RA) level to the Madrasah Aliyah (MA) level. E-learning is designed to facilitate the implementation of distance learning in order to answer the challenges of technological advances. Madrasah e-learning is a learning platform created by the Madrasah KSKK Directorate to be used by teachers and students in carrying out distance learning, both during the Covid-19 pandemic and later after the pandemic ends (Hikmah, 2020)

E-learning madrasah have a menu that allows teachers to share teaching materials that will be used in learning activities. The teacher can create as many classes as the class that the teacher teaches, be it class teachers, subject teachers, or counseling guidance teachers. Teachers can also create online classes that provide e-books that students can access 24 hours a day from wherever they are. So that students can still carry out literacy activities well (Hikmah, 2020). Teachers can also share Learning Implementation Plans, Basic Competencies and Core Competencies for each lesson taught so as to give students or even parents the freedom to follow and monitor the planned learning (Hikmah, 2020)

The implementation of online learning must still pay attention to the achievement of learning objectives. Experts formulate learning objectives that vary, but all return to the same essence, namely: [1] learning objectives are the achievement of changes in student behavior or

Proceedings of the 4th TEYLIN International Conference:
Supporting Teachers' Learning in Teaching English to Young Learner (TEYL)
23 August 2022
ISSN: XXXX-XXXX

competencies after undergoing a series of learning activities; [2] objectives are spelled out in the form of a specific statement or description. Based on the views of experts on the definition and objectives of learning, it can be concluded that the learning objectives are the estuary of the entire series of learning activities carried out (Kurniasari, 2020)

Madrasa e-learning is also equipped with a CBT (Computer Based Test) menu which makes it easier for students to take part in a whole series of learning assessments starting from quizzes, daily assessments, end-of-semester assessments and even year-end assessments online. Several forms of assessment are provided by E-learning ranging from multiple choice, short answer, essay and matchmaking (Hikmah, 2020)

MAN 1 Kudus e-learning is an application made by the Madrasah KSKK Directorate which is distributed free of charge designed to support the learning process in madrasah. With the hope of creating more interesting, structured, and interactive learning. MAN 1 Kudus includes madrasah located in Kudus which provide a fast response in responding to suggestions for implementing online learning using e-learning madrasah.

METHOD

This study used quantitative methods. The research was conducted at MAN 1 Kudus by taking samples of 110 students from class XI MIPA and 5 English teachers. Quantitative data was obtained through questionnaires distributed to students and teachers according to the sample set through the google form during the covid-19 pandemic.

The data collection techniques include: 1) primary data, namely data in the form of original documents from actors containing information about learning activities using the MAN 1 Kudus e-learning application during the COVID-19 pandemic. 2) secondary data, additional data in the form of literature references about learning activities using madrasah e-learning.

