

IMPLICATIONS OF E-LEARNING OF THE MINISTRY OF RELIGION ON STUDENT LEARNING MOTIVATION IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT MADRASAH ALIYAH DARUTTAQWA GRESIK

Ulfa Indah

Sunan Ampel State Islamic University, Surabaya

ulfaindah514@gmail.com

ABSTRACT

Focus in terms of research researchers analyzes the Implications of the Ministry of Religion's E-Learning on Students' Learning Motivation In Islamic Religious Education Subjects. This type of research is qualitative research with a descriptive approach and also a search with a case study approach. Because of online learning Teachers are required to think creatively and innovative so that students do not feel bored with studying e-learning. Besides that, there is also an impact with studying e-learning which results in changes in student motivational behavior in studying during the e-learning. The aims of this research are: 1) to analyze and describe the implementation of the Ministry of Religion's e-learning study Daruttaqwa Senior High School Gresik. 2) to analyze and describe studying implications of Minister try of Religion's e-learning on student learning motivation in Islamic religious education subjects at Daruttaqwa Senior High School Gresik. The results of the research at Daruttaqwa Senior High Schoolresik are 1) the learning process using the e-learning application of the Ministry of Religion which before starting learning the teacher councils must develop a method and creative and innovative learning media. Sometimes all teacher's council also uses WhatsApp groups, google classroom, and youtube videos. 2) From the data obtained, it shows students learning motivation decreased because the teacher could not directly control when students learn, students feel bored during online learning, students often ignore assignments when submitting assignments

Keywords: *learning, e-learning, motivation*

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

INTRODUCTION

Education is very important, but education today is experiencing challenges that have never been felt. Coinciding on December 31, 2019, the world was shocked by a coronavirus (COVID-19) reported by the office of the World Health Organization China that it had spread in a Chinese city called Wuhan, China. The virus, which is known to have a very large level of transmission, spread so quickly to parts of the country in almost all parts of the world. Until March 11, 2020, the World Health Organization designated COVID-19 as a pandemic. Starting from March 16, 2020, almost all regions in Indonesia have replaced the learning system that was originally "Face-to-Face" to "Learn From Home (SFH) which was known as online learning.

The learning system that is applied seems to be stuttering in experiencing conditions. It is tested, with the implementation of online learning which is the only option that summarizes the weak side of learning so far applied and causes many things. Curriculum that is not clear in direction, a secular capitalistic vision of learning, rigid educational procedures, facilities and infrastructure that are not supportive and not comprehensive, making learning in the midst of a pandemic something that feels burdensome for educators and schools, students, or parents.

In online education that is established during this pandemic, abilities need to be learned by all learning stakeholders, which is clear in the use in e-learning learning of the Ministry of

Religion carried out during this pandemic. So all educational institutions are required to have competence in using the internet as a digital learning medium. These competencies have some knowledge or various applications related to the internet as well as technical expertise for the use of digital media features. Knowledge or competence towards the use of the internet as a learning medium at this time is pronounced as.

The success of educational models and media depends on the characteristics of educator participants. If from all literature indicates that not all student participants want to be successful in learning e-learning of the Ministry of Religion, this is due to the comparison of aspects of the learning area and the characteristics of educator participants. It can be said that educational success is linked to the motivation that students have Nakayama et al (2021).

This condition certainly shares the consequences on the quality of education, students and teachers who were previously directly related in the classroom are now required to be related to using digital technology. Teachers are expected to share fun learning, produce a comfortable atmosphere for learning, and innovatively and creatively use interesting learning media so that students can master the educational module and educational goals can be achieved.

Not only that, but students' enthusiasm for learning also affects educational success. What Emda explained is that it is very suitable if the educational process wants to achieve what is the goal with quotation marks students have good motivation in terms of learning. Motivation also has the meaning of an impulse that moves a person to enter into what allows him to maintain his actions until what he wants is achieved. A person who has motivation for his life path will be directed and negative things will affect the thoughts he wants. Therefore, learning motivation is very meaningful for each student to instill, both extrinsic and intrinsic motivation (Emda, 2018).

Ministry of Religion e-learning learning also influences learning motivation, if the world of education today, educators are able to produce an atmosphere in the delivery of material to protect student learning motivation so that education can be achieved because the resulting air has very large implications for students (Sari & Rusmin, 2018).

The direct result experienced by students is that the use of the internet network can cause a big influence, constrained when dealing with teachers there are lessons that are not understood, and throughout online education, there is often one-way communication.

The Ministry of Learning and Culture (Kemendikbud) announced circular no. 15 of 2020 concerning guidelines for implementing learning from home. the content of the letter, It is stated that the application of online learning is to justify what students want to obtain learning services. Not only that, other goals are to protect the learning unit community from the adverse effects of COVID-19, as well as to avoid the spread of COVID-19 transmission in learning unions, as well as to justify social support for educators, student participants, and parents (Kemendikbud, 2020).

