

Evaluation of Online Learning Program in Islamic Education Management Study Program

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Abstrak:

Penelitian ini bertujuan untuk mengetahui efektivitas dan efisiensi pembelajaran daring di Program Studi Manajemen Pendidikan Islam IAIN Parepare. Jenis penelitian ini adalah penelitian evaluasi program dengan menggunakan pendekatan kualitatif. Model evaluasi yang digunakan penulis dalam penelitian ini adalah model evaluasi CIPP (*Context, Input, Process, and Product*) dengan menitikberatkan penelitian pada input (prasarana, sumber daya manusia) dan proses (perencanaan, pelaksanaan dan penilaian dosen). Jenis dan sumber data yang digunakan adalah data primer berupa observasi dan wawancara dengan dosen dan mahasiswa program studi MPI. Data sekunder berupa dokumen RPS dosen, data mahasiswa MPI atau referensi lainnya. Teknik pengumpulan data yang digunakan penulis adalah observasi, wawancara, dokumentasi dan penyebaran kuesioner sebagai data tambahan. Hasil penelitian ini menunjukkan bahwa program pembelajaran daring di Prodi Manajemen Pendidikan Islam IAIN Parepare masih kurang efektif dan efisien. Hal ini dikarenakan banyak kendala yang dialami oleh mahasiswa dan dosen selama perkuliahan daring, seperti platform atau aplikasi yang berat dan rumit, membutuhkan jaringan yang kuat, memakan kuota yang banyak, dan sulitnya mahasiswa memahami materi.

Kata kunci: *Evaluasi Program, Pembelajaran Online*

Abstract:

This study aims to determine the effectiveness and efficiency of online learning in the Islamic Education Management Study Program at IAIN Parepare. This type of research is program evaluation research using a qualitative approach. The evaluation model used by the author in this study is the CIPP (Context, Input, Process, and Product) evaluation model by emphasizing research on input (infrastructure, human resources) and process (planning, implementation and assessment of lecturers). The types and sources of data used are primary data in the form of observations and interviews with lecturers and students of MPI study program. Secondary data is in the form of lecturer RPS documents,

MPI student data or other references. Data collection techniques used by the author are observation, interviews, documentation and distribution of questionnaires as additional data. The results of this study indicate that the online learning program at the Islamic Education Management Study Program at IAIN Parepare is still less effective and efficient. This is because there are many obstacles experienced by students and lecturers during online lectures, such as platforms or applications that are heavy and complicated, require a strong network, take up a lot of quota, and it is difficult for students to understand the material.

Keywords: Program Evaluation, Online Learning

Introduction

The Covid-19 pandemic that appeared to hit the world at the end of 2019 until now has brought a lot of influence and changed habits in the order of life in society. Several countries have swiftly implemented a lockdown or closed access to and from their countries to prevent foreign nationals from entering and carrying this virus, and Indonesia is no exception. In line with the government's decision to implement a lockdown, in a valid hadith it is stated that the Prophet Muhammad Pbh said:

“If there is a plague in one country and you are there, do not leave the land. If it happens while you are abroad, do not enter it”. (HR. Al Bukhari)¹

People who initially had normal activities were immediately given space restrictions to avoid the spread of this deadly virus. The world of education is no exception. The learning system that is usually face-to-face has now become distance-based learning (online).

The government in this case the Ministry of Education and Culture of the Republic of Indonesia issued a decision to conduct learning from home. Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency. The decision to study from home is based on the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the

¹Muhammad Faiz Almath, *1100 Hadits Terpilih* (Jakarta: Gema Insani Press, 2001),325.

Spread of Coronavirus Disease (Covid-19), namely with the following provisions:²

1. Learning from Home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;
2. Learning from Home can be focused on life skills education, including regarding the Covid-19 pandemic;
3. Learning from Home learning activities and tasks may vary between students, according to their individual interests and conditions, including considering the gap in access/facilities for learning at home;
4. Evidence or product of the Learning from Home activity is provided with qualitative and useful feedback from the teacher, without being required to give a quantitative score/value.