Data analysis techniques were carried out in two ways: 1) Description of the data, this activity was carried out by compiling the required data which was then described. 2) Data analysis, this activity was carried out by recapitulating data from google form, then analyzed descriptively in the form of sentence descriptions.
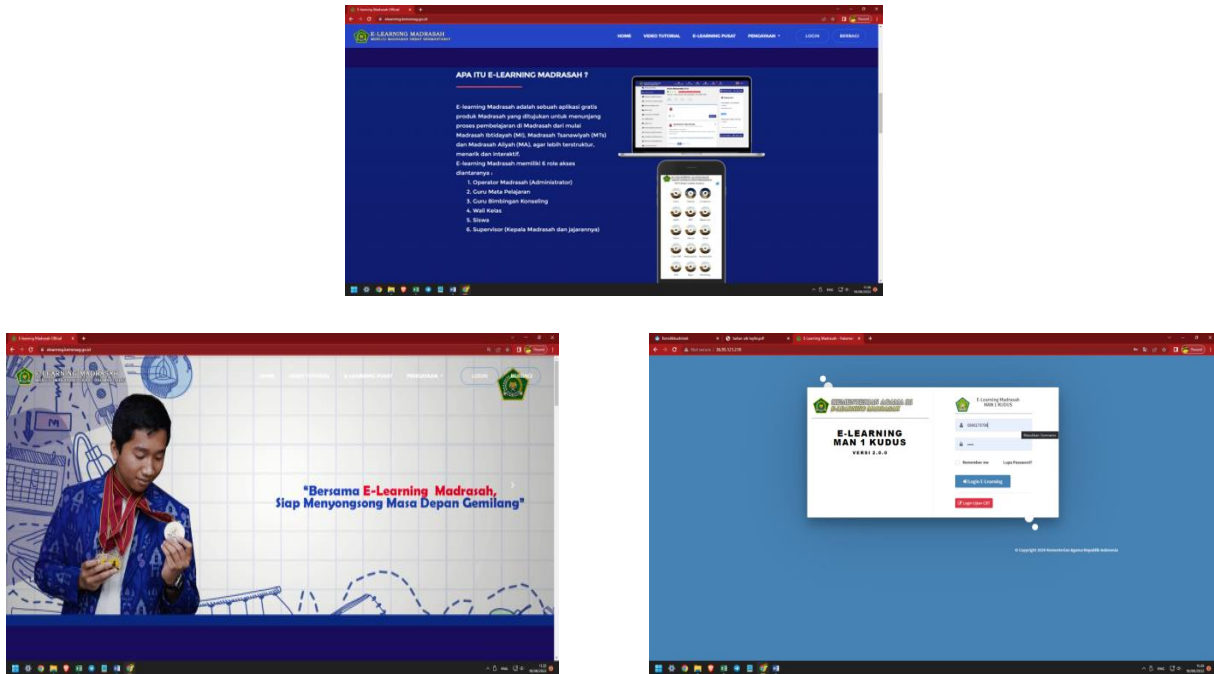
The effectiveness of online learning using MAN 1 Kudus e-learning was measured by student learning outcomes as seen from the number of students who could achieve the minimum completeness criteria (KKM) which was 75.

FINDINGS AND DISCUSSION

The Ministry of Religion seeks to provide solutions to educational problems during the Covid-19 pandemic by issuing madrasah e-learning applications. It is a free application for Madrasah products intended to support the learning process in Madrasah. There have 6 access for:1) Madrasah Operator (Administrator) 2). Subject Teacher 3). Counseling Guidance Teacher 4). Homeroom teacher 5). Student 6). Supervisor (Head of Madrasah and staff). The display features in the madrasah e-learning application are as follows:

Picture 1: Display of features in the madrasa e-learning application

Proceedings of the 4th TEYLIN International Conference:
Supporting Teachers' Learning in Teaching English to Young Learner (TEYL)
23 August 2022
ISSN: XXXX-XXXX

MAN 1 Kudus e-learning is a learning application that uses a madrasa application from the Ministry of Religion which is then adjusted to the needs of MAN 1 Kudus. The display features in the madrasa e-learning application could be seen below:

Picture 2: Display of features in MAN 1 Kudus e-learning application

In this case, to measure the effectiveness of the use of MAN 1 Kudus e-learning applications, researchers measured the level of effectiveness of students' activeness in e-learning learning and students' understanding after learning trough madrasah e-learning applications. The effectiveness of students used MAN 1 Kudus e-learning application is presented as follows:
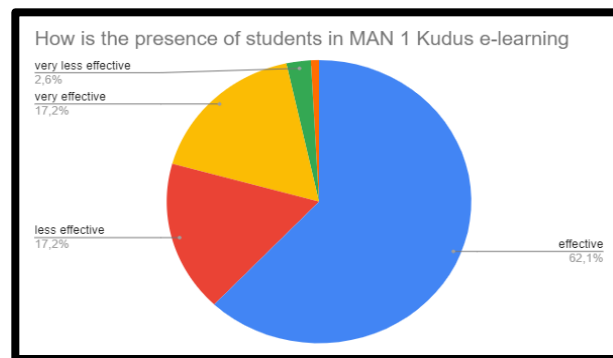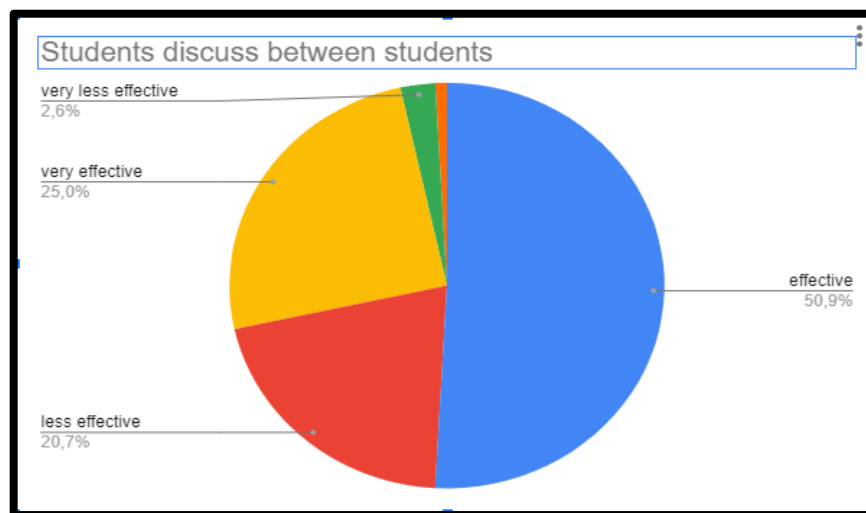