In connection with the circular letter above, MA Daruttaqwa Gresik conducted online learning using e-learning Kemenag. Before conducting research interviews that were tried with some educators, throughout the Ministry of Religion's e-learning learning, students' learning motivation shrank, nor were students quasi-active in collecting assignments. With the information from the interview, the teacher said that during online learning, there were many changes in student behavior, one of which was student learning motivation. From this,

educators are expected to be able to master in terms of technology, and also understand the needs of students. From the above presentation, researchers are very interested in following up on the research, so they raised the title "**Implications of E-Learning Learning of the Ministry of Religion on Student Learning Motivation in Islamic Religious Education Subjects in Madrasah Aliyah Daruttaqwa Gresik**" so that they can find out the impact of e-learning learning of the Ministry of Religion so that they are able to grow student learning motivation so that learning objectives can be achieved properly.

METHOD

Qualitative research is descriptive by conducting an in-depth depiction of the situation under study so that in this type of research the researcher does not seek to test hypotheses as is the case in quantitative research (Suwendra, 2018).

This research is also a case study approach. Husen Umar said that case research is a research approach that has a small scope object, examined in depth and thoroughly, including the environmental context in order to find the relationship between one thing and another in order to obtain a complete understanding of its various aspects. Research with a case study approach always has a narrow object of research and is limited to the scope under study, and is not carried out to represent such a large population.

Metode qualitative with a descriptive approach with its data collection method through observation, interviews, and documentation. Technical data analysis uses an interactive analysis model that includes four components, namely: data collection, data reduction, data presentation, and conclusion drawing.

The data referred to in case study research and qualitative research is information said by humans who are the subject of research, observation results, and document facts that are in accordance with the research focus. There are two types of data in this study, namely primary data and secondary data (Rulam Ahmadi, n.d.).

1. Primary data obtained through interviews and observations include:
 - (a) the physical condition of Madrasah Aliyah Daruttaqwa Gresik
 - (b) teaching and learning activities
 - (c) the atmosphere of the teaching and learning process
 - (d) the conduct of educators and learners
 - (e) online learning methods
 - (f) other matters relevant to the study
2. Secondary Data is obtained through documents related to research, including the following:
 - (a) A brief history of the institution
 - (b) school guidelines and regulations
 - (c) the organizational structure of the school
 - (d) curriculum, and other matters

In this study, the sources of data or informants are:

1. Principal
2. Islamic Education Teacher
3. Some Teachers' Councils of Madrasah Aliyah Daruttaqwa
4. Some Students of Madrasah Aliyah Gresik

In this study, there are three data collection techniques as follows:

1. In-depth Interviews
2. Participant Observation
3. Documentation

In this study, there are three techniques for analyzing data, namely as follows:

1. *Data reduction*
2. *Display data*
3. *Conclusion drawing*

RESULTS AND DISCUSSION

1. Implementation of E-learning Learning of the Ministry of Religion di Madrasah Aliyah Daruttaqwa Gresik

At the beginning of this pandemic, institutions had not had time to disrupt the online learning process, after a few weeks, educators began to design what was needed for online learning, from which the government issued an application that funded the Ministry of Religion's E-learning. And furthermore, the analysis that leads to the Ministry of Religion's E-learning learning is called the study of content standards. The preparation process with the creation of competency standards (KD) and core competencies (KI), from the results of making SK and KD can be seen in the appendix. Based on these steps will be developed in the online learning process. Teachers must also prepare learning methods before the e-learning learning process is carried out. Teachers are also required to be creative and innovative in learning e-learning. The implementation of this research at every stage can be said to be less than optimal because there are factors that influence this research, namely limited time due to the pandemic (Sugiyono, 2013).

The results of the researcher's interview with the principal, on Wednesday, July 16, 2021, it coincided with the Madrasah Aliyah Daruttaqwa. The researcher departed from home at exactly 08.00 WIB with her husband delivered and arrived at 09.03 WIB. Researchers met directly with the principal and obtained information about the implementation of e-learning learning in Madrasah Aliyah Daruttaqwa Gresik.

The results of the interview are as follows:

Table 4.1

Interview To Madrasah Aliyah Principal Daruttaqwa Gresik

No	Question	Principal's answer
1	How is the implementation of e-learning learning in madrasah aliyah daruttaqwa gresik?	Previously, we were interested in responding to this online learning, because all of this is new to us. Through the process, we compile what is needed during this online learning.
2	What applications do you use when delivering material during learning?	During online learning, there are several applications that we use such as e-learning kemenag, google classroom, whatsapp groups, and also we take learning videos from Youtube.