Based on the circular, the education system in Indonesia is set to be online-based to support the learning process from home. No exception in Islamic state universities under the auspices of the Ministry of Religion.³

The Parepare State Islamic Institute is a public university that implements a full online system and has been going on for less than the last three semesters during this pandemic using WhatsApp, Google Classroom, Zoom, Schoology and various other platforms. Entering three semesters since the program started, the campus has facilitated online learning in the form of the *Sevima Edlink platform*. The *Sevima Edlink* is an application that can be accessed on computer and android technology media that is integrated with the campus feeder, namely *SIAK*, so that it can help lecturers and students in lectures online.⁴ The *Sevima Edlink* can be used as a tool that can support a more varied learning process with complete and structured features so that it can build

²Menteri Pendidikan dan Kebudayaan Republik Indonesia, *Surat Edaran Menteri Pendidikan Dan Kebudayaan Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran CoronaVirus Disease (Covid-19)* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2020).

³ For further issues in relation between ministry of education and ministry of religious affair see Iksan Kamil Sahri, "Pendidikan Agama dan Keagamaan Islam Masa Reformasi" *Jurnal Tarbawi STAI Al Fithrah* Vol 7 No. 1, 47-60.

⁴Emas Marlina, "Pengembangan Model Pembelajaran Blended Learning Berbantuan Aplikasi Sevima Edlink," *Jurnal Padagogik* 3, no. 2 (2020): 104–10, <https://doi.org/https://doi.org/https://doi.org/10.35974/jpd.v3i2.2339>.

and improve students' mathematical critical thinking skills.⁵ This online-based learning has become a program during the pandemic. And it will likely continue to be applied as long as this pandemic is not over. Therefore, this online learning program needs to be evaluated to analyze whether the implemented program runs effectively and efficiently by utilizing various existing online learning media.⁶

If a program is not evaluated, it will not be known how and how high the policies that have been issued can be implemented. Information obtained from evaluation activities is very useful for decision making and further policies of the program, because it is from the input of program evaluation results that decision makers will determine the follow-up of programs that are being or have been implemented. The result of this evaluation is a recommendation from the evaluator for decision makers.⁷ Therefore, this study aims to identify the effectiveness and efficiency of online learning in the Islamic Education Management Study Program at IAIN Parepare.

This type of research is program evaluation research using a qualitative approach. The evaluation model used by the author in this study is the CIPP evaluation model (Context, Input, Process, and Product) by emphasizing research on input (infrastructure, human resources) and process (planning, implementation and assessment of lecturers).⁸ The types and sources of data used are primary data in the form of observations and interviews with lecturers and students of MPI study program. Secondary data is in the form of lecturer RPS documents, MPI student data or other references. Data collection techniques used by the author are observation, interviews, documentation and distribution of questionnaires as additional data. This research is limited to context, input and process design (CIP), while the output is not researched

Context Evaluation

⁵Asih Rosanti, Alifiani, and Isbadar Nursit, "Kemampuan Berpikir Kritis Matematis Menggunakan Model Pembelajaran E-Learning Berbantuan Aplikasi Sevima Edlink," *Jurnal Penelitian, Pendidikan, Dan Pembelajaran* 15, no. 33 (2020): 46–57, <https://doi.org/http://riset.unisma.ac.id/index.php/jp3/article/view/8072>.

⁶Tomasz Szopinski and Katarzyna Bachnik, "Student Evaluation of Online Learning during the COVID-19 Pandemic," *Elsevier Technological Forecasting and Social Change* 174 (2022), <https://doi.org/https://doi.org/10.1016/j.techfore.2021.121203>.

⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013): 22.

⁸B. R Worthen and J. R Sanders, *Educational Evaluation: Theory and Practice* (Belmont, California: Wadsworth Publishing Inc, 1973).