Picture 3: Student Attendance in MAN 1 Kudus e-learning

The data above shows that 62,6 % of students are effective in following lessons, 17,4 % of students are very effective in attending lessons, 17,4% of students are less effective in attending lessons, 2,6 % of students are very less effective in attending lessons. The data shows in terms of

Proceedings of the 4th TEYLIN International Conference:
Supporting Teachers' Learning in Teaching English to Young Learner (TEYL)
23 August 2022
ISSN: XXXX-XXXX

attendance at each student meeting who are effective in taking lessons through the madrasa e-learning application are more than those who don't take part, namely 80%.
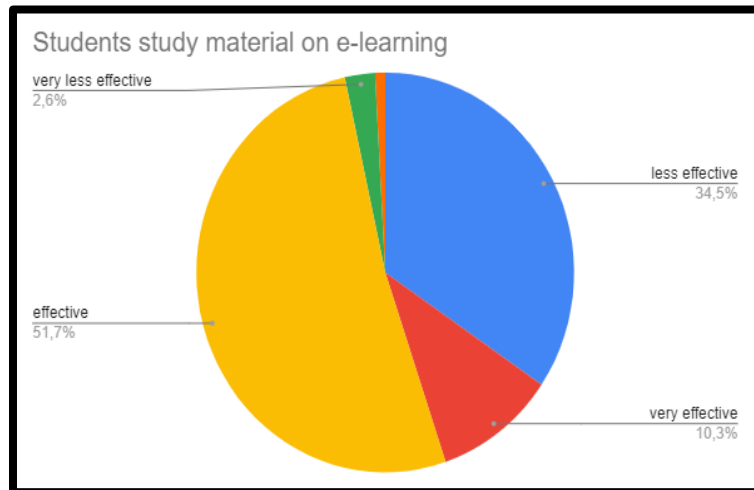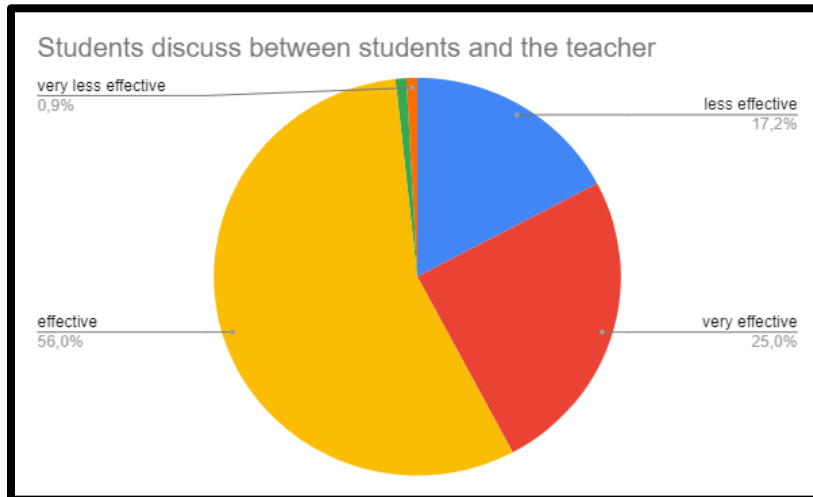

Picture 4: The effectiveness of students in learning the material in MAN 1 Kudus e-learning

The data shows 52,2% of students are effective in learning the material in MAN 1 Kudus e-learning application, 10,4 % of the students are very effective in learning the material in MAN 1 Kudus, 34,8% of the students are less effective in following MAN 1 Kudus e-learning application, 2.6% of students are very less effective in participating in MAN 1 Kudus e-learning applications.


