

E-LEARNING AND STUDENT ATTITUDES: AN ANALYSIS OF ATTITUDES IN ONLINE LEARNING OF THE QUR'AN HADITH

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Abstract: *The purpose of this study was to determine students' attitudes towards the learning process of web-based e-learning as well as the constraints and solutions of online learning using web-based e-learning for Al-Qur'an Hadith subjects. This research uses mixed methods. The subjects in this study were students of class XI MA Raudhatul Jannah Palangka Raya. The data in this study were collected through questionnaires, interviews and documentation. Data validation used source triangulation and percentage tabulation, while data analysis used data reduction, data presentation and verification. The results of this study indicate that 1) students' attitudes towards online learning using e-learning in the Qur'an Hadith subject students' attitudes towards online learning using web-based e-learning in the Qur'an Hadith subject are good (65%.) 2) Obstacles in learning include networking and difficulty understanding the material. While the solution is to find a strong network, look for other references, provide alternatives in collecting assignments and always provide stimulus to students.*

Keywords: *E-learning, Students Attitudes, Online Learning*

Introduction

The existence of online learning aims to provide quality learning services in a network that is massive and open to reach more and wider study room enthusiasts (Sofyan & Abdul, 2019: 82). Phenomena that occur currently require learning to take place online. Schools take advantage of advances in information technology to be able to carry out online learning. One of them is that schools use e-learning to deliver learning materials. At this school the teachers deliver subject matter through e-learning and include lessons on the Qur'an and Hadith. Thus, education really makes a person aware of his identity as a human being (Surawan, Syabrina, El Bilad & Azmy, 2022).

Al-Qur'an Hadith subjects are important subjects related to the study of law and principles in carrying out religious life. Schools in providing Al-Qur'an Hadith material during a pandemic like now are taking advantage of technological advances by carrying out online learning (Wahyuningsih, 2021). There are several schools that carry out online learning using e-learning. Learning that was originally face-to-face was transferred to an online learning model or called E-Learning (Surawan, Anshari & Sari, 2022). Of course, this has certain challenges, both for teachers, students, and school facilities. However, there are some teachers who do not implement e-learning because they do not understand its use and there are still very few programs in it. Even so, the teacher continues to carry out e-learning in learning such as attendance, delivering material and exams. There are several schools that

carry out online learning using web-based e-learning. One school that utilizes web-based e-learning in the learning process is MA Raudhatul Jannah Palangka Raya. The school used e-learning starting with the Covid-19 pandemic.

Therefore, the government took the initiative to continue online learning, commonly known as online learning (Mariadi & Surawan, 2023). This school applies online learning using e-learning. Where e-learning will be used by teachers and students to carry out learning. Web-based e-learning in this school, especially in MA, the name of the e-learning is "MA Raudhatul Jannah e-learning". Google classroom applications, learning houses, video conferences, telephone, or live chat, zoom, whatsapp groups are digital technologies that can be utilized in online learning (Dewi, 2020; Komariah, Hamdanah & Surawan, 2021). The teacher will distribute web links for students so they can take part in learning and meet on the web learning to carry on learning. Then the students enter the link provided by the teacher and enter a password to be able to enter e-learning. E-Learning as a learning model can be used as an alternative to improve student achievement (Surawan, 2019).

However, in the implementation of online learning using e-learning which is used as an alternative to continuing learning during this pandemic outbreak, it is still not optimal. In practice, in the learning process most of the learning is dominated by the teacher so that students are more passive. Students only pay attention to the teacher's explanation through e-learning and get assignments from the teacher. With online learning, some students seem less enthusiastic when participating in learning. The form of students' lack of enthusiasm when participating in learning is that students are sometimes not included in e-learning learning and sometimes do not submit assignments or are a little late (Fadli, Mazrur & Surawan, 2021).

Therefore, students do not develop activeness and participate less in learning. Student participation in learning is influenced by attitude factors. For this reason, it is necessary to carry out an assessment of student learning attitudes. According to Hidayat & Bashori (2016: 8) attitude is a person's positive and negative assessment of objects, events, ideas, or other people within a certain intensity.

