EFFECTIVENESS OF E-LEARNING MEDIA ON LEARNING OUTCOMES IN PAI LESSONS DURING THE COVID-19 PERIOD

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ABSTRACT

The COVID-19 pandemic forced learning activities at schools to be temporarily suspended, in which all students remained at home. In the end, it was quickly decided to study from home. This was initially a major issue in education, but over time, there was a development in learning media, specifically E-learning, which became a learning medium used from the pandemic to the post-pandemic. This study aims to determine the effect and effectiveness of using e-learning media in Wahidin Middle School, Cirebon City. This study uses a quantitative method with the design of the One Group Pretest and Posttest Design. Data collection techniques include observation, tests, questionnaires, and documentation. The results of this study indicate PAI learning using e-learning media has an effect on student learning outcomes with the average score between the experimental class and the control class being 80.50 > 79.67. The use of E-Learning media in PAI subjects is effective on student learning outcomes as indicated by Mann Whitney test results, where the probability value of Asymp. Sig. (2-tailed) of 0.000 < 0.05, which means that there is a significant difference in student learning outcomes when using e-learning.

Keywords: *E-learning, Learning Media, Student Learning Outcomes*

ABSTRAK

Pandemi Covid-19 memaksa kegiatan belajar di sekolah dihentikan sementara, di mana semua siswa utuk tetap tinggal di rumahnya. Ahkirnya dengan begitu cepat diputuskan untuk belajar dari rumah, pada awalnya memang ini menjadi problem besar dalam pendidikan, namun seiring waktu, terjadi pengembangan dalam media pembelajaran, yaitu E-learning, di mana ini menjadi media belajar yang digunakan sejak pandemi sampai pasca pandemi. Penelitian ini bertujuan untuk mengetahui pengaruh dan efektivitas penggunaan media e-learning di SMP Wahidin Kota Cirebon. Penelitian ini menggunakan metode kuantutatif dengan desain The One Group Pretest Posttest Design. Teknik pengumpulan data menggunakan observasi, tes, angket, dan dokumentasi. Hasil penelitian ini menunjukan pembelajaran PAI menggunakan media e-learning berpengaruh pada hasil belajar siswa dengan nilai hasil rata-rata antara kelas eksperimen dan kelas kontrol yaitu 80.50 > 79,67, penggunaan media E-Learning pada mata pelajaran PAI efektif terhadap hasil belajar siswa dengan hasil Uji Mann Whitney di mana nilai probabilitas Asymp. Sig. (2-tailed) sebesar 0,000 < 0,05, yang artinya ada perbedaan yang signifikan pada hasil belajar siswa ketika menggunakan e-learning.

Kata Kunci: *E-learning, Media Pembelajaran, Hasil Belajar Siswa*

Introduction

The spread of the Corona Virus (Covid-19) has agitated the entire world, including Indonesia. The Corona virus is a new type of virus that many people are unfamiliar with and are unsure how to deal with. As the coronavirus has spread to other countries, the Republic of Indonesia's government has put in place health protocols. The protocol must be implemented throughout Indonesia by the government, which is led centrally by the Republic of Indonesia's Ministry of Health. (Telaumbanua 2020).

Day after day, the outbreak experienced a significant spike, requiring everyone to stay at home, including people working from home (Work from Home), as well as schools being closed, requiring students to study from home through a process known as distance learning (PJJ), in which students are separated from educators.

Distance learning is a learning method that allows students to learn independently from the teacher, so communication between students and teachers must be done through media such as print, electronic, mechanical, and other equipment. When learning distance, the material is not delivered in class face-to-face but can be given directly without the presence of students and teachers.

The rapid development of information and communication technology, particularly computer technology with the internet, has influenced the development of the concept of distance learning. The internet is the primary medium of learning in distance education because it can cross time and place boundaries and can be accessed anytime, anywhere, by multiple users, and provides convenience. This technology allows for quick access to information and learning materials.

The availability of supporting media makes the distance learning process more effective and efficient. The provision of learning media is critical to the optimal development of students' potential. This is due to the fact that students' potential will be more stimulated if they are assisted by a variety of media or facilities and infrastructure that support the learning process.