Picture 5: The effectiveness of student discussions in MAN 1 Kudus e-learning

Proceedings of the 4th TEYLIN International Conference:
Supporting Teachers' Learning in Teaching English to Young Learner (TEYL)
23 August 2022
ISSN: XXXX-XXXX

The data on student discussions with students above shows 51.3% effective, 25.2%, very effective, students who are less effective in discussing as much as 20.9%, and students who are very less effective in discussing as much as 2.6%

Picture 6: Effectiveness of student discussions with teachers in MAN 1 Kudus e-learning

The data above shows that discussions between students and teachers are 56.5% effective, 17.4% very effective, 25,2 less effective, and 0.9% very less effective.
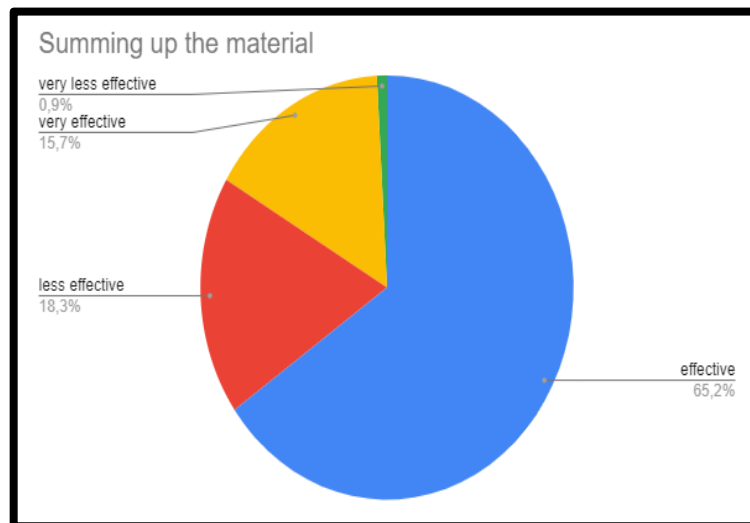
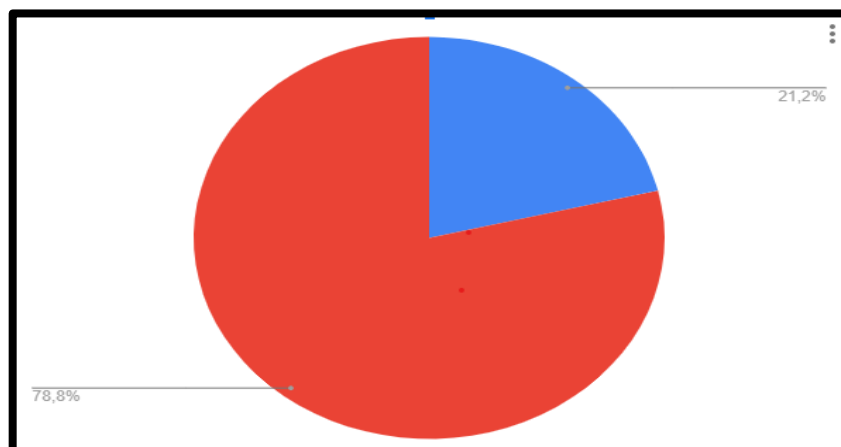Picture 6: The effectiveness of concluding the subject matter in the MAN 1 Kudus e-learning

The data above shows the effectiveness of concluding subject matter in MAN 1 Kudus e-learning applications 65,2% effective, very effective 15.7%, less effective 18.3% and very less effective 0, 8%.

