Online Learning to Improve Learning Outcomes History of Islam

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Abstract

This research aims to improve student learning outcomes in learning the History of Islamic Culture using online learning methods for Class IX students at MTs Mafatihul Huda. This research is classroom action research. Action research in the field of education carried out in classroom areas with the aim of improving and increasing the quality of learning. In short, PTK can be defined as a form of reflective research study by carrying out certain actions in order to improve and enhance learning practices in the classroom in a more professional manner. The research results show that there is an increase in online learning outcomes using the active learning learning model at MTs Mafatihul Huda Cirebon Cirebon for the 2020/2021 academic year. In cycle I, in the aspect of student learning outcomes, there were 18 students who achieved learning completeness with a percentage of 50% and were in the sufficient category. In cycle II there were 36 students who achieved learning completion with a percentage of 100% and were in the very good category

Keywords: *Online Learning, Improve Learning, History of Islam*

INTRODUCTION

Based on the initial assessment at MTs Mafatihul Huda in the field of History of Islamic Culture, problems were found, information was obtained that the average student learning outcomes for History of Islamic Culture were still relatively low. Symptoms of low student learning outcomes in the History of Islamic Culture include that some students' daily test scores have not reached completion, which has an impact on the learning outcomes and when given practice, only some students can answer correctly.

The learning model is basically a form of learning that is depicted from start to finish which is presented in a unique way by the teacher. In other words, a learning model is a wrapper or frame for the application of a learning approach, method and technique (Haerullah 2017). In general, a learning model is defined as a systematic procedure used to manage learning experiences in order to achieve learning goals. As a conceptual framework, the learning model will be referred to by the lecturer in the learning carried out. According to Suyanto and Jihad (Suryani and Rahayu 2018) the learning model has four special characteristics, namely: rational and theoretical; oriented towards achieving learning goals; based on specific methods so that the model can be applied effectively; pay attention to environmental aspects so that effective learning can be implemented.

In the Covid-19 pandemic situation, online learning strategies are the most appropriate model to apply. Online learning can be formulated as "a large collection of computers in networks that are tied together so that many users can share their vast resources" (Williams, 1999). Current advances in information and communication technology provide many conveniences and possibilities in designing and developing an education system, especially online learning concepts and models or what many call E-Learning. Horton in his book E-Learning Tools and Technologies (2003): E-Learning is any utilization or use of internet and web technology to create learning experiences.

E-Learning can be seen as an innovative approach to be used as a good delivery media design, user-centred, interactive and as a learning environment that has various conveniences for anyone, anywhere and at any time. By utilizing various attributes and sources of digital technology with other forms of materials and learning materials that are suitable for application in an open, flexible and distributed learning environment. This pattern gives media more freedom to directly interact with students, while teachers will play more of a role as facilitators and evaluators of learning (Riyana 2015).

Based on the background above, the author will compile research with the title: "Efforts to Improve Student Learning Outcomes in Learning the History of Islamic Culture Using Online Learning Methods for Class IX Students at MTs Mafatihul Huda"

METHODOLOGY

This type of research is Classroom Action Research. According to Kunandar (Juanda 2016) action research is a form of reflective and collective research carried out by researchers in social situations to improve their social practice reasoning. The

implementation of action research is carried out in a spiral that starts from sensing a problem, planning, carrying out action, observing, reflecting, re-planning, carrying out action and so on. The data needed for evaluation and reflection purposes includes data about learning processes and outcomes.

The steps taken in relation to data collection and analysis are as follows: 1) determine how to collect data, 2) prepare the necessary instruments or forms, 3) collect data systematically, 4) check and analyze the data that has been collected Data collection in This research uses learning outcomes tests and observations.

RESULTS AND DISCUSSION

This research was conducted to see the effectiveness of implementing online learning. Data obtained from student and teacher activities, and learning outcomes tests. In the first cycle of learning activities, students obtained a total score from all aspects observed which was 11 with a percentage of 56.25% and was in the sufficient category. In cycle II 14 with a percentage of 87.5% and were in the very good category 14 with a percentage of 87.5% and were in the very good category.

In the first cycle of teacher activities, the score obtained from all aspects observed was 15 with a percentage of 62.15% and was in the good category. In cycle II the total teacher activity score from all aspects observed was 20 with a percentage of 83.3% and was in the very good category. In cycle I, in the aspect of student learning outcomes, there were 10 students who achieved learning completeness with a percentage of 50% and were in the sufficient category. In cycle II there were 20 students who achieved learning completion with a percentage of 100% and were in the very good category.

The common thread between cycles that can be drawn is that improved learning outcomes are obtained from the activities of good students and teachers. In other words, student and teacher activities in learning are linear with learning outcomes. This is in accordance with Ida Martini's research which concluded that with the implementation of online learning (1) there was a high increase in interest in learning to appreciate Indonesian music, with pre-cycle results of 10%, cycle I of 50%, cycle II of 80%, (2) there was an increase Learning outcomes for appreciation of Indonesian music, class. This research was conducted to see the effectiveness of implementing online learning. Data obtained from student and teacher activities, and learning outcomes tests.

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In cycle I, in the aspect of student learning outcomes, there were 10 students who achieved learning completeness with a percentage of 50% and were in the sufficient

category. In cycle II there were 20 students who achieved learning completion with a percentage of 100% and were in the very good category.

The common thread between cycles that can be drawn is that improved learning outcomes are obtained from the activities of good students and teachers. In other words, student and teacher activities in learning are linear with learning outcomes. This is in accordance with Ida Martini's research which concluded that with the implementation of online learning (1) there was a high increase in interest in learning to appreciate Indonesian music, with pre-cycle results of 10%, cycle I of 50%, cycle II of 80%, (2) there was an increase learning outcomes of Indonesian music appreciation, with students also having to be actively involved in the learning process so that learning will become more meaningful. The results of this research are also linear with the research of Nurrahmatika Mubayyinah and Moh. Yahya Ashari, who concluded that the effectiveness of online learning methods in improving learning outcomes, was said to be weak or low, H0 was accepted, the value rxy = 0.308735 was smaller than the 5% limit value in the table of 0.36. The interpretation table r = 0.20 − 0.40 shows a low relationship. The existence of online learning methods can achieve Islamic religious education learning, students are more active, creative and achieve

CONCLUSIONS

Teachers' efforts to improve learning outcomes. Online learning using the active learning learning model at MTS Mafatihul Huda Cirebon for the 2020/2021 academic year is carried out in two cycles. Each cycle consists of planning, implementation, observation and reflection. Each cycle is carried out in meetings. The second action is an improvement from cycle I, and so on. The action ended in cycle II after very good interest was obtained, teacher activity was very good, and the complete grades had been met. There is an increase in online learning outcomes using the active learning learning model at MTS Mafatihul Huda Cirebon Cirebon for the 2020/2021 academic year. In cycle I, in the aspect of student learning outcomes, there were 18 students who achieved learning completeness with a percentage of 50% and were in the sufficient category. In cycle II there were 36 students who achieved learning completion with a percentage of 100% and were in the very good category

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