

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents the highlight of what be covered in this research. Those are the teaching strategy, E-Learning, *E-Learning Madrasah* and Previous Study. The explanation about review of related literature will be stated as followed.

A. Theoretical Framework

1. Definition of Teaching Strategy

Teaching strategy is defined as a movement or a way which teachers do in English language with a purpose to help them in transferring knowledge to students easily. It is important of getting collection strategies in order to avoid failure in the teaching process. Teacher's role is not only preparing, arranging and leading lessons that encourage interaction, but also setting up the class circles that is conducive to gaining the knowledge (Finlinson 2016). Furthermore, (Issac 2010) provide an explanation that teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies.

According to (Brown 2001) strategies are specific

methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Then strategy as a remedy the teacher in making system area that happened to process teaching learning (A. a. Ahmadi 2005). Based on those definition above, strategies are any tools or tactics that learners employ to learn more effectively and more autonomously.

English as the foreign language in Indonesia, it is often difficult to teach or to learn in. The teacher or students often face challenges. In this case, the students need the teacher's knowledge role in teaching English, so that the students are fulfilled. Improving the teacher's knowledge and ability in the teaching learning process is a must. In addition, giving the material briefly, correctly, clearly will give a good impact on the students learning process. According to (Daniah 2019) the teacher should be able to make the learning process in order to associate with the student's background knowledge with the material studied. The teachers who do not know how to teach the students in fun ways will be impacted to the students, they can be stressed or bored during the teaching learning process. The way to be successful the students become enjoy and meet their good achievement is the

teacher's role in the teaching learning process and should be able to use an interesting teaching media and the teaching skills.

The teacher should be adapted to the changing of the technology since the teaching media need to improve and always update. It will give a new style for the teacher and also give them challenges on the teacher to master the technology. The presence of the gadget namely computer, laptop, smartphone or tablet can be used by the teacher to deliver the material or information to the students. Internet and social media are part of the technology which connects the students and the teacher in teaching learning situations. Through this research, the teacher will be helped to identify and select the relevant strategy. Moreover, using a suitable strategy will reduce teachers' difficulties in teaching process since using E-Learning as a media for teaching learning during pandemic.

2. Learning Method During Online Learning

After the Covid-19 outbreak, the education system began looking for an innovation in the teaching and learning process. Moreover, the Circular no. 4 of 2020 from the Minister of Education and culture which recommends that all activities in educational institutions must keep their distance and all material delivery will



be delivered in their respective homes. The following is the learning method mentioned according to the Head of the District Education Office. OKU, H. Teddy Meilwansyah, S.STP., MM. explained that there are several methods that can be used, including:

a. Project Based Learning

Project Based Learning is a constructive learning model that has the potential to empower high-level cognitive abilities. In their article, Irham Ramadhani and Motlan cite a statement from (Bruce Joyce 2011) who argue that *Project Based Learning* is a collaborative approach to learning and teaching that places students in situations where they use authentic language to achieve certain goals. As part of the process, students plan projects, work on complex assignments, and assess their performance and progress. The implementation of project based learning is usually done in groups or in collaboration between students, but during the pandemic, collaboration can be done between students and parents so that there is involvement between teachers, students and parents.

b. Daring Method

Online is another word in the network, according to



the Ministry of Education and Culture's Central Dictionary of Indonesian Language (KBBI), which means connected via computer networks, the internet, and parts of it. So, teaching and learning activities for teachers and students are now carried out through internet networks and applications that can support online learning which includes the learning process, assignments and others (Wulandari 2020).

(Patria.L 2011) suggest that there are several learning methods used when learning from home, including online learning. Online learning is a catch-up method that uses internet technology and networks, from using Whatsapp, Google Classroom, Zoom or other applications. Online learning is carried out by utilizing internet technology with a distance learning system, so that teaching and learning activities (KBM) are not carried out face-to-face. Online learning can be done using several media, both printed (module) and non-print (audio or video) media, computers or the internet, radio and television broadcasts.

c. Luring Method

The offline method is a learning model that is carried out outside the network. In that sense, this one lesson is carried out face-to-face by paying attention to the zoning

and applicable health protocols. This method is perfect for students in the yellow or green zone, especially with the strict new normal protocol. In this one method, students will be taught in turns (shift model) to avoid crowds. This offline learning model was suggested by the Minister of Education and Culture to fulfill the curriculum simplification during this emergency period. This method is designed to get around the delivery of the curriculum so that it is not too difficult when it is delivered to students. In addition, this one learning program is also considered good enough for those who lack or do not have the supporting facilities and infrastructure for the online system.

d. Home visit

Home visit is an option in the learning method during this pandemic. This method is similar to teaching and learning activities delivered during home schooling. So, the teacher conducts a home visit to the student's house at a certain time. Thus, the material that will be given to students can be conveyed well, because the subject matter and assignments are carried out well under the guidance of the teacher. Offline learning using the home visit method can be done using independent learning module media and worksheets, printed teaching materials, modeling tools and

media around the home environment (Suhendro, 2020: 136).

e. Integrated Curriculum

This method will be more effective when referring to the project base, where each class will be given a project that is relevant to the related subject. In this method it does not only involve one subject, but also links learning material from other subjects. By applying this method, in addition to students who collaborate in working on projects, other teachers are also given the opportunity to hold team teaching with teachers on other subjects. The integrated curriculum can be applied to all students in all regions, because this method will be applied with an online system. So the implementation of the integrated curriculum is considered very safe for students.

f. Blended Learning

The blended learning method is a method that uses two approaches at once. In a sense, this method uses an online as well as face-to-face system through video conference. So, even though students and teachers do remote learning, they can still interact with each other. This method is effective for improving the cognitive abilities of students. According to (Josh 2004) "Blended learning is traditional learning that is equipped with electronic media or

technology media". Meanwhile, according to (Catlin 2012) "Blended learning is a cohesive unit (blended or attached), which means combining or combining face-to-face traditional learning advance with the online component". In blended learning, there are six elements that must be present as follows:

- 1) Face to face learning. It was carried out before it was discovered print, audio-visual, and computer technology, instructors as resources major study.
- 2) Independent Learning. In Blended Learning-based learning, there will be many learning resources that must be accessed by students, because of these sources these are not only limited to the learning resources they have instructors or libraries of educational institutions only, but available learning resources in libraries around the world.
- 3) Applications. Based on blended learning can be done through problem-based learning, students will be active defining the problem, looking for various alternative solutions, and keep track of the concepts, principles, and procedures needed to solve the problem.
- 4) Tutorial. In active learners to convey problems faced,

a teacher will act as a tutor guide. Although the application of technology can improve student involvement in learning, the role of the teacher is still needed as a tutor.

5) Cooperation. Collaboration skills should be an important part of this Blended Learning based learning. This is of course different from conventional face-to-face learning that all learners learn at in the same class under the teacher's control. Meanwhile in Blended-based learning, students work independently and collaborate.

