

**THE IMPLEMENTATION OF ISLAM EDUCATION ON DISTANCE
LEARNING AT SMA TERBUKA KEPANJEN**

THESIS

Submitted in Fulfillment of the Requirements for the Bachelor Degree (S.Pd) in
Ismic Education Department at Tarbiyah and teacher Training Faculty of Maulana
Malik Ibrahim State Islamic University Malang

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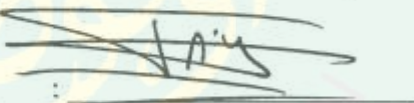
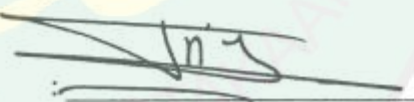
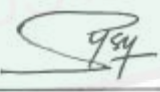
LEGITIMATION SHEET
THE IMPLEMENTATION OF ISLAM EDUCATION ON
DISTANCE LEARNING AT SMA TERBUKA KEPANJEN

THESIS

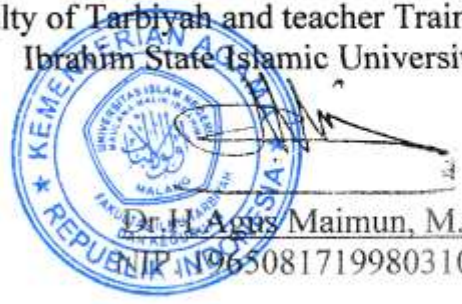
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DEDICATION

Firstly I would like to thank you to Allah who always give me mercies and blessings and also opportunity to finish this thesis. I dedicate this thesis for the entire meaningful person in my life.

For my beloved father and mother that always give motivation, support, and give me a sincere prayer. May Allah mercies them always.

All of my friend that I can't mention them. Especially for big family of Ma'had Sunan Ampel Al-Aly and my classmate, ICP PAI english '14. Good luck and be success person to all of you. Thank you for your great support

MOTTO

﴿٦﴾ فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

Because actually having difficulty there is relief, verily with every difficulty there is relief

(Al- Insyirah 5-6)

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Wassalamu'alaikum Wr. Wb.

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DECLARATION OF AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan Agama Islam (S.Pd) entitled "Implementation of Islam Education on Distance Education At SMA Terbuka Kepanjen" is truly my original work. It does not incorporate any materials previously written or published by another person, except those in quotations and bibliography. Due to fact, I am the only who responsible for the thesis is there is any objection or claim from others.

Malang, 09 May 2018



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All praise and thanks be to Allah SWT is simply, the essence of which has given grace and bestow a variety of favors and gift, especially to the author, so that it can complete the writing of a thesis entitled " Implementation of Islam Education on Distance learning At SMA Terbuka Kepanjen " as well. Sholawat and greetings hopefully always expressed to our Apostle, Prophet Muhammad, as well as to all the families, the friends, as well as the people he end of this age.

The author was well aware of the existence of aid from various parties, both in the form of prayers, support, motivation, criticism, suggestions for the completion of this thesis proposal so that it can be resolved properly and smoothly. With the completion of the drafting of this thesis, the author of say a sincere thank you to all those who have helped, either moral or material, especially to:

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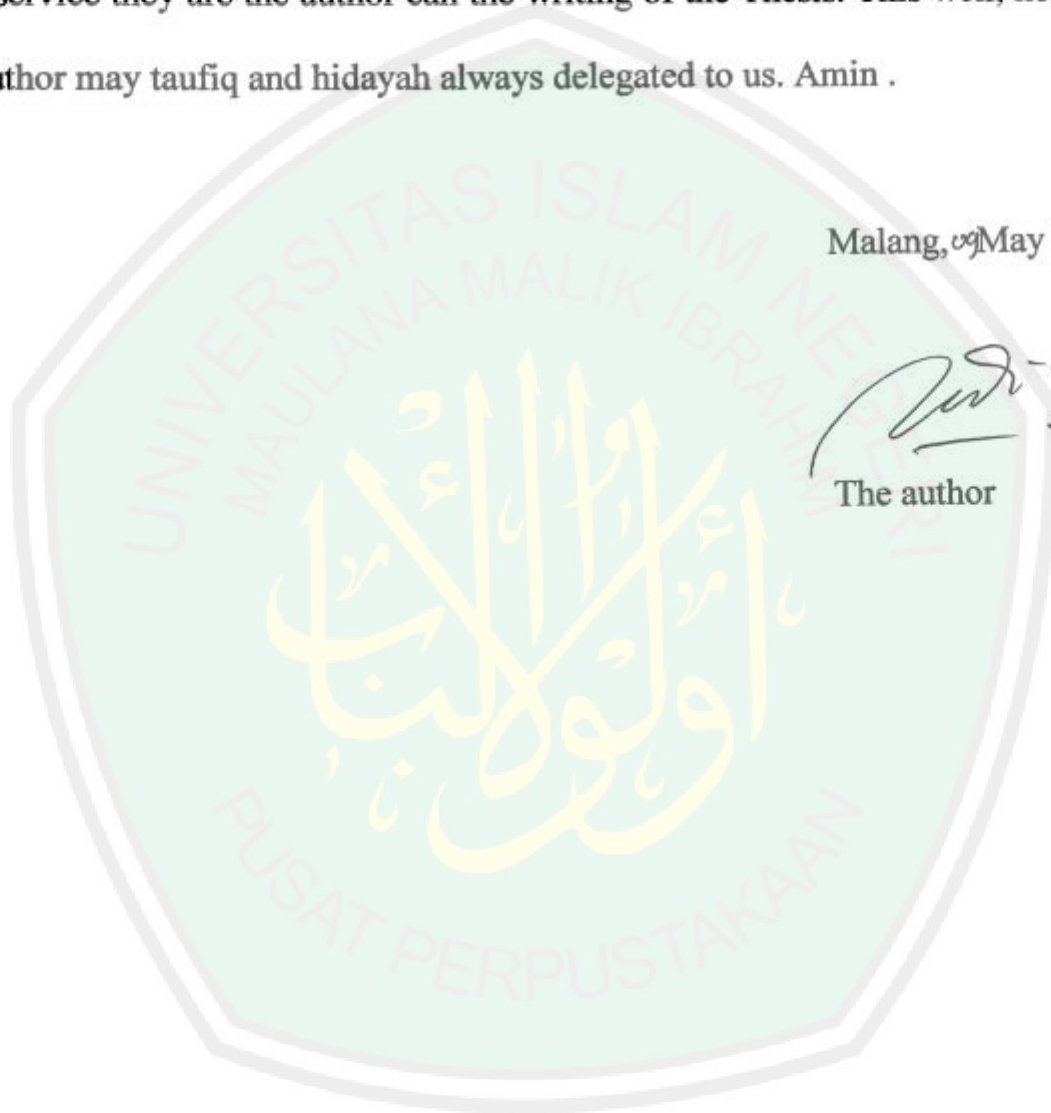
8. my classmate at PAI ICP English '14

The service they are the author can the writing of the Thesis. This well, hopes the author may taufiq and hidayah always delegated to us. Amin .

Malang, 09 May 2018



The author



GUIDELINES

OF ARAB LATIN TRANSLITERATION

The writing of Arabic - Latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No. 158 of 1987 and No. 0543 b/U/1987 which can be broadly describe as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	sh	و	=	w
خ	=	kh	ظ	=	th	ه	=	h
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Diphthongs Vocal

أو = aw

أي = ay

أو = û

إي = î

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ABSTRAK

Nahdiyah, Umi. 2018. Pelaksanaan Pendidikan Agama Islam dan Budi Pekerti pada Pendidikan Jarak Jauh Di SMA Terbuka Kepanjen ". Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: H. Triyo Supriyatno, M.Ag, Ph.D

Kata Kunci: Pendidikan jarak jauh, Pendidikan Agama Islam, SMA Terbuka Jarak jauh

Studi tentang pembelajaran jarak jauh telah berkembang secara signifikan dalam beberapa dekade terakhir, tetapi tidak banyak penelitian yang memeriksa pembelajaran jauh di tingkat sekolah menengah atas. Selain itu, tidak ada penelitian untuk menyelidiki apa yang sebenarnya dilakukan oleh guru pendidikan Islam dan pelajar jarak jauh.

Oleh karena itu, tujuan dari penelitian ini adalah untuk mendeskripsikan pelaksanaan pendidikan Agama Islam dan Budi Pekerti pada pendidikan jarak jauh di SMA Terbuka Kepanjen, dengan menyoroti dua aspek: proses pendidikan Islam pada sistem pendidikan jarak jauh di SMA Terbuka Kepanjen, faktor-faktor yang mempengaruhi pendidikan jarak sebuah SMA Terbuka.

Peneliti menggunakan metode penelitian kualitatif untuk studi kasus. Data dikumpulkan dengan melakukan wawancara, observasi, dan analisis dokumen yang relevan. Instrumen yang digunakan peneliti adalah, pedoman wawancara, dan protokol observasi. Kemudian, triangulasi data.

Hasil penelitian adalah: (1) Ada beberapa tahapan perencanaan dalam pelaksanaan pembelajaran jarak jauh, khususnya mata pelajaran Pendidikan Agama Islam. Antara lain: merumuskan tujuan, merumuskan bahan belajar, mengetahui kemampuan siswa dari awal (2) Dalam pelaksanaan proses pembelajaran pendidikan Islam di SMA Terbuka menggunakan kurikulum yang sama dengan sekolah reguler (sekolah induk). Dan pelaksanaan pembelajaran dibagi menjadi dua bentuk, yaitu pembelajaran mandiri dan pembelajaran terbimbing. (3) Evaluasi pembelajaran jarak jauh di SMA Terbuka Kepanjen sama dengan di lembaga pendidikan umum, seperti tes harian, semester pertengahan semester (UTS), dan UAS. (4) Faktor-faktor yang Mempengaruhi Pendidikan Islam dalam kegiatan pembelajaran jarak jauh adalah kemampuan teknologi, keaktifan siswa, dan keaktifan guru. Selanjutnya, kekuatan pembelajaran online di sekolah ini

adalah bahwa hal itu didukung oleh pemerintah sehingga fasilitas cukup. Kelemahannya adalah partisipasi siswa rendah, kemampuan teknologinya juga rendah.



ABSTRACT

Nahdiyah, Umi. 2018. *The Implementation of Islam Education on Distance learning At SMA Terbuka Kepanjen*". Thesis, Department of Islamic Education, Faculty of Tarbiyah and Teaching Learning, Maulana Malik Ibrahim State Islamic University of Malang. Advisors: H. Triyo Supriyatno, M.Ag, Ph.D

Keywords: Distance learning, Islamic Education, Open and Distance Senior High School

Studies on distance learning has grown significantly in the past decades, but not much of the studies examine distance learning at senior high school level. oreover, there is an absence of ‘close’ research to investigate what distance islam education teachers and learners actually do.

Therefore, the objective of this study is to describe the implementation of islam education on distance learning At SMA Terbuka Kepanjen, by highlighting two aspects: the process of Islam education on distance learning system at SMA Terbuka Kepanjen, the influence factors in the distance learning system an SMA Terbuka.

The researcher used qualitative research method for the case study. The data were collected by conducting interview, observation, and analyzing relevant documents. The instruments were the researcher, interview guides, and observation protocol.

