

Disobservation of Affective Domain Islamic Education in E-Learning: A Case Study in Universitas Terbuka

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Abstract. Digitalisation of learning through e-learning is an accommodative form of higher education in responding to the 4.0 era industrial revolution. This research was conducted at Universitas Terbuka (UT), since that the use of e-learning at the Universitas Terbuka was 100% full. Whereas in other universities, the maximum use of e-learning is only 30%. While the remaining 70% still use conventional face-to-face. This policy was taken because conventional face-to-face cannot be completely replaced by face-to-face in online (e-learning). This research found that, from the three learning domains (cognitive, affective, and psychomotor), the cognitive and psychomotor domains can be honed well, as evidenced by the quantity and quality of structured assignments that reach 3 times each semester. However, online learning (e-learning) has not been able to touch the affective aspects, whereas in Islamic Education Courses, the affective domain is very important to shape the behavior and character of students.

Keywords: Disobservation, Affective, e-learning

1 Introduction

Bloom's Taxonomic perspective [1], learning outcomes include three domains of learning, namely cognitive, affective, and psychomotor. Indeed there is no specific provision on the percentage of each domain, for example, in engineering courses as the most dominant psychomotor domains, as well as nursing, midwifery and medical courses. Meanwhile, at subjects or social science disciplines, the affective domain certain is more likely to have a portion more than other domains.

Each final grade of learning must be able to reflect the three domains, especially in subjects or social science subjects. In conventional learning, almost all of these domains can be done well, because every student and lecturer conducts approximately fourteen face-to-face meetings.

However, in the era of the industrial revolution 4.0 [1], it is not possible for universities to continue to maintain conventional learning by completely ignoring online learning (e-learning). Although the selection of online learning does not also completely abandon conventional learning.

The limit of the use of online learning in public and private tertiary institutions in Indonesia is 30% -40% of the total amount face-to-face. If face to face amounted to 14 times face to face, then 4-6 meetings may use face to face online. While the remaining 60% -70% is used for face to face directly.

Almost all of the universities in Indonesia, both public and private, are not 100% using face-to-face online. It means that from 14 times face to face, every process is taken online. Only a few universities, including Universitas Terbuka (UT), which implement online learning 100% face-to-face online. Means, lecturers and students, at the beginning of face-to-face until the end of the meeting, have never met directly with their lecturers.

The use of online learning (e-learning) in higher education shows the accommodative attitude of the campus in responding to the times. However, online learning (e-learning) does not leave problems. The question is whether the three domains in learning can be observed using online learning (e-learning)?

Based on the background of the problem, this study formulates the main problems as follows: 1) How is online learning (e-learning) at open universities? 2) How is the evaluation online learning (e-learning) at the Universitas Terbuka?

This study aims to determine online learning (e-learning) at the Universitas Terbuka and to determine the evaluation of online learning (e-learning) at the Universitas Terbuka.

There are several studies related to online learning (e-learning) *first*: article written by Numiek Sulisty Hanum, with the title *Keefektifan E-Learning sebagai Media Pembelajaran (Studi Evaluasi Model Pembelajaran E-Learning SMK Telkom Sandhy Putra Purwokerto)* [2]. This article concluded that the use of e-learning in learning is effective with a tendency of the rate of 77.57%.

The second research article was written by Fitri Rahmawati *Model Pembelajaran E-Learning untuk Meningkatkan Kualitas Pendidikan*. In that article, Fitri explained various kinds of e-learning models such as: web centric course model and web enhanced course [3].

From those two types of research, no one has examined the related affective aspects of the observations in e-learning learning, especially at the Universitas Terbuka.

2 Method

This type of research is qualitative by using interview, documentation, and observation as data collection technique. The interviews were conducted with three Islamic Education tutors (online tutors) at the Universitas Terbuka. They are Moch Charis Hidayat, M.Pd.I, Siti Seituni, M.Pd.I. and Nur Rahmawati, M.Pd.I. Meanwhile, the documentation is used to retrieve data related to online tutorials at the Universitas Terbuka. Observations were made to observe the process of online learning (e-learning) at the Universitas Terbuka, especially in Islamic Education Courses. Observation of online learning activities is carried out through the web <https://elearning.ut.ac.id>.

The sources of this research are primary and secondary sources. The primary source in this research is the data in the field taken through interviews, documentation, and observation, while secondary data is supporting data and references related to online learning (e-learning).

Interviews are used to interview instructors or tutors (informants) at open universities, namely Moch Charis Hidayat, M.Pd.I, Siti Seituni, M.Pd.I., and Nur Rahmawati, M.Pd.I. They are all tutors of Islamic Education courses at the Universitas Terbuka.

We use our documentation to retrieve data related to online learning at open universities. The observation in this study is related to the process of online learning activities, starting from online learning from the beginning of the meeting to the end of the meeting. Because the

online learning login last even semester in 2018-2019 is already inaccessible, the author will display several screenshots in online learning in the odd semester in 2019-2020.

The data analysis technique in this study uses Miles and Huberman's data analysis stages in his book *Qualitative Data Analysis: A Method Sourcebook*. The stages of data analysis include data collection, data display, data reduction, data analysis and data conclusion. [4]

3 Result and Discussion

The Definition of E-Learning

E-Learning is a form of learning model which is facilitated and supported by the use of information and communication technology. E-Learning has characteristics, as follows: [5, p. 10]1). Have a content that is relevant to the learning objectives; 2). Use instructional methods, such as presenting examples and exercises to enhance learning; 3). Use media elements such as words and pictures to convey learning material; 4). Enable direct learning based on the teacher center (synchronous e-learning) or designed for independent learning (asynchronous e-learning); 5). Build understanding and skills related to individual learning goals or improve group learning performance.

According to Rusman et al [6, p. 264], e-learning has characteristics, as follows 1). Interactivity; 2). Independence; 3). Accessibility; 4). Enrichment.

E-learning can also be interpreted as a form of information technology in the field of education in cyberspace. The term of E-learning is more precisely intended as an effort to make a transformation of the learning process in schools or colleges into a digital form that is bridged by internet technology [7, p. 169].

Seok [8, p. 725] said that: e-learning is a new form of pedagogy for learning in the 21st century. E-Teacher are e-learning instructional designer, facilitator of interaction, and subject matter experts. Implementing e-learning for online learning nowadays is very easy by utilizing the E-learning management system module that is easy to be installed and managed like Moodle.

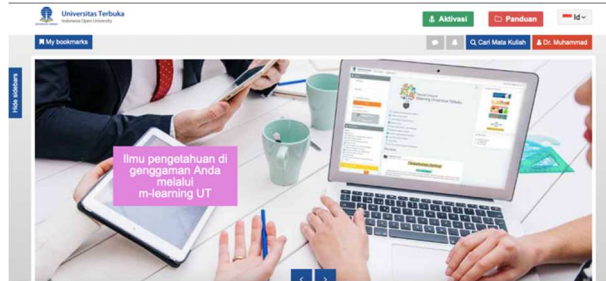
E-Learning System at the Universitas Terbuka

Online learning (e-learning) at the Universitas Terbuka is carried out through the web <https://elearning.ut.ac.id>. using the Moodle system. Moodle is a software package produced for internet-based learning activities and websites. Moodle is available and can be used freely as an open-source product (open source program). The e-learning system based on open source (Moodle) that is used for learning models is expected to improve the efficiency and effectiveness of teacher performance and learner understanding of learning. The term Moodle stands for Modular Object-Oriented Dynamic Learning Environment, which means a dynamic learning place using object-oriented models or a dynamic web-based educational environment package developed with object-oriented concepts. In its supply, Moodle provides a complete software package (Moodle, Apache, MySQL and PHP) [7, p. 180].

At the Universitas Terbuka, in one semester, Online Learning (e-learning) is carried out as many as 8 meetings, with 8 initiations, and there are 3 structured assignments and 8 discussions. [9]

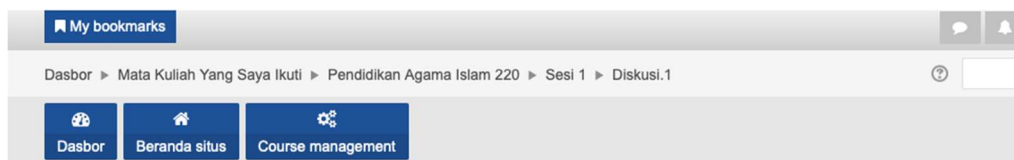
Every initiation, discussion, and assignment, is well scheduled and will be closed if the designated time is over, so students cannot open and upload anything at each initiation, discussion, and assignment.

Fig. 1. UT E-Learning Dashboard Display



During the discussion, the tutor gives a number of questions to ignite student discussions in accordance with the theme at each initiation. For example, at the first initiation, the discussed theme was the concept of God in Islam. Then the tutor gives several questions as follows:

Fig. 2. Questions in the Discussion



Diskusi.1

Tampilkan tanggapan sec...

Diskusi.1
Sabtu, 28 September 2019, 09:29

Diskusikan dengan teman saudara hal berikut ini

1. Menurut pengertian umum, iman artinya percaya, berarti sikap batin. Jika dinilai berdasarkan ayat-ayat Al-quran dan hadits nabi, benarkah pengertian bahwa iman artinya sikap batin atau percaya?
2. Menurut hadits Nabi, aspek iman ada tiga. Sebutkan dan jelaskan ketiga aspek tersebut dengan menggunakan bahasa yang mudah dipahami!
3. Ada dua macam iman, yaitu iman hak dan iman batil. Jelaskan apa yang dimaksud dengan iman hak dan iman batil, dengan mengemukakan ilustrasi dan contoh konkret, tentang ciri-ciri dari keduanya?
4. Kemukakan secara filosofis tentang sejarah konsep Ketuhanan menurut pemikiran manusia!
5. Ada tiga paham monoteis yaitu *deisme*, *panteisme*, dan *eklektisme*. Kemukakan ketiga paham tersebut secara ringkas!

The questions above are already available by default with the system. So, the lecturer does not need to make questions. However, lecturers can change or add questions if they feel that the questions that have been provided are lacking or that there needs to be changed [10].

From these questions, students provide comments and answers. If there are other students who disagree or even disagree, then they may submit criticisms for their friends' answers [11].

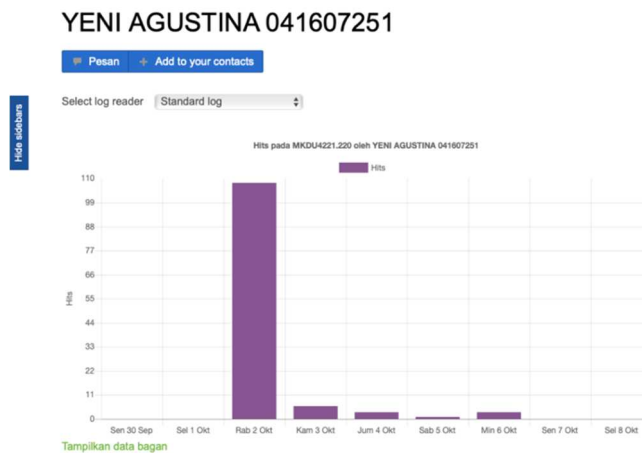
From the discussion, the tutor gives an assessment, with a range of values facilitated by the system between 0-100. If the answer is correct, the tutor will give a score between 90-100. However, if the answer is incorrect, the tutor will give a score of 70-89 and add it according to the shortcomings of that answer. However, if the answer is incorrect, even wrong, the tutor will align the answer according to the correct answer. The display of student discussions on the system is below:

Fig. 3. Assessment of Discussion



Every student is active both in discussions and in structured assignments. Lecturers can determine if they are active in attending lectures or not, because every student who enter the system need to click an attendance, which indicates that what does they present in the lecture and how much their intensity logging into the recording system properly. Because, in addition to being active in discussions and doing assignments, in the final evaluation, the aspect of activity in terms of attendance becomes a determinant of 20% [9].

Fig. 4. Student Activity Record



Online Learning Evaluation Process (e-learning) at the Universitas Terbuka

The evaluation process is taken at the end of each semester without Midterm Examination (UTS) and without End of Semester Examination (UAS). The evaluation includes an assessment of discussions, assessment of tasks and assessment of activeness [10].

Discussion assessment contributed 30%, assignment assessment contributed 50%, and activity evaluation contributed 20% from NA (Final Score). From the three assessments, aspects of the intended domain are cognitive and psychomotor aspects.

In the assessment of the discussion, for example, the tutor assesses their accuracy in answers. In another aspect, the tutor also assesses the critical power of students in discussions. Their accuracy in answers and their ability in giving criticism is a cognitive domain. If students do not participate actively in discussions, then students do not get the value of the discussion, where the value of the discussion contributed 30% of the final score (NA) [11].

The next assessment is the assessment of the assignment. In grading assignments, students also answer questions that have been provided by the system. In the assessment of the discussion, questions are directly answered in the discussion column, while in the assessment of assignments, the answers are submitted in the assignment column. However, the core of the procedure is similar in which students answer questions from the system, only if the assignment is written in Microsoft Word then submitted, while in the discussion students immediately answer in the system. Students who do not do the work, then students do not get the assignment value, which has a contribution of 50% of the final score (NA) [9].

The last assessment is the assessment of the activity. The activeness and attendance of students become part of the assessment of lectures. In conventional learning, student behavior in class can be observed to determine the affective domain. However, the presence and activeness of students in e-learning can only be seen from the quantity of how much they log into the system at each initiation and how many times they are absent or not attending lectures. [10].

After the tutor gives all assessments to students, the tutor downloads the scores in the system in the form of Excel. Then, the tutor calculates the value of each student who has been captured in Excel.

For discussions, tutors count in Excel as follows: $= 30\% * (\text{SUM}(\text{Discussion Value 1: Discussion Value 8}) / 8)$. As for the assessment of the task, the tutor calculates in Excel with the following formula: $= 50\% * \text{SUM}(\text{Task 1} + \text{Task 2} + \text{Task 3}) / 3$. For activity assessment, tutors give a value of 2.5 at each attendance or initiation. If students are present at each initiation during 8 meetings, the student gets a value of 20. After all, are graded, the three assessments are added up. Final Value = discussion value + assignment value + activity value [11].

Dis observation of Affective Domain Islamic Education in E-Learning

From the three components of the assessment, most of them focused more on the cognitive aspects [12], starting from discussions, assignments, and even activeness. Psychomotor aspects can be focused if the tutor gives an assignment in the form of writing articles in each assignment. Furthermore, tutors can find out how skilled students are writing ideas, because writing is a skill, meaning that it is included in the psychomotor aspect. But in online learning at the Universitas Terbuka, of the three lecturers interviewed, most of them used questions that were already available in the system.

The affective or attitude aspects cannot be observed in all three assessments. In conventional learning, affective aspects can be observed through activeness in the classroom, because in online learning, tutors cannot directly observe student behavior, affective aspects are not focused, whereas in Islamic Education learning, attitudes are actually more emphasized than cognitive aspects [13, pp. 32-33].

There is an utterance that “put civilization before science, prioritize science before charity”. In the perspective of religion, attitudes, morality, morals, ethics take precedence over the intelligence of a student. No matter how smart a student is, but if he has bad morality, he will not be respected, because of his bad manners [14].

By using Kratwohl Taxonomy about affective, this study uses five domains, namely A1 = Receiving, A2 = Responding, A3 = Valuing, A4 = Organization, A5 = Characterization [15].

Each domain of affective has its own verb which is described as follows: A1 = receiving: choosing, questioning, following, giving, adhering, obeying, and interested. A2 = Responding (responding): answers, help, propose, compromise, like, welcome, support, approve, display, report, vote, say, sort out and reject. A3 = Valuing: assumes, believes, complements, convinces, clarifies, initiates, believes, invites, combines, proposes, emphasizes, contributes. A4 = Organization (Manage): adhere to, change, organize, classify, combine, maintain, build, form opinions, integrate, manage, negotiate and discuss. A5 = Characterization: changing behavior, having good character, influencing, listening, qualifying, serving, showing, proving, and solving. [15]

From the five domains, A1 to A5 are not accommodated in online learning (e-learning). However, the Universitas Terbuka seems to continue to improve in improving online learning (e-learning), this effort must certainly be appreciated, to realize ideal and quality of learning, so that in the future the three areas of Taxonomy can be accommodated properly.

4 Conclusion

Based on research relating to the evaluation process of online learning (e-learning) in Islamic Education courses at the Universitas Terbuka, the conclusions are as follows:

First: Online learning (e-learning) at the Universitas Terbuka uses the Moodle application with a web address: <https://elearning.ut.ac.id> and consists of eight initiations in one semester with eight discussions and three structured assignments.

Second: evaluation of online learning (e-learning) at the Universitas Terbuka includes three assessments, namely: 1). Rating assignments with a contribution of 50% of the final score (NA), 2). Assessment Discussion, with a contribution of 30% of the finals score (NA), 3). Assessment of activity, with a contribution of 20% of the final score (NA).

After the researchers conducted interviews and observations in online learning process (e-learning), the researchers found that, from the three assessments above, none of them touched the affective aspects of students (disobervatif). The three assessments above are only able to touch the cognitive and psychomotor aspects. Psychomotor aspects are very minimal touched because structured assignments given by lecturers to students are only in the form of questions that must be answered, not an assignment to make paper or project-based learning.

Religious learning in Islamic Religious Education courses is a course that should focus on affective rather than cognitive. It is also true that psychomotor aspects such as worship practices and others cannot be assessed using online learning (E-learning).

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