6) Evaluation. Blended learning-based learning evaluation certainly will very different than the face-to-face learning evaluation. Evaluation should be based on process and workable results through assessment of student learning performance evaluation based on portfolio. Likewise the assessment needs to involve not only the teaching authority, but there needs to be a self-assessment by students, as well as other student assessors.

3. E-Learning

E-Learning is flexible learning that is carried out through the media electronics without being adrift in the dimensions



od space and time (Nugraheni 2017). The similar opinion that E-Learning is the result of progress technology by making use of the internet as easy to implement alternative learning media (Ashadi & Mulyani 2013). The advantages of E-Learning provided not only fast access in obtaining information but with the addition of multimedia that makes learning more interactive, interesting and fun (Sa'ud 2014). E-Learning as an alternative process also teaches independence for students because of knowledge that gained has a wide range from the various sources. So that learning outcomes can be easily achieved properly (Mulyani 2013).

E-Learning media is a diverse range of technological tools and systems that can be utilized by capable and creative teachers to enhance teaching and learning situations. These are used to make learning more interesting, motivating, stimulating and meaningful to the students. E-Learning also can be defined as application of electronic systems such as internet, computer, multimedia that their aims to reduce the amount of expenses.

According to (NurAfrizah 2018), E-Learning is approach to learning and development a collection of learning method using digital technology that enable distribute and enhance learning. From those definitions, it can be understood that E-

Learning deals with the use of electronic media in transferring or supporting teaching and learning process. According to Gilbert and Jones (Nugraheni 2017), that E-Learning is a learning activity whose material delivery is obtained through an electronic medium. The use of electronic media in learning provide easy access to learning materials and activities without being limited by space and time so that their implementation is more flexible.

Distance learning with E-Learning is used as one alternatives that provide solutions to the limitations of face to face interaction between the teacher and the students (Gata 2016). Limitations are no longer a problem who are troubled in the learning process such as the limitations of distance, place and time. Supported by another opinion that E-Learning is a simplification of the learning process conducted over long distances using electronic media with interaction face to face or not (Iskandar 2014). E-Learning has magnified individual opportunities to get education at the same time can get knowledge that can be accessed quickly if the learning equipment is already complete and the individual is able to operate the existing features.

The existence of E-Learning in education is to overcome various obstacles from educators and students in this case

are limitations location and time (Anggraini 2018). Online learning using E-Learning does not require direct physical meetings between educators and students to do learning (Eddy 2019). Learning is carried out whenever and wherever while there are supporting devices for E-Learning. There are three functions of E-Learning according to Siahaan (Khatimi 2006) in learning including E-Learning which functions as an additional learning process or supplements, as a complement to the learning process or complement and as a substitute for the learning process. Full online e-learning models are divided into several types. As for the types as follows:

a. Web-Based Learning

Web-based learning where the learning process is carried out through the network by utilizing the Learning Management System. This activity is carried out through long distance or distance learning. The entire communication process between Instructors and Students is carried out through the LMS both with Synchronous and Asynchronous systems. The LMS system that is most widely used in Indonesia is Moodle because it is open source and allows for self-hosting.

b. Computer-Based Learning



Computer-Based Learning is a learning process carried out using a computer. Learning activities are carried out independently by students with each computer. This has often been done at the secondary school level for computer lab work or done by computer-based courses. The interaction of Computer-Based Learning is almost non-existent because the objectives are listed in full so that the Feed back facility is not available.

c. Virtual Education

Virtual education is a learning process that is carried out in which students do not meet the instructor. Instructors create virtual teaching materials such as LMS management or learning videos. After the designed system is prepared, students carry out learning activities with a virtual instructor. This makes Virtual Education in the asynchronous category. The advantage of this type is that one instructor is likely to teach many classes at once because they can easily be reproduced. The drawback of Virtual Education is that feed back is rather difficult to do, because if feed back is done, this learning is included in the category of Web-Based Learning.

d. Digital Collaboration

Digital Collaboration is a learning activity that



combines many different class instructors in one class. This task is carried out to complete a project which may require two experts from different agencies which are then combined by utilizing information and communication technology.

The learning material in E-Learning is prepared in the form of modules and provided in the media in the form of an e-book. So that it can be downloaded and stored by the students easily. Downloading this study material also has requirements, namely when the first module has finished until the valuation stage, the second module is new can be obtained and so on. So the material is completed one by one then new change. In addition to learning materials, to increase the understanding of the students inside learning material can be completed with evaluation practice questions. Finish learning from learning material that has been given, students work on the evaluation questions in the form of homework (PR) and quizzes. Students make this result as benchmarks for the level of the understanding of the material they have learned and also for provide value in accordance with existing provisions.

E-Learning also has the advantages and disadvantages



in the teaching learning process. Learning is adapted to the system and environmental conditions, so that it is obtained different learning systems. Here are the advantages and disadvantages of the model E-Learning on teaching learning process:

a. Advantages of E-Learning

- 1) In accordance with current technological developments.
- 2) More effective and efficient for those who are constrained by time and location.
- 3) Leeway in choosing teaching materials and from time by connecting to the internet.
- 4) Interaction can be done at any time according to the agreement both of the teacher and the students.
- 5) Teaching materials and learning files can be opened at any time and carried everywhere because it is stored in the media electronics such as laptop and smartphones
- 6) Can be accessed together.

b. Disadvantages of E-Learning

- 1) Sometimes relationship strains occur between teacher and students as well as between



students because they do not meet immediately like in a real class.

- 2) The tendency of the learning process towards training rather than education.
- 3) The role of the educator changed from conventional demands to learn to use technology in learning.
- 4) The motivation of students low technology tends to have difficulty even failure in learning.
- 5) Not all places are available with adequate internet facilities.

4. E-Learning Madrasah

a. Definition of E-Learning Madrasah

Kemendiknas and Kemenag are curricular learning centers in Indonesia. The Ministry of National Education has launched several strategies to facilitate the success of distance learning. This strategy must be implemented by all of the community which working in the Ministry. According to (Agustina 2016) The distance learning process commonly referred to as *E-Learning Madrasah*. Which *E-Learning Madrasah* is an innovative approach to education and to delivery of information using electronic media that enhances the knowledge, skills and performance of the students.

E-Learning Madrasah is a free application for Madrasah product, created by the Ministry of Religion which is intended to support the learning process in Madrasah. Starting from Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) to make it more structured, attractive and interactive. Then, the Madrasah Community Forum. In this *E-Learning Madrasah Application*, students and teachers can easily share their ideas and open discussion forums, because it includes social media to communicate with each other between teachers and students. The users can also comment and share ideas or ideas in the Chat feature apart from students.