According to Rusman et al., (2013) Learning media is a message-carrying technology that can be used to deliver subject matter for learning purposes. Learning media is a form of communication that includes print and listening as well as hardware technology. Because learning media can accommodate all students' learning skills, they can arouse students' attention and motivation for learning.

There are efforts to improve the effectiveness and quality of the learning process, one of which is the use of appropriate learning and development of students, which can improve the quality of student learning outcomes. During the COVID-19 pandemic, when schools are closed and students can only study from home, having access to media that supports the learning process is critical.

According to Jalinus & Ambiyar, (2016) The learning process is said to be good if it is aided by good learning media, because good learning media has benefits such as: (1) it can foster students' learning motivation because teaching will attract their attention more; (2) the meaning of teaching materials will become clearer so that students can understand and enable mastery and achievement of teaching objectives; (3) teaching methods will be more varied; and (4) students will become active during learning.

The world of education is making good use of distance learning during the Covid-19 pandemic. E-learning media is one of the most widely used alternatives at the moment. It can be seen in the way educators deliver learning materials. E-learning media that can provide significant benefits in the learning process are undoubtedly aided by a software called Learning Management System (LMS).

Kelly dan Bauer stated that a Learning Management System (LMS) is software that can automate training administration LMSs use web-based technology to communicate, collaborate, learn, transfer knowledge, and teach students how to add value (Muhammad 2017).

Teachers at the Wahidin Middle School in Cirebon City use E-learning media based on the Learning Management System (LMS) in the form of Moodle, where the learning process is carried out reachable via the network, even though students cannot attend school and must still receive good lessons from the teacher. E-Learning is the delivery of instructional materials to students via information and communication technologies such as computers and internet networks.

When compared to traditional education, e-learning as a distance learning medium creates a new paradigm in which the teacher serves as a facilitator and the students are active participants in the learning process. E-learning can use electronic media as a tool in the teaching and learning process to improve student learning outcomes and thus help improve educational quality.

E-learning can be accessed at any time, even after class hours have ended. E-learning allows teachers and students to learn without having to meet face to face, allowing students to learn from the comfort of their own homes. With a pandemic situation like this, E-learning media is a good alternative; with e-learning being one of the media for distance education (Distance Learning), it is hoped that it will be a good solution in improving the quality of education, rather than becoming an impediment and gap separator of equal distribution of the quality of education.

Prior to the Covid-19 outbreak, the researchers observed that the learning process in the classroom was carried out conventionally at the Wahidin Middle School in Cirebon City. The teacher conveys the material through standard learning media such as a blackboard and textbooks. However, because the Covid-19 prohibits students from meeting face to face

with teachers, learning in schools can only be done online (on the network), and the media used in this case is e-learning.

However, when distance learning was used with e-learning as the medium, a number of issues were discovered. Several problems were discovered by the researchers while on the field; these problems are inseparable from the obstacles encountered when carrying out e-learning learning, such as some students who do not have cellphones, while students who do have cellphones but have limited internet quotas, and so on, so that learning is carried out but the knowledge obtained is not optimal. The purpose of this study was to (1) determine the effect of using e-learning media on the learning outcomes of seventh grade students at Wahidin Middle School in Cirebon City. (2) to assess the impact of e-Learning media on the learning outcomes of SMP Wahidin Cirebon City class VII students.

Previous researchers have conducted research on e-learning learning, but from previous studies on learning using e-learning based on the author's observations, beginning with the use of e-Learning on student learning outcomes, including research from (Haryadi & Kansaa, 2021; Pradja et al., 2019; Hasriadi, 2020; Cahyaningrum et al., 2021; Sidiq & Nuswantoro, 2021; Muhajir et al., 2019); Dewi & Sumarni, 2020; Ikrar, 2020; Nisya, 2021) Several studies that compare conventional learning and learning using e-learning, namely by dividing into two classes, namely the experimental class (getting treatment) and the control class, show that there is a significant effect between the use of e-learning on student learning outcomes (do not get treatment), where the experimental class uses e-learning and the control class uses traditional learning, and the results show that learning using e-learning produces significant results when compared to traditional learning, indicating that the use of e-learning has a significant influence on learning outcomes. students/students.