Proceedings of the 4th TEYLIN International Conference:
Supporting Teachers' Learning in Teaching English to Young Learner (TEYL)
23 August 2022
ISSN: XXXX-XXXX

From the explanation of the indicators of activity in the use of madrasa e-learning applications at MAN 1 Kudus above, it shows that the average student is effective in each item, the effectiveness of attendance is 62,6% effective, the effectiveness of students in learning madrasa e-learning is effective 52,2 %, the effectiveness of student discussions with students is effective 51,3%, the effectiveness of students and teachers is 56.5%, the effectiveness of concluding lessons is 65.2%, so the average effectiveness of the use of e -learning madrasah in terms of student activity in the use of e-learning is effective, namely 62 %.
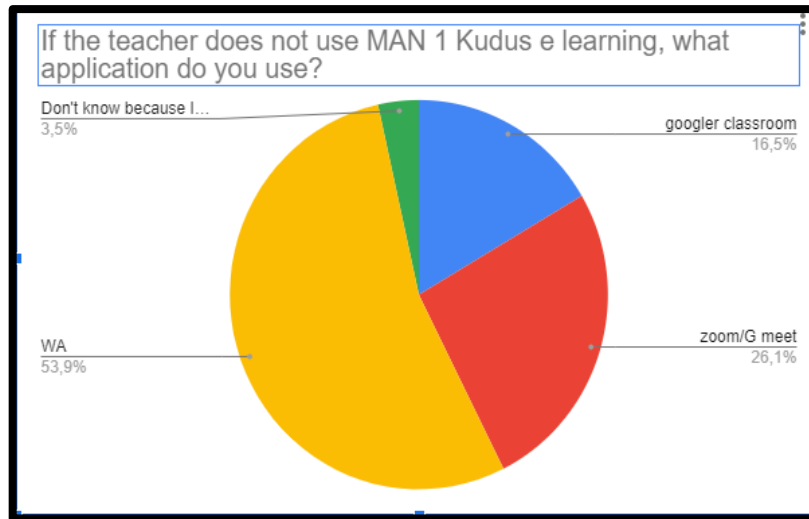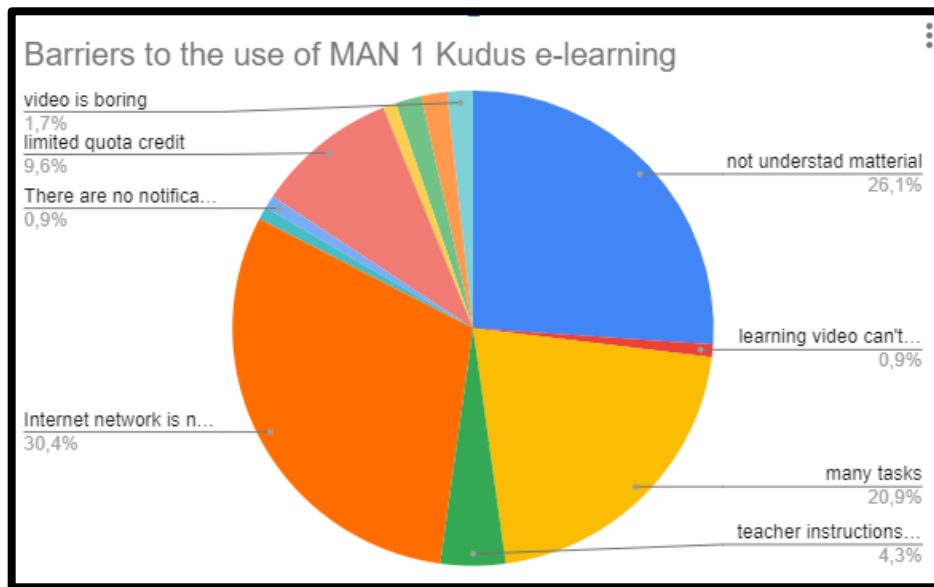

Picture 7: Applications other than MAN 1 Kudus e learning

The data above shows the teachers used many applications if they don't use MAN 1 Kudus e-learning, such as Google Classroom 17,4%, Zoom/G Meet 25,2%, WA group 53,9%, and others 3,5%. This means that there are other e-learning applications that are more used in MAN 1 Kudus, namely Google Classroom, WhatsApp, Zoom, Quizziz, and others.