Attitudes play an important role in the ongoing process of online learning using web-based e-learning in the subject of Al-Qur'an Hadith. Positive attitude towards online learning using web-based e-learning is a sign of a good start for student learning. Conversely, students' negative attitudes towards online learning using web-based e-learning in the Al-Qur'an Hadith subject accompanied by negative responses can cause difficulties in the ongoing learning process. Students' attitudes towards online learning using web-based e-learning in the subject of Al-Qur'an Hadith are positive and negative. Students' attitudes towards online learning using e-learning which will be discussed in the focus of this research relate to several components including the cognitive, affective, and conative components of learning the Qur'an Hadith using e-learning. From the background above, the researcher is interested in researching more clearly and clearly regarding students' attitudes towards online learning using e-learning. So, the researchers raised the title of the study with the title "Students' Attitudes Toward Online Learning Using Web-Based E-learning for Al-Qur'an Hadith Subjects at MA Raudhatul Jannah".

Literature Review

Student Attitude

According to Surawan (2020: 170) attitude is an internal ability that influences a person's behavior based on emotions, beliefs, and intellectual factors. So that in attitude there is fit and ready for action or ready to act (Hidayat & Bashori, 2016: 55). Meanwhile, attitudes or behavior are all actions or actions carried out by living things. In psychology, attitude or behavior means overall reactions or movements and physical changes that can be observed objectively (Asrori, 2020: 113). One can predict the response or behavior that the person

concerned will take towards a problem or situation faced by him by knowing his attitude (Arifin, 2015: 123).

According to Hardiyanti, et al (2018: 3) attitudes are thoughts and feelings that encourage us to behave when we like or dislike something. While the attitude itself contains three components, namely: cognitive, emotional, and behavioral and can be consistent or not. It depends on what problem they are facing. According to Kurniawan (2019: 111) attitude is an expression of feelings or individual behavior that shows liking or disliking of an object and is generally expressed by accepting or rejecting the object. According to Gunarti (2017: 3) attitude is a tendency to act, think, perceive, and feel in the face of objects, ideas, situations, or values, be it a tendency to react in a good or bad way.

Meanwhile, according to Arifin (2015: 127) quotes the opinion of Abu Ahmadi who explains that the attitude component has three aspects as follows:

- 1) The cognitive aspect, which is related to symptoms regarding the mind, this aspect is in the form of processing, experience, and individual beliefs and expectations about certain objects or groups of objects. This aspect is in the form of knowledge, belief, or information-based thoughts related to objects.
- 2) The affective aspect is a tangible process related to certain feelings, such as fear, envy, sympathy, anticipation, and so on which are shown to certain objects.
- 3) The conative aspect is in the form of a tendency/tendency to act on an object, for example the tendency to help, distance oneself, and so on.

According to Surawan & Mazrur (2020: 151) there are three psychological components in behaving, namely: the cognitive component will answer what is thought or perceived about the object. The affective component relates to what is felt towards the object (happy or unhappy). Meanwhile, the conation component relates to the willingness or readiness to act on objects and how the form of a person's attitude can be seen how far the components of one's cognition, affection and conation are related.

The same thing was expressed by Adha & Virianita (2010: 328) attitude consists of components that organize attitudes, namely the cognitive component in the form of individual knowledge and trust in the attitude object, the affective component in the form of individual feelings and emotions towards the attitude object and the conative component in the form of individual tendency to behave.

Web-Based E-Learning

The term e-learning consists of two words, namely E and learning. E stands for electronics, which means objects made using electronic principles. While learning which means learning or studying. Thus e-learning can be interpreted as a learning process or learning by using electronics such as computers. The same thing was stated by Kamarga as quoted by Simanihuruk, et al (2019: 4) regarding e-learning, namely learning activities that are carried out not face-to-face in class which can make students bored because the teacher is more dominant in conveying teaching material but learning activities are carried out with using information technology and computers.