Nowadays, *E-Learning Madrasah* has undergone several updates to add and improve existing features starting from the first version, namely version of 1.2.0 to the latest version, namely version of 2.0.0 which is equipped with video conferencing features also allows teachers and students to do face to face online learning. The teacher can sharing for subject material with this feature so that as two way communication can occur which is almost the same as when face to face learning occurs.

b. E-Learning Madrasah as Teaching Media



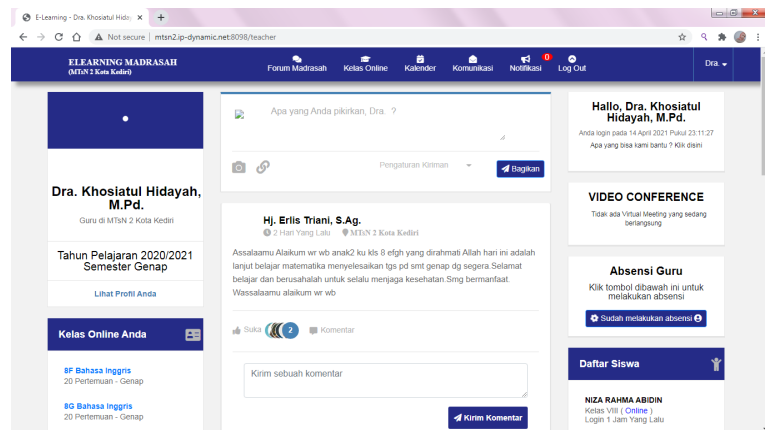
E-Learning Madrasah is online learning platform for Madrasah. This method does not only contain material or assignments, but there are variety of features that help students and teachers in learning activities especially teaching English. In *E-Learning Madrasah*, the students get a variety of features that can make it easier for them to get information and learn quickly. These features include Online Class. This Online Class feature contains various contents. Starting from the beginning of the learning process, making competency standards and implementing plans learning (RPP), learning materials, teacher journals, daily assessment processing, computer-based exams (CBT) to processing report cards and also to allow students to take a series of assessments, daily assignment, end of semester assessment and even online last year assessments. Several forms of assessment are provided by *E-Learning Madrasah* ranging from multiple choice forms, short answer, essay and matchmaking. Next Master Sharing feature. This teacher sharing feature is a platform that will accommodate the creativity of Madrasah teachers at throughout Indonesia to share any useful information with each other. The teachers can upload the information in tabs easily. In addition, anyone can comment and provide input, even like the

upload.

E-Learning Madrasah provides a menu for Teachers to share teaching materials that will be delivered to the students. The teacher can make as many classes as the teacher's class, although classroom subject teachers or the counseling teachers and even create an online class that provide accessible electronic books anytime and everywhere, so that the students still carry out literacy activities properly. The teacher can also share the plans for implementing of learning core competencies and basic competencies for each subject being taught. So that it allows students or parents to monitor and follow the learning that has been planned for the next semester. There are some feature in *E-Learning Madrasah*, namely:

1) Madrasah Forum

The madrasah forum is the main menu contained in the e-learning application. This menu contains a place to create a new class and a list of classes handled by each teacher so that every student who will teach in an online class must open the menu.

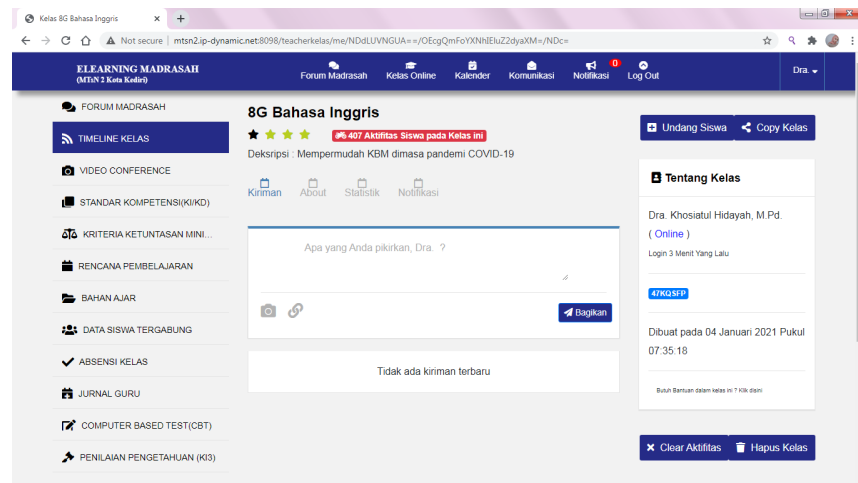


Picture 2.1 Madrasah Forum

2) Online Class

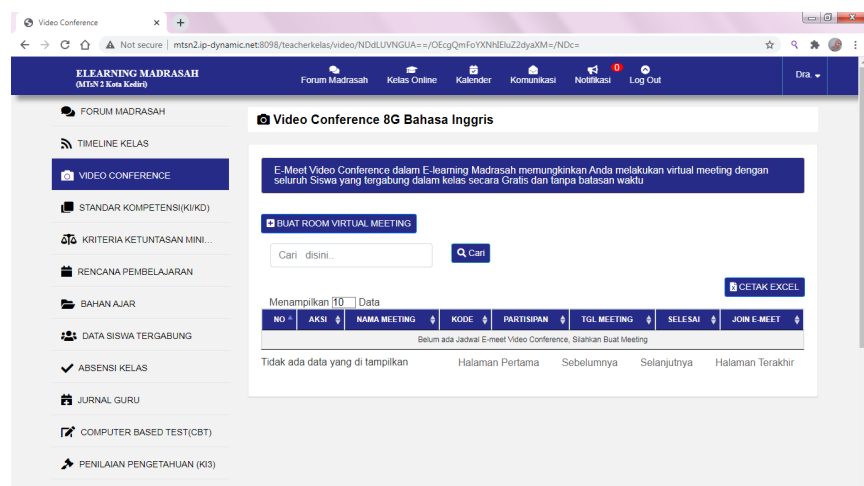
This menu contains a list of classes that are taught by educators with detailed content such as: class timeline, video conference, competency standards, minimum completeness criteria, lesson plans, teaching materials, joined student data, class attendance, teacher journals, computer based test (cbt) , knowledge assessment (KI 3), skills assessment (KI 4), final semester assessment (PAS), report card recap, monitoring student activities, class calendar, class arrangement, and class deletion.

a) The class timeline is where the teacher makes announcements to students.