Results of the research were: (1) There are several stages of planning in the implementation of distance learning, especially subjects of Islamic Religious Education. Among others: formulate objectives, formulate learning materials, knowing the ability of students from the beginning (2) In the implementation of Islam education learning process in SMA Terbuka using the same curriculum with regular schools (main school). And the implementation of learning is divided into two forms, namely independent learning and guided learning.(3) Distance learning evaluation at SMA Terbuka Kepanjen is the same as in general education institution, such as daily test, mid-test semester (UTS), and UAS. (4) Influencing factors in Islam Education distance learning activities are technological ability, student activeness, and teacher activeness. Furthermore, the strengths of online learning in this school was that it was supported by the government so that the facilities were sufficient. The weaknesses were that students participation was low, the technology capability was also low.

النهدية، أمي . 2018. تطبيق تعليم الإسلام وأداب على التعليم عن بعد في المدرسة
الشناوية المفتوحة كيبانجين بمالانج. البحث الجامعي. قسم التربية الإسلامية. كلية
علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج.
المشرف : الحاج تريو سوبرياتنو الماجستير

الكلمات الأساسية : التعليم عن بعد، التربية الإسلامية، المدرسة الشناوية المفتوحة
كيبانجين بمالانج

قد ازدهرت الدراسة من التعليم عن بعد أهمية في العقد الأخير، بل لا قليل من
البحث يأخذه عن هذا التعليم عن بعد في المدرسة الشناوية . في جانبه، لا يجد أحد أن
يأخذ البحث لمعرفة عملية المعلم الإسلامي والمتعلم التعليم عن بعد.

وأهداف هذا البحث: لوصفية تطبيق تعليم الإسلام والأداب على التعليم عن
بعد في المدرسة الشناوية كيبانجين بمالانج لوجهتين : عملية تعليم الإسلام على نظام
التعليم عن بعد، العوامل التي تؤثر التعليم عن بعد في المدرسة الشناوية المفتوحة
كيبانجين بمالانج.

استخدمت الباحثة في كتابه هذا البحث المدخل الكيفي لتجريبي، واستعملت
البحث الوصفي. وللحصول على البيانات المحتاجة فاستخدمت الباحثة أدوات جمعها
بالملاحظة والمقابلة وتحليل البيانات المناسبة. واستخدمت الباحثة أدواتها : توجيه المقابلة
والملاحظة قي جانب ذلك بالتجربة مرجع البيانات.

وأما حصل البحث : (1) كانت توجه الخطوات في تطبيق التعليم عن بعد والمادة التربية
الإسلامية خصوصاً. وفيها : اسبك الأهداف، اسبك الأغراض، لفهم كفاءة الطلاب
(2). وإذا عملية التنفيذ الباحثة تستخدم المنهج الرسمية. وفي هناك أما التعليم بشكل
2شكلا. (3) التقويم التعليمي عن بعد مساوي مع المدرسة الرسمية كالإختبار اليومي،
النصفي والنهائي. (4) العوامل التي تؤثر التربية الإسلامية : القدرة التكنولوجية،
تفاعل الطلاب أو إما المعلم. وبعد ذلك قوي التعليم في المدرسة قد توفرت الحكومية

الإندونيسيا حتى المرفق الكافي. وعيوبها مشترك الطالب الرخيص والكفاءة التقنية الرحيصة أيضا



CHAPTER I

INTRODUCTION

A. The background of the Problems

Indonesia today is doing development in all areas including the development in the field of education. Education holds a very important role in the development because education will create intelligent people, knowledge and has the skills to fill development.

The number of graduates from Elementary School and Secondary School every year increases and needs to be provided continuing education. From the data ministry of education and culture of the republic indonesia in academic year of 2016/2017, in east Java, drop out rates in junior high school level reached 4157 and 3991 for senior high school.

¹The government has tried to overcome, that are with the reproduction of the school building and learning space. However still many graduates from Elementary School and Secondary School who are not able to continue their education to the next level. Many reasons that they show, including the geographical problem is remote and so far to reach the advanced schools, socio-economic problem of the parents, where many parents are less able to pay for school children, busy parents. In some of regional school age children required parents to fulfill economic need of the family.

¹ Kementerian Pendidikan dan Kebudayaan republik Indonesia, *Ikhtisar Data Pendidikan* (Jakarta: Kementerian Pendidikan dan Kebudayaan republik Indonesia, 2017) hal. 18-19

On the other hand, the declaration of UNESCO, Laws National Education System No. 20 2003 has also stipulates that each citizen is entitled to the opportunity to improve education throughout the life in pasal 31 on the legislation set about distance learning, they are:

(1) distance learning can be held on all channel, level and type of education.

(2) distance learning function provides educational services to the community groups that are not able to follow the face-to-face education or regular.

(3) distance learning was held in various forms, and mode supported by the scope of facilities and services and learning assessment system that ensures the quality of graduates according to the national education standards.

(4) Provisions regarding the implementation of distance learning as mentioned in paragraph (1), (2), (3) be further regulated by the Government Regulation.²

Planning of education development in our country, in addition to improving education balancing, also increase aspects of quality improvement, relevance, efficiency and effectiveness of the construction of the young generation and the construction of the national culture. In the effort to raise the education balancing, the government gives special attention to the rural areas and the cities that have low-income people.

² *Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*, (Jakarta: Pemerintah Republik Indonesia, 2003), Pasal 31.

With the existence of an innovation in the education field, school can reach areas that less obtain opportunity because of geographical factors, social and economic, take advantage of the resources both in the form of labor, the facilities and others effectively and efficiently, developed rapidly without bringing the burden is too heavy for the provision of teachers and funds, carried out with a lower unit cost without reducing the quality. This innovation is expected to accommodate the increase students in the senior high schools level. For that, the government opens “SMA Terbuka”.

SMA Terbuka is a system of education presentation to senior high school level which was held in a more flexible and open. Flexible means that the students who follow the education is not required to follow strict education activities, continuously and regularly as is done in High School. On SMA Terbuka students follow their education with the emphasis more on the self-learning activities that usually done at best time for each student using a variety of instructional media.³

Learning activities on SMA Terbuka consists of self-learning activities, learning in groups with the help of the teacher mentor and learning in face-to-face that led by the teacher facilitator. Self-learning activities done by the students in houses or at the place who likes. Group learning activities held at places that have been determined,

³ Konsep “SMA Terbuka. Direktorat Jendral Pendidikan Menengah kementerian Pendidikan dan Kebudayaan. Jakarta: 2014

for example village meeting hall, in house of public figures or in other places that are available. Face-to-face learning activities conducted in the classroom main high school.

On the face to face lessons Teachers Facilitator answer questions, help students to solve problems, explain the parts that are not understood by the student. In addition, the teacher facilitator gives guidance how to learn, among others talking about the purpose of that will be achieved and how to achieve it. Teaching material is delivered through various kinds of instructional media from the regular Senior High School curriculum.

The education system in SMA Terbuka said as distance learning system because by this system the students can do school activities far from the center of the educational implementation. In this system the students do not have to come to the Center of Education Center, but education or materials of learning are carried to the place where the students are located.⁴

The education system is also called open because this system gives a wider opportunity for those who want to learn, but could not enter the conventional schools for reasons of time, distance where the living, cost and the other. Besides that, this system is not tied to the provisions

⁴ Konsep “SMA Terbuka. Direktorat Jendral Pendidikan Menengah kementerian Pendidikan dan Kebudayaan. Jakarta: 2014

applicable to the conventional education. The schedule and place of learning can be arranged in a flexible by the students themselves or by the students together with the advisor.⁵

The UNESCO strongly supports the implementation of distance learning because it has a mission to realize education for life and education for all.⁶ The concept of distance learning is very compatible with the concept of education throughout the life of the *life long education* and education for all that induced and declared by approximately 150 countries in Jomtien, Thailand, in 1992 with sponsorship of UNESCO.

From the explanation above, it can be concluded that the implementation of distance learning in SMA Terbuka , students can do school activities far from the center of education and the school is allocated for those who want to learn but could not enter the conventional schools. This shows that the development of learning when this leads to a form of distance learning using the advanced technology where the separation of space and time between educators with learners.

SMA Terbuka held in 9 provinces in Indonesia, they are in South Kalimantan (Banjar), Jambi (Marangin), NTB (West Lombok), East Java (Kepanjen-Malang), West Java (Bandung), Banten (Serang, Pandeglang),

⁵ Konsep “SMA Terbuka. Direktorat Jendral Pendidikan Menengah kementerian Pendidikan dan Kebudayaan. Jakarta: 2014

⁶ Mariana Patru, *Trends, Policy and Strategy Considerations*, (France: UNESCO,2002), p. III

Central Sulawesi (Sigi, Donggala), Lampung (Lampung Selatan), NTT (City of Kupang).

SMA Terbuka is a school using the principles of independent learning and for school activities borrowed physical infrastructure that exists. Physical Infrastructure here is meant all the existing facilities at main of senior high school who has been appointed.

Learning system on SMA Terbuka is different from the implementation of the study on the conventional senior high school, on SMA Terbuka implemented distance learning system. Therefore, the writer wants to examine how the implementation of the teaching learning at SMA Terbuka with distance learning system.

Distance learning system is one of the efforts of the government to equity education in Indonesia, especially subjects Islam Education. Islamic Education is basically an education that is recommended to fortify the moral crisis that happened growing. Because in the endeducation purpose is not only to produce extensive knowledge, but in implementing development in Indonesia we need people - those who have good morals. So the role of Islamic religious education in charge of development in Indonesia is very important. As the word of Allah SWT located in At-Tahrim verse 6

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ
 غُلَاطٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

"O who believe, keep yourselves and your families from the Fire whose fuel is men and stones is; guards the angels coarse, hardware, and do not disobey Allah against what he commanded to them and always do what the Lord commanded."

B. Problem Formulation

To avoid the mazy and too extensive the issues that should be discussed, then considered necessary the existence of a limitation on the issues that will examine.

Therefore, the researcher limits the problems in this research as follows:

- a. How the planning, implementation, and evaluation of Islam education on distance Learning system at SMA Terbuka Kepanjen
- b. What are the obstacle factors in the distance learning system an SMA Terbuka

C. The Purposes of Research

In general the purpose of this research is to know more closely about the implementation of distance learning on the education system in SMA Terbuka. When elaborated that goal can be broken down as follows:

- a. To Understand the the process of Islam education on distance learning at SMA Terbuka Kepanjen
- b. To know the factors on the distance learning system at SMA Terbuka.

D. The Benefits of Research

- a. As the feedback for SMA Terbuka, as the basis of the enhancements on the implementation of distance learning to more effective and efficient that can fulfill demands of the curriculum.
- b. For developer's curriculum, all data, facts and information on the results of this research can be made as basis to enhancements to the curriculum at SMA Terbuka

E. Research Originalities

To avoid plagiarism and to know the sub-studies that has or has not been examined in previous research, there needs to be comparable effort (comparison), whether there are elements of the difference or similarities with the context of this research. Among the results of the earlier research that according to researchers there is a similarity, they are:

Zumrotun Ni'mah with the title "*Implementasi E-learning PAI di SMA Teladan Yogyakarta*", student who took Islamic education study program, faculty of Teaching and Learning, UIN Sunan Kalijaga Yogyakarta, in her thesis, she has done the qualitative research. The results of research done on 2013 shows: (1) learning through e- learning at SMAN 1 Teladan of Yogyakarta was carried out with the use of the module (2) implementation of e-learning in teaching activities of Islamic Education until using of reading module and forum module to e- learning of Islamic education in grade X but

e-learning of Islamic education in grade XI and XII has not been activated (3) some obstacles faced by teachers in the process of the implementation of the e-learning of Islamic education, including skills shortages of teachers to operate e- learning.