Picture 8: The Average of Students Achievements of English using MAN 1 Kudus e-learning

Proceedings of the 4ᵗʰ TEYLIN International Conference:
Supporting Teachers' Learning in Teaching English to Young Learner (TEYL)
23 August 2022
ISSN: XXXX-XXXX

From the data above, the MAN 1 Kudus e-learning application is quite effective because the students from class XI MIPA majority passed the passing grade 75 in their final assessment (78%). Some things support the use of e-learning applications. These are: 1] students are used to carrying out learning with the help of gadgets and laptops, 2] the assistance and support of parents in learning, 3] the existence of learning media in the form of videos provided by the teacher in online learning, 4] the interaction between students and teachers.

Picture 9: Barriers to the use of MAN 1 Kudus e-learning

Furthermore, when viewed from the data about the barriers to the use of MAN 1 Kudus e-learning, it shows that learning using MAN 1 Kudus e-learning applications has problems. Such as teacher's instructions are not clear, the learning video is boring, learning videos can't be accessed. Moreover, the students can't understand the material. They think lots of assignments (20%). They have limited quota credit, then internet network is not stable (30,4%). No notifications on assignments and teachers have to notify students in group chat first.

CONCLUSION

During Covid-19 pandemic, MAN 1 Kudus carried out the online learning using MAN 1 Kudus e-learning application. Based on the data from the questionnaire results when viewed from student activity in the use of MAN 1 Kudus e-learning, it shows the that effectiveness of attendance is 62,6% effective, the effectiveness of students in learning madrasa e-learning is effective 52,2 %, the effectiveness of student discussions with students is effective 51,3%, the effectiveness of students and teachers is 56.5%, the effectiveness of concluding lessons is 65.2%, the effectiveness of working on practice questions is 58.8%, so the average effectiveness of the use of e -learning madrasah in terms of student activity in the use of e-learning is effective, namely 57,7 %. The average is 59 %.

The implementation of online learning using e-learning madrasah is quite effective in English teaching, as seen from 78% of students who can achieve the minimum completeness

Proceedings of the 4th TEYLIN International Conference:
Supporting Teachers' Learning in Teaching English to Young Learner (TEYL)
23 August 2022
ISSN: XXXX-XXXX

criteria (KKM). Therefore, based on the results of the survey and description of the analysis, it can be concluded that online learning innovations using MAN 1 Kudus e-learning help students learn during the pandemic. Several problems faced in using MAN 1 Kudus e-learning such as teacher's instructions are not clear, the learning video is boring, learning videos can't be accessed. Moreover the students can't understand the material. They think lots of assignments (20%). They have limited quota credit, then internet network is not stable (30,4%). No notifications on assignments and teachers have to notify students in group chat first. The obstacles faced in online learning can be overcome by collaboration between madrasah, parents, teachers and students.

REFERENCES

Depdiknas. (2018). *Kamus Besar Bahasa Indonesia.* Jakarta: Balai Pustaka.

Hidayati, R. E. (2021). EFEKTIVITAS PEMBELAJARAN DARING MENGGUNAKAN E-LEARNING MADRASAH. *Jurnal Diklat Keagamaan*, 55-65.

Hikmah, S. (2020). Pemanfaatan e-learning Madrasah dalam Pelaksanaan Pembelajaran Jarak Jauh Masa Pandemi di MIN 1 Rembang. *Edutrained: Jurnal Pendidikan dan Pelatihan, 4(2)*, 73–85.

Kurniasari, A. P. (2020). Analisis Efektivitas Pelaksanaan Belajar Dari Rumah (BDR) Selama Pandemi Covid-19. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan dan Hasil*, 1-8.

M.Tajudin Zuhri, e. (2020). Effectiveness Of The Use Of Madras E-Learning Applications During The Covid Pandemic 19 (Case Study at Madrasah Aliyah Negeri 2 Bandung). *At-Ta'dib. Vol. 15 No. 1*, 138-155.

Munir. (2009). *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi,.* Bandung: Alfabeta.

Sugiyono. (2017). *Metode Penelitian Kuantitaif Kualitaif dan R&D,.* Bandung: Alfabeta.

Widodo, M. K. (2022). Efektivitas penggunaan elearning madrasah dalam pembelajaran jarak. *Fair Value : Jurnal Ilmiah Akuntansi dan Keuangan*, 4597-4604.