Picture 2.2 Class Timeline

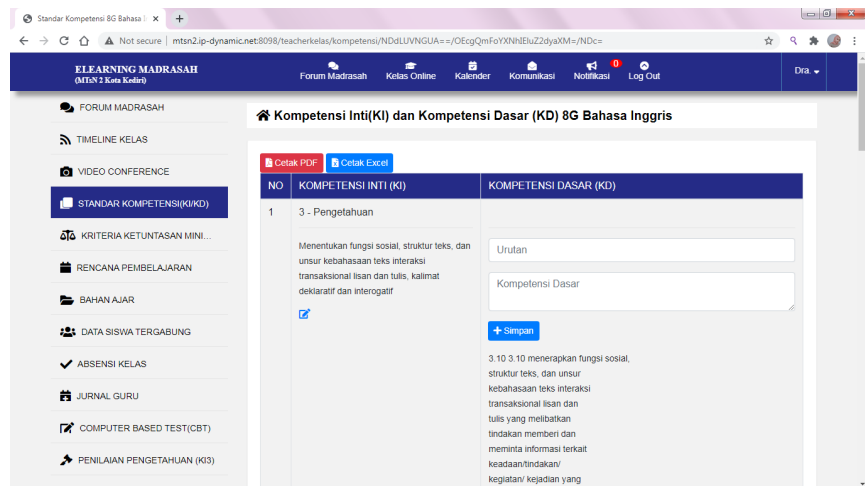
b) Video conferencing is a place if the teacher wants face-to-face learning even though it is along distance. The way video conferencing works is the same as a video call but can contain all students who are members of the class.



Picture 2.3 Video Conference

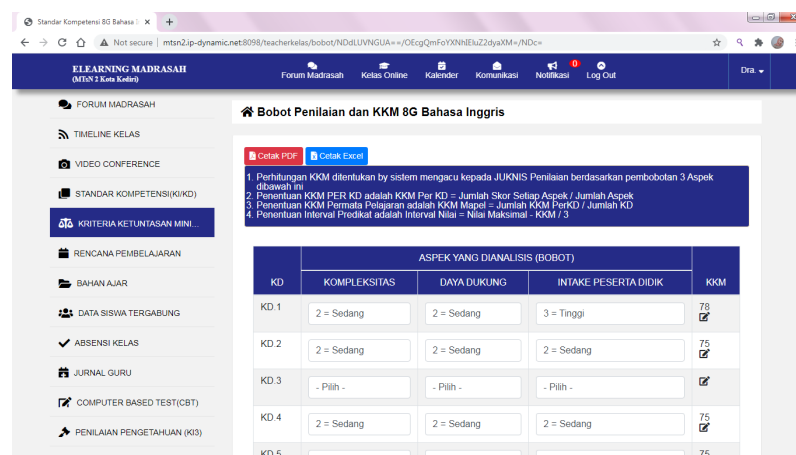
c) Competency Standards are menus for writing

competency standards for knowledge and skills that will be implemented for one semester.



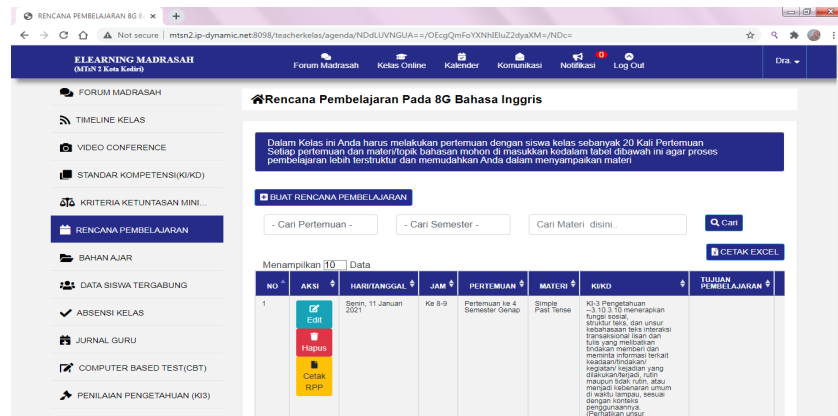
Picture 2.4 Competency Standards

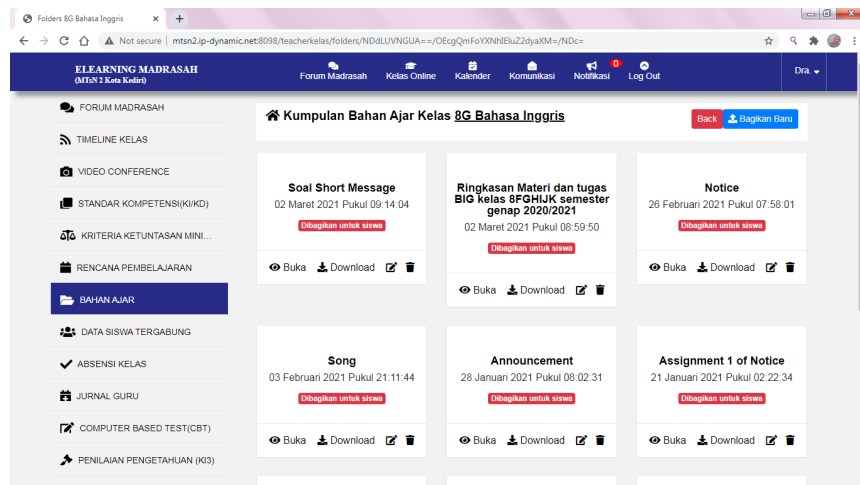
d) The Minimum Completeness Criteria (KKM) is a place to put the minimum score in each competency achievement indicator that will be achieved in one semester.



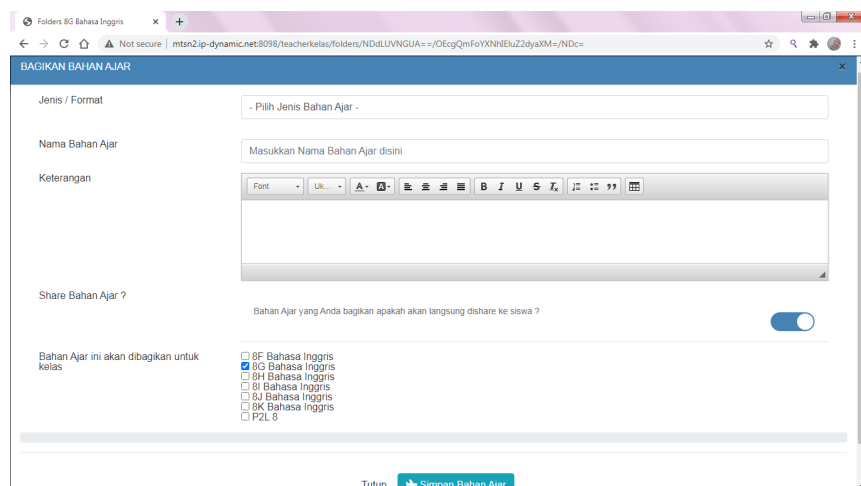
Picture 2.5 Minimum Completeness Criteria (KKM)

e) Learning Implementation Plan (RPP) is an implementation plan in learning activities that will be completed in one semester. RPP includes the day and date of the implementation of learning, the hours of learning, meeting counting, the material to be taught, (KI/KD), learning objectives, methods to be practiced, media and learning resources to be used, learning activities and assessment or evaluation of learning.