Similarities from earlier research are the same research on the implementation of distance learning in High School but in the research did not examine about the implementation of islam educatio at open high school.

Bariah with the title "*Pelaksanaan Pembelajaran IPS Melalui Media Elektronik (e-Learning)*", student is in social science education study program faculty of Teaching and Learning, UIN Syarif Hidayatullah Jakarta, in her thesis conducted a study this research done on 2010. This classroom action research discusses the level of implementation of Social Studies lessons through the electronic media at MTs YAPIA Parung- Bogor. Classroom action research method used consists of two cycles of. Each cycle consists of two meetings. Data collection is done through the observation, interview and test after learning through electronic media. After doing research, the results obtained in this research is the implementation of learning through the electronic media can improve the implementation process of learning. This can be seen from the results of the test that students can reach the value of the criteria of learning in line with the minimal (KKM). So, it is recommended that the teachers can do the implementation of the model of teaching through the electronic media in learning social studies

Similarities from the research above are the same examine about distance learning but the research above using approach classroom action research. While on the research that will be done by the researcher is the research using qualitative approach.

Tri Darmayanti, in her journal titled "*E-Learning Pada Pendidikan Jarak Jauh: Konsep Yang Mengubah Metode Pembelajaran Di Perguruan Tinggi Di Indonesia*". This research done on the year 2007 stated that currently the teaching and learning process is not only can be done with the face-to-face but also can be done in a virtual class, where teachers and students separated the place. In this journal explained how e- learning alter the process of teaching and learning in the formal high school in Indonesia and explain the experience of *Universitas Terbuka* that has implemented this method.

In the journal above examine about e-learning in distance learning. In the journal above describes that the learning process when this can be done in a virtual class but on the journal above not explained factor what is happening in the e-learning. For the researcher also will describe about factors of e-learnig.

No.	Name of researchers, title, form, publishers and years of research	similarities	differences	research Originalities
1.	Zumrotun Ni'mah, " Implementasi E-learning PAI di SMA Teladan Yogyakarta", skripsi, UIN Sunan Kalijaga, 2013.	Research done in High School Leve	The research done in the schools that use the distance learning system	Previous research does not discuss about the system distance learning subjects islam education
2.	Bariah, " pelaksanaan pembelajaran IPS melalui media elektronik (e-Learning)", skripsi, faculty of Teaching and Training, UIN	research on distance learning system	Previous research on the subject is not islam education	Previous research using classroom action research approach.

	Syarif Hidayatullah Jakarta 2010.			
3	Tri Darmayanti, dkk, "E-Learning Pada Pendidikan Jarak Jauh: Konsep Yang Mengubah Metode Pembelajaran Di Perguruan Tinggi Di Indonesia", journal, Universitas Terbuka, 2007	Research on distance learning system	Previous research done on the levels of Higher Education Programs	Previous research does not explain about islam education at the senior high school level and also the factor- factor in distance learning

F. The definition of the Term

To make it easier for the readers in understanding the terms used in this research, then required confirmation of the term. Now the assertion of the term is as follows:

a. The system

is an implementation of the system or the implementation of Islamic Religious Education

b. Islamic Religious Education

A. Tafsir interpretation of Isslam education as the guidance given someone to someone to grow by a maximum of in accordance with the teachings of Islam

c. Open Education System and a distance/ Sistem Pendidikan Terbuka dan Jarak Jauh (SPTJJ):

Is the system that combines the concept of open education with the long distance learning system.

d. The open education system:

The system that gives an opportunity for the education of anyone, not limit age, reside, year diploma, settlement of time, study program selection and courses.

G. Systematics of Discussion

The discussion of this bachelor theses compiled by systemic as follows:

1. The Beginning

In this section contains the album or cover on the front of the page title and approval page.

2. The Contents

This section consists of six chapters which consist of:

Chapter I is an introduction which contains: the background of problem, the identification of problem, the purpose of research, the scope of discussion, research function of this chapter is to simplify the discussion.

Chapter II a study of the theory: discuss some issues that are about: understanding the implementation of e-learning as a distance learning system to reach learning goal of Islamic Education , the factors in long distance learning system in SMA Terbuka.

Chapter III Research Method: consist of: 1.The approach and the type of research, 2.The presence of researchers 3. The location of the research 4. Data sources 5. Data collection procedure 6. Data Analysis 7. Research stage.

Chapter IV research results : is the chapter that explain the findings of the data in the field either in accordance with the sequence of the problem or focus research.

Chapter V discussion of research results: about data analysis, in this chapter researcher will analyze the data that has been obtained in the field. This is intended to interpret the data from the results of research

including planning, implementation and evaluation of the long distance learning system of Islamic education.

Chapter VI is the conclusion: from all the series of discussion in both the first chapter, two, three of the fourth and fifth chapter, so that in this chapter containing the conclusion and suggestions that is constructive so that all the effort that has been done and the symptoms results achieved the bias increased again to a better direction.



CHAPTER II

LITERATURE REVIEW

A. The sense of distance learning

Distance learning system starting from a correspondent learning. Matheswaran explains that education correspondent for already exist for 100 years, and until now still is often used in distance learning⁷. Correspondent education began popular around the year 1720 as a form of adult education. The education correspondent process happens through learning materials print known as self-instruction texts, combined with written communication between the teacher and student. When teaching non-print starts popular term correspondent education is considered to be too narrow. So then appear the term independent study, home study, and external study. Around 1970 then stood the open university in the UK, the term distance learning became popular and used to cover education correspondence, independent study, home study, and external study.⁸

In the distance learning system, separation between the students and teachers become main characteristic. Separation between the students and teachers not only reflect the physical separation, time or geographically, but more of a concept of pedagogy about the relationship between the students and teacher that still occurs even though the students and teacher

⁷ Matheswaran, V.P, *Distance learning* (New Delhi: Anmol Publication PVT. LTD, 2005), p.5

⁸ Paulina Pannen, "Pengertian Sistem Terbuka dan Jarak Jauh", dalam Tian Belawati, *Pendidikan Terbuka Jarak Jauh*, (Jakarta : Universitas Terbuka, 1999), p.30 11

spare by space and time.⁹ Besides separation between the students and teachers, in distance learning system also there is the utilization of various media for the purpose of communication. Distance learning system is a system of learning and teaching through the media. Even without any media, there will be no distance learning.

Previously, education correspondence started using e-mail, until the end of the twentieth century until the beginning of the twenty-first century, distance learning is becoming more and more popular with the use of technology that is becoming more sophisticated.

Distance learning according to Matheswaran¹⁰, can be understood as being the term that lead to a learning strategy. The use of the term is different- varies in each country. Another term to show a concept of distance learning and countries using among others Correspondent Education (used by the majority of countries including India) Home Study (North America and Europe), Independent Study (North America), external Studies, Open Learning, Open University, Off-Campus Studies (Australia), extra Mural (New Zealand), Education a distance (Spain), Tele-Enalignment (France), Fern Universitat (Germany).

¹⁰ Matheswaran, V.P, *Distance learning* (New Delhi: Anmol Publication PVT. LTD, 2005), page 7

B. The Development of Distance learning System

Starting from a correspondent education began popular around the year 1720 as a form of adult education and depart on 1980 with the emergence of a new breakthrough in the field of individual learning, known with the name of the flexible learning, the term open education system became popular and has its own meaning. So also with the distance learning system that has the meaning of changes along with the development of information technology is very fast at the end of the twentieth century. Ahead of the twenty first century, the education system is open and distance learning system became the tendency of the system in many countries.

During the twentieth century 18, 19 and 20, distance learning is done through the letter then usually called with the course of correspondence. Some know the last of the twentieth century and now continue to grow until the twenty first century distance learning continues to develop. Even the most current education institutions more choose distance learning.

According to Kaufman and Nipper is quoted by Bates¹¹, there are three generations of distance learning. The first generation of distance learning is marked by the use of a single technology main one-way communication. The main forms of distance learning the first generation in the form of printed media based correspondent education. A list of reading material from the book- books and articles provided for the student scope will

¹¹ A.W Tony Bates, *Technology, E-learning and Distance Learning*, (USA and Canada: Routledge, 1995) p.30 6-7

learn independently. Aided by a tutor or instructor to mark the task and provide feedback to the students before the students took the competitive examination from recognized institution that or accredited.

The second generation of distance learning is marked with the integrated approach of various media print and broadcasting with learning material that is designed specifically for long distance learning. Students communication mediated by the third tutor who is not the founder of the teaching materials. Distance learning characteristics of the second generation is design quality material, production and centralized delivery, how the transmission of information that is modified with independent learning activities that purpose to cognitive development of students, a large bureaucratic system and the cost and the result is very effective. Distance universities such as Open English, Anadolu universities which arrange the Open University in Turkey and Univesidad de education National a Distancia in Spain is an example of the distance learning the second generation.

The third generation of distance learning is based on two-way communication media such as the internet or video-converter that allows long distance interaction between teachers who give instructions and the students who received the instructions. There is a remote communication facility between students, as individually or as a group. The third generation technology allows the distribution of the more intense communication between the students and teachers and between fellow students, focusing on dialog and discussion students, and relatively flexible with web-based

administration service that became characteristic of distance learning the third generation.

Since 1996, the third generation of distance learning has spread rapidly in the developed country economy and even to the developing countries. Most of the growth of distance learning in travels the country lead to online learning. So that can increase access to education.

In this third generation according to Taylor has grown very rapidly and have given birth to the next generation. The next generation of distance learning is more emphasize on the elements of flexibility of learning system. From flexible learning is then continued to grow and seamlessly integrates all the capabilities of technology including automated response system which then by Taylor has even considered as the fifth generation distance learning. So the development of distance learning when this can be called comes on the fourth generation or even the fifth generation.¹² Yet no research specifically discusses the model of distance learning on the generation. Most of the frequency reference found still discussing until the third generation.