Furthermore, the authors discovered a number of previous studies on the impact of e-learning on students' interest in learning, including research from (Sati et al., 2019; Hatip & Listiana, 2019; Sudiksa et al., 2020; Fauziyah & Triyono, 2020; Aminatun, 2020; Suhara, 2020; Pamungkas, 2020; Rahayu & Pahlevi, 2021; Ningtyas, 2021; Islami, 2021; (Girsang, Saud, and Reba 2021), Research shows that 80 percent has an effect on students' interest in learning, as evidenced by the comparison of learning using e-learning versus learning without e-learning, while 20 percent is evidenced by the presence of several obstacles, such as a lack of learning interaction, limited facilities and infrastructure, and a lack of human resources readiness.

As a result, it has an effect on student learning disinterest, such as students lacking feelings of pleasure, interest, attention, and involvement in the learning process. According to the findings of the preceding studies, on the one hand, the learning process using e-learning can increase student interest in learning, but on the other hand, the learning process using e-

learning has less impact on student interest in learning, because there are several obstacles that must be considered when using e-learning as a learning medium.

Furthermore, several scientific works or theses based on the author's observations are available, which in this case discuss the application of e-learning on Islamic Religious Education (PAI) subjects, including research from the author Nadhrah, (2021) this study makes use of the Google Classroom application. Furthermore, there is research from (Firmasyah, 2019; Parawanti, 2019) The learning model used in these two previous studies was blended learning, which refers to a combination or mixed learning between face-to-face learning (conventional) and computer-based learning (online). In addition, there is research from Miswan, (2018) this previous study focused on Edmodo-based e-learning, where Edmodo is a social networking-based learning platform with a display design that is nearly identical to the Facebook display design. The difference between previous studies and this research is that this study employs LMS-based e-learning via Moodle on PAI subjects during the Covid-19 period on the learning outcomes of seventh grade students at SMP Wahidin Cirebon City.

Metode

This study employs quantitative methods, such as examining specific populations or samples, collecting data using research instruments, and analyzing quantitative or statistical data with the goal of testing predetermined hypotheses (Sugiyono 2013). This study employs an experimental research design in order to determine whether there is a result of "something" imposed on the subject under investigation. In other words, experimental research seeks to determine whether a causal relationship exists. The trick is to compare one or more experimental groups that are treated to one or more comparison groups that are not treated (Arikunto 2010).

According to Sugiyono (2016), "population" is a broad category consisting of objects or subjects with specific qualities and characteristics chosen by researchers to be studied and conclusions drawn. As a result, the population includes not only people, but also objects and natural objects. The population also includes the overall characteristics and properties possessed by the subject or object, rather than just the number of objects and subjects studied. This study's population consisted of all seventh-grade students at SMP Wahidin Cirebon City during the 2021/2022 academic year.

The sample is a subset of the population in terms of size and composition. If the population is large and the researcher is unable to study everything in the population, for example, due to limited funds, manpower, or time, the researcher can use samples taken from that population (Sugiyono 2016). The researcher selected two classes as samples: class VII A (as the experimental class) of 30 students who received treatment, and class VII C (as the control class) of 30 students who did not receive treatment, for a total of 60 students. This study's data collection

methods include observation, tests, questionnaires, and documentation. Techniques for data analysis that use descriptive statistical analysis and inferential statistical analysis

Results and Discussion

To collect data on student learning outcomes in PAI subjects at Wahidin Middle School in Cirebon City, the researchers divided the students into two groups: experimental and control. The experimental class had 30 students, as did the control class, which also had 30 students. The researchers used pretest and posttest questions to collect data for this study.

In Class VII A (experimental class) and Class VII C, a pretest is given before learning begins (control class). Following the completion of the pretest, the experimental class is treated with learning media in the form of e-learning on the material ***BAB 13 Hidup Jadi Lebih Damai dengan Ikhlas, Sabar dan Pemaaf*.** In the control group, learning is done using traditional media and learning methods, such as face-to-face instruction.

The researcher administered posttest questions (final tests) to students at the conclusion of the learning activities in each experimental and control class, with the goal of learning the results of the comparison between before and after treatment and determining the effectiveness of e-learning media. Learning about the effects of student learning outcomes in PAI subjects.

The values obtained from the known pretest and posttest results will be classified in the benchmark reference assessment approach using the five-scale value conversion table, as shown in the table below:

Table 1. Classification of Score Conversion

Qualification	Score
Very High	$x \geq 90$
High	$75 \leq x < 90$
Currently	$60 \leq x < 75$
Low	$40 \leq x < 60$
Very Low	$x \leq 40$

Ratumanan dan Laurens, 2015: 171

1. **<u>The Results of Data Analysis of Experimental Class Learning Outcomes</u>**

The results of the pre-test with the number of samples (N) of 30, the average value (mean) of 57.33, the mean value (median) of 60, the frequently occurring value (mode) of 60, a minimum of 30, a maximum of 75, and a standard deviation (std. Deviation) of 12.2 can be seen in the table above. The average value (mean) for the posttest results after the implementation of learning media in the form of e-learning was 88.50, the median value (median) was 87.50, the value that frequently appeared (mode) was 85, the minimum value was 75, and the score was 75. a maximum of 100, with a standard deviation (SD) of 6.8.

The Principal Reference Assessment approach also includes a description of the pre-test and post-test of PAI learning outcomes for class VII A

(experimental class) at SMP Wahidin Cirebon City. The table below contains a description of these results:

Table 2. Statistics

		Pretest Experiment	Posttest Experiment
N	Valid	30	30
	Missing	0	0
Mean		57,33	88,50
Median		60,00	87,50
Mode		60	85
Std. Deviation		12,299	6,842
Minimum		30	75
Maximum		75	100

The results of the pretest and posttest PAI learning outcomes for seventh grade students at SMP Wahidin Cirebon in the Experimental Class are shown graphically in the image below:

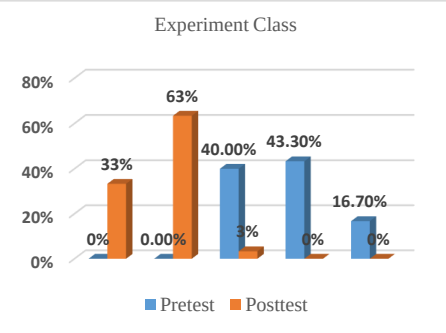

Image 1:
Graph of Pretest and Posttest of PAI Learning Outcomes in Experimental Class Students

According to the table and figure above, the highest percentage in the pretest experimental class was obtained in the Low category, with an interval (40–60) of 43.3 percent. Meanwhile, the highest percentage was obtained in the high category in the posttest results, with an interval (75-90) of 63.4 percent. There was a statistically significant difference between the pretest and posttest results.

The pretest results were obtained in the Medium category with an interval (60-75) of 40%, in the Very Low category with an interval (40) of 16.7 percent, in the High category with an interval (75-90) of 0%, and in the Very High category with an interval (90) of 0%. Meanwhile, posttest scores were obtained in the Very High category with an interval (90) of 33.3 percent, the Medium category with intervals (60-75) of only 3.3 percent, the Low category with intervals (40-60) of only 3.3 percent, and the Very category. Low with the interval (40), the percentage remains the same, namely 0%. The diagram above explains the situation.

2. <u>The Results of Data Analysis of Control Class Learning Outcomes</u>

Table 4 contains statistics

		Pretest Control	Posttest Control
N	Valid	30	30
	Missing	0	0
Mean		54,67	79,67
Median		55,00	80,00
Mode		40	85
Std. Deviation		12,861	7,980
Minimum		35	65
Maximum		80	90

Based on the table above, it can be seen that the results of the pre-test with the number of samples (N) of 30, the average value (mean) of 54.67, the median value of

55, the frequently occurring value (mode) of 40, a minimum of 35, and a maximum value of 80, with a standard deviation (std. Deviation) of 12.8. As for the posttest results after the implementation of conventional learning media, the average value (mean) is 79.67, the median value is 80, the value often appears (mode) is 85, the minimum value is 65, and the maximum value is 90, with a standard deviation (std. Deviation) of 7.9.

The description of the pre-test and post-test of PAI learning outcomes for class VII C (control class) SMP Wahidin Cirebon City is also presented in the Principal Reference Assessment approach.

The results of the pretest and posttest PAI learning outcomes for seventh grade students at SMP Wahidin Cirebon City in the control Class are shown graphically in the image below:

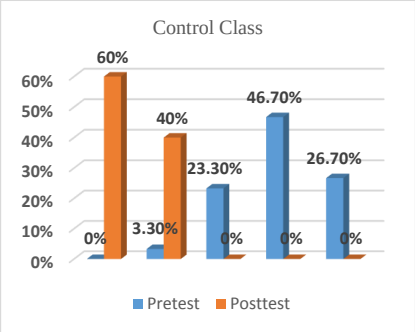

Image 2. Graph of Pretest and Posttest of PAI Learning Outcomes in control class students

According to the table and figure above, the highest percentage in the pretest control class was obtained in the Low category, with an interval (40-60) of 46.7 percent. Meanwhile, in the posttest results, the highest percentage was obtained in the Very High category, with an interval (≥90) of 60%. There was a significant difference between the pretest results and the posttest results. Then the pretest results were obtained in the Very Low category with an interval (≤40) of 26.7%, in the Medium category with an interval (60-75) of 23.3%, in the High category with an interval of (75-90) of only 3.33%, and in the Very High category with an interval (≥90) of 0%.

While the posttest scores obtained in the High category with intervals (75-90) as much as 40%, in the Medium category with intervals (60 - 75), Low category intervals (40-60) and Very Low categories with intervals (≤ 40) the percentage is the same, namely 0%, this situation is clarified by the graphic above.

From the results of the data analysis above, it can be seen that there is an increase in the learning outcomes from the Pretest to the Posttest that has been carried out. The following is a comparison table of student learning outcomes:

Table 6. Comparison of Pretest and Posttest Learning Outcomes

Class	*Pretest*	*Posttest*	Interval
Exsperiment	57,33	88,50	High
Control	54,67	79,67	High

When displayed in graphic form, the comparison of the results of the pretest and posttest PAI learning outcomes for seventh grade students at SMP Wahidin

Cirebon City between the experimental class and the control class can be seen in the image below:

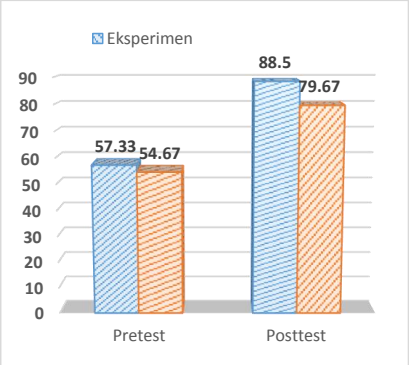

Image 3. Graph of Comparison of Learning Outcomes for the experimental class and the control class.

From the table above, it can be seen the average value of the pretest and posttest of students. From the average pretest value of the experimental class of 57.33 and the value of the control class of 54.67, then the average posttest value of the experimental class was 88.50 and the control 79.67.

From the average value of the two classes, it can be seen that the comparison after the action has been taken both in terms of the students' pretest and posttest scores, the average value of the experimental class from the pretest activity was 57.33. It rose to 88.50 at the posttest average value. This means that there is an increase. 31.17, while in the control class the average value of the pretest was 54.67 and the average value of the posttest was 79.67, with an increase in the average value of 25.00. The results of the experimental class posttest and control class posttest results, if classified according to the five-scale benchmark reference assessment (PAP) proposed by Ratumanan and Laurens (2015), then the posttest experimental class learning outcomes with an average of 80.50 are in the high category and the posttest results learning control class with an average of 79.67 is in the high category.

a. Data Normality Test

A normality test is a procedure used to determine whether the data is normally distributed between the experimental class and the control class. Normal data is an absolute requirement before performing parametric statistical analysis (paired sample t-test and independent sample t-test). However, if the data is not normally distributed, then it is not possible to perform parametric statistical analysis but only non-parametric statistical analysis (Wilcoxon Test and Mann-Whitney Test).

The basis for decision making in the normality test are:

- If Sig. (Significance) or probability value < 0.05, then the data is not normally distributed.
- If Sig. (Significance) or probability value > 0.05, then the data is normally distributed.