Table 4.2

Islamic Religious Education Teacher Interview Madrasah Aliyah Daruttaqwa Gresik

No	Question	Islamic Religious Education Teacher's Answer
1	How is the implementation of e-learning learning in Madrasah Aliyah Daruttaqwa Gresik?	At first, it was awkward too because we haven't prepared a curriculum, methods, etc. Furthermore, by going through the Alhamdulillah process little by little we fix what will be needed during online learning.
2	In addition to the e-learning application of the Ministry of Religion in Madrasah Aliyah Daruttaqwa using any application?	During the online learning carried out, the Ministry of Religion has facilitated the existence of e-learning from the Ministry of Religion, and also we use Whatsapp groups, google classroom, and also videos from YouTube.

Table 4.3

Interview of One of the Students of Madrasah Aliyah Daruttaqwa Gresik

No	Question	Answer (cofifah dia nur aliyah, n.d.)
1	How is the implementation of e-learning learning in Madrasah Aliyah Daruttaqwa Gresik?	First, we are nervous in responding to online learning, because we have never experienced it, and also we have to learn through cellphones where online learning sometimes makes us saturated.
2	Are you interested in the applications used during online learning?	Because all of this is new to us, we were initially very interested because we had never learned to use such applications.

Meanwhile, through researchers' observations about the implementation of online learning in Madrasa Aliyah Daruttaqwa Gresik. In order for researchers to get maximum results, by making direct observations of the Ministry of Religion's e-learning learning process carried out by Madrasah Aliyah Daruttaqwa Gresik. And the result can be seen as follows (*"Diambil Sesuai Dengan Hasil Observasi Peneliti Secara Langsung," n.d, n.d.*)

- 1) Teachers prepare to learn from home and come to school in the morning to give assignments in online learning.
- 2) The material presented uses an application from the MINISTRY of RELIGION called e-learning KEMENAG. And also sometimes use the WhatsApp group application, Google Classroom, and also youtube videos.
- 3) Students who stay at the Islamic boarding school during the acceptance of assignments and the collection of their assignments are coordinated by the administrators of the Islamic boarding school.

Based on the interviews and observations of the researchers above, it can be concluded that the implementation of the Ministry of Religion's E-learning learning in Madrasah Aliyah Daruttaqwa was initially not organized because the Ministry of Religion's E-Learning learning was new to them. After a few weeks of walking, they begin to get used to it and lay out what is needed during the learning.

2. Implications of Ministry of Religion E-Learning Learning on Student Learning Motivation in Islamic Religious Education Subjects

During the e-learning learning of the Ministry of Religion was carried out by going through a long process to adapt to the new world, it turned out that researchers found several implications of e-learning learning of the Ministry of Religion on student learning motivation in Islamic religious education subjects at Madrasah Aliyah Daruttaqwa Gresik. The results of the institution's researcher interview conducted by researchers at the Madrasah Aliyah Daruttaqwa school on Wednesday, June 16, 2021, and the researcher departed from home at 08.00 and arrived at 09.03 WIB by being delivered by his beloved husband in the interview process, the researcher conducted a direct interview with the principal. Researchers found the results as follows:

a. Interview

Table 4.4

Madrasah Aliyah Principal Daruttaqwa Gresik Interview

No	Question	Principal's answer (Ghufron, n.d.)
1	What about students' learning motivation during online learning?	Student motivation or enthusiasm during online learning has decreased slightly because it lacks control.
2	What are the negative and positive implications felt by teachers during online learning?	The positive impact felt by teachers is that the learning process can be done anywhere and is not time-bound, arguably flexible.

		If the negative impact is that, it is weak to understand students and also teachers need time to prepare for learning.
3	Do students experience behavioral changes during online learning?	There are some students who live in the house whose learning behavior changes. Meanwhile, those who live in the area can be controlled.

Table 4.5
Daruttaqwa Islamic Religious Education Teacher Interview

No	question	Islamic Religious Education Teacher's Answer (Rosyidi, n.d.)
1	What is the motivation for students to learn during online learning?	Motivation is greatly decreased because the supervision system is not directly during online learning. Because some students are late in collecting assignments.
2	What are the negative and positive impacts felt by teachers during online learning?	The positive impact felt by the task teacher is milder due to limitations in his affective and cognitive assessments. If the negative impact is yes, the teacher cannot get the maximum result in the understanding of students. I also have difficulty in structuring learning because it takes a long time.
3	Do students experience behavioral changes during online learning?	If there are problems with student behavior during online learning, there is parental involvement and environmental problems at home. If the environment is good, the student's behavior is also good, if the environment is not supportive, yes, automatically the student's behavior is also so, less than optimal.

Table 4.6

Interview of One of the Students of Madrasah Aliyah Daruttaqwa Gresik

No	Question	Answer (cofifah dia nur aliyah, n.d.)
1	What is the motivation for learning during e-learning?	If it's online over time, I sometimes feel saturated, because it's good to study directly with friends in class, so what I feel is that it can be said to decrease during online learning.
2	What are the positive and negative implications that agenda feels during online learning?	The time is quite long in doing tasks and can be flexible. Sometimes I find it difficult to relate to teachers when there is a material that is not understood.
3	Do you feel the change in learning behavior during online learning?	Yes, sis, my friends and I felt that the assignment given by the teacher was given but at the last time before the exam, there was a check on the assignments that had to be studied beforehand

From the results of the interview above, researchers can conclude that students' learning motivation decreases, it is seen that some students feel saturated during online learning using the Ministry of Religion's e-learning application, as well as the difficulty of students in terms of understanding the material presented, and students also underestimate the tasks given during online learning.