C. Distance learning in Indonesia

While in Indonesia, pioneer from the distance learning system is the Open University. As the open universities and the distance far, since its inception in 1984, open university unmistakably unique as a distance learning practitioners. The implementation of distance learning system in both the

¹² Tian Belawati, *Pendidikan Terbuka dan Jarak Jauh*, (Jakarta: Universitas Terbuka, 1999), p. 401

Open University and in the schools opened using the distance learning system has many use e-learning, including one is the subject of the Islamic Religious Education.¹³

D. Islam Education

The understanding of Islam Education according Azyumardi Azra explains that the word "education" often connoted with the term *tarbiyah*, *Ta'lim*, and *ta'dib*, third term must be understood because it contains a very meaning in. These terms are also as well as explain the scope of Islamic education "informal", "formal", "informal".¹⁴

Hery Noer Zaman Aly explained in detail three of the term. The term *tarbiyah* is rooted in three words. First, said *rabbah yarbu* which means increased and grow. Second, *yarba rabiya* said that means grow and develop. Third, *rabba yarubbu* which means improve control, lead, maintain, and another. The term *Ta'lim* means the learning process continuously since man was born through the function - the function of hearing and sight and hearts. The process of *Ta'lim* does not stop at the attainment of knowledge in the area of cognitive aspect alone, but continue to reach out to the region psychomotor and affective. While the term *ta'dib* used to mark the concept of education in Islam is mentioned by Al-Attas, which is derived from the word manners, means the introduction and recognition of the fact that knowledge is an

¹³ Tri Darmayanti, dkk, *E-learning pada Pendidikan Jarak Jauh: Konsep yang Mengubah Metode Pembelajaran di Perguruan Tinggi di Indonesia*, (Jurnal Pendidikan Terbuka dan Jarak Jauh, 2, 2007) p. 103.

¹⁴ Azyumardi Azra. *Pendidikan Islam Tradisi dan Modernisasi Menuju Milenium Baru*, (Jakarta: Logos, 2002) p. 4-5

orderly hierarchical with various levels and the degree of the level. So then the manners include the sense of *'ilm* and *'amal*.

Al-Ghazali a very famous views in education, sees education as acts of worship and efforts to improve the quality of self. For a good education is the way to close themselves to God and get the happiness of the world and the hereafter.¹⁵

Suparlan Suhartono view education from two points of view is the point of view of wide and narrow.¹⁶ According to the point of view of broad education is all kinds of life experiences that encourage the emergence of an interest in learning to know and can then do any of the things that have been known. This situation took place in all the type and form of social environment throughout life. In the broader perspective of education, it takes over the entire age (lifelong education), in all the places where only every time at any time and in every line of life.

While education is seen from the point of view of narrow are all the planned activities and conducted regularly and focused on school education institutions. Education is defined as a system of schooling, namely education is a conscious effort and planned that held by the institution of schooling (school education) to guide and train learners to growing awareness about the existence of life and the ability to resolve every issue of life that always appears.

¹⁵ Al-Rasyidin and Samsul Nizar, *Filsafat Pendidikan Islam*, (Jakarta: Logos, 1997), p. 9

¹⁶ Suparlan Suhartono, *Wawasan Pendidikan*, (Jogjakarta: Ar Ruz Media, 2008) p.43-46

In the Constitution of Republic Indonesia number 20 year 2003 about National Education System, section 1 verse 1 defines "education is a conscious and planned to realize the learning environment and the learning process so that the students actively develop their potential to have spiritual strength religious restraint, personality, intelligence high moral standards and the necessary skills to himself, community of the nation and state".¹⁷

So the conclusion of education is a conscious effort to develop a potential and maturity of that do by the educators to learners. In the broad view of education, it is all kinds of life experience that lasted throughout the life, while in the narrow view of education progress on education institutions.

The next words, is "religion". In *Kamus Besar Bahasa Indonesia* defines religion as all their trust in the Lord God and so on as well as with the teaching, worship, and obligation related to religion.

Mohammad David Ali explained that religion is the problem of ultimate concern, which is the issue of absolute interests every man because the religion of absolute interests of each individual and each individual religious involved in religion that drawing nearing, so it is not easy to make the definition that includes all religions. The difficulty is

¹⁷ Undang- undang Republik Indonesia nomor 20 tahun 2003 tentang sistem Pendidikan Nasional,(Jakarta: Pemerintah Republik Indonesia, 2003), Pasal 1 ayat 1.

because every religious people tend to understand the religion according to their respective religious teachings.¹⁸

Next is the word "Islam". Abudin Nata explained in terms of language, Islam is derived from the Arabic *salima* which then formed into a *aslama*. From the word is then formed the word *Islam*. So Islam in terms of language is a form of *ism masdar* which means surrender, safe or keep in a state of peace.¹⁹ Understanding fest has shown that Islam is related with a submissive attitude to Allah SWT in an effort to obtain the assent of Allah SWT.

So, it can be concluded that the meaning of Islamic religious education is a conscious effort and planned in preparing students to know, understood and practiced the religion of Islam through the activities of the guidance, teaching or training which is determined to achieve the goals that have been assigned.

According to Zakiah Daradjat, Islamic religious education is an effort to build and nurture learners so that can always understand the teachings of Islam literally true comprehensive. Then ponder the purpose of, which eventually can be practiced and make Islam as the view of life.

E. The scope of Islamic Religious Education

The scope of Islamic religious education has a very broad scope, including teachings on good governance of life that covers all aspects of the

¹⁸ Mohammad Daud Ali, *Pendidian Agama Islam*, (Jakarta: Rajawali Press, 1998), p. 39

¹⁹Abudin Nata, *Philosophy of Islamic Education* (Jakarta: Ciputat Press, 2005) p. 11

life of man. Then the Islamic religious education actually means the teaching of good governance of life that contains the basic guidelines that will be used by the man in the led his life in this world and to prepare the life in the hereafter. Zakiah Daradjat explains scope of Islam education include the teaching of aspects of life as follows.²⁰

a. The Teaching of the Faith

Faith means to believe. The teaching of the faith is teaching about aspects of the belief. The science of the faith also called the science of *tauhid* because in it discuss about *aqidah islam*, so that is often the science of the faith can be called with other terms that *aqidah* science to discuss about trust and faith to exist and the oneness of God.

b. The teaching of Morals (*Akhlaq*)

In Bahasa Indonesia, in general morals are defined by their behavior or Outstanding traits. The teaching of moral means of teaching about the mental one that is visible on the behavior. In its implementation, teaching morals means the process of teaching activities in the goal so that the learners have a good moral. This means that the children are taught that have the form of a good according to the value of the teachings of Islam and the inward should appear in his daily behavior. The formation of this possible to do by providing the understanding of good and evil, train and familiarize do good things, encourage and gave suggestion so pleased to do good.

²⁰ Zakiah Daradjat, dkk, *Special Metodik teaching the religion of Islam*, (Jakarta:Bumi Aksara, 2008, cet. IV, p. 63- 117

c. The teaching of worship

In a broad sense of worship, it is all forms of devotion addressed to God prefixed by intentions. While worship in the special meaning is a devotion which is arranged by the sharia Islam. For example, the prayer, fasting, zakat, hajj, and so on. The subject of worship is completely loaded in *fiqh*. So there is that identify acts of worship with *fiqh*. This is of course not true, because the lessons *fiqh* does not only talk about the lessons of worship only, but more talk about social life as trade, marriage, family, inheritance, etc.

d. The Teaching of *Fiqh*

Fiqh is science which explains the law - the law of shari'ah Islam is taken from the detailed of argumentation. While viewed from the aspect of science to discuss the Islamic law sourced in Al- qur'an, the sunnah and the argumentation syar'i. The teaching of *fiqh* is wider in scope, when were elaborated on again can be developed to become eight discussion topics, namely acts of worship, *ahwalusy-syakhsiyah*, *muamalat madaniyat*, *muamalat maliyat*, *jinayat* and *'uqbat*, *murafat'ah*, *ahkamud durusturiyyah*, and *ahkamud duliyyah*.

e. The teaching of *Ushul Fiqh*

The word "ushul fiqh" is derived from the Arabic "Ushulul Fiqh" which means the origin of *fiqh*. The meaning is that the knowledge of *fiqh* was born through the discussion process is outlined in the science of *ushul fiqh*. The primary object in the discussion of *ushul fiqh* *fiqh* is *Adillah*

Syar'iyah (the arguments *syar'i*) which is the source of the law in the teachings of Islam. In addition to discuss the understanding and its position in the law, *Adillah Syar'iyah* is also equipped with various terms in the drafting of the law by using each argument.

f. The teaching of Al-Quran

Qira'ah the Qur'an means read Al- the Qur'an. Read the Qur'an is not the same with reading books or other holy scripture. Read the Qur'an is a science which contains art. The Qur'an itself is a revelation of God posted, revealed to the prophet Muhammad as a sign and read it is considered acts of worship, and is the main source of teaching Islam. The teaching of the Qur'an in the first level contains the letter recognition hijaiyah and the Messiah (words), then forwarded by introducing punctuation. The most important in the teaching of Qira'ah al- Qur'an is the skills of reading the Qur'an with good in accordance with the rules of which are organized in the science of tajwid.

g. The teaching of Interpretation (Tafsir)

The meaning of the interpretation of the Qur'an is the explanation of the meaning of the Qur'an, the explanation of the meaning and the explanation of what is meant by the text, signals, or secret that contained therein. The teaching of the interpretation of this does not mean the teacher how interpreted, but more to what and how the interpretation. The content of the teaching interpretation at the beginner level as in the Madrasah Ibtidaiyah for example translation. The verses that support the

topic translated then suggests the core of verse which clearly its relationship with the topic in the daily life. Meanwhile on a medium level, interpretation is expanded with *syarah* (description and explanation). On a higher level, such as in college, interpretation is equipped *syarah mufradat* according to various opinions, *istinbath* law with various opinions of ulama, with *asbabun nuzul*, and various possible implementation and equipped with the aqli arguments and naqli argument, and the content of verse formulated with the words easily to understood.

h. The teaching of the science of interpretation

The science of interpretation is a group of the theory (Science) that can be used to interpret the Qur'an. In this science discussed the problem of verse of the Qur'an (a series of words and sentences and its influence), the rule for interpreted, criteria for interpreted, the terms used in the interpreted, various kinds of interpretation, muhkam vers and mutasyabih, and stages down verse and many more related with various terms and how interpreted. The teaching of the science of interpretation means the process of teaching and learning activities which contains the material of Science interpretation. In this teaching discussed a number of the theory or knowledge related to the various terms and instructions to interpret the Qur'an. By understanding this knowledge is expected that people can be interpreted the Qur'an, at least understand how mufassir interprets the Qur'an after reading books of interpretation.

i. The teaching of the Hadith

The original meaning of "hadith" is "new". In the Qur'an, said this hadith means the news. The Hadith of Prophet means news from the Prophet. According to the view of the experts in the science of Hadith, Hadith is everything that comes from the Prophet Mohammed, both from the word, deed, statutes, or physical characteristics and personalities. In the form like this hadith scholars equate between the Hadith with the Sunnah. As the source of the source of Islamic law after the Qur'an followed by the Hadith, after Al- Qur'an accompanied with the as-sunnah. The purpose of that will be achieved with the teaching of the hadith is the understanding of Islamic teachings related to the issues discussed.

j. The teaching of the science of Hadith

The science of Hadith is a group of the theory of science that can be used to learn the hadith, both in terms of wurud, Matthan, and the interpretation thereof, in terms of the history and figures, from the sense can be considered to be the argument whether or not, and of the terms used in the interpret or in terms of the conditions and various terms in understanding. The teaching of the science of Hadith means the process of teaching and learning material contains how to assess things the text of the hadith to be the source of the law in the teachings of Islam. Whether the hadith was strong and qualify for made hujjah, both in terms of Matthan, meaning wurud, or could not be made good hujjah because weak or false a hadith.

k. The teaching of the Islamic History

The teaching of the Islamic History, that is the history related to the growth and development of the people of Islam. Because it can also we call the history of Islam. Viewed from a general point of view history of this is one of the aspects of the religion of Islam. Islam was born and continues to live developed through the line history. Islam is present in the life of the arena of history since the conditions before Islam that related with the environment in the beginning of Islam, and then since the first began to adopt Islam brought by the Prophet Muhammad (SAW). The purpose of the teaching of the history of Islam is to know and understand the growth and development of the people of Islam from the beginning until the time in which he lived. In addition, the broader goal is to know and to love Islam as a religion of the handle life.