Picture 2.7 TeachingMaterials



Picture 2.7.1 TeachingMaterials.

- g) Combined student data is a menu that contains all students who are joined according to their respective classes. There are two ways to join, namely by inviting these students by providing a course code and joining students automatically. If the student has filled in the attendance list, the student will be able to see when he

filled in attendance because this menu can detect the day, date, and time when he is absent.

NO	FOTO	NISN	NAMA	L/P	TTL	KELAS	STATUS	TERAKHIR AKTIF	AKSI
1		0054451155	ACHMAD ADUL SABALA	L	-	Kelas VIII-8G	Online	ACHMAD ADUL SABALA login kedalam aplikasi pada 11 April 2021 Pukul 16:07:51	
2		0051140043	ADENIA RIZQYTA YUMNA HAFIDA	P	-	Kelas VIII-8G	Online	ADENIA RIZQYTA YUMNA HAFIDA login kedalam aplikasi pada 13 April 2021 Pukul 20:08:51	
3		0041789258	AHMAD DHYAU el-HAQZ DHYATHI	L	-	Kelas VIII-8G	Offline	AHMAD DHYAU el-HAQZ DHYATHI login kedalam aplikasi pada 05 April 2021 Pukul 09:16:58	
4		0051854306	ALFANDY	L	-	Kelas VIII-8G	Offline	ALFANDY login kedalam aplikasi pada 12 April 2021 Pukul 20:29:24	
5		007349732	ALYAA KHARUNNISAA	P	-	Kelas VIII-8G	Online	ALYAA KHARUNNISAA login kedalam aplikasi pada 25 Maret 2021 Sabtu	

Picture 2.8 Combined Student Data

- h) The teacher's journal is a menu of evidence of teacher activities in e-learning with the following details: number, time, student name, event / behavior, item attitude, postor follow-up, and action.

NO	WAKTU	NAMA SISWA	KEJADIAN/PERILAKU	BUTIR SIKAP	POS/NEG	TINDAK LANJUT	AKSI
Data belum tersedia							
Tidak ada data yang di tampilkan							

Picture 2.9 Teacher's Journal

The screenshot shows a web browser window with the URL `mtsn2ip-dynamic.net:8098/teacherkelas/jurnal/NDdLUVNGUA=//OEcgQmFoYXNNEuZ2dyYXM=/NDc=`. The page title is 'Form Jurnal Guru'. The form contains the following fields:

- Waktu Kejadian**: A text input field.
- Nama Siswa**: A dropdown menu with the option '- Pilih Siswa -'.
- Kejadian/perilaku**: A text input field with a placeholder 'Masukkan kejadian/Perilaku siswa pada tanggal tersebut'.
- Butir Sikap**: A dropdown menu with the option '- Pilih Butir Sikap -'.
- Positif/Negatif**: A dropdown menu with the option '- Pilih Jenis Kejadian -'.
- Tindak Lanjut**: A text input field with a placeholder 'Tindak Lanjut dari perilaku Siswa'.

At the bottom of the form, there are two buttons: 'Batal' (Cancel) and 'Simpan Kejadian' (Save Incident).

Picture 2.9.1 Teacher's Journal

- i) Computer based test (CBT) is a menu where online-based assessments or exams are carried out with details: exam arrangements, create exam questions, madrasah question bank, and import questions.

The screenshot shows a web browser window with the URL `mtsn2ip-dynamic.net:8098/teacherkelas/ujian/NDdLUVNGUA=//OEcgQmFoYXNNEuZ2dyYXM=/NDc=`. The page title is 'Daftar CBT 8G Bahasa Inggris'. The page features a sidebar on the left with the following navigation links:

- FORUM MADRASAH
- TIMELINE KELAS
- VIDEO CONFERENCE
- STANDAR KOMPETENSI(KIKD)
- KRITERIA KETUNTASAN MINI...
- RENCANA PEMBELAJARAN
- BAHAN AJAR
- DATA SISWA TERGABUNG
- ABSENSI KELAS
- JURNAL GURU
- COMPUTER BASED TEST(CBT)
- PENILAIAN PENGETAHUAN (K03)

The main content area shows a table titled 'Daftar CBT 8G Bahasa Inggris'. The table has the following columns: NO, JENIS, NAMA, SOAL, WAKTU, TOKEN, AKSI, and STATUS. The table is currently empty, displaying 'Data belum tersedia'. There are two buttons at the top: 'BUAT UJIAN CBT BARU' (Create New CBT Exam) and 'CETAK EXCEL' (Print Excel). Below the table, there is a 'KETERANGAN' (Explanation) section with two points:

1. Tombol Hasil ujian akan muncul ketika sudah ada siswa yang mengikuti ujian yang Anda Buat
2. Anda tidak bisa mengubah atau menghapus ujian jika sudah ada Siswa yang mengikuti ujian

Picture 2.10 ComputerBasedTest (CBT)

Pengaturan Ujian

Jenis Ujian
- Pilih Jenis Ujian -

Nama Ujian CBT
Contoh : CBT Penilaian harian

Waktu (Menit)
120

Tanggal mulai ujian
14-04-2021 23:20:29

Batas akhir ujian
16-04-2021 00:00:00

Acak Soal ?
Anda dapat mengatur jenis soal secara acak atauurut ☒

Aktifkan Ujian ?
Ketika Anda mengaktifkan Ujian, token Ujian akan otomatis dishare ke Siswa dan ketika Anda menonaktifkan ujian, Siswa tidak dapat mengerjakan ujian ini ☒

Picture 2.10.1 ComputerBasedTest (CBT)

NAVIGASI SOAL 1

PERTANYAAN KE - 1

NO URUT :
1

- Pilih Jenis Soal -

Picture 2.10.2 ComputerBasedTest (CBT)

Bank Soal Madrasah

Terdapat 67272 Soal pada Bank Soal Madrasah Anda dari pelaksanaan 1248 Ujian Berbasis CBT