Based on the results of the observations of researchers' observations regarding the implications of online learning as follows:

b. Observation

Researchers also made direct observations to the Madrasah Aliyah daruttaqwa gresik regarding the implications of online learning on student learning motivation in Islamic religious education subjects. As follows:

- 1) Student motivation during e-learning learning is arguably decreased compared to face-to-face learning.
- 2) The prominent implications of e-learning learning are students' lack of understanding of Islamic education material delivered by teachers in e-learning learning.
- 3) The positive implication felt when learning e-learning is that time and place can be flexible, not constrained by time.
- 4) Some students feel saturated with the Ministry of Religion's e-learning learning during the pandemic.
- 5) The change in behavior felt by students is that sometimes they also neglect assignments, so assignments are collected arbitrarily.
- 6) Here researchers also found implications felt by teachers, namely that teachers have difficulty preparing material to be delivered to students during online learning, and the difficulty of students' understanding the material presented during e-learning learning.

From the conclusions of the researchers' observations above, it can be concluded that there are many implications that they get during e-learning learning, such as decreased student

learning motivation, often neglecting tasks, teachers also have to be difficulty processing material so that students are not saturated during the Ministry of Religion's e-learning learning.

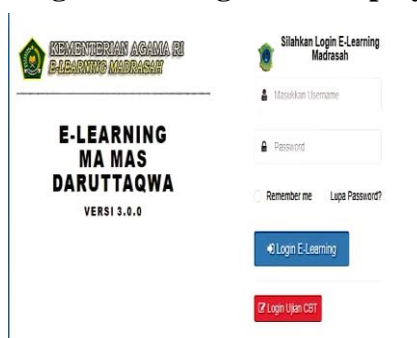
c. Documentation

Documentation will be used to help explain the problems in this study. In this documentation the researcher sees the following:

1) Kemenag E-Learning Display

Ministry of Religion e-learning is an application used by Madrasah Aliyah Daruttaqwa Gresik to conduct learning during the pandemic or when conducting online learning. And this is the main display on the KEMENAG e-learning in the Aliya Daruttaqwa Madrasah can be seen as follows:

Figure 4.1
Kemenag E-Learning Front Display



2) Student Work Collection Attendance Table

The attendance table for collecting assignments for class X social studies B students, totaling 18 students in the Islamic Religious Education subject, has a major influence on student learning motivation, that teachers give assignments collected at the latest on May 31, 2021. The table can be seen as follows:

Table 4.7
Student Work Collection Attendance

No.	Name	Date of collection	On-time	late
1	Annisa Fakhrun Nufus	31-05-2021	√	
2	Aris Sayyidatul Ilmi	31-05-2021	√	
3	Duratul Husna	31-05-2021	√	
4	Firdatun Jannah	10-06-2021		√
5	Hawin Ziyadah Masruroh Efendi	11-06-20221		√
6	Lisa Kumalasari	31-06-2021	√	
7	Melysa Kurnia Sahria Princess	09-06-2021		√
8	Mia Ayunda Listyan	11-06-2021		√
9	Minatur Rohmah	12-06-2021		√
10	Nadiyahatul Khasanah	09-06-2021		√
11	Nailul Rachma Wardani	31-06-2021	√	
12	Najwa Fitrotin Nufus	10-06-2021		√
13	Nihayatur Rif'ah	12-06-2021		√

Implications of E-Learning of the Ministry of Religion on Student Learning Motivation in Islamic Religious Education Subjects at Madrasah Aliyah Daruttaqwa Gresik

14	Nur Fadhilah Rachmah	31-06-2021	√	
15	Siti Muflikhan Dwi Lestari	31-06-2021	√	
16	Ulfah	11-06-2021		√
17	Wahyuni Wahidah	31-06-2021	√	
18	Siti Mar'atul Mahmudah	10-06-2021		√

From the attendance table for collecting assignments above, it can be seen that many students whose assignment collection is not on time given to the teacher, of the 18 students who are on time in the task collection only 8 students are 10 students whose task collection is not on time. then it can be said that students' learning motivation decreases judging from the collection of assignments given by the teacher.