1. The teaching of History of Tasyri'

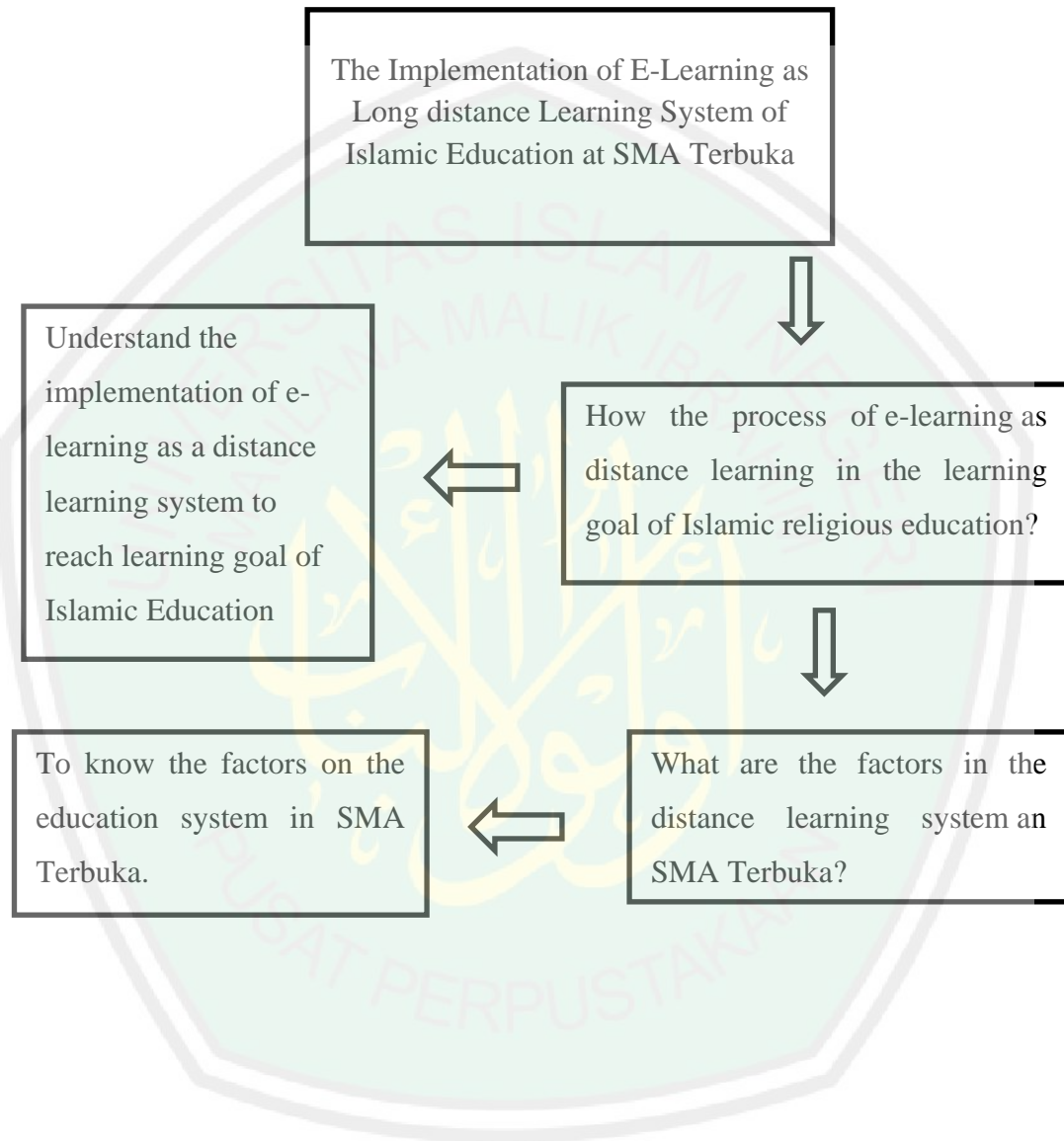
The history of Islamic law or an authorized history of teachings of Islam applies. The teaching of History of Tasyri' actually Islamic history teaching that has been developed that the material is specific to the teaching or Islamic law. Special teaching discussed because of the close relationship with other subjects such as the interpretation of the Hadith, Fiqh, and knowledge of other religions. But the most dominant in the History Tasyri' of Islamic is the history of the growth and development of the teaching of islamic law. Although there are various opinions about when the Date Tasyri' began, but the opinion of the majority of the ulama shari'ah said that the contents of history of Tasyri' was started since

the time of the Prophet Muhammad (SAW). When the view subjects Islamic religious education overall, Abdul Majid and Dian Andayani explained that in the scope of the lesson that covers the Qur'an and al-Hadith, faith, morals, fiqh or acts of worship and history. It also illustrates that the scope of Islamic religious education includes harmony, and the balance of human relations ,other creatures and the environment (*hablun minallah wa hablun minannas*).²¹

So the scope of the Islamic religious education includes two dimensions as well as the vertical dimension (*hablun minallah*) and horizontally (*hablun minannas*).

²¹ Abdul Majid and Dian Andayani, *Pendidikan Agama islam Berbasis Kompetensi*, (Bandung: Teenagers Rosdakarya, 2006), p. 131

F. Framework of thought



CHAPTER III

RESEARCH METHOD

A. The approach and the type of Research

"Qualitative research focuses on the process that is occurring as well as the product or outcome. Across particular researchers interested in understanding how things occurs."²²

The definition by Creswell above describe that qualitative research is focused on the process that happens in research. This shows that the qualitative research cannot be limited. Besides, researcher is an important part in the research to understand the social symptoms occurred in the process of research.

This research uses qualitative approach, is a concept that includes some forms of inquiry that help us understand and explain the meaning of the social phenomenon. Research about the system of distance learning lessons Islamic religious education in high school is open Kepanjen requires a research approach that is able to analyze the process of each distance learning lessons Islamic religious education, using steps like what distance learning lessons Islamic religious education implemented, and what the impact of that is produced from the distance learning Islamic religious education for then

²² John W. Creswell, *Research Design: qualitative and quantitative Approaches* (California: SAGE Publications, Inc, 1994). 162.

explained and outlined in a data in the form of the sentence or words. So this research using descriptive qualitative approach.

Cresswell defines descriptive research as qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures.²³ Research in this definition is that the researcher must be interested in the process of understanding and the understanding that then elaborated in the form of words and pictures.

Descriptive research is also not intended to test a specific hypothesis, but only describes a variable, symptoms, or situation. This is in line with the approach that is selected by the author namely qualitative approach where the author is not limited by a certain measure as was done on the quantitative approach.²⁴

This research uses qualitative approach with type of descriptive research through *case study*. Case study is a research conducted intensively, detail and depth of an organization, institutions or specific symptom.²⁵ Therefore the result of this research is expected to provide a description of the whole and well-organized about the specific components that can provide the validation of research results.

²³ John. W. Creswell, *Research Design: qualitative and quantitative Approaches* , p. 145

²⁴ Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 1993) p. 20.

²⁵ Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktek*, (Jakarta; Rineka Cipta, 2002), p. 115

B. The presence of a researcher

The instrument on this research is a researcher individually (human instrument) involving researchers itself directly in the field. The presence of the researcher in qualitative research is required to attend, because researchers play an important role as the main instrument that must present itself directly in the field.²⁶ Position of the researcher in qualitative research can be said quite complex because besides as planner and executor data collector, analyzing, interpreters of data, researchers of course also as a pioneer research results.²⁷

The presence of a researcher in the field in the research process absolutely necessary role of the researchers themselves in this research is the observation non participative because researchers observations directly to see the situation of the students when face-to-face learning conducted and also monitor emphasize student during the lesson online. The presence of a researcher in the field is very determine the success of the research that basically qualitative research requires the interaction of the time that long enough to get a detailed description and data that is derived directly from the research object including the principal of Sekolah Menengah Atas Terbuka Kepanjen, subject teachers of Islamic Religious Education at Sekolah Menengah Atas Terbuka Kepanjen, and also Sekolah Menengah Terbuka Kepanjen students involved in the process of learning activities. The research

²⁶ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remeja Rosdakarya, 2005), p. 60

²⁷ Lexi J. Moleong, *Metodologi penelitian kualitatif*, (Bandung; PT Remaja Rosdakarya, 2007) p. 168

that researcher does in SMA Terbuka Kepanjen during 3 months, start from November, December and January 2017.

C. Research Location

The author specifies the SMA Terbuka as object of this research, which SMA Terbuka of Kepanjen located at:

Address	: Jl. Ahmad Yani No. 48, Ardirejo
Sub-districts	: Kepanjen
District	: Malang
Postal Code	: 65163
The Province	: East Java
Website	: smaneka.sch.id:100

Sekolah Menengah Atas Terbuka Kepanjen (SMA Terbuka) has the uniqueness of the teaching with conducted learning process with long distance learning system with 80% and learning face to face 20%.

With the existence of things researchers want to know how the implementation of the system of distance learning lessons of Islamic religious education in Sekolah Menengah Atas Terbuka Kepanjen.

D. Data and data sources

The source of the data in the research is that the subject from which the data can be obtained. While according to Lofland quoted from the book Suharsimi Arikunto stated that the main data source in qualitative research is the word- words and actions the rest is additional data such as documents and

other- other.²⁸ Thus the data sources qualitative research that is in this research is as follows:

A. The Primary Data

Primary data is data obtained directly from the subject of research where the data is taken directly by the researchers to the source directly through informers. The words and actions of- who observed or interviewed is the main data source. The main data source recorded through written notes or through audio recording, and Loading Photos.²⁹ Data obtained through interview and direct observation is attained in the location of the research. The primary data source on this research is through direct observation at Sekolah Menengah Atas Terbuka Kepanjen. Related to the in-depth interviews conducted to:

- a. The Teachers of Islamic Religious Education
- b. The Deputy Head of the Curriculum
- c. The School Principal
- d. Students
- e. The Secondary Data Source

The secondary data source is the source of the data obtained indirectly from informers in the field as the document and so on. The document can be in the form of the books and other literature related to the problem that is being examined. Secondary Data that researchers use in

²⁸ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2007), p. 29

²⁹ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2007), p. 129

this research with the form documents from Sekolah Menengah Atas Terbuka Kepanjen.