E-learning is a process and activity of implementing web-based learning, computer-based learning, virtual education and/or digital collaboration. E-learning is the use of computer technology and computer networks accompanied by the application of innovative learning models in the framework of carrying out learning activities that will provide broad access to students to knowledge so that they can acquire skills (Supuwingsih, 2021: 2-4). The term e-learning is more precisely indicated as an attempt to make a transformation of the learning process in schools or colleges into a digital form that is bridged by internet technology (Hanum, 2013: 92). Thus e-learning can be concluded as learning by utilizing the help of electronic devices, especially computer devices. Through web-based learning, it is

hoped that teachers will be able to create and use Google Classroom and Google Classmeet as learning media (Hikmah, Surawan, Ansari, Endah & Muslimah, 2022).

Method

This research used a mixed method. Mix methods are a combination of more than one method taken by two different approaches, namely quantitative and qualitative approaches or vice versa in research that is being carried out to obtain quantitative and qualitative data that is used as empirical practice to answer research problem formulations properly, completely, and comprehensively (Sarwono, 2011: 2). The subjects in this study were 20 students of class XI MA Raudhatul Jannah Palangka Raya. Data was collected using questionnaires, interviews, and documentation. The data validation technique is by using source triangulation and tabulation percentages. While data analysis is by data reduction, data presentation and verification.

Result and Discussion

Students' Attitudes Toward Online Learning Using E-learning in Al-Qur'an Hadith

This study has a goal, namely, to be able to find out how high students' attitudes are in online learning using e-learning in the Al-Qur'an Hadith subject. This research was conducted using a research instrument in the form of a questionnaire. The data analysis technique used is descriptive analysis with percentage calculations. Based on the results of the analysis and percentages, it shows that students' attitudes towards online learning using e-learning in the Qur'an Hadith subject are as follows:

1. Cognitive component

The cognitive component is a belief someone likes behavioral belief and group belief (Hamdanah & Surawan, 2022: 26). In the cognitive component related to views, knowledge, and object beliefs. This research is focused on and directed at learning the Qur'an Hadith which was carried out at MA Raudhatul Jannah Palangka Raya. Based on the results of the cognitive component research, students' attitudes towards online learning using e-learning in the Qur'an Hadith subject in class XI at MA Raudhatul Jannah Palangka Raya are good.

Table 1.1. Cognitive Attitude

Cognitive			
Value range	Criteria	Frequency	Percentage (%)
0%-20%	Very Less Good	1	2
21%-40%	Not Good	0	0
41%-60%	Fairly Good	3	6
61%-80%	Good	16	32
81%-100%	Very Good	0	0
Jumlah		20	100

The results of this study related to the meaning of the cognitive component are in line with Sobur's explanation (2013: 360) explaining that the cognitive component is a representation of what is believed by the individual possessing the attitude. The results of this study are in line with the results of research conducted by Mustakim (2020) which states that students assess learning using online media as effective. Learning objectives can be achieved by students if the learning system can run well and is balanced, therefore a learning design is needed that is packaged in such a way through systematic and innovative planning (Syahmidi & Surawan, 2022).

Cognitively, students of class XI MA Raudhatul Jannah Palangka Raya show a good attitude towards online learning using e-learning for the Al-Qur'an Hadith subject. The

cognitive component contains students' knowledge of attitude objects when responding by assessing whether an attitude object is good or bad which involves thinking and reasoning. The view here is the student's assumption of good or bad an attitude object and its environment from what is known about the attitude object. Looking at the results of the analysis, it can be said that cognitively students have good knowledge of online learning using e-learning in the subject of the Qur'an and Hadith. Learning during the covid-19 outbreak was conducted online using distance learning because PAI learning should have been practiced directly by students (Surawan & Rohmah, 2022).

This explanation is in line with the research results of Muthy, & Pujiastuti (2020: 30) stating that the existence of e-learning with technology in learning at home in the current pandemic conditions is appropriate. Currently, e-learning-based learning has a positive effect on students' way of thinking in solving problems in learning activities, critical thinking, independent and courageous argumentation shown by discussions, searching for information via the internet can broaden horizons and make full use of technological sophistication.