The basis of online learning at the State Islamic Institute refers to the Decree of the Chancellor of IAIN Parepare Number: B.369/In.39/PP.00.9/03/2020 regarding the Prevention of the Spread of COVID-19 (Corona) dated March 16, 2020 with the following conditions: 1) All Civitas IAIN Parepare are expected to be calm and not panic and reduce activities outside the home and avoid crowds; 2) Get used to a healthy life by washing hands with soap regularly, preparing hand sanitizers, masks in their respective work environments; 3) All leaders in their respective units are expected to make work arrangements for Lecturers and Education Personnel to reduce interactions between individuals without reducing the right to work performance; 4) Lectures and face-to-face systems are abolished starting March 16, 2020 until an unspecified time and replaced with online/online systems and distance lectures through e-learning application programs available at IAIN Parepare or using other applications; 5) Practical activities in laboratories and Language Labs are temporarily suspended; 6) Education staff and officials continue to carry out their usual duties in providing services by continuously increasing awareness of the spread of Covid-19; 7) All forms of activities that involve many people are postponed; 9) Lecturers and Education Personnel temporarily fill in manual absences according to working hours; 10) This edict comes into force on March 16, 2020 until the official submission from the Chancellor of IAIN Parepare is issued.

After the announcement was issued, learning at IAIN Parepare began to be fully implemented with an online/network system.

Input Evaluation

Facilities and Infrastructure

The success of learning is marked by the acquisition of knowledge, skills and positive attitudes in individuals, in accordance with the expected goals. The success of this learning is strongly influenced by many factors including the use of media that functions as an intermediary for learning messages. Media serves to direct students to obtain various learning experiences (learning experience) which is determined by the interaction of students with the media. The right media in accordance with the objectives will be able to improve the learning experience that is able to enhance learning outcomes.⁹

Online learning in the Islamic Education Management Study Program initially used WhatsApp Groups, Zoom, Google Meet,

⁹Nizwardi Jalinus and Ambiyar, *Media Dan Sumber Pembelajaran* (Jakarta: Kencana, 2016), 35.

Schoology, Google Classroom, and so on. However, in the even semester of the 2020/2021 academic year, or entering three semesters since full online learning was implemented, the campus has facilitated the Sevima Edlink platform as the main media for online learning between lecturers and students. However, the lecturer assistant platform in carrying out online lectures still exists because of the difficulty of communicating using only one platform.

This is as explained by Mrs. Tien, one of the lecturers in the Islamic Education Management Study Program "If I want to teach directly, it's using zoom, if the discussion is not direct, we're on Edlink, while in WA there are no learning activities except just confirming assignments, providing additional information. But the materials, absences, assignments, MID, videos including group distribution are all on Edlink, because all learning activities must be recorded digitally. But confirming and additional explanation regarding the task in WA, which is technically, as an intermediary"¹⁰

The statement from one of the IAIN Parepare lecturers above was also confirmed by one of the students of the Islamic Education Management Study Program who said "If the application is available via WA, Edlink, and zoom. Edlink is the main medium for assignments, absences, etc., while WA is for information only."¹¹

However, the use of the Edlink and Zoom platforms turned out to be rather difficult for students and lecturers at IAIN Parepare. The inhibiting factors mentioned also vary such as large application capacity, complicated, lots of quota drain and requires a strong internet network. Nurdin, a student of the 4th semester MPI study program said, "Depending on the network, for Edlink, zoom, and the network must be good. If WA is rather easy. In terms of use, at first yesterday it was difficult, all students complained about how to use it, but when we do it, we can understand it ourselves".¹²

One of these obstacles was also conveyed by Mr. Abdul Halik as a lecturer in the MPI Study Program." The usual problem is zoom, sometimes you can't enter if the network is weak, as well as on Edlink, that's why I combined it with the WA group. That's why the WA group must exist to help."¹³

¹⁰Andi Tien Asmara Palintan, Lecturer of IAIN Parepare, interview by reseracher, on Mei 24, 2021.

¹¹Muzakkir, Student of MPI Program, Interview by Reseracher, on April 8, 2021.

¹²Nurdin, Student of MPI Program, Interview by Reseracher, on April 8, 2021.

¹³Abdul Halik, Lecturer of IAIN Parepare, Interview by Reseracher, on Mei 24, 2021.

Currently online learning has been going on for more than a year or approximately three semesters but supporting facilities such as quotas have only been given to lecturers and students once, namely at the beginning of the pandemic. This is one of the biggest obstacles for students in carrying out this online learning.