E. The technique of Data Collection

Data collection technique is the most strategic steps in research because the main purpose of this research is to obtain data.³⁰ Without knowing the technique of data collection, the researchers will not get data that meet the standards of the specified data. In this research, namely qualitative research, then to get data - data that is related to the focus of the research researchers use data collection which includes:

a. Interview Method

Interview method consists of two types of the interview structure and unstructured interview. Structured interview used when a researcher or data collector has been know for certain about what information will be obtained.³¹ While the unstructured interview is a free interview where the researchers did not use the guidelines interview has been arranged in a systematic and complete for the data collection.³² In this research the authors use the method of structure interview and does not possess. The author uses unstructured interview because you want to get the information needed by the author. While for the unstructured interview because the author wants to develop interview done so that you will get

³⁰ Sugiyono, *Metode Penelitian Kuntitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p.9

³¹ Sugiyono, *Metode Penelitian Kuntitatif, Kualitatif dan R&D*, p. 73

³² Sugiyono, *Metode Penelitian Kuntitatif, Kualitatif dan R&D*, p. 49

the information of the new information that appears in the interview and reconstruction is not known.

Now the results of this interview recorded, as suggested by Cresswell: *"Researchers records information from interviews by using heading note-taking or audiotapes. I recommend that one audiotape shipbuilders interview and then describe command the interview later."*³³ Recording is intended to all the results of the interview can be played back so that none of the information from the interview that left. The results of the interview and then written back to a resource reference author in analyzing the issues raised in this research.

In the determination of the expert or informers, informers are selected in qualitative research must have sufficient information about the phenomenon that will be examined so that I can understand about the phenomenon that occurred that related to the research object.

b. The observation

According to Sutrisno Hadi, method observation is the method of data collection with the way make observations and systematic recording of reality- fact investigated.³⁴

While according to W. Gulo, observation is method of data collection where researcher noted the results of the information as they see during research. The observation involves two components, namely observers, and the object of the observed. In this research, researchers

³³ John. W. Creswell , *op. cit*, p. 152.

³⁴ Sutrisno Hadi, Sutrisno Hadi, *Metodologi Research* (Yogyakarta: Psikologis Universitas Gajahmada, 1986),p. 136

using non observation participant where researchers only to observe directly the situation of the object, but the researcher is not active and involved directly.³⁵

c. The documentation

This method is a way or technique to obtain data about the variables in the form of note, academic transcripts, books, newspapers, magazines, etc.³⁶ This method is used to document administration of school activities and to obtain data about the establishment of the school, organizational structure, infrastructure, the number of teachers and students in Sekolah Menengah Atas Terbuka Kepanjen

F. Data Analysis Techniques

In qualitative research, data analysis has done by inductive. Inductive means that the process took a conclusion from the things that specific to the general conclusion. In qualitative research, researchers attempting to gather the facts of the phenomena or events that are specific, then based on the phenomenon or special events, taken the general conclusion.³⁷

This research uses data analysis techniques developed by Miles and Huberman. Data analysis occurs on a stimulant which is done at the same time with the data collection process with the groove stages : data collection ,data

³⁵ W. Gulo, *Metodologi Penelitian*, (Jakarta: Grasindo, 2004),p. 116

³⁶ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2007), p. 126

³⁷ Syukur Kholil, *Metodologi Penelitian Komunikasi* (Bandung: Cita Pustaka Media, 2006),p. 123

reduction, the presentation of data (display data), and the conclusion or verification (drawing conclusion & verifying)³⁸

The data obtained from the results of the interview, observation, and documents arranged in a systematic and then selected which is important and that will be learned and make so easily to understood by themselves and others. By doing Qualitative analysis, researchers can be focused on the appointment of the meaning of the description and the placement of the data on the each context. To get the appropriate, then the techniques that was done are:

a. Data collection stage

Data collection was done with way to collect the results of observation, the results of the interview and the results of the documentation. From the collection of the data and then have been separated to focus research. From the focus of the research and then developed into the formulation of the problem.

b. Data Reduction

The data obtained from the field that the number quite a lot, so it needs to be recorded in detail. To reduce this data means summarizes, choose the things that subject, focuses on the things that are important, then search for the theme and pattern. Thus the data collected gives more clearly and then can make it easier to researchers in the search for the necessary data. Reduction is a form of data analysis that sharpens, classify directs, cast that does not need to and organize data with the way in such a way that the

³⁸ Matthew B. Miles, A. Michel Huberman, *qualitative Data Analysis, Terj. Tjetjep Rohendi Rohidi, Analisis data kualitatif* (Jakarta: UI Press, 1992), p.16

conclusion finally can be drawn and verified.³⁹ At this stage researchers do the centrality of data that has been collected into the focus of research and then give the conclusion. So the researcher to clarify and simplify the data was elected in accordance with the themes examined with how to integrate various data that spread and explore the theme to recommend additional data. At the end of this stage, researchers create abstract based on data that is already be clarified in and concluded by brief description.

c. Presentation of data

After the data is reduced then the next step is to present data. In qualitative research, the presentation of data can be do in the form of a brief description, charts, relations between category, *flowchart* and similar substances. Stage display data intended for display the data, the overall data or specific part of research are drawn up various charts, graphs, based on, and etc.⁴⁰ At this stage the researcher presents the data and organize data , which is most often used to represent the data in qualitative research is with the text that is the narratives.

d. The conclusion or Verification

At this stage, researchers test the truth of each meaning that there is in the data that have been collected. In this case, researchers rely only on the clarification of data but also on the data abstraction support. The three

⁴⁰ H. Rochajat Harun, *Metode Penelitian Kualitatif Untuk Pelatihan*, (Bandung: Mandar Maju, 2007), p. 77

data analysis with process running simultaneously. Thus, the report writing continues to develop in line with the process of the collection and analysis of data. So, it will be more likely teardown put in line with the found data and the fact that new.

G. Research Procedures

The steps of the qualitative research are different with quantitative research. In this research, stages conducted the researchers as follows:

- a. The pre field
 1. Choose the location of the research
 2. Draft research proposals that used to ask for permission to the appropriate school institutions with data source
 3. Permits arrangement formally to school institutions that become targets
- b. The implementation stages of research
 - 1) Make observations directly to Sekolah Menengah Atas Terbuka Kepanjen, related with research which will be examined
 - 2) Observing the various activities related to the learning system Islamic Religious Education in Sekolah Menengah Atas Terbuka Kepanjen.
- c. The stage of completion

After the pre-field and the implementation of the research done on this stage researchers is at the final stages. Namely arrange the data that has been obtained in the field to a report the results of research

CHAPTER IV

RESEARCH FINDING

General Description of SMA Terbuka Kepanjen

A. The background of the Establishment of SMA Terbuka Kepanjen

Education in the Constitution No. 20 Year 2003 about the function of National Education System working is to develop the ability and formed the characters and civilization nations of dignity in order to educate the life of the nation, which aims to develop the potential of learners in order to become a man who believe and pious to the one Almighty God, be noble, knowledgeable, capable, creative, independent and become a democratic citizens and responsible.⁴¹ The function and purpose is also to be pursued for learners in remote or backward areas, and also natural disasters and social disasters, and which is not capable in economy, so that reached the equitable distribution of national education.

National education must be able to ensure the equitable distribution of educational opportunities, quality and relevance as well as the efficiency of education management so that every citizen get education. Equitable education opportunities for levels of basic education is realized in the 9-year compulsory education program. Education opportunities for high school level is realized in the high school universal program to provide opportunities in the widest sense

⁴¹ Undang- undang nomor 20 tahun 2003

to the community to receive education on the secondary level. In achieving equitable education at high school level, the government considers the need for open schools in the implementation of special service education.

Open school at high school level using the distance learning system that have characteristics independently, learn thoroughly, using information and communication technology education or use other education technology.⁴²

SMA Terbuka is a High School that was inaugurated on 1st July 2014 based on the regulation of the minister of education and culture no. 72 Year 2013 about educational implementation special service, which is explained in the article 1 of Education special service (PLK) is education for learners in remote areas or backward, or fall on natural disaster, social disaster, and which is not capable of in terms of the economy. Since establishment of SMA Terbuka has a concept as open schools and long distance. Open meaning is that there is no restrictions on the age of the year diploma, learning time, registration time, and the frequency of exams. The limitations that there is nothing but that every students in SMA Terbuka only must have graduated levels of education at Junior High School or equivalent. While long distance is a means of learning is not done in a face-to-face, but using media, both printed (module) and non- print, for example audio, video, radio broadcasting, television, etc.

A. The vision of SMA Open

⁴² Document of School

Improve access, quality and relevance of secondary education in supporting target achievement of Universal Secondary Education through independent learning program (distance).⁴³

B. The mission of SMA Open

- a. Organize SMA Terbuka in the whole of Indonesia as one of the special service education for junior high school graduates that are not accommodated in regular Senior High School;
- b. Develop self learning system with distance learning system uses a combination of internet network and guidance learn face-to-face;
- c. Increase the participation of students/community in the implementation of education special service.
- d. Preparing for SMA Terbuka graduates that capable to build themselves and the community environment.⁴⁴

C. The purpose of the establishment of the SMA Terbuka

The aim of the open high school is to provide educational services through wide access for Indonesian society is constrained by :

- a. Geographical Conditions
- b. Limited time
- c. Economic Conditions
- d. The condition of Social and Culture

⁴³ Konsep “SMA Terbuka. Direktorat Jendral Pendidikan Menengah kementerian Pendidikan dan Kebudayaan. Jakarta: 2014

⁴⁴ Konsep “SMA Terbuka. Direktorat Jendral Pendidikan Menengah kementerian Pendidikan dan Kebudayaan. Jakarta: 2014

In addition, in an effort to achieve the vision and mission of SMA Terbuka, the aim of SMA Terbuka formulated as follows:

- a. Provides access to quality education for all layers of the society through the implementation of various programs of SMA TJJ.
- b. Produce Human Resources who have the academic competencies and or professionals who are able to compete globally.
- c. Increase community participation in sustainable education in order to realize the knowledge-based society (*knowledgebased society*).
- d. Strengthen the unity of the nation through the education service with widely and comprehensive.
- e. Improve cross-cultural understanding and cooperation network through partnership at the local level, national and global.

E. The permissions of the implementation of SMA Terbuka

SMA/ SMK which has been appointed as the main schools must propose a proposal to obtain permission of operational implementation of SMA Terbuka to the education office with attach conditions as follows:

- a. The organization Open SMA managers;
- b. A list of Educators and Educational staff (PTK);
- c. The data learners candidates and target location map;
- d. The plan number and the location of the TKB;
- e. action plan for the development of SMA Terbuka.