The cognitive component contains students' perceptual abilities towards attitude objects in responding to them by assessing whether the attitude object is good or bad which involves thinking and reasoning. While views are students' assumptions about good or bad attitude objects and their environment from what is known about attitude objects. Looking at the results of cognitive analysis, it can be interpreted that cognitively students have good knowledge of online learning using e-learning in the subject of the Qur'an Hadith.

2. Affective component

The affective component involves feelings or emotions, our emotional reaction to an object will form a positive or negative attitude towards the object (Hamdanah & Surawan, 2022: 26). This component is whether students like or dislike online learning using e-learning. Where the affective component is an individual's tendency to be attracted to an object or like an object, the individual has not carried out an activity or something that interests him. This arises when individuals are attracted to something because it meets their needs or feels that what is felt is meaningful to them.

Where the affective component is an individual's tendency to like an object, even though the individual has not carried out an activity or something that interests him. This happens when individuals are interested in something because it is in accordance with their needs or is felt to be meaningful for them.

Table 1.2. Affective Attitude

Affective			
Value range	Criteria	Frequency	Percentage (%)
0%-20%	Very Less Good	0	2
21%-40%	Not Good	0	0
41%-60%	Fairly Good	13	65
61%-80%	Good	7	35
81%-100%	Very Good	0	0
Jumlah		20	100

Based on the results of the affective component analysis above, the attitudes of class XI students of MA Raudhatul Jannah fall into the fairly good category. The affective component includes feelings of displeasure or pleasure. The results of the analysis can be explained that the students of class XI MA Raudhatul Jannah Palangka Raya mostly have moderate feelings about online learning using e-learning in the subject of the Qur'an Hadith.

The results of this study are related to the explanation of the meaning of the affective component in line with the explanation in Sobur's book (2013: 360) which explains that the affective aspect is a feeling that involves the emotional aspect. Kusumaningtias (2015) stated that students' attitudes towards physical education learning at SD Negeri 3 Pengasih were in the sufficient category. The approach to learning is the point of view or method used by a teacher in presenting learning material to students so that learning goals are achieved (Rahim et al., 2021: 4; Norvia, 2022).

The explanation above is in line with the opinion of Jismulatif (2014: 32) that the affective component is related to emotions, feelings of like and hate. This is also in line with Slamet's opinion (2002: 77) that the affective component concerns a person's subjective emotional problems towards an object, attitudes, or feelings they have towards something. In line with Dachmiati's explanation (2015: 14) the affective component is the opposite of cognitive, namely about emotions, moods of individuals' feelings of pleasure or displeasure towards the object of attitude. The same results are in accordance with the research of Sofyana & Rozaq (2019: 13) which states that conventional learning is less effective, students' interest in online learning is interested and agrees that its application is considered more effective than conventional learning.

Al-Qur'an Hadith lessons are very important for students, so the task of the Al-Qur'an Hadith subject teachers is to pay more attention to their students when learning and provide students with an understanding of the importance of learning the Qur'an Hadith to live a religious life. So that students have positive thoughts about learning the Qur'an Hadith and take part in learning the Qur'an Hadith using e-learning seriously. This study was conducted as an effort to provide a spiritual oasis for young people during global challenges (Sanusi, Hamdanah & Surawan, 2021).

3. Conative component

The conative component or tendency to act (behave) in a person is related to the object of attitude (Hamdanah & Surawan, 2022: 27). The behavioural component is a component related to the tendency of students to act towards an attitude object. This component shows the size of the tendency to act towards the attitude object. Research on this conative component is an emotional or behavioural component, namely a component related to an individual's tendency to act towards an attitude object.

This explanation is in line with Arifin's explanation (2015: 127) that the conative component is in the form of a process of tendency/tendency to do something towards an object, for example the tendency to give help, distance oneself and so on. In this case, it means the direct participation of class XI students of MA Raudhatul Jannah Palngka Raya. Based on the results of the conative component analysis above, it shows that students' attitudes towards online learning using e-learning are in the fairly good category.