The following table shows the normality test for the experimental class and the control class:

Tabel 7. Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		St	Df	Sig.	St	df	Sig.
Hasil	Pre-Test Exp	,219	30	,001	,895	30	,006
	Post-Test Exp	,196	30	,005	,929	30	,047
	Pre-Test Cont	,140	30	,140	,942	30	,104
	Post-Test Cont	,181	30	,013	,912	30	,017

a. Lilliefors Significance Correction

From the results of the SPSS output analysis above, it was found that the significance value (Sig.) for both Kolmogorov-Smirnov and Shapiro-Wilk < 0.05, it can be concluded that the research data is not normally distributed so that the next test uses a non-parametric test.

b. Homogeneity Test

A homogeneity test is used to determine whether the variance (diversity) of data from two or more groups is homogeneous (same) or heterogeneous (not the same). In this study, the homogeneity test was used to determine whether the variants of the experimental class posttest data (E-learning) and the control class (conventional) posttest data were homogeneous or heterogeneous.

The basis for decision-making in the homogeneity test is:

Tabel 8. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Mean	,856	1	58	,359
	Median	,684	1	58	,412
	Median with adjusted df	,684	1	56,374	,412
	trimmed mean	,748	1	58	,391

- If the value of significance (Sig.) is based on a mean > 0.05 then the data is homogeneously distributed (same).
- If the value of Significance (Sig.) Based on a Mean <0.05 then the data is heterogeneous (different).

Based on the output above, it is known that the significance value (Sig.) based on mean is 0.359 > 0.05, so it can be concluded that the variance of the experimental class posttest data and posttest data The control class is the same or homogeneous.

c. Mann Whitney test

The Mann Whitney U Test is a non-parametric test that is used to determine whether there is a difference in the mean of two unpaired samples. The Mann Whitney U Test is used as an alternative (substitute) to the Independent Sample t-test. In this study, using the Mann Whitney test, because the data is not normally distributed, the sample consists of two independent or unpaired groups in this case, namely two

different classes, namely class VII A and class VII C.

The basis for decision-making in the Mann Whitney Test is:

- Jika nilai *Asymp. Sig. (2-tailed)* < 0,05, maka terdapat perbedaan yang signifikan.
- Jika nilai *Asymp. Sig. (2-tailed)* > 0,05, maka tidak terdapat perbedaan yang signifikan.

Table 9. Test Statistics[a]

	Student Learning Outcomes
Mann-Whitney U	198,500
Wilcoxon W	663,500
Z	-3,781
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: Keals

Based on the output above, it is known that the Asymp value, Sig. (2-tailed) of 0.000 < 0.05, there is a significant difference in student learning outcomes between the experimental class (E-learning) and the control class (conventional).

From the results of non-parametric inferential statistical analysis, namely the Mann Whitney Test, it can be concluded that the probability value of Asymp. Sig. (2-tailed) of 0.000 < 0.05, there is a significant difference in student learning outcomes between the experimental class (E-learning) and the control class (conventional). This means that the PAI learning outcomes of students who are taught using E-Learning learning media are better than those of students who are taught using conventional media in class VII of SMP Wahidin Cirebon City. In other words:

H0 : It is suspected that the E-Learning learning media is not effective in the learning outcomes of seventh grade students at Wahidin Middle School, Cirebon City (rejected).

H1 : It is suspected that the E-Learning learning media is effective on the learning outcomes of class VII students of SMP Wahidin Cirebon City (accepted).

To find out the students' satisfaction with the use of e-learning media and to measure how well e-learning is implemented in schools, the researchers distributed a questionnaire to Class VII A students, where they were an experimental class (learning using e-learning) with a total of 30 students. The students answered several statements about e-learning, including features, learning, interaction, and facilities that became a benchmark for how effective learning using e-learning media was.

The questionnaire is in the form of a closed questionnaire with the Guttman scale, with the researcher preparing a choice of answers in the form of "Yes/No," and the respondent only choosing the answer based on his experience. The questionnaire results are as follows:

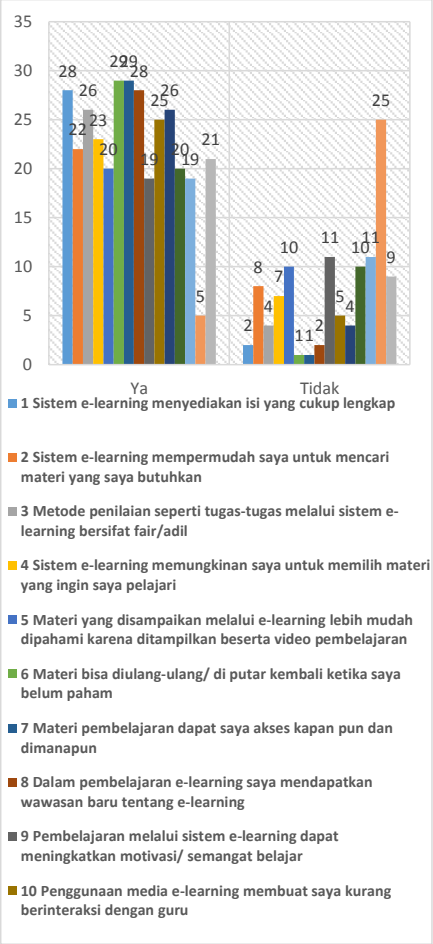

Image 4. Questionnaire Result Chart

From the picture above, it can be seen that the responses of class VII-A students to the use of e-learning media are as follows:

1) Features

Points 1 to 5, with positive statements, it is known that students' responses to the statement of point 1 with the number of students who answered (Yes) were 28 people, and those who answered (No) were 2 people. In the statement point 2, students who answered (Yes) were as many as 22 people, and the answer (No) was 8 people. In the statement point 3, the students who responded to the answer (Yes) were 26 people, and those who responded to the answer (No) were 4 people. At the point of statement 4, the number of students who answered (Yes) as many as 23 people and those who answered (No) as many as 7 people.

From student responses regarding the features of e-learning, it can be concluded that the features of e-learning really support the learning process, which provides quite complete content, makes it easier to find the required material, the assessment of assignments is fair, and allows students to choose the material they want to learn, so that this feature can give positive results.

2) Learning

Points 10 and 11, with positive statements, it is known that students' responses to point 5 statements with the number of students who answered (Yes) as many as 20 people and students who answered (No) as many as 10 people, at points 6 and 7, the number of students who answered (Yes)) as many as 29 people, and who answered (No) as many as 1 person, at point 8, the number of students who answered (Yes) was 28 people and those who answered (No) were 2

people and at point 9, The number of students who answered (Yes) were 19 people and those who answered (No) were 11 people.

From these responses, it can be concluded that learning using e-learning makes it easier for students in the learning process because the material presented is easy to understand because it shows learning videos or video discussion of the material; the material in e-learning can be played back if students do not understand; the material can be accessed anytime and anywhere to make it easier for students. In e-learning learning, students get new insights about e-learning itself, and learning through e-learning can increase students' enthusiasm for learning so that the learning category shows positive results.

3) Interaction

Points 10 and 11 in the form of negative statements. It is known that students' responses to point 10 statements with the number of students who answered (Yes) were 25 people and those who answered (No) were 5 people. At point 11, the number of students who responded to answers (Yes) was as many as 26 people and those who answered (No) was as many as 4 people.

It can be concluded that in e-learning where the system is remote between teachers and students, the lack of interaction between teachers and students is one of the weaknesses of learning using e-learning, which is why in the interaction category showed negative results.

4) Facilities

Points 12 to 15, at point 12 in the form of negative statements, the number of students who answered (Yes) were 20 people and those who answered (No) were 10 people, at point 13 with positive statements, the number of students who answered (Yes) was 19 11 people and who answered (No) At point 14, in the form of a negative statement, 5 people who answered (Yes) and 25 people who answered (No) and at point 15, in the form of a positive statement, the number of students who answered (Yes) was as high as 21 people and those who answered (No) was as high as 9.

From these responses, it can be concluded that there are several obstacles that become weaknesses in the use of e-learning media, such as obstacles to students when they access e-learning, which is often slow, e-learning is very wasteful of internet quota, and often the network is not stable, thus the category of this means shows a negative result.

In the test results to determine student learning outcomes, the initial conditions of all research subjects came from the same initial knowledge condition. The initial knowledge in this study is pretest value data. This is because, previously, students have not been given treatment for research. The population is divided into 2 classes, namely the experimental group, which will be treated with learning media using e-learning as the learning medium,

and the control group using conventional learning methods.

Furthermore, after the learning was completed, both the experimental and control groups were given a posttest, and the pretest posttest value was then processed to determine the effectiveness of the treatment, which was then reinforced by administering a questionnaire to determine how well learning using e-learning is and to identify the strengths and weaknesses that exist. It has become a model for the use of e-learning media in the application of learning A series of SPSS analyses have been performed above in order to provide answers to the formulation of the problem, which are as follows:

1) The influence of using e-learning media on student learning outcomes in class VII at SMP Wahidin Cirebon City

Based on the data from the research above, the PAI learning outcomes of students have increased. This is indicated by the number of experimental class students who got the average pretest score, which showed the students' initial ability, namely 57.33, with a minimum score of 30 and a maximum of 75. Then, after being given treatment using e-learning learning media, the posttest average score is 88.50, with a minimum score of 75 and a maximum score of 100. From the average value of the experimental class, there is an increase between pretest and posttest, which is 57.33 (Low) to 88.50 (High).

While in the control class, the average pretest score was 54.67, with a minimum score of 35 and a maximum score of 80, the average score of the posttest was 79.67, with a minimum score of 65 and a maximum score of 90. The average control class increased between pretest and posttest, namely 54.67 (Low) to 79.67 (High).

From the average value above, there are differences in PAI learning outcomes after receiving treatment, meaning that in the experimental class after learning using e-Learning media, there is an average score of 88.50 and in the control class after learning with conventional media, there are results of 79.67, with a comparison of both 80.50 > 79.67 (High). So it can be concluded that the use of e-learning media has an effect on the learning outcomes of seventh grade students at Wahidin Middle School, Cirebon City.

2) Effectiveness of using e-learning media on student learning outcomes in class VII at SMP Wahidin Cirebon City

From the results of statistical analysis using SPSS that has been done above, the non-parametric statistical test with the Mann Whitney test shows that the probability value of Asymp. Sig. (2-tailed) of 0.000 0.05, it can be concluded that there is a significant difference in student learning outcomes between the experimental class (E-learning) and the control class (conventional). This means that the PAI learning outcomes of students who are taught using E-Learning learning media are better than the PAI learning outcomes of students who are taught using conventional media in class VII of SMP Wahidin.

Based on the data analysis presented above, it is possible to conclude that the use of e-Learning learning media can improve student learning outcomes when compared

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to traditional learning. As a result, it is possible to conclude that the use of e-learning media improves the learning outcomes of class VII students at SMP Wahidin Cirebon City.

The test results in this study show that learning using e-Learning media is better able to improve student learning outcomes in PAI learning, as evidenced by test results in which the experimental class (e-learning) outperforms the control class (conventional).

According to the survey results, e-learning learning should be considered for use with students. On the one hand, e-learning is very good because it is equipped with complete features and, during the learning process, students can access material when they do not understand it and it can be accessed anytime and anywhere, as evidenced by the questionnaire results in the feature category. Learning and e-learning materials show positive results, so this is an advantage of e-learning over traditional.

On the other hand, the use of e-learning for students is not ideal, as evidenced by a lack of interaction between teachers and students, as well as between students and their peers. Then, because e-learning learning relies on the internet, there are frequently obstacles such as an unstable network, when accessing e-learning is often slow, and drains a lot of internet quota, as evidenced by the questionnaire results on the interaction and means categories showing negative results. As a result, when implementing e-learning in schools, it is critical to think about it as thoroughly as possible.

Conclusion

The following conclusions can be drawn from this study based on the results of data analysis and discussion of research findings related to the effectiveness of the use of E-Learning Media in Islamic Education Subjects during the COVID-19 Period on the Learning Outcomes of Class VII Students of Wahidin Middle School, Cirebon City.

The use of e-learning learning media has an impact on the outcomes of class VII students at SMP Wahidin Cirebon City, as evidenced by the average results of the experimental class (e-learning) and the control class (conventional), which are both in the high category (80.50 > 79.67).

The use of E-Learning media in PAI subjects is effective on learning outcomes in class VII students of SMP Wahidin Cirebon City, as evidenced by the Mann Whitney Test results with the probability value of Asymp. Sig. (2-tailed) of 0.000 0.05, indicating that there is a significant difference in student learning outcomes when using e-learning, indicating that E-learning is better than conventional.

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