F. Main School Assignment

Main school assignment is done by the coaching PKLK Directorate, basis of the considerations :

- a. Recommendation from educational office
- b. SMA/SMK/MA/Equal which is located in the province of East Java with gross participation number (APK) education levels of High school which still low;
- c. The results of the verification team main school candidates appointed by the Educational Office of the Province of East Java through PKPLK field.
- d. The completeness of school facilities and infrastructure especially completeness means ICT;
- e. The quantity and quality of the educators and educational staff
- f. The existence of secondary school-age population (16-21years/graduates from SMP/MTs/ equal) that have not yet been served in SMA/SMK/MA regular;
- g. The commitment of the school's member to open SMA Terbuka;
- h. The commitment and support of the local government budget (province and district) to the development of SMA Terbuka;
- i. support and community participation in the development of SMA terbuka.⁴⁵

Infrastructure that must be fulfilled by the prospective main school, is as follows:

⁴⁵ Document of school

a. Main School Facilities:

1. Computer and technology information (ICT) infrastructure that consist of computer, LCD *projector* and internet network;
2. Learning resources or printed learning materials (module) and non print (*e-book*);
3. Tools and science practicum materials;
4. Tools and skills practice materials;
5. Learning media;
6. Electrical power and adequate water.

b. Main school infrastructure

Main school infrastructure includes:

1. Learning space with adequate number and can be used by learners of SMA Terbuka at face-to-face in main schools without disruption of learning activities in main school;
2. Chemical laboratory, phisic, biology and language that can be used learnersof SMA Terbuka;
3. Headmaster room;
4. Vice principal of SMA Terbuka;
5. Adequate teacher's room according to the number of educators available;
6. administrative / space room for SMA Terbuka management;
7. Warehousing archive and school equipment;
8. Sports field and / or ceremonial field

G. Places of Learning Activities (TKB)

a. The requirements of Places of Learning Activities (TKB)

Main school pointed TKB, then the principal of the main school made the cooperation agreement with the TKB management, now TKB requirements as follows:

- i. Available space to carry out the activities of face-to-face learning in target location;
- ii. The available power facilities;
- iii. Available internet network for Online learning services;
- iv. Available qualified personnel (educational qualifications and expertise) to be appointed as TKB educational staff.

b. Facilities and Infrastructure TKB

The Places Of Learning Activities (TKB) have the facilities and infrastructure as follows:

Facilities of TKB:

- 1) Lesson materials print (module) and non-print (*e-book*);
- 2) Computer devices with adequate quantities and specifications;
- 3) Internet network for service e-learning;
- 4) Electrical power and water;
- 5) Supporting facilities learning activities (table+chair for learners and TKB educators, blackboard, cabinet/book rack).

Infrastructure TKB:

- 1) Learning space;

2) Administration space;

H. Model of Tutoring Services

The model of tutoring at SMA Terbuka, consists of 3 models. Model of tutoring services selected by manager of open school at secondary level, depending on the condition of the internet network in the target areas. The three models are :

a. Dominant Online (DOMON)

Dominant tutoring services online (DOMON) is independent tutoring service conducted online using ICT facility is dominant. The Proportion of online tutoring \pm 80% and face-to-face \pm 20%. Tutoring services activities conducted in online where each learners if there are internet facilities in TKB. Face-to-face tutoring services implemented in TKB and/ or in the main schools.

b. Balance Online and face-to-face (BONTAMU)

Tutoring services balance online and face-to-face (BONTAMU) is independent tutoring service learning, between online proportions tutoring services and face-to-face proportion tutoring services in a balanced way (50% online and 50% face-to-face). Online learning activities conducted at dwelling of each learners if there are internet facilities or in TKB. Face-to-face tutoring services implemented in TKB and/or in the main schools.

c. Face-to-face Dominant (DOMTAMU)

Face-to-face dominant tutoring service Model (DOMTAMU) is independent tutoring service with face-to-face tutoring services more dominant compared with online tutoring services. With the proportion 80% face-to-face and online 20%. Online tutoring services activities carried out in dwelling of each learners if there are internet facilities or in TKB. Face-to-face tutoring services implemented in TKB and/ or in the main schools.

From three tutoring services model, SMA Terbuka Kepanjen apply dominant tutoring services (DOMON). This is because ICT facilities in the main school (SMAN 1 Kepanjen) and in the places of learning activities (TKB) there are ICT facility meets the criteria for carrying out the activities of the tutoring services using Dominant tutoring services online (DOMON)

I. Instances/Elements involved in organizing Center

a. Directorate of special coaching education and special services education.

Directorate of special coaching education and special services education was as a leading sector in the development of the open school on the level of secondary education, have a role and responsibility:

1. Determination of programs, policies, norms, standards, procedures, and criteria for establishing the open school on the of secondary level education;

2. Coordinate with the Directorate of construction of the high school and vocational school Construction Directorate, in the framework of the development of curriculum and learning materials, the development of main school to supporting main school, educator and educational Construction Directorate, (P2TK);
3. Coordinate with the pustekkom in order of network utilization, provision of open school data centre, development of network structure on main school, the development of ICT-based learning materials, conversion of materials into digital learning materials;
4. Coordinate with SEAMOLEC in order to the development of technology-based learning materials content information (IT content) and its utilization, utilization training IT for teachers and learners;
5. Coordinate with relevant College;
6. Coordinate with local authorities in order to socialization open school program, appointment/assignment of main schools, provision of prospective learners data, providing educators, educational personnel, places of learning activities (TKB), the provision of supporting facilities and infrastructure;
7. Socializing program involving all stakeholders, either the Center or region;

8. Providing and distributing the books of subjects both print and non-print (e-books) via main school;
9. Manage data of open schools on the level of secondary education;
10. The provision of open school implementation guide book;
11. Provision of an online learning resource center;
12. Provision of open school operational / management funds at secondary education level;
13. Provision of school supporting facilities and infrastructure;
14. Monitoring and evaluation.

b. Coaching Directorate of High School / Vocational Education

The main roles of the Directorate of High School / Vocational Education are:

- a. Coordinate the provision of textbook books for learners and handbooks for open school educators at secondary education level;
- b. Providing assistance for poor students (BSM) and School operational assistance (BOS);
- c. Providing high school / vocational school policy in the implementation of open schools at secondary education level.

c. Directorate of Education and Teaching Education Personnel of Secondary Education (PTK)

Directorate of Education and Teaching Education Personnel of Secondary Education (PTK) and PKLK Directorate is responsible for provision, developing and improvement of educator competency and educational staff at main school and educational staff at TKB.

d. Communication Technology Center (Pustekkom)

Pustekkom has the following role:

- a. Assisting Directorate of PKLK Development in preparing and conducting learning process through tele-conference and other IT usage for the benefit of learning process and coordinating with SEAMOLEC;
- b. Assisting Directorate of PKLK Development socialization of open school program through online media;
- c. Assisting Directorate of PKLK development broadcast learning program through TV education;
- d. Assisting Directorate of PKLK to develop network structure in main school and place of learning activity (TKB);
- e. Assisting Directorate of PKLK in developing open school monitoring and evaluation system at secondary education level online;
- f. Assisting Directorate of PKLK in the developing of teaching materials based on ICT in coordination with SEAMOLEC.

e. SEAMOLEC

SEAMOLEC serves as follows:

- a. Assisting Directorate of PKLK in preparing and conducting learning process through tele-conference and other IT usage for learning process and coordinating with pustekkom;
- b. Assisting Directorate of PKLK guidance to conduct training to improve the ability of educators in using online media;
- c. Assisting Directorate of PKLK in developing ICT-based teaching materials and coordinating with pustekkom.

f. Relevant Universities

Partners of the Directorate of PKLK Development of Secondary Education in the development of open schools in secondary education level are relevant universities, that is colleges experienced in managing distance learning. The college in question is given the task of assisting the preparation and holding of an open school in secondary education which covers the following activities:

1. Assisting Directorate of PKLK to develop education program and training of independent learning materials development, development of open school implementation guidelines at secondary education level, tutorial guidance, self-help supplement guide, assessment guide;
2. Assisting Directorate of PKLK guidance to develop technical guidance and implement technical guidance (Bimtek) for educators and education officers open school at secondary education level;

3. Assisting Directorate of PKLK development of education and training program about education and training program about the use of information and computer technology (ICT) in independent learning and coordinate with pustekkom and SEAMOLEC;
4. Assisting Directorate of PKLK development designing monitoring system, evaluation, and quality control of learning.⁴⁶

J. Islamic religious Subject

Islam Education Subjects in SMA Terbuka is required subjects followed by all the Islam students. Subjects Islam Education is one of the subjects benefits for heterogenic living.

The discussion of Islam education leads to the understanding of the religion of Islam demands to be applied in making progress as a religious citizens in a pluralistic nation conditions. The scope of Islam education material at SMA Terbuka is The One Almighty God and divinity, Moral and interreligious harmony.

The general purpose of Islam Education subjects in SMA Terbuka is the students to be able apply the fundamental values of the Islam religion to foster inter-religious harmony individual life, society, and nation. While specifically after students learn Islam Education subject is expected to reach the basic competencies targeted.

Islam Education subject at SMA Terbuka is emphasized on the scope that as formulated by Zakiyah Darajat which includes various teaching that is

⁴⁶ Document of school

Faith, morals, worship , Fiqh, ushul fiqh, Qira'ah the Qur'an, Tafsir, science of Hadith, Islamic History and Art, And TarikhTasyri.

Data exposure

A. Lesson plan for Islam Education at SMA Terbuka Kepanjen

To know how the lesson plan of Islam Education at SMA Terbuka Kepanjen, first of all researcher interviewed teachers of Islam Education at SMA Terbuka Kepanjen. M. Mishbah, S.Pd.I

There are some efforts are taken in lesson plan process of Islam Education, the most important thing is we know what is the purpose of learning PAI. In addition we must also prepare some things, among others: preparing the material for one semester, then we must to know the first ability of students and then prepare what strategy in accordance with their ability, then planned the schedule online, face-to-face schedule or TKB visit schedule to learning groups, prepare any materials that will be delivered when online and materials that will be delivered when face-to-face, and prepare the arrangement of the assessment.⁴⁷

From the explanation from Islam Education teacher, researcher saw that the lesson plan process need morewell prepared, such as preparing materials, know the ability of students first and prepare online learning strategies for Islam Education . Because of the dominant learning system is online compared face-to-face, therefore all tutor or teacher is required to have a planning strategy to be applied in the learning process.

In the process of lesson plan of Islam Education it self, I also calculate the day learn between meet directly (face-to-face) and online learning day. Why I am concerned day face to face learning and online learning day?. Because when the face to face learning

⁴⁷ The results of the interview with teachers Islamic Religious Education M. Mishbah, S.Pd.I on January 17 2018 at 15.30 WIB

day, I will prepare the materials that requires the practice directly. Because it is difficult when the materials that need the practice taught through online.⁴⁸

From the exposure above, researchers know that in the steps of lesson planning process requires the preparation of more than on regular schools. From the above exposure researchers also know that in the delivery of the material not sort materials such as in regular schools, but adjust the schedule face to face and online schedule. For example materials about ablution which is a requires direct practice will be delivered in the 4th week, but in the 2nd week is the schedule for face-to-face learning, then the teacher or tutor will be putting the ablution materials in 2nd week. So the materials that need practical become a priority in the face-to-face learning.

B. The Implementation of Islam Education on distance learning at SMA Terbuka Kepanjen

In this research, after researchers know the plan from learning model of Islam Education in SMA Terbuka Kepanjen, researchers want to know how its implementation or application process on students. To know it, then researchers interviewed several students and also Islam Education subject teachers.