Table 1.3. Conative Attitude

Conative			
Value range	Criteria	Frequency	Percentage (%)
0%-20%	Very Less Good	0	2
21%-40%	Not Good	0	0
41%-60%	Fairly Good	11	55
61%-80%	Good	9	45
81%-100%	Very Good	0	0
Jumlah		20	100

The data above is reinforced by the teacher's response where the results of the interview are as follows:

Explaining the material, they are a bit difficult to understand. Even though I sent learning videos to them, they didn't understand, they didn't focus enough on learning. So here I provide a stimulus in the form of giving them assignments so that they better understand the Al-Qur'an Hadith material presented in e-learning (Interview with teacher S on Wednesday, March 3, 2021 at 08.57 WIB).

Based on the results of the conative component analysis above, students' attitudes towards online learning using e-learning are included in the fairly good category. The conative component is the emotional component or the volitional component, namely the embodiment of the cognitive and affective components. Having a positive attitude towards something will manifest it in positive behaviour.

The results of this study related to conative meaning are in line with Slamet's explanation (2002: 77) The conative component in the attitude structure shows how the behaviour or tendency to behave that exists within a person is related to the attitude object faced. The explanation of the conative component is also in line with Jismulatif's explanation (2014: 32). The conative component here is related to the behaviour and tendency of individuals to act towards attitude objects. The results of this study are in line with the results of research conducted by Kusumaningtias (2015: 79) in this study showing that in the conative component, students' attitudes towards learning show attitudes in the sufficient category. The conative component is an emotional component, namely the embodiment of cognitive and affective components. Having a positive attitude towards something will manifest it in positive behaviour. In this way students' attitudes towards online learning using e-learning are quite good (Surawan, Saefullah & Farisi, 2021).

By analyzing the three attitudes above, the overall results of research on students' attitudes towards online learning using web-based e-learning for the class XI Qur'an Hadith subject at MA Raudhatul Jannah Palangka Raya are as follows:

Table 1.4. Attitude of Students

No	Attitude	Frequency	Percentage
1.	Cognitive	16	80
2.	Affective	12	60
3.	Conative	11	55
Average			65

The results of the research based on students' attitudes towards online learning using e-learning in the Al-Qur'an Hadith subject in the cognitive, affective, and conative components can be 65% in the good category. So, it can be said that students' attitudes towards online learning using e-learning are in the good category. This can be seen from the attitude of students who always try to enter online learning using e-learning and try to find understanding of material that they think they do not understand.

Constraints And Solutions in Learning

Distance education is education in which students and teachers do not face each other directly and the learner uses various learning resources using communication, information, and other media technologies (Law No. 20 of 2003 article 1 paragraph 15). Even though the e-learning learning technology used is increasingly sophisticated, there are not a few problems and problems that arise and are also felt and experienced by teachers and students during learning activities in e-learning (Syafrin & Muslimah, 2021: 11).

Class XI MA Raudhatul Jannah Palangka Raya is a school that implements e-learning. Based on the results of the data analysis, most of the students in class XI MA Raudhatul Jannah Palangka Raya have problems encountered during online learning using e-learning. The obstacles experienced by class XI students at MA Raudhatul Jannah are a) Network constraints and b) Obstacles in understanding the material or subject matter. While the

solutions to overcome these obstacles are a) Looking for a strong network, b) Looking for other references, c) Alternative learning applications, d) Alternative assignments, e) Stimulus for students.

Conclusion

Based on the explanation and analysis above, it can be concluded that: (1) Students' attitudes towards online learning using e-learning in the Al-Qur'an Hadith subject from the three components, namely cognitive, affective, and conative components, include good criteria with a percentage of 65%. (2) Obstacles to online learning using e-learning in the Al-Qur'an Hadith subject are a) Network Constraints, b) Obstacles in understanding the material. The solutions that can be used to overcome these obstacles are a) Looking for a strong network, b) Looking for other references, c) alternative learning applications, d) alternative assignments and e) stimulus to students.

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