3) School Profile

Table 4.8

Profile of Madrasah Aliyah Daruttaqwa Gresik (*“Dokumen Lembaga Madrasah Aliyah Daruttaqwa Gresik,” n.d., n.d.*)

NPSN	: 20580203
Madrasa name	: Daruttaqwa
Address	: Jl. KH. Shafii Gg. Shaikhina
Villages	: Suci
District	: New
City/district	: Gresik
Province	: Jawa Timur
Phone/Mobile	: 031395567
Ladder	: SMA
Status (public/private)	: Swasta
Year of establishment	: 1995
Accreditation	: B

4) School Organizational Structure

Table 4.9

Structure of Madrasah Aliyah Daruttaqwa Gresik

POSITION	NAME
Head of Madrasah	: Mohamad Ghufron, M.Pd.I
Waka curriculum	: Endi, S.Pd.I
Waka Kesiswan (Pa)	: M. Ali Rosyidi, S.Pd.I
Waka Kesiswan (Pi)	: Endang Wijanarti, S.Pd
Waka SarPras	: Abdul hadi, S.Pd.I
Waka Public Relations	: Khotib, S.Pd.I
BP/BK (Pa)	: Saemuri, S.Pd, I
BP/BK (Pa)	: Firda Nur Fauziyah, S.Sos
Ka TU / Operator	: H.M. Masrur, S.Pd.I., MM
TU	: Fatkhur Rohman, S.Pd.I
Treasurer	: Riyati, SE., Sy
Head of Library	: Badrud Tamami, SE

Head of the Lab. IPA	: Alfin Rochmawati, S.Pd
Homerroom Teacher	
Class X MIPA — A	: Saidatul Maziyah, M,Sc
Class X MIPA — B	: Khamidatul Mahsunah,S.Pd.I
Class X Social Studies	: Nur Alfi Wahyuni, SS
Class XI MIPA- A	: Alfin Rohmawati, S,Pd
Class XI MIPA- B	: Nurul Zubaidah, S.Pd
Class XI Social Studies	: Kholilah, S.Pd
Class XII MIPA- A	: Nurul Nuraini,S.Pd
Class XII MIPA- B	: Siti Nuroini,S.Pd
Class XII IPS A- A	: Badrud Tamami, SE
Class XII IPS B—B	: Maria Ulfah, S.Pd

5) Educators and Education Personnel

Table 4. 10

Data on Educators and Education Personnel of Madrasah Aliyah Daruttaqwa Gresik

No	INDICATORS	CRITERION	NUMBER (People)
1	Teacher Education Qualifications	<= High School Equivalent	
		D1	
		D2	
		D3	
		S1	25
		S2	5
		S3	
		Sum	30
2	Certification	Already	20
		Not yet	10
		Sum	30
3	Gender	Man	12
		Woman	18
		Sum	30
4	Employment Status	Civil servants	1
		GTT	29
		GTY	
		Honorary	0
		Sum	30
5	Rank / Class	II a	
		II b	
		II c	
		II d	
		III a	1
		III b	16
		III c	3
		III d	

No	INDICATORS	CRITERION	NUMBER (People)
		IV a	
		IV b	
		Above IV b	
		Non PNS	
		Sum	30
6	Age Group	Less than 30 Years Old	
		31 - 40 Years	17
		41 - 50 Years	13
		51 - 60 Years	
		over 60 years old	
		Sum	30
7	Service Life	Less than 6 Years Old	
		6 - 10 Years	5
		11 - 15 Years	16
		16 - 20 Years	9
		21 - 25 Years	
		26 - 30 Years	
		Over 30 Years Old	
		Sum	30

6) Student and Group Data

Table 4. 11th

Data on Students and Groups of Students of Madrasah Aliyah Daruttaqwa Gresik

	CLASS						TOTAL
	X MIPA	X IPS	XI IPA	XI IPS	XII IPA	XII IPS	
ROMBEL	2	1	2	2	2	1	10
MAN	22		15	15	28		80
WOMAN	23	26	24	24	18	25	140
TOTAL	38	26	39	39	47	16	220
STUDENTS/ROMBELS							

7) Madrasah Conditions

- 1) Madrasah Aliyah Daruttaqwa is located on a mountainous plain with a coordinate point of latitude-7,845,906 longitude 112,364.5828
- 2) Madrasah is located in an industrial environment where most of the population around the madrasa works in the industrial field
- 3) Students mostly come from MTs and junior high schools where their parents have a basic education of 0%, intermediate 68%, S1 30%, and S2 2%

8) Vision, Mission, and Objectives of Madrasah

a) Madrasah Vision

The vision of Madrasah Aliyah Daruttaqwa is as follows:

"The realization of people who are Religious, Smart, skilled and innovative"

b) Madrasah Mission

In accordance with the Vision of Madrasah that has been launched, the Mission was carried out in MA. Daruttaqwa is an Educational Institution with religious characteristics as follows:

1. Actualizing Islamic values through guidance and attitudes.
2. Fostering and setting an example of akhlakul karimah in everyday life.
3. Organizing quality education;
4. Providing services to the interests, talents, and potentials of each student.
5. Fostering a family spirit among the residents of madrasah.