In the process of teaching and learning activities of Islam Education at SMA Terbuka Kepanjen itself using curriculum and

⁴⁸ The results of the interview with teachers Islamic Religious Education M. Mishbah, S.Pd.I on January 17 2018 at 15.30 WIB

teaching materials that is same with regular schools (main School). There are different in the tutoring model only⁴⁹

From the explanation above, we can be known that curriculum and teaching materials of Islam Education subjects is applied at SMA Terbuka Kepanjen is same with curriculum and teaching materials of Islam Education subjects that used in regular high school. This is as described in the book *pedoman pelaksanaan sekolah terbuka pada jenjang sekolah menengah*. With the explanation as follows :

The curriculum and teaching materials

- a. Curriculum at high school level using curriculum main schools that apply.
- b. Teaching materials in the subjects matter using teaching materials in regular high school that has been added to supplement of independent teaching materials.
- c. All teaching materials prepared in the form of printed materials (book/module) and non-print (e-books)
- d. Main school have all lesson materials both printed and non-print (e-books) , minimum one semesters before the open school learning process at school level started.⁵⁰

After the researchers know how teaching and learning lessons for Islam Education which was held at SMA Terbuka Kepanjen by

⁴⁹ The results interview with M. Mishbah (one of the teacher in SMA Terbuka) on January 17 2018 at 15.30

⁵⁰ Document of school

interviewing teachers of Islam Education subject, researchers further interviewed several students at SMA Terbuka Kepanjen. This interview aims to know the response of the students about teaching and learning process in Islam Education subject.

The learning process at SMA Terbuka is very different from the school when I studied at SMP. At SMA Terbuka, all of us to should be independent students to find out something, because we do not every day meet our teachers⁵¹

From the explanation from one of SMA Terbuka student can be known that independence is a factor that is needed in the implementation of teaching and learning in SMA Terbuka. Independent is important because the students are not every day to meet with their teachers as generally in regular schools.

Because independence is the most important factor in the implementation process of learning in SMA Terbuka, then in the process of learning PAI in SMA Terbuka divided into two forms, namely independent learning and guided learning.

1. Independent learning

Independent learning: the learning process initiated by the learner in a certain period. To be able to help learners to learn independently, teachers prepare various tasks by utilizing ICT. In subject of Islam Education, this form of learning is preferred by teachers to provide

⁵¹ The results interview with Febi (one of the students in SMA Terbuka) on January 17 2018 at 15.30

materials that do not require practice. For example subjects Islamic Religious Education field of History of Islamic Culture.

2. Guided learning

Learning guided: the learning process provided by the school to help the learning process of students in the form of face-to-face learning or visiting TKB that usually in SMA Terbuka held every week. In learning of Islamic Education subjects at SMA Terbuka Kepanjen, this method is used by Islamic Religious Education subject teachers to deliver Islamic Religious Education materials requiring practice. For example material about Fiqih about washing, praying, etc. which requires practice.

C. Learning Evaluation of Islam Education SMA Terbuka Kepanjen

The evaluation is the result of a planning and implementation and the final destination of this research. After the researchers know the planning and implementation of distance learning of Islam Education subjects in SMA Terbuka, the researchers further want to know the result. What kind form of evaluation is done by Islam Education teachers at SMA Terbuka Kepanjen will be described below.

Evaluation in Islam Education lessons is to know the development of the students. In this case I as a teacher of Islam Education subject, then each end of the material is complete, or commonly called with daily exercise. And also I always gave the task to students. The goal is to know the development of science that has been planned by school before.⁵²

⁵² The results interview with M. Mishbah (one of the teacher in SMA Terbuka) on January 17 2018 at 15.30

Based on the results of the explanation above, evaluation is done by teachers subject of Islam Education and evaluation done at the end of each of the material. The evaluation is done in the end of the material aimed to know the development of knowledge and understanding the students about the material that has been studied before. And to know more about how the evaluation is done in the distance learning. Then the researchers get the following data.

So in the process of evaluation that we do in distance learning that is with give the tasks in a certain period of time. When there is a student who is not working, then students will receive warning from TKB coordinator. And when it continues, students are threatened not up grade. And when the evaluation of Islam Education subject that requires the practice, we have two ways that is with evaluated equally directly when visiting TKB or with give some video assignments to students.⁵³

From the explanation above is very clear that the teachers and students evaluate the lesson of Islam Education by give the students with the task to them until the specified time period. And the students who did not do so, as a consequence is threatened not up grade. And to know the evaluatin of Islam Education that requires the practice in it, then teachers prefer to evaluate students when TKB visit, because it has been planned by Islam Education teacher. And when all of a sudden or in certain conditions and

⁵³ The results interview with M. Mishbah (one of the teacher in SMA Terbuka) on January 17 2018 at 15.30

situations that require that teachers are not able to attend in TKB, then the teachers will give some task to make a video about practice the tasks matter what will evaluate.

And to know the standard of completion specified in SMA Terbuka, researchers asking for more information to Islam Education teachers. And the following explanation.

For curriculum and teaching materials of Islam Education subjects at SMA Terbuka is same with the main school or regular schools. As well with questions given in the test national scale, they get the same questions. But for SMA Terbuka, passing criteria Minimal (KKM) specified is not equal with the KKM is specified in main school (regular schools). Because of the teaching and learning process less intensive, is not the same as a regular schools.⁵⁴

From the explanation above, we can be known when in the determination of passing criteria Minimal (KKM) at SMA Terbuka does not match with the main school (regular schools), although in the curriculum and teaching materials are given between SMA Terbuka and main school (regular schools) are same. According to the explanation of Islam Education subject teachers, in the establishment of the KKM cannot be likened, because in terms of. because in terms of their ability, between high school open and regular high school is different, coupled with less intensive hours of study at SMA Terbuka

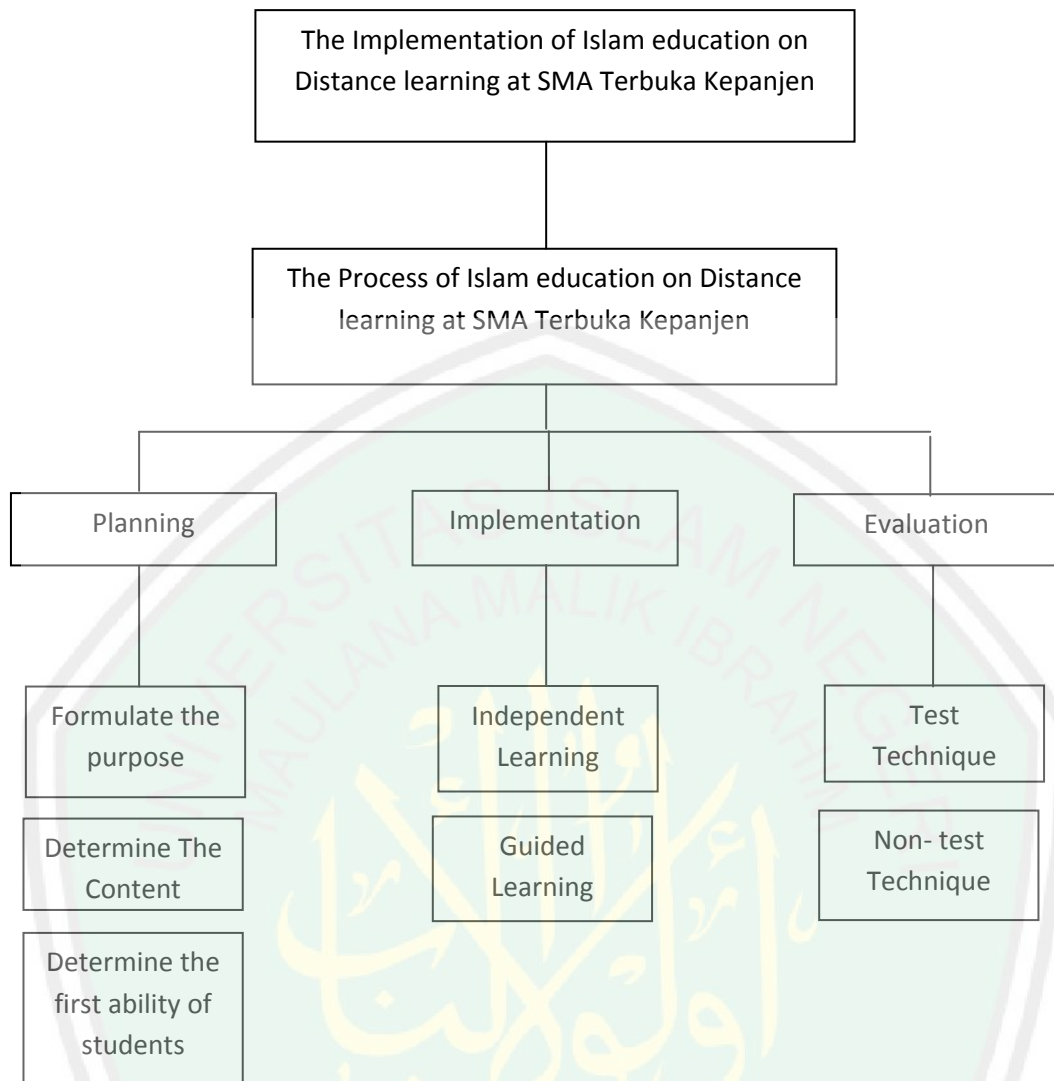
⁵⁴ The results interview with M. Mishbah (one of the teacher in SMA Terbuka) on January 17 2018 at 15.30

Related to the assessment described above, researchers asking for more information about the evaluation process at one of the field on Islam Education subjectn according to researchers in the field of assessment as this cannot be determined from the value of the test or practice only, but needed from daily value students. Assessment of the field of the creed of the morality of the question researchers in. Then the researcher asked this more information to Islam Education subject, with explanations as follows.

For judgment on the field of faith and morality it can not simply take the value of the exam or practice alone. Because judgments on the field of faith and morals require daily judgment⁵⁵

From the above explorations the researcher can explain that in the assessment of aqidah and akhlaq, the teacher can not give an assessment to the students by only through examination or daily test or giving the student an assessment upon visiting the TKB. So in this case the teacher to assess one of them by looking at the accuracy of students in collecting tasks given by the teacher, and see the active learning of students online.

⁵⁵ The results interview with M. Mishbah (one of the teacher in SMA Terbuka) on January 17 2018 at 15.30



main map 1: summary of the first problem formulation

D. The Obstacle Factors of Implementation Islam Education on Distance learning education system at SMA Terbuka Kepanjen

a. The ability of technology

To find out what factors are affecting in the implementation of PAI learning on distance learning system in SMA Terbuka Kepanjen, the researcher conducted interviews with some students and also teachers.

To do some tasks, sometimes I find it difficult, for example when assigned to create a video. Usually imaking of video, there are some parts that must be edited or cut. For such a part I can not.⁵⁶

From the explanation from Sri Wahyuni, the researcher concludes that one of the factors influencing the implementation of Islam education subject in distance learning system in SMA Terbuka Kepanjen is technological capability. The technological ability of the students has a great impact, among them are students who have less technological skills, then these students tend to be passive in online learning activities in the virtual classroom. However, the capabilities of the technology not only must be mastered by students, teachers also have to master the technology. To find out about it, researchers interviewed teachers, and obtained data as follows.

The technological expertise of the teachers themselves continues to be enhanced, usually, we are as the teachers are given training on learning media that is reserved for virtual classes. In essence, the teacher is required to have more technology. Because teachers are required to be able to provide lessons with various media so that students do not get bored quickly. So here teachers continue to update their technological capabilities.⁵⁷

From the explanation above, the researcher concludes that the technological teacher needs to more developed, because the teacher has more responsibility to be able to give material understanding to the students through various media made by the teacher.

b. Activeness of student

⁵⁶ The results interview with Sri wahyuni (one of the students in SