THE ROLE OF E-LEARNING IN THE ADMINISTRATION OF FINAL EXAMS FOR ISLAMIC RELIGIOUS EDUCATION CLASSES AND THEIR MANAGEMENT

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Article Info	ABSTRACT
	The problem of this research is to find out how E-Learning is managed in Islamic religious education subjects at the time of final semester test implementation, the purpose of this study is to describe the problems that have been explained by researchers using descriptive qualitative methods with data collection techniques in the form of observation and interviews with parties schools such as teachers, school IT team and students. The results of the study show that the management of E-Learning in schools in the eyes of Islamic religious education uses the PPPP strategy (planning, organizing, implementing and controlling). as well as making it easier for teachers to make questions online using CBT in E-Learning, the impact of using E-Learning on Islamic religious education subjects is that it can make it easier for students to fill in quickly if students know the answers. With this it can be concluded that E-Learning management can make it easier for teachers and students to carry out end-of-semester assessments on Islamic religious education subjects, there are also unexpected obstacles such as connectivity problems and slow computer systems when operating E-Learning.

INTRODUCTION

Technological developments in recent days have become a necessity for everyone. Education cannot be separated from the influence of technology. According to (Risdianto, 2022) Islamic religious education with the concept of technology-assisted learning facilitates the learning process of students and teachers, with current technological advances, it is hoped that teachers and students can make better use of it. Several schools already use electronic learning systems or education systems that use what is called E-Learning instead of using a lot of blackboard media for learning (Singasatia et al., 2021).

According to (Rachmawati & Rusydiyah, 2020) E-Learning is learning that uses information technology in the form of computers combined with communication facilities (internet) and multimedia (graphics, audio, video) as the main media for delivering educational material. Learning media is the most important tool. Most importantly, in front of the internet network. Because learning media is a mediator for the implementation of e-learning. Learning media can be in the form of computers, laptops, or smartphones. However, for schools, we also offer CBT rooms provided by schools (Elizah, 2019). The learning media chosen must be according to their abilities. Like exams, schools will set rules that prohibit students from bringing in electronic devices without permission. For example smartphones. Because there is no communication between students other than electronic media such as computers which will be used to work on exam questions in E-Learning (Bahruddin & Mujiono, 2022).

Management of the E-Learning system is an integral part of the system which can be learned and used appropriately. One of the most influential executives in the operation of the E-Learning system is the management of the internet network. E-learning management is also called an electronic learning system. According to (Choliqin et al., 2022) it can apply PPPP principles regarding planning, organizing, implementing and controlling in managing E-Learning so that it is well managed.

According to (Ramdani et al., 2019) planning can start from design activities and the rules needed to achieve goals. Next is the organizing stage. Leaders divide tasks by selecting and grouping members according to skills and working together as a team.

The management of E-Learning in the implementation of end-of-semester tests is very useful in facilitating supervising students in the implementation of filling in the test questions in E-Learning, however, internet connection plays an important role in implementing E-learning (Niswatin et al., 2021) argues that there are problems that arise when implementing E-learning. The constraints on implementation schedules and exams in the e-learning system in several classes at the same time, using a lot of internet connections can be a slow internet problem. Among the obstacles that become obstacles are technical obstacles in e-learning and scheduling exams (Choirul Anam & Evi Fatimatur Rusydiyah, 2021). According to (Basir et al., 2022) online review is an action taken ready to test according to a pre-planned plan. By taking online final tests that use internet connectivity as a support for tests, students are ready to be tested on the activities offered by the teacher to their students to find out their progress. Internet connection to support end of semester exams. Prior to the implementation of online semester final tests, there was a stimulus from the teacher to students in an incentive to introduce and teach online exam activities every day using electronic media and internet connectivity as a support (Ramdani et al., 2018).

After students know this, they will carry out and practice online test activities before the final semester exam is carried out in accordance with the stimulus given by the teacher, so that students get used to doing final tests using E-Learning. The implementation of end-of-semester tests makes students accustomed to using technology today, because the implementation of online exams teaches students to be honest and understand better in using technology. Therefore researchers want to know how to manage E-Learning in schools in the implementation of end-of-semester tests in Islamic religious education subjects. The purpose of this study is to describe how E-Learning is managed in the implementation of end-of-semester tests in Islamic religious education subjects.

RESEARCH METHODS

The type of research used is descriptive qualitative. According to (Nurmalasari & Erdiantoro, 2020) qualitative research is to investigate, find, describe and explain the characteristics or characteristics of social impacts that cannot be explained, measured or explained with a quantitative approach. researchers choose to use qualitative methods because they can study real and structured situations through observation and interviews, researchers want to look deeper through observations and interviews then the results of the data obtained by respondents can be described without using formulas related to numbers (Yuhana & Aminy, 2019). Data sources or research subjects refer to quotes (Fadli, 2021) research data sources are divided into 2, namely: Primary data, data obtained directly through respondents. Furthermore, secondary data comes from books, articles and newspapers (Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, 2019).

Respondents provide information to researchers. Because knowing the information that researchers need. research is very important in this study. The researcher took the respondents in question, namely the principal, students and the school's IT team. The data analysis technique used by researchers refers to the opinion (Yusup, 2018) reduction of analytical data to collect data summarized from the results of interviews with respondents (Mihendra, 2020), data display is data that has been collected and presented by researchers. According to (Bahri, 2021) A way of presenting data in the form of descriptions, this data can help researchers understand the data obtained, drawing conclusions from data collection can be collected using this analysis technique. If the conclusions set are supported by valid evidence, then the conclusions drawn are credible conclusions (Maryono, 2018).

RESULTS AND DISCUSSION

In this study, researchers wanted to know the management of E-Learning in the implementation of end-of-semester tests in Islamic religious education subjects by interviewing school principals, students and 1 school IT team (R1,R2,R3).

1. **Management of E-Learning in the implementation of final semester tests on Islamic religious education subjects.**

   In accordance with the opinion of R1-R3 that the management of E-Learning during the final test of online Islamic Religious Education in schools. It's about planning, organizing, executing and

controlling, also known as PPPP. Planning for the implementation of the E-Learning program in schools has been designed by the IT team. In accordance with the opinion explained by the IT team that planning for setting up internet connectivity, creating accounts of examinees and making exam questions for Islamic religious education after planning, followed by organizing by giving assignments to the IT team at school and is responsible for the tasks assigned according to their abilities and there is a special manager to handle E-Learning procedures.

At the time of implementation according to the opinion of R1-R3 that 2 weeks before the exam was carried out students were taught how to operate E-Learning in advance, so that when carrying out the exam students were able to carry out the exam smoothly, while at the end of the semester testing implementation students were prohibited from making noise and bringing electronic aids. After that, in the control stage, after the IT team exam is carried out, the teacher and the teacher will check the E-Learning system, this check will be carried out so that it does not hinder the final exam for the next day on the E-Learning system.

2. **Supporting and inhibiting factors in the process of re-running the end of the semester through E-Learning.**

In accordance with the opinion of R1-R3 that for supporting factors in the final test process that there are supporting factors such as facilitating management as a tool to make it easier for teachers to check student exam results and teachers will not be difficult in giving student exam scores because the E-Learning system will bring up automatic scores that have been done by students, while the obstacle factors cannot be predicted, such as poor internet connectivity and computers that always run slowly (Freeze).

3. **The impact of E-Learning from student exam results on learning Islamic religious education**

In accordance with the opinion of R1-R3 that the impact of E-Learning on student exam results is reflected in the ability of each student to solve questions quickly and accurately. This is because working on questions manually has a different level of difficulty compared to working on questions online. If students answer questions manually, students will think more critically. This is because some of the questions presented manually include essay questions that must be answered based on the ideas of each student, students do not think critically when working on questions online, only multiple-choice questions. But the question and answer questions between one student and another student are different. It can be recognized by the number of consecutive questions. From there look at the individual abilities of students, and add assignments so that learning outcomes meet the criteria given.

As explained by the respondents, it can be discussed that the management of E-Learning in implementing semester-end tests on Islamic religious education subjects uses the PPPP system (Planning, Organizing, Implementation and Control) which starts with implementation by preparing internet connectivity, creating participant accounts exams and making Islamic religious education subject questions carried out by the IT team and teachers, followed by organizing such as giving each task to the IT team to be responsible for their duties.

Implementation stage, at this stage the teacher invites students to operate E-Learning and when carrying out exams students are prohibited from making noise and carrying electronic aids that interfere with when the exam is carried out, control is the final stage of managing E-Learning, when the exam was carried out by the IT team and the teacher checked the E-Leaning systems so that there were no problems with the implementation of the end of semester exams for the next day. In accordance with the opinion (Elyas, 2018) the management of E-Learning when important matters such as end of semester assessments must make careful planning, organizing, implementation and inspection in order to avoid obstacles that interfere with the implementation of final semester tests using E -Learning.

In accordance with the opinions of respondents who have been interviewed, it can be discussed, for supporting factors in the process of running end-of-semester tests as a supporting medium in the smooth running of end-of-semester exams and helping make it easier for teachers to check students' test results with the issuance of grades automatically after students work on questions online, for the obstacle factors cannot be predicted when they occur, such as reduced internet connectivity speed and slow computer operating systems that can affect the smoothness of online exams.

The results of interviews with respondents can be discussed, that the impact of E-Learning on student exam results in learning Islamic religious education is reflected in students by working on

questions quickly and accurately, unlike working on written questions which require students to think critically to work on these questions unlike exam questions with multiple choices that can hone students' mindsets quickly by knowing the answers to these questions.

With this it can be seen that the management of E-Learning in Islamic religious education subjects is running smoothly, this is reinforced by the opinion (Ahdan et al., 2021) the use of E-Leaning can make it easier for all parties, such as teachers in checking student scores in working on questions through E-Learning automatically the value will come out without the teacher having to calculate the correct questions manually and also have an impact on students' use of technology in operating E-Learning and make it easier for students to answer questions quickly without having to write manually.

CONCLUSION

In accordance with the purpose of this study is to describe how the management of E-Learning in the implementation of end-of-semester exams in Islamic religious education subjects, with management using PPPP (Planning, Organizing, Implementation and Control) by setting up internet connectivity, creating exam participant accounts and making questions can be assign tasks and responsibilities to the examination committee as all teachers and the school IT team according to their abilities, with this management it also makes it easier for teachers to see grades automatically that have worked on questions, but not free from obstacles such as connectivity problems and computer operating systems that slow and makes it easier for students to work on questions quickly without having to write answers.

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