Guru - TP - Semester - Mapel -

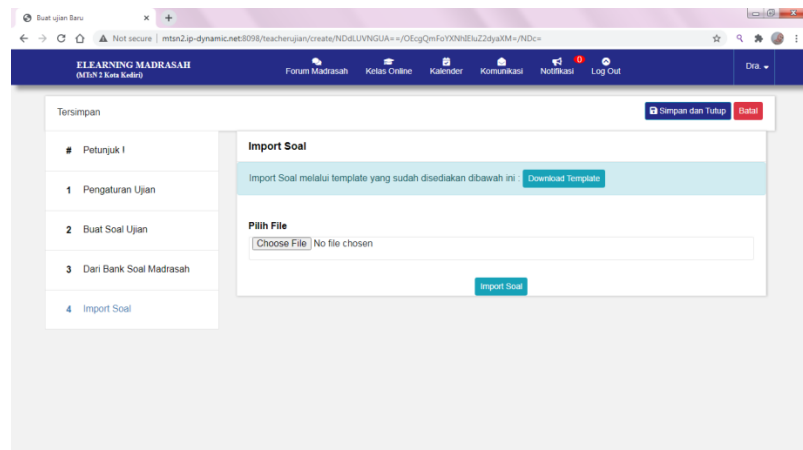
Menampilkan 5 Data

NO	PEMILIK	KELAS	TP	NAMA BANK	MATAPELAJARAN	JUMLAH SOAL
1	Dra. Hj. Uyk Fauziah Kusumaningsih	2019/2020 Genap		KUIS SBD RUPA	61 Soal	Ambil Soal
2	Dra. Hj. Uyk Fauziah Kusumaningsih	2019/2020 Genap		KUIS SBD RUPA	61 Soal	Ambil Soal
3	Dra. Hj. Uyk Fauziah Kusumaningsih	2019/2020 Genap		KUIS SBD RUPA	61 Soal	Ambil Soal
4	Dra. Hj. Uyk Fauziah Kusumaningsih	2019/2020 Genap		KUIS SBD RUPA	61 Soal	Ambil Soal
5	Dra. Hj. Uyk Fauziah Kusumaningsih	2019/2020 Genap		KUIS SBD RUPA	61 Soal	Ambil Soal

Total Data : 1,248 dan ini (1 - 5)

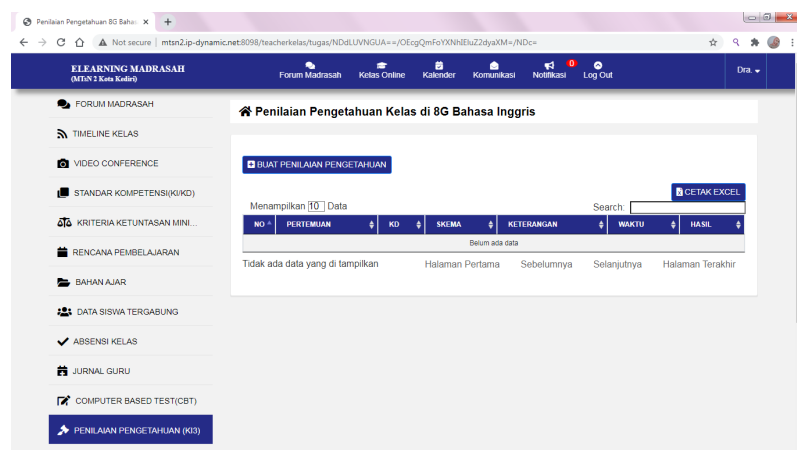
Halaman Pertama Sebelumnya 1 2 3 4 5 ... 250 Selanjutnya Halaman Terakhir

Picture 2.10.3 ComputerBasedTest (CBT)



Picture 2.10.4 ComputerBasedTest (CBT)

j) Knowledge assessment (KI 3) is a knowledge assessment place in which there is a setting for the collection date of student assignments uploded. If it has exceeded the specified date, students cannot collect answers.



Picture 2.11 KnowledgeAssessment(KI 3)

Tugas Kelas

Pertemuan Ke:
 Skema Penilaian:
 Kompetensi Dasar (KD):
 Penilaian Harian Ke:
 KKM KD dan Keterangan Penilaian:
 Instruksi/Keterangan:
 Mulai pengerjaan Tugas:
 Batas pengerjaan Tugas:

PENILAIAN PENGETAHUAN (KI3)

Picture 2.11.1 KnowledgeAssessment(KI 3)

- k) SkillsAssessment (KI 4) is a place for skills assessment which works the same way as knowledge assessment (KI 3).

ELEARNING MADRASAH (MTsN 1 Kota Kediri)

Forum Madrasah | Kelas Online | Kalender | Komunikasi | Notifikasi | Log Out | Dira

FORUM MADRASAH

Penilaian Keterampilan Kelas di 8G Bahasa Inggris

BUAT PENILAIAN KETERAMPILAN

Menampilkan 10 Data

NO	SKEMA	NAMA	KD	KETERANGAN	WAKTU	HASIL
Belum ada Data						

Tidak ada data yang di tampilkan | Halaman Pertama | Sebelumnya | Selanjutnya | Halaman Terakhir

RENCANA PEMBELAJARAN

BAHAN AJAR

DATA SISWA TERGABUNG

ABSENSI KELAS

JURNAL GURU

COMPUTER BASED TEST(CBT)

PENILAIAN PENGETAHUAN (KI3)

Picture 2.12 SkillsAssessment (KI 4)

Picture 2.12.1 SkillsAssessment (KI 4)

- l) End of semester assessment (PAS) is a place to carry out an online end-of-semester assessment through *E-learning Madrasah*.

Picture 2.13 End of semester assessment (PAS)

- m) The report card recap is a place to recap the grades that students have which will eventually become the student report scores in one semester.

Rekap Nilai Siswa Pada 8G Bahasa Inggris Semester Genap

Nilai Akhir: KI-4 Keterampilan, KI-3 Pengetahuan, KI-2 Sosial, KI-1 Spiritual

Keterangan: Nilai Akhir di ambil dan Penilaian Harian (PH) Per Kompetensi Dasar (KD) Merujuk Kepada JUKNIS PENILAIAN Nomor 3751 TAHUN 2018

EXPORT EXCEL NILAI AKHIR

NO	NAMA SISWA	PENGETAHUAN (K0-3)		KETERAMPILAN (K00-4)	
		Nilai	Predikat	Nilai	Predikat
1	ACHMAD ADJI SABALA	0.00	D	0.00	D
2	ADENA RIZQYTA YUMNA HAFIDA	0.00	D	0.00	D
3	AHMAD DHIYAU e-HAQQ DIMYATHI	0.00	D	0.00	D
4	ALFANDY	0.00	D	0.00	D
5	ALYAA KHAIRUNNISAA	0.00	D	0.00	D
6	BRYAN AMIRUL LUKMAN	0.00	D	0.00	D

Picture 2.14 Report Recap

EXPORT EXCEL NILAI KETERAMPILAN

NO	NAMA SISWA	KD	PENILAIAN KETERAMPILAN				NILAI AKHIR
			Praktek	Proyek	Portofolio	Produk	
1	ACHMAD ADJI SABALA	4.10					
		4.10					
		4.11					
		4.11					
		4.12					
		4.12					
		4.13					
		4.13					
							Nilai Rapor Untuk KI-4 Keterampilan
							0
2	ADENA RIZQYTA YUMNA HAFIDA	4.10					

Picture 2.14.1 Report Recap

Rekap Nilai Siswa Pada 8G Bahasa Inggris Semester Genap

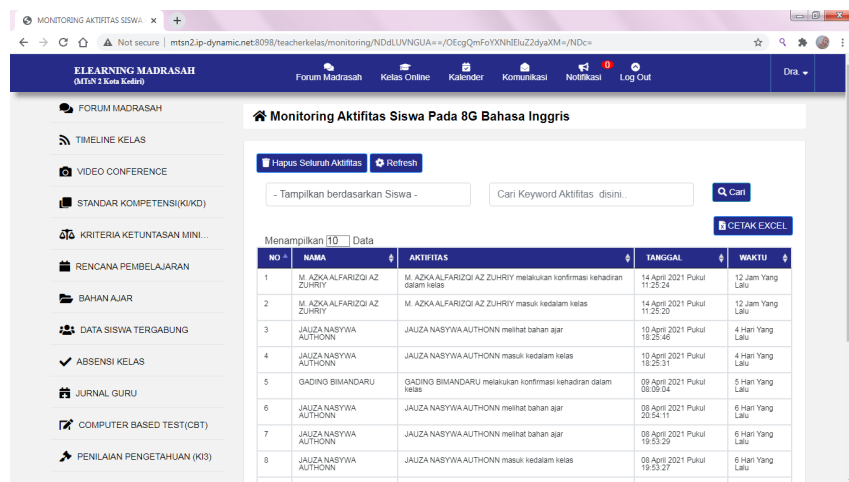
Nilai Akhir: KI-4 Keterampilan, KI-3 Pengetahuan, KI-2 Sosial, KI-1 Spiritual

NO	NISN	NAMA	JUMLAH	RATA2	KETERANGAN
1	0064454155	ACHMAD ADJI SABALA	0	0	-
2	0061140043	ADENA RIZQYTA YUMNA HAFIDA	0	0	-
3	0041786258	AHMAD DHIYAU e-HAQQ DIMYATHI	0	0	-
4	0061854306	ALFANDY	0	0	-
5	0073349732	ALYAA KHAIRUNNISAA	0	0	-
6	0072905585	BRYAN AMIRUL LUKMAN	0	0	-
7	0064359810	CAHYO HADI ROMMACHON	0	0	-
8	0068379592	CHERYLL MEYLEA ISLAMADINA	0	0	-
9	0086364376	DAFFA PRATAMA PUTRA	0	0	-
10	0068108824	GADING BIMANDARU	0	0	-

Picture 2.14.2 Report Recap



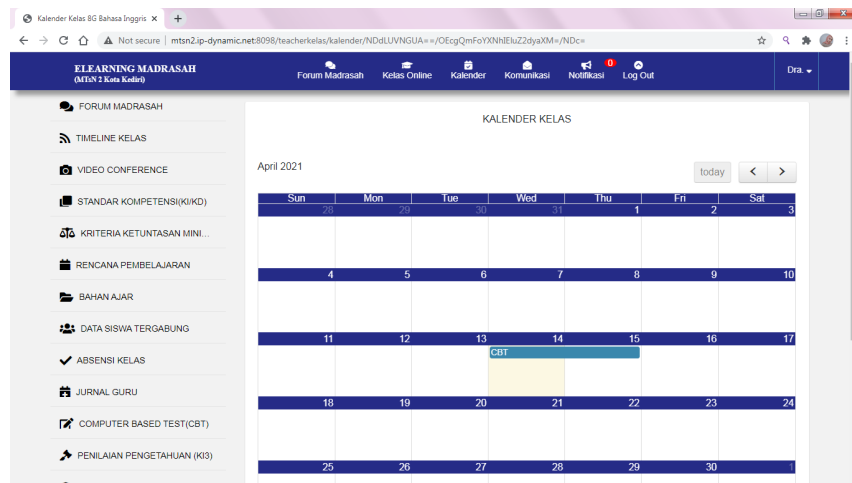
- n) Monitoring students activity is a menu to find out student activities in learning activities through elearning.



NO	NAMA	AKTIFITAS	TANGGAL	WAKTU
1	M. AZKA ALFARIZQI AZ ZUHRIY	M. AZKA ALFARIZQI AZ ZUHRIY melakukan konfirmasi kehadiran	14 April 2021 Pukul 11:23:24	12 Hari Yang Lalu
2	M. AZKA ALFARIZQI AZ ZUHRIY	M. AZKA ALFARIZQI AZ ZUHRIY masuk kedalam kelas	14 April 2021 Pukul 11:25:20	12 Hari Yang Lalu
3	JAUZA NASYWA AUTHONN	JAUZA NASYWA AUTHONN melihat bahan ajar	10 April 2021 Pukul 10:25:46	4 Hari Yang Lalu
4	JAUZA NASYWA AUTHONN	JAUZA NASYWA AUTHONN masuk kedalam kelas	10 April 2021 Pukul 10:26:31	4 Hari Yang Lalu
5	GADING BIMANDARU	GADING BIMANDARU melakukan konfirmasi kehadiran dalam kelas	09 April 2021 Pukul 08:09:04	5 Hari Yang Lalu
6	JAUZA NASYWA AUTHONN	JAUZA NASYWA AUTHONN melihat bahan ajar	09 April 2021 Pukul 20:54:11	6 Hari Yang Lalu
7	JAUZA NASYWA AUTHONN	JAUZA NASYWA AUTHONN melihat bahan ajar	09 April 2021 Pukul 19:53:29	6 Hari Yang Lalu
8	JAUZA NASYWA AUTHONN	JAUZA NASYWA AUTHONN masuk kedalam kelas	08 April 2021 Pukul 19:53:27	6 Hari Yang Lalu

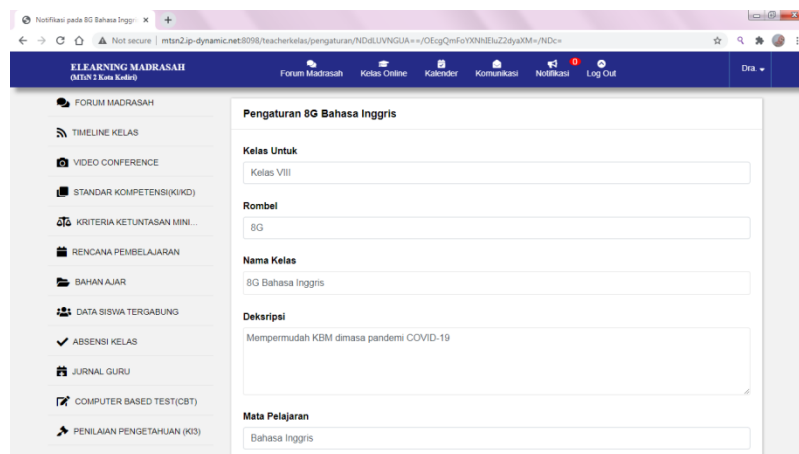
Picture 2.15 Monitoring Students Activity

- o) The class calendar is a place where the day is effective in learning that is carried out every month. The calendar menu is an educational calendar as a reference for learning time for one semester. In it there are also ineffective days. With the educational calendar, students can more easily make details of effective weeks, annual programs, and semester programs.



