

E-Learning Integration: Transforming Islamic Education Through Enhanced Learning Experiences

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Abstract: Applying e-learning in the rapid development of technology is an alternative in using learning methods to be more optimal. The purpose of this research is to find out the application of e-learning in the improvement of learning experience in Islamic Religious Education subject. The method used in this research is using literature analysis, where data is collected and then analyzed descriptively to identify the use of e-learning in Islamic Religious Education learning. The results showed that integrating e-learning can improve the quality and effectiveness of classroom learning because students can experience a good learning experience, using e-learning can also provide easy access to various teaching materials. There are some obstacles in the application of e-learning in Islamic Religious Education learning, namely limited Internet access and devices, lack of knowledge and technology skills of teachers and students. The implication of this study is the need for support and training in the application of e-learning to improve and develop the learning experience of Islamic religious education. In addition, this finding can be a valuable reference for teachers and educational institutions to develop appropriate learning strategies for Islamic education by using technology in the form of e-learning..

Keywords: E-learning; Islamic Religious Education; Learning Experience

Abstrak: Penerapan E-Learning dalam perkembangan teknologi yang kian pesat menjadi alternatif dalam penggunaan metode pembelajaran supaya lebih optimal. Tujuan penelitian ini yaitu untuk mengetahui penerapan e-learning dalam meningkatkan pengalaman belajar pada mata pelajaran Pendidikan Agama Islam. Metode yang digunakan pada penelitian ini yaitu menggunakan analisis literatur, di mana data dikumpulkan kemudian dianalisis secara deskriptif untuk mengidentifikasi pemanfaatan e-learning pada pembelajaran Pendidikan Agama Islam. Hasil penelitian menunjukkan bahwa integrasi e-learning dapat meningkatkan kualitas dan efektivitas pembelajaran dikelas hal ini karena siswa dapat mengalami pengalaman belajar yang baik, penggunaan e-learning juga dapat memberikan akses mudah terhadap berbagai materi ajar. Terdapat beberapa kendala dalam penerapan e-learning pada pembelajaran PAI yaitu keterbatasan akses internet dan perangkat, kurangnya pengetahuan dan keterampilan teknologi dari guru dan siswa. Implikasi dari penelitian ini yaitu perlunya dukungan dan pelatihan dalam mengadopsi e-learning guna meningkatkan dan mengembangkan pengalaman belajar Pendidikan Agama Islam. Selain itu, temuan ini dapat menjadi rujukan berharga bagi guru dan lembaga pendidikan untuk mengembangkan strategi pembelajaran PAI yang tepat dengan memanfaatkan teknologi yaitu berupa e-learning.

Kata Kunci: E-learning; Pendidikan Agama Islam; Pengalaman Belajar

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INTRODUCTION

Education is a method that allows individuals to transform themselves into a person who has a positive impact on others around them, the presence of education allows humans to become people who want to be better continuously and provide benefits (Novitasari & Kurniawati, 2023; Rapanta et al., 2021). Education is actually a basic need for every individual, because through education, a person can develop their mindset and increase their dignity in the social environment. In addition, education also teaches individuals how to cope with everyday problems, enabling them to deal with changes towards improvement (Aditya, 2016).

To provide quality education, of course, requires learning tools. Learning tools are an important aspect as a supporting tool in carrying out the teaching and learning process in the classroom (Nugroho, 2023). Effective learning is one that is able to change a person's behavior in various aspects including increased knowledge, attitudes, and skills. Changes have a lasting, stable, and long-lasting nature in the child's behavior, which comes from the results of training or experience. The learning process can be influenced by internal individual factors as well as external influences such as family and social environment (Arifin, 2013).

Currently, approaches to learning often focus on knowledge transfer, without considering the development of children's behavior and skills (Widayanthi et al., 2024). This is because learning today does not provide significant benefits and meaning. As a result, learners lack understanding of the true meaning of learning so that many learners experience moral decay, wrong relationships, and also the presence of misconceptions (Hakim & Mustafa, 2023). In this context, it is important to realize that education is not only limited to transferring information to learners, it should also encourage the development of character, ethics, and social skills necessary to lead a meaningful and meaningful life. Education should not only be about "what we should know" but also "how we should live" (Judrah et al., 2024). Thus, a holistic and character-oriented education is essential to help children understand the importance of learning, how to apply it in daily life, and how it can affect their moral development and interpersonal relationships (Astuti & Wathon, 2019). With this approach, we can

create learning experiences that are more meaningful and have a positive impact on children's development.

At this time, the implementation of learning often only emphasizes the achievement of material according to the schedule without considering the extent to which students understand the material being taught. Apart from that, monotonous learning methods are also a problem for the implementation of good learning in the classroom, then the lack of creativity in using learning media, even the limited learning resources in only one book can cause student disinterest (Nurdyansyah & Fahyuni, 2016). The lack of emotional connection between teachers and students is also a major factor in the stuttering of the teaching and learning process in the classroom because teachers as educators may not fully understand the needs and conditions of students, including their strengths and weaknesses. The advantages and disadvantages of children can be seen in the development process where in this case the child's development process can be influenced by hereditary factors or individual influences and also the environment (Yulina, 2022). According to behaviorism theory, children are considered to be learning when they can think independently. On the other hand, the social learning approach would see children as active subjects who process themselves with external influences such as motivation, expectations, and idolized others, which are also elements of learning for children. However, both approaches, whether self-focused or environment-focused, can influence each other's learning patterns (Magdalena et al., 2021).

Today, the advancement of technology is a necessity, so in line with the development of existing technology everywhere, including Indonesia, will move to follow the development of existing technology. "Industrial Revolution 4.0" was born from the rapid development of technology. The speed of technological development today can provide many conveniences, especially in the field of education (Jamun, 2018). The use of technology in education, especially in the learning process, has been widely developed including the use of learning media such as using e-learning, teleconferencing, etc. Learning is also not only sourced from printed books, but can be obtained from the internet, ebooks, e- journals, etc (Hadisi & Muna, 2015). In creating active and interactive learning, educators must choose more appropriate media according to the material to be conveyed. (Palahudin & Ruswandi, 2021).

Innovations in the world of education spread to various fields including Islamic Religious Education lessons which have utilized e-learning in the learning process carried out (Nurhalimah et al., 2022). The utilization of e-learning in Islamic Education learning that has been done are as follows: (1) Development of e-learning platforms and applications that can be used in Islamic Education learning, such as Learning Management System (LMS), learning videos, online quiz, and so on. Provision of teaching materials in digital form

such as text, audio, and video that can be accessed anytime and anywhere so that it makes the learning experience more interesting for students. Training teachers or educators in the utilization of e-learning as an alternative learning method that is more effective and efficient. Development of various interactive learning programs using e-learning that hopefully can increase student engagement and deepen student understanding of the material taught or given by the teacher (Yustanti & Novita, 2019).

Some previous studies that are relevant to the use of e-learning in developing Islamic Religious Education learning experiences include: First: an article written by Setiawan which is entitled "*Conceptual of Blended Learning as Islamic Education Study Program Learning Reform Action in* (Setiawan, 2019). This research was conducted by analyzing the existing literature regarding the utilization of e-learning in Islamic religious education, in Setiawan's article the research conducted focuses more on the factors that influence the use of e-learning as well as the benefits and challenges in its application. Second: The article written by Tambak, Hamzah, Purwati, Irawan and also Umam which is entitled "*Effectiveness of Blended Learning Model Based on Problem-Based Learning in Islamic Studies*" (Tambak et al., 2022). This research focuses on investigating the perspectives of Islamic studies students towards the use of e-learning in learning Islam, the research was conducted by paying attention to the factors that influence the acceptance and use of existing technology. Third: In another study conducted by Alam et al whose article entitled "*E-Learning Services to Achieve Sustainable Learning and Academic Performance: An Empirical Study*" (Alam et al., 2021), It is explained that e-learning can be effectively used in learning Islamic Religion, in this research the author conducts an empirical study on the effectiveness of the use of e-learning in learning Islamic Religion, the research method used is by comparing the learning outcomes of students who use e-learning with those who do not use, the results of the research show that students who learn using e-learning get maximum scores compared to those who do not use e-learning. Fourth: Another research that also discusses e-learning is an article written by Junaidi, namely: "*Learning Experience of Islamic Religious Education during the Covid 19 Pandemic at Ngaliyah Elementary School*", (Junaidi, 2023). Junaidi's research discusses the learning experience of students in Islamic Religious Education subjects during the COVID-19 pandemic in terms of infrastructure, structure and culture. This study found that e-learning can improve student learning outcomes in Islamic Religious Education subjects.

Based on some of the studies mentioned above, the author concludes that the focus of previous research was more on the use of e-learning in learning Islamic religion and the influence of e-learning during the COVID-19 period because e-learning was widely recognized by the Indonesian people, especially during the COVID-19 outbreak. That way, the existing research is still lacking in

the issue of aspects of developing students' Islamic learning experience including analyzing opportunities and challenges. Some previous studies focused more on one side, namely as an e-learning user without seeing how students' learning styles can develop, so research that focuses on developing student learning, both from the perspective of students or teachers as facilitators and developers of e-learning in Islamic learning is still lacking. Although there are some studies that have been conducted on the development of Islamic Religious Education learning experiences, but also research that specifically pays attention to aspects of cultural diversity and student backgrounds and things that affect the use of e-learning in the development of Islamic Religious Education learning is also still very lacking.

The reason why the use of e-learning is important in the development of Islamic Religious Education learning is to consider several things such as: Because 1) The development of technology comes as an alternative learning method that is more effective and efficient (Febriyana, 2022). 2) The utilization of e-learning in learning Islamic Religious Education can improve the quality and effectiveness of learning by allowing easier and more flexible access to various teaching materials in the form of text, audio, and visual (Hasan et al., 2023). 3) E-learning can help students in obtaining a more in-depth and interactive explanation of learning materials (Shodiq & Zainiyati, 2020). This research provides a new perspective on the importance of using e-learning in learning Islamic Religious Education by integrating various reasons from effectiveness, efficiency, flexibility, to equal access to learning. In this case, the novelty lies in the effort to connect the utilization of educational technology with the specific purpose of Islamic Education that not only improves the quality of learning, but also makes it more inclusive and interactive. Different from previous research, this study emphasizes a holistic approach, which combines the various benefits of e-learning to answer specific challenges in teaching Islamic Religious Education, such as the need for in-depth understanding of religious values and limited access in remote areas. Thus, this study has the potential to become the foundation for developing technology-based education policies that are more contextual and relevant to the needs of learners in the digital era.

By looking at previous research and some of the reasons above, thus, research on the use of e-Learning in Islamic Religious Education Learning is very important to do to improve the effectiveness and efficiency of learning and expand access to education for all students who are expected to be able to provide effective and efficient learning experiences for students.

RESEARCH METHODS

This research was conducted using a qualitative approach. Data collection was carried out using the Library research method (literature review). Data was

obtained through the author's investigation of related literature, namely scientific journal articles, books, documents, and examination of useful works that specifically discuss the development of relevant Islamic Religious Education learning materials related to the use of e-learning in Islamic Religious Education learning. There are 3 journal articles that are the object of study in this study. The selection of literature is adjusted to the relevance of the research topic and also publications in accredited journals. The benchmarks used in determining the literature used as the object of study are the accreditation and reputation of the journal, the year of publication (Kwon, 2002).

RESEARCH RESULTS AND DISCUSSION

Research Results

Based on the results of data analysis, the following findings were obtained in the literature review:

Table 1. Literature Review Findings

Author Name	Study Objective	Method	Findings
Ahmad Jaeni	Elaborating E-Learning in Madrasah	Literature Review (Qualitative)	Basic concept e-learning based learning in madrasah has content, uses methods, using media elements, hands-on learning to be reactive and innovate through technology.
Choliqin, A., Sholihah, H., & Muflihin, A. (2022)	Explaining the implementation of e-learning in learning Islamic religious education at Public High School 2 Demak	Case Study	The use of e-learning can improve the quality of Islamic learning at school
Akbar & Noviani (2019)	Explain the challenges and solutions in the development of educational	Literature Review	Indonesian education needs a better relationship between educational

Author Name	Study Objective	Method	Findings
	technology in Indonesia		institutions, technology developers and the government to achieve sustainable education.
Fahmi et al. (2021)	Integrating technology in learning activities through e-modules in learning Islamic Religious Education.	Case Study	The integration of technology in religious learning can help improve students' understanding and engagement in learning.

Based on the table above, there are three articles that discuss the use of e-learning in Islamic Religious Education learning related to the development of Islamic Religious Education learning experiences. The findings are based on the explanation in the table, namely:

1. **Increased student engagement:** The research above mentions that e-learning can increase student participation in learning, especially for students who are less motivated or have difficulties in following traditional learning.
2. **Time and place flexibility:** by using E-learning, students can learn anytime and anywhere since the learning materials can be accessed online. This can be very helpful for students who have busy schedules outside of school, such as work or extracurricular activities.
3. **Cost savings:** The implementation of e-learning can reduce the expenditure of educational institutions in buying books, physical learning materials. Cost savings can also be felt by teachers and students because they no longer need to gather in the classroom, thus saving transportation and accommodation costs.
4. **The use of e-learning can monitor student activities,** teachers can easily ask questions and students can provide feedback more efficiently so that teachers can easily monitor student learning progress and provide assistance if needed.
5. **E-learning facilitates cooperation between students through online discussion forum features or group projects that students can access online.** This makes it possible for students to collaborate, learn from each other and develop their social skills. From these findings, it is clear that the use of technology in education is becoming increasingly important.

The results show that the use of technology such as e-learning can improve the effectiveness and efficiency of learning and impact on diverse learning experiences and styles. Thus, educational institutions should give more careful consideration to the integration of technology as part of learning strategies and curriculum enhancement. The findings show that e-learning can play a role in the development of a more dynamic and interactive learning experience to encourage a curriculum that can motivate students in learning. On the other hand, training for teachers and students is needed because the use of e-learning requires adequate technological capabilities for teachers and students. Commensurate technological capabilities allow for evolving learning styles and can also provide effective and efficient learning experiences. Therefore, it is very important to provide training and technical support so that the use of e-learning can run smoothly.

Discussion

1. Learning Development

According to Piaget, experience occurs within each individual through the process of building knowledge. In this way, Piaget's learning theory is known as constructivistic theory (Sugrah, 2019). The meaning of learning in constructivity theory is not just memorizing, but the process of constructing knowledge through experience. Knowledge is not only obtained from the results of gifts from others such as teachers but also the result of the construction process carried out by each individual (Hein, 1991). Knowledge gained from others will not be meaningful knowledge. Piaget argues that since children are in their toddler years they have a cognitive structure called a scheme, the scheme is formed through experience. A good experience in learning will affect students so that a learning atmosphere full of trust in students to be actively involved in learning will be able to support the will of students to be more Independent (Hwang et al., 2022).

2. Use of E-Learning

According to Fenny in (Marlena et al., 2022), E-learning stands for electronic learning, which is a learning concept using electronic learning media. According to Chusna, e-learning or distance learning is a form of education that utilizes the internet as a means to create, support, deliver information, evaluate, and facilitate the learning process. In this context, students act as the center in the learning process. Similarly, e-learning is quoted from (Shodiq & Zainiyati, 2020) The article mentions that e-learning is a distance learning process using or utilizing electronic devices in the form of internet, LAN, or WAN (Yang & Ho, 2005).

The presence of e-learning which is present in a short period of time and seems impromptu is certainly not free of weaknesses and advantages. Quoting

from (Shodiq & Zainiyati, 2020) Ade Kusuma explained that the use of e-learning methods has a number of advantages and disadvantages. Among the advantages are that teachers and students can access teaching materials via the internet, giving students the freedom to access information related to learning materials, and allowing students to relearn at any time because teaching materials are already available on the computer. In addition, this method can accelerate the development of students' knowledge and increase their independence. As for the shortcomings in the use of e-learning methods, one of them is the unevenness of the internet in various regions so that it cannot be applied everywhere, the low motivation of students to learn because students are easily bored when they do not meet with their friends so that it cannot be applied at all levels of education, the ability of students to use technology is limited and there are still many teachers who are gaptak so that the learning process will be hampered.

3. Development of E-Learning Based Learning Experience

Designing learning experiences is basically intended to provide learning to students. Therefore, in designing learning, students must be the main focus, which means that in the process of designing learning, students should be placed as learning subjects, this is because each student must experience learning to the fullest with an emphasis on student activities or activities.

The development of learning experience can be done through: a) Implementing independent learning consistently, because e-learning can generate student independence in learning (Diana et al., 2020), In learning using E-learning students are expected to have responsibility for the learning process and have a strong ability to understand the material and maintain discipline towards the material provided by the teacher (Alenezi, 2020). In this case, students are asked to reread the Islamic Religious Education materials that have been delivered by the teacher. In E-learning, when the teacher distributes materials, assignments, and quizzes online, students have the freedom to access them anytime they want. That way, students can read the material repeatedly according to their needs and also their ability to digest every word they read, this repetition process will strengthen students' understanding of the material taught. This can happen because reading is not only for remembering information, but also for critical and creative thinking (Patiung, 2016); c) Students search for additional Islamic Religious Education material via the internet because the material provided by the teacher is limited. This encourages students to conduct a deep and careful understanding of the existing material. The development of students' knowledge can be done by finding additional references through easily accessible online sources. The additional material can be in the form of e-books or published journals (Budiman, 2017). d) In addition, avoiding laziness is important, because laziness can lead to a reluctance to learn, which in turn can be detrimental to oneself because it will reduce understanding

of the material and have an impact on poor academic results. e) Organizing Islamic Religious Education learning activities in groups allows for discussions that can provide additional knowledge from friends who have understood the material from the teacher before. By learning together, the implementation of tasks can be done more easily (Shudur, 2019). Learning together can be done by meeting in person or using online media with a number of people, creating a learning environment that is different from learning alone. f) Always maintaining time management is very important. The subject matter delivered in various virtual formats by the teacher makes learning success highly dependent on the student's ability to organize and manage the time given by the teacher. The availability of ample time to read, work on assignments and submit them puts the onus back on the student. For students who are able to utilize time optimally, this will facilitate and accelerate understanding of the subject matter; conversely, for those who do not, it can be more difficult (Elizah et al., 2022).

There are several learning strategies in the development of learning experiences that can be done including using:

1. Learning strategies to improve thinking skills (SPPKB), this strategy is a learning strategy that emphasizes students' thinking skills. Joyce and weil (1980) put this learning strategy into the learning model section. *cognitive growth: increasing the capacity to think*. In this strategy, the lesson material is not just presented to students. However, students are guided to find their own concepts that must be mastered through a continuous dialogical process by utilizing student experience. The purpose of this strategy is for students to be able to search and find their own lesson material by using a learning pattern that utilizes student experience as a starting point for thinking. There are 6 stages in SPPKB learning which include developing students' abilities that can meet the needs of students with different learning styles.
2. Cooperative learning strategy (SPK), this strategy is a learning strategy that emphasizes the process of cooperation in groups. In this case, learning grouping can be applied based on several approaches, one of which is by grouping students who have the same learning style so that it can help students learn more effectively and efficiently.

CONCLUSION AND IMPLICATION

Conclusion

E-learning plays a pivotal role in enhancing Islamic Religious Education (IRE) by providing broader access to Islamic teachings and offering innovative, interactive learning processes that boost student motivation and achievement.

This approach facilitates improved quality in education through diverse media and features. However, the success of e-learning in IRE is contingent upon several factors, including strong support from teachers and schools, adequate technological infrastructure, and students' proficiency in using technology. Further research is essential to assess e-learning's impact on student performance while addressing the cultural and background diversity of learners. Tailoring e-learning development to these factors ensures its benefits are equitably experienced, fostering inclusivity and maximizing educational outcomes.

Implication

The findings imply that e-learning holds significant promise for transforming Islamic Religious Education (IRE) by fostering accessible, innovative, and motivational learning experiences. However, its effective implementation requires concerted efforts from educators, institutions, and policymakers. Schools must invest in reliable technological infrastructure and provide professional development for teachers to enhance their capability to integrate e-learning into IRE effectively. Furthermore, fostering students' technological proficiency is essential to optimize engagement and outcomes.

Diversity among learners necessitates culturally responsive e-learning designs that cater to various backgrounds, ensuring inclusivity and equity. Policymakers and educational leaders should prioritize strategies to bridge digital divides, especially in underprivileged communities, to maximize e-learning's reach and impact. Additionally, further research is needed to evaluate the long-term influence of e-learning on student achievement and to identify best practices for its integration into IRE. This holistic approach ensures that e-learning not only enriches the learning experience but also aligns with the diverse needs and aspirations of all students.

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