Based on the information from the author's interview above regarding supporting facilities in carrying out online learning, it can be concluded that the media or platforms used in online learning initially varied according to the choice of each lecturer, but in three semesters after online lectures were implemented, the campus has facilitated and requires learning to use Sevima Edlink as the main medium and recorded in campus academics. However, this application is considered heavy, complicated and requires a strong network. Important problems regarding quotas are also experienced by many students during the implementation of online lectures. They complained about the provision of quotas which were only given once even though this online learning used up a lot of quota. Meanwhile, to support the smooth process of online learning, the things mentioned above are very important to be improved and fulfilled. Therefore, it can be concluded from the many and often these obstacles experienced, that the means of supporting this online learning program are still inadequate for students of the Islamic Education Management Study Program at IAIN Parepare.

Human Resources

According to Law no. 20 of 2003 CHAPTER XI Article 39 Paragraph 2, Educators are professional personnel in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators in higher education.¹⁴

The role of educators is very important in the level of success and quality of a learning process. It is like, educators are the captains of a ship who will determine where the ship will dock, while students are passengers who will follow the ship's flow to sail.

Mrs. Ramli explained the importance of the role of lecturers in the learning process” the student is the person who is given the service, the student is the target. What should be done by lecturers in order to make learning effective and children are not indifferent to online learning materials, so the term is how the lecturer's strategy in teaching. When the strategy is good, students will automatically participate to be effective in learning. So, the key is in the lecturer. If I was like that.¹⁵

¹⁴*Undang-Undang SISDIKNAS* (Bandung: Fokus Media, 2013).

¹⁵Nurleli Ramli, Lecturer of IAIN Parepare, Interview by Reseracher, on Mei 28, 2021.

To support that one, campus has provided technical guidance for three days aimed at lecturers and students regarding how the implementation of online learning will be carried out. However, there are still some lecturers who do not understand or are not good at using online learning platforms. This was stated by Ismail Latief "how can all lecturers be able to provide lessons through this Edlink. Because frankly, there are still some lecturers who can't actually use this Edlink. So, if you can determine this campus policy, in this case the leader requires all lecturers to be able to access this Edlink themselves, not done by staff. Because it's in a certain faculty, the material is given to the staff, later the staff will upload it on Edlink, so he doesn't interact directly with students."¹⁶

Although there are some lecturers who are still not familiar with the Sevima Edlink platform, in general all lecturers have used the application because of demands from the campus academics. Therefore, it can be concluded that all lecturers already know a little bit about the platform even though they have not fully mastered it. And the campus has tried to maximize the performance of lecturers by providing technical guidance for several days. Apart from that, how are the lecturers' efforts so that online learning can be carried out properly in order to achieve learning objectives.

Many students admitted that during this online lecture, they found it difficult to accept the material taught by the lecturer. The explanations are varied but almost the same that lecturers often only send material or assignments without any explanation beforehand. This was explained by Hasniati, one of the MPI study program students. "It is too difficult to receive material from the online learning because most of the lecturers just come in and send materials or tell students to make assignments and then they disappear."¹⁷ Muhammad Imran, a student of MPI Study Program also admitted that "The problem is that the course material is not well understood. Every course has task, it's just a presentation, so the lecturer rarely explains, so we don't understand the course online enough."¹⁸

Based on the interview information above, judging from the complaints of MPI study program students, the author concludes that in general the performance of lecturers is still not optimal in carrying out online learning in the Islamic Education Management Study Program.

¹⁶Ismail Latief, Lecturer of IAIN Parepare, Interview by Reseracher, on Mei 28, 2021.

¹⁷Hasniati, Student of MPI Program, Interview by Reseracher, on April 8, 2021.

¹⁸Muhammad Imran, Student of MPI Program, Interview by Reseracher, on April 9, 2021.