c) Purpose of Madrasah

The objectives of unit-level education of secondary education are formulated in reference to the general objectives of education. The goal of secondary education is to improve intelligence, knowledge, personality, and noble character, as well as skills to live independently and attend further education. The goals to be achieved by Madrasah Aliyah Daruttaqwa in accordance with the Vision and Mission of the Madrasah are as follows:

- i. Forming a generation that diligently and devoutly worships.
 - ii. Get used to the behavior of manners and noble character.
 - iii. Have excellence in academic and non-academic fields
 - iv. Have creativity in the development of self-potential,
 - v. Creating a comfortable learning situation and environment in order to maintain the continuity and progress of the madrasa.
- 9) Target Madrasah

Table 4. 12
Data Target Madrasah Aliyah Darurttaqwa Gresik

No	MADRASAH TARGETS	EFFORTS MADE
1	Able and accustomed to reading the Quran properly and correctly	Conducting guidance on reading the Quran in collaboration with TPQ (Al Quran Education Park) Daruttaqwa
2	Creation of academic and non-academic achievements at the district and provincial levels	Conducting achievement building by competent teachers and working together with LBB STAI Daruttaqwa
3	Able to read the yellow book properly and correctly	Conducting guidance on reading the Yellow Book in collaboration with Madrasah Diniyyah Daruttaqwa
4	Able to communicate in Arabic and English	Conducting arabic language coaching in collaboration with Daruttaqwa English Course (DEC)
5	Able to write and present a scientific paper in accordance with their scientific field and expertise.	Organizing KIR activities (Karya Iliyah Remaja)

6	Able to Develop entrepreneurship / Skills by Establishing a Madrasah Waste Bank	Establishing a Madrasah waste bank manager by the student council management Socializing all madrasah residents Conducting advanced waste bank ole development
7	Fulfillment of standard laboratory equipment for physics, chemistry and biology,	Record the necessary tools Propose to policyholders Allocate Some BOS funds

10) E-learning Learning Curriculum (emergency)

MA Emergency Curriculum Supplement. Daruttaqwa was developed in accordance with the external and internal environmental conditions of the madrasah which includes infrastructure, teachers, and students, mapping the location zone where students and teachers live during the Covid 19 pandemic emergency. MA Emergency Curriculum Supplement Development. Daruttaqwa refers to the appropriate regulations and guidelines, takes into account the considerations of the madrasa committee, and is developed based on the following foundations and principles:

The foundations for the development of emergency Curriculum Supplements are as follows:

a) Philosophical Foundations

The madrasa emergency curriculum was developed using the philosophy of:

- a. Madrasah as a formal education unit with the peculiarities of the Islamic religion which is based on the Quran and Hadith as the main source.
- b. Education is rooted in the nation's culture to build the nation's present and future lives.
- c. The main target of madrasa education is the formation of noble character or akhlakul karimah as well as the provision of competencies as a provision for the future of students.
- d. Learners are the heirs of the nation's creative culture.
- e. The teacher is a good role model for learners.

b) Sociological Foundations

The emergency curriculum was developed on the basis of the need to respond to changes in the design and educational process in order to meet the dynamics of religious life, society, nation, and state, building a prosperous and just society, especially during the Covid 19 emergency.

c) Psycho-pedagogical Foundations

The curriculum must be seated as a vehicle for maturing students according to their psychological development and get pedagogical treatment according to the context of the environment and the times during the Covid 19 emergency.

Principles of Emergency Curriculum Supplement Development Emergency curriculum supplements are developed by each educational unit under the coordination of the Ministry of Religious Affairs of the District and the Ministry of Religious Affairs of the Province. This emergency curriculum was developed based on the following principles:

- d) Centered on the potential, development, needs, interests of the learner and his environment.

The curriculum is developed based on the principle that students have a central position to develop their competencies in order to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. To support the achievement of these goals, the development of student competencies is adjusted to the potential, development, needs, interests of students, and environmental demands. Having a central position means that learning activities are student-centered.

e) Diverse and unified

The curriculum is developed by taking into account the diversity of student characteristics, regional conditions, levels, and types of education, especially during the current Covid 19 emergency.

Responsive to the Development of Science, Technology, and Art. The curriculum is developed on the basis of the awareness that science, technology, and art are developing dynamically. Therefore, in times of emergency, the spirit and content of the curriculum provide a learning experience for students to follow and take advantage of the development of science through technology.

f) Relevant to the needs of life

Curriculum development is carried out by involving stakeholders to ensure the relevance of education to the needs of life, including social life, the business world, and the industrial world. Therefore, the development of personal skills, social skills, academic skills, and vocational skills is very important.

g) Comprehensive and continuous

The curriculum substance includes all dimensions of competence, scientific fields of study, and subjects that are planned and presented continuously between all levels of education in accordance with emergency conditions.

h) Lifelong Learning

The curriculum is directed to the process of developing, cultivating, and empowering students that last throughout life. 7. Balance between national interests and regional interests The curriculum is developed by taking into account national and regional interests to build a life of society, nation, and state. National and regional interests must fill each other and empower each other in line with the 4 pillars of nationality, namely Pancasila, the 1945 Constitution, and Bhinneka Tunggal Ika within the framework of the Unitary State of the Republic of Indonesia (NKRI).

Data Analysis

Results of the Analysis of the Implementation of E-learning Learning of the Ministry of Religion in Madrasah Aliyah Daruttaqwa Gresik

The results of observations and interviews of researchers have findings that the researchers then analyze the implementation of e-learning learning of the Ministry of Religion at Madrasah Aliyah Daruttaqwa Gresik. This research is a qualitative research type with a descriptive approach, this research is also a case study approach. Qualitative research is descriptive by conducting an in-depth description of how the situation is being studied so that the researcher does not try to test hypotheses, and research with a case study approach always has a narrow object of research and is limited to the research under study alone, and is not carried out to represent a broad population (Idrus, 2009).

In Madrasah Aliyah Daruttaqwa Gresik, online learning using the Ministry of Religion's e-learning application is a new and stuttering thing felt by the world of education, from preparing materials, and learning methods, to thinking about the internet network. From the Ministry of Religion itself, there is a data package given for learning during this online learning so that the learning process can run well. Alqahtani, et al commented that e-learning can be tried by students and teachers who are members of a certain team using internet access. This education can be tailored to the needs and conventions of the teacher as well as the students. If tried in a more interesting way, students can also be more interested in learning and social media is used as a facility for education, and can even improve student learning discipline.

The results of the analysis of the implementation of e-learning learning of the Ministry of Religion in Madrasah Aliyah Daruttaqwa from this stage include observing and analyzing problems from the implementation of e-learning learning. The learning process that occurs at Madrasah Aliyah Daruttaqwa during this online learning period uses an application that has been provided by the Ministry of Religion, namely the Ministry of Religion's e-learning application, where the e-learning learning process uses internet network access. The results of the e-learning analysis of the Ministry of Religion, this is in line with the thoughts of Pruto, H. P. N., & Jumriani, J. He said that if e-learning or online-based education is education that uses the internet, surely the internet is something that is close to today's life or can be said to have become a certain lifestyle for technology users. Education carried out using e-learning by the Ministry of Religion requires a process of adjusting to technology (Manurung, 2020).

The Results of the Analysis of the Implications of E-learning Learning of the Ministry of Religion on Student Learning Motivation in Islamic Religious Education Subjects in Madrasah Aliyah Daruttaqwa Gresik

This study aims to analyze the impact of the Ministry of Religion's E-learning learning on student learning motivation in Islamic religious education subjects in madrasah aliyah daruttaqwa gresik. In addition, to find solutions and develop teachers' creative ideas in the Ministry of Religion's e-learning learning model.

Not only interviewing principals, teachers, and students, but researchers also make direct observations so that researchers can analyze this research as expected. Because by doing this researchers can know and observe directly and in detail how the Ministry of Religion's E-Learning learning process at Madrasah Aliyah Daruttaqwa Gresik.

Students are said to have decreased learning motivation can be seen from the conclusions of interviews, observations, and also data on absenteeism of collecting assignments for class X social studies B students, the results of which are students feel saturated with online learning, understanding getting the material presented by the teacher, too neglecting the tasks given Judging from the student license data, which amounted to 18 students, only 8 students were on time in collecting assignments.

Researchers analyzed the findings similar to those expressed by Hasan Alwi et al, behavior is an individual's response or reaction to stimuli or the environment. Changes in students' own behavior change because there is no direct stimulation just as schools enter face-to-face. In other words, behavior is everything that a person says or does and a person's behavior is influenced by past, present, and future experiences. Dissected with what Morgan et

al. argue, learning as " *learning can be defined as any relatively permanent change in behavior which occurs as a result of practice or experience*" the thing concerned with this sense is that behavior change is relatively inherent and unchanged. Because it contradicts the findings of researchers during observations and interviews if the student's behavior changes can change through the process so the system is not attached.

Researchers' analysis of changes in student learning behavior in Islamic Religious Education Subjects During E-Learning Learning. From the results of observations and direct interviews with Islamic religious education teachers, students experience many changes in terms of behavior, especially students who do not live in Islamic riding schools because they cannot control students directly.

The change in behavior experienced by students of Madrasah Aliyah Daruttaqwa Gresik during the e-learning learning of the Ministry of Religion is that some students do not collect assignments on time, because the involvement of the parents of the students also affects the changes in the child. In addition, the teacher's mother/father is not discouraged in encouraging students to learn, so students go to positive things in learning. The principal of Madrasah Aliyah Daruttaqwa, also said that changes in student behavior in Islamic religious education subjects during e-learning have decreased in terms of student learning. But it does not rule out the possibility that the Teacher council every time after giving an assignment always pumps enthusiasm and gives directions about positive things so that changes in student behavior in learning can improve again, even though it takes a process to achieve it.

The conclusions above about the analysis of the implications of E-learning learning of the Ministry of Religion on student learning motivation in Islamic religious education subjects are in line with Uno's thinking that learning motivation is an internal and external impulse in students who are studying to carry out behavior changes, generally with several indicators or supporting elements. With the impact of e-learning learning, the Ministry of Religion motivates students to experience behavioral changes based on internal and external impulses. Similarly to McDonald's thinking is an energy change that occurs in the individual characterized by the onset of feelings and reactions or actions to achieve certain goals.

From the results of interviews and also the observations of researchers, it is interesting that the implications of the Ministry of Religion's E-learning learning on the Implications of E-Learning Learning of the Ministry of Religion student learning motivation in Islamic Religious Education Subjects at Madrasah Aliyah Daruttaqwa Gresik decreased slightly due to internal and external impulses that triggered changes in students. Motivation has an important meaning in the learning process, because motivation, especially in students, will trigger the emergence of enthusiasm for learning, and vice versa if students have no motivation at all in learning, it will hinder the student learning process and the purpose of learning itself will be difficult to achieve. Although the enthusiasm of the students of Madrasah Aliyah Daruttaqwa Gresik decreased slightly during the e-learning of the Ministry of Religion compared to face-to-face learning, butchers in Madrasah Aliyah Daruttaqwa always provide motivation and enthusiasm every day and always look for creative ideas so that student motivation does not decrease during the E-learning learning of the Ministry of Religion.

CONCLUSION

In order to support the delivery of material during online learning at Madrasah Aliyah Daruttaqwa Gresik, the institution compiles media and learning tools first before learning, so that the learning process during the pandemic can run well and also use the application that has been provided by the Ministry of Religion, namely E-learning of the Ministry of Religion. The attendance data for collecting assignments for class X social studies B students which shows that some students neglect the collection of assignments in a timely manner, students feel saturated with online learning, and Lack of student understanding of the material presented by the teacher. Here the researcher also found the Implications of KEMENAG E-Learning Learning felt by teachers the implications are: learning can be done anywhere and anytime, and cannot be maximized to get the results of students' understanding of the material presented, and teachers are difficult to prepare the material.

Suggestion

To the Madrasah Aliyah Daruttaqwa Gresik institution, it must be ready to face new challenges in the world of education and prepare more interesting concepts regarding the motto of e-learning learning in order to pump up student motivation in learning, and also students are not saturated with the Ministry of Religion's E-Learning Learning which has been lived for a long time so far

REFERENCES

- cofifah dia nur aliyah. (n.d.). "Wawancara Siswa Madrasah Aliyah Daruttaqwa Gresik,." "Diambil Sesuai Dengan Hasil Observasi Peneliti Secara Langsung," n.d. (n.d.). "Dokumen Lembaga Madrasah Aliyah Daruttaqwa Gresik," n.d. (n.d.).
- Emda, A. (2018). Kedudukan motivasi belajar siswa dalam pembelajaran. *Lantanida Journal*, 5(2), 172–182.
- Ghufron. (n.d.). *Ghufron, "Interview Head School And Guru Madrasah Aliyah Daruttaqwa Gresik."*
- Idrus, M. (2009). *Metode penelitian ilmu sosial*. Yogyakarta: Erlangga.
- Kemdikbud, P. W. (2020). Kemendikbud terbitkan pedoman penyelenggaraan belajar dari rumah. *Kementerian Pendidikan Dan Kebudayaan*, 29.
- Manurung, R. P. (2020). The utilization of WhatsApp media as a student's digital literation media in distance learning in SMA Private Santo Thomas 2 Medan. *IJEMS: Indonesian Journal of Education and Mathematical Science*, 1(3), 12–15.
- Nakayama, M., Mutsuura, K., & Yamamoto, H. (2021). Impact of learner's characteristics and learning behaviour on learning performance during a fully online course. In *Note Taking Activities in E-Learning Environments* (pp. 15–36). Springer.
- Rosyidi. (n.d.). "Wawancara Guru Pendidikan Agama Islam Madrasah Aliyah Daruttaqwa Gresik."
- Rulam Ahmadi. (n.d.). "Memahami Metodologi Penelitian Kualitatif".
- Sari, D. P., & Rusmin, A. R. (2018). pengaruh iklim kelas terhadap motivasi belajar peserta didik di sman3 tanjung raja. *Jurnal Profit: Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, 5(1), 80–88.

Implications of E-Learning of the Ministry of Religion on Student Learning Motivation in Islamic Religious Education Subjects at Madrasah Aliyah Daruttaqwa Gresik

Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.

Suwendra, I. W. (2018). *Metodologi penelitian kualitatif dalam ilmu sosial, pendidikan, kebudayaan dan keagamaan*. Nilacakra.