Picture 2.16 Class Calendar

p) Class arrangement is a menu for managing class in detail which includes: class, class, class name, description, subject, and meeting agenda.

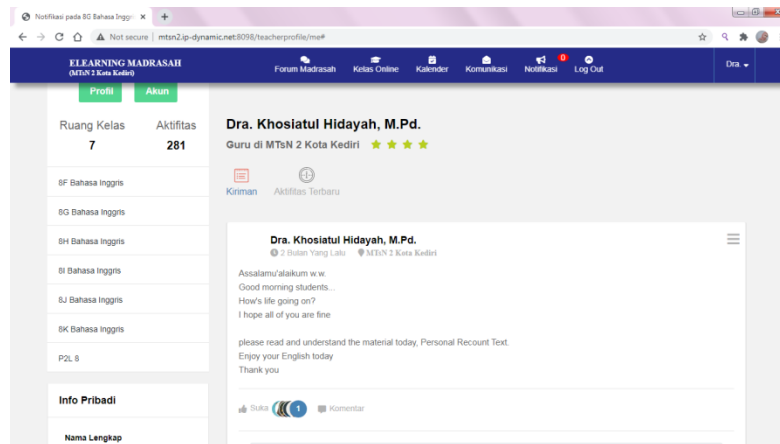


Picture 2.17 Class Arrangement

q) Delete class is a menu that functions to delete a class.

3) Teacher's Profile presents the biography and profile of the owner or teacher. It can display by themselves based on their agenda during

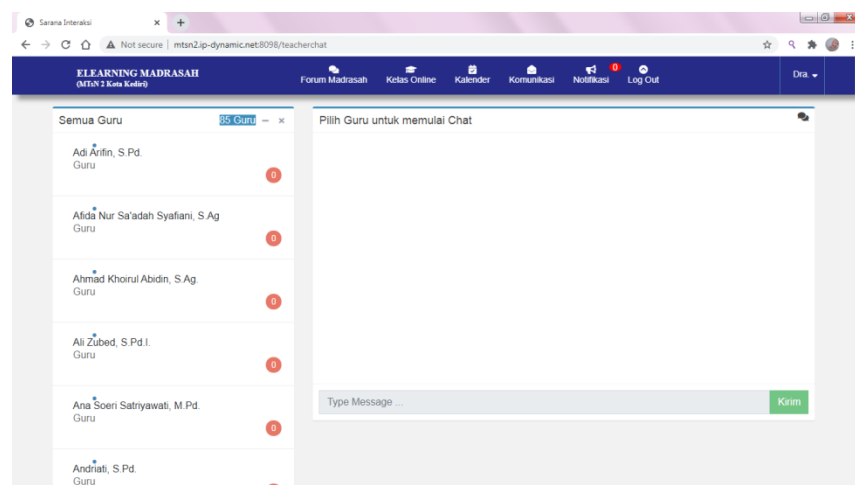
teaching learning process.



Picture 2.18 Teacher's Profile

4) Communication

The communication menu is a place for chat or messages from one teacher to another in the e-learning application. The way this communication menu works is almost the same as on Android, so that every e-learning user must be easy to operate.



Picture 2.19 Communication

5) Notification

The notification menu is a place for notifications from other

application users, both teachers and students. This menu contains notifications that come from comments from other times and the entry of student assignments in KI 3 and KI 4 assessments. If the notification menu has not been opened, the number of notifications in the notification menu will still be visible.

6) Logout

The logout menu is a place to exit this application. When the application is issued, all contents that have been filled in will automatically be saved.

In addition, e-learning development can be done by following the development of available information communication and technology facilities. Teaching materials and instructional designs that will be developed and used continue to be evaluated continuously. This is done in order to make it easier for teachers to process teaching materials and to use *E-Learning Madrasah* properly and correctly during the online class, so that students can more easily access and understand the learning that has been delivered by the teacher.

5. UKBM as Supporting Media

Depend on Guidance Book or The Script of development of *Unit Kegiatan Belajar Mandiri* (UKBM) which can be translated as an Independent Learning Activity Unit. UKBM is defined as a

learning unit that is organized in sequence from easy to difficult based on the basic competencies that must be achieved by the learners. Using UKBM will be beneficial for teachers to know which learners who have been able to master the materials and which learners who need more attention from the teacher in order to master the materials and the Ministry of Education and Culture, in a book titled *Panduan Pengembangan Unit Kegiatan Belajar Mandiri* (UKBM) (Kemendikbud 2017).

According to (Meyer 2008) independent learning is defined as a process in which learners take responsibilities and actions to develop values, attitudes, knowledge and skill in their own learning. As the impact of being independent in learning are able to improve the academic competencies as well as become more motivated and confident. UKBM also contain the students' guidance of learning in order to make them more independent and develop their achievement in learning based on their literacy by *Learning Text Book*, other references and also internet. UKBM is the implemented of K13. The contents of UKBM prioritize the provision of learning stimulus to foster the students' independence and experience. The students are encourage to be actively involved in the mastery of competencies through students centered learning. (Astuti, 2018) stated that is expected the learners would be able to be great generation and accustomed to

be critical thinking, creative, collaborative and communicative with good characteristics. The students learn English independently through UKBM, the teachers need to design the process of learning through UKBM as interactive as possible in order to make the students willing to learn and foster independent learning. Therefore, it is important to the teacher make an interesting UKBM as a support independent learning activity and the students can access it in "Bahan Ajar" on *E-Learning Madrasah*. The strength of implementing UKBM as supporting teaching media using *E-Learning Madrasah* is good learning planning. Which is based on the completeness of RPP preparation and the completeness of UKBM components that are appropriate. Supported by complete and adequate facilities and infrastructure, UKBM makes it easier for students to learn and increases students' learning motivation.

B. Previous Study

There are previous study which related of the analysis about *E-Learning Madrasah*. Most of the study takes the object is focuses on E-Learning. The last previous study is conducted by Dessta Putra (2015) analyzed implementing of E-Learning view on students learning style in learning English. His thesis has similarities with the present of study. First, the scope of this education. Second, the research design of the

thesis is descriptive qualitative. The differences between the last study with this study is the previous study focuses on the English teacher's view on students learning style, if this study focus on the teachers strategies in implementing *E-Learning Madrasah* during pandemic.

Based on the research above, it can be concluded that research on E-learning can be aimed from several aspects because it is in accordance with the increasingly advanced times and the level of technological progress that is increasingly sophisticated and capable and technology is increasingly complex so it is interesting to research, of course with the respective scientific fields. Each in studying it. For example, starting from the level of excellence, application features, user readiness, curriculum, learning, until the evaluation, up to the application that must be prepared by the teacher in the teaching and learning process.