Process Evaluation

Online Learning Planning

Learning planning is a decision-making process resulting from rational thinking about certain learning goals and objectives, namely changes in behavior and a series of activities that must be carried out as an effort to achieve these goals by utilizing all existing potential and learning resources. The final result of the decision-making process is the compilation of a document containing the things above, so that the document is then used as a reference and guide in carrying out learning.¹⁹

The learning plan prepared by the lecturer for one semester is contained in the *Rencana Program Semester* or lesson plan (RPS) and distributed through Edlink. Based on the documentation data obtained by the author, it is stated that the RPS of lecturers contains 16 meetings minus 2 meetings (Mid and final semester). Each meeting has included the materials to be discussed so that the lecturers just follow the RPS that has been prepared.

This matter explained by Mr. Ismail Latif as a lecturer in the MPI study program “If the RPS was prepared before the initial meeting, it had been prepared for up to 16 meetings. So, at each meeting we just need to put in the materials that we have prepared the day before for us to teach the next day.”²⁰ Mr. Abdul Halik explained the importance of RPS “So before I teach, I already have an RPS. I deposited earlier to the faculty, the head of study program, and then deposited it earlier at the Sevima. Then when I wanted to teach, I distributed the RPS to students to be a guide to discuss together. So that's the point that all work must be planned, especially work with a clear purpose, a clear program, it must be well planned, with a structured program with quality standards. This RPS refers to the curriculum, refers to study programs, graduate profiles, those are all references. The point is that every time I teach, there must be an RPS.”²¹

Planning is very important before carrying out the teaching and learning process so that the learning process takes place in a structured and directed manner. There are several benefits that we can learn from the preparation of the learning process, including: 1) through a mature learning process, we will avoid chance success. That is, with careful and

¹⁹Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran* (Jakarta: Fajar Interpratama, 2011), 13.

²⁰Ismail Latief, Lecturer of IAIN Parepare, Interview by Reseracher, on Mei 28, 2021.

²¹Abdul Halik, Lecturer of IAIN Parepare, Interview by Reseracher, on Mei 24, 2021.

accurate planning, we will be able to predict how much success will be achieved. Because planning is prepared to achieve success, thus the possibilities of failure can be anticipated by every teacher; 2) as a tool to solve problems. A good planner will be able to predict what difficulties will be faced by students in studying certain subject matter. With careful planning, teachers will easily anticipate various problems that may arise; 3) to utilize various learning resources appropriately. Through planning, the teacher can determine which sources are considered appropriate for studying a learning material; 4) planning will be able to make learning take place in a systematic way, meaning that the learning process will not take place sober, but will take place in a directed and organized manner.²²

It can be seen how important and useful lesson planning is. Therefore, every lecturer is required to prepare RPS before the lecture semester begins, both during face-to-face and online lectures. Based on the documentation data obtained by the author, each subject lecturer has compiled and has a Semester Program Design (RPS) with reference to the learning objectives of each course which includes time allocation, learning media, learning strategies, task descriptions, and evaluations. Learning processes and products, assessment standards and criteria, and other technical matters. Therefore, the author can draw the conclusion that the lecturer's planning has been mature or has been good in carrying out online learning in the Islamic Education Management Study Program.

Implementation of Online Learning

From the results of the observations above and the author's interview data, it is concluded that during the learning process, the lecturer combines several learning media to complement each other. This is explained by Mrs. Tien. "If I want to teach directly, it's using Zoom, if the discussion is not direct, we're on Edlink, while in WA there are no learning activities except just confirming assignments, providing additional information. But materials, absences, assignments, mid semester, videos, including group divisions are all in Edlink, because all learning activities must be recorded with digital traces. But confirming and additional explanation regarding the task in WA, which is technical, as an intermediary."

The interaction between educators and students in the online learning process is very important to determine the level of effectiveness and student understanding of the material. From the results of

²²Sanjaya, *Perencanaan Dan Desain Sistem Pembelajaran*.

observations made by the author, that in general the online learning process is going quite well, seen from a fairly stable network and students actively asking questions and at the end of the lesson the lecturer provides conclusions on the material that has been discussed.

When online learning took place, there were some students who were late for Zoom in and out of the room during the online learning process. This is due to a weak or unstable network factor and this is one of the biggest obstacles for some students during the online learning process. Hasniati as a student of MPI study program explained "In my opinion, whether it's easy or not, maybe it's less effective for me. Because when we study online, we encounter many obstacles, one of which is the network. Especially if the internet has not been reached. Automatically that becomes an obstacle for students to take online lectures. So, it only makes it easier for those with good networks."²³

During the learning process using Zoom, many students do not turn on the camera, thus allowing online learning fraud to take place. Nurul, a student of MPI study program said, it's better if the lecturer requires it to be on camera when zooming, because usually students when the zoom turns off, the camera just goes to sleep so they don't focus on receiving the material. During this 2nd semester there is no obligatory.²⁴ However, there are also many students who turn on their cameras when Zooming and the ratio is approximately 50:50. However, lecturers are asked to be more assertive about this issue and should not be ignored, such as reprimanding and giving sanctions to students who do not want to turn on the camera for no apparent reason. From the results of the interview above and the observations made by the author, online learning is generally quite stable, although there are some obstacles that occur, such as some students going in and out of zoom because of the network and not wanting to turn on the camera when the online learning process takes place.

Online Learning Assessment

Evaluation of learning programs is an identification activity to see whether a program that has been designed has been achieved or not, valuable or not valuable, efficient or not. Evaluation is an assessment process to make decisions using a set of measurement results and predetermined goals. Evaluation is done to answer the question, how good? Measurement, assessment and evaluation are gradual. This means that activities are carried out sequentially, starting with measurement,

²³Hasniati, Student of MPI Programe, Interview by Reseracher, on April 8, 2021.

²⁴Nurul Muwaffiqah Ridwan, Student of MPI Programe, Interview by Reseracher, on April 8, 2021.

assessment, continuing with evaluation and then ending with reports to all education stakeholders.²⁵

Assessing the achievement of student learning outcomes is the main task of a teacher as a logical consequence of the learning activities that have been carried out. Assessment is intended to find out and make decisions about the success of students in achieving the competencies that have been set. Assessment learning outcomes is an important component in learning activities. Efforts to improve the quality of learning can be taken through improving the quality of the assessment system. A good assessment system will encourage educators to determine good teaching strategies and motivate students to learn better.²⁶ As for the learning evaluation method, one of the lecturers in the MPI study program explained, "I just sent it to the mid semester task section on Edlink, then the final semester will be like that too. There is a model of assigning tasks after every meeting with mid semester and final semester, everything is the same. Because I evaluate students during the learning process, I am not end result oriented but during the learning process I judge students, from their activeness in participating in the learning."²⁷

Although almost the same, Mrs. Leli's method in carrying out the evaluation of learning is as follows "For me, even though he teaches online or face-to-face, mid semester is usually more theoretical, but when they enter final semester, they have to apply the theories they have learned so far. It could be that they make a video, or they write on a blog and then send a link to me, or some kind of mini research."²⁸

Based on the results of the author's interview above, it can be concluded that the types of lecturer assessments are generally almost the same, with reference to the lecture contract at the beginning of the meeting. Lecturer assessment keys are divided into several aspects, including attendance, activity, assignments, mid semester and final semester. As for other assessments that are not written down, such as character assessment and student discipline in participating in online learning for one semester. Therefore, the authors consider the lecturer's assessment method to be good.

²⁵Ismet Basuki and Hariyanti, *Assesmen Pembelajaran* (Bandung: Remaja Rosdakarya, 2015).

²⁶Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah* (Yogyakarta: Pustaka Pelajar, 2018).

²⁷Ismail Latief, Lecturer of IAIN Parepare, Interview by Reseracher, on Mei 28, 2021.

²⁸Nurleli Ramli, Lecturer of IAIN Parepare, Interview by Reseracher, on Mei 28, 2021.

Conclusion

The results of this study indicate that the online learning program at the Islamic Education Management Study Program at IAIN Parepare is still less effective and efficient. This is because there are many obstacles experienced by students and lecturers during online lectures, such as platforms or applications that are heavy and complicated, require a strong network, take up a lot of quota, and it is difficult for students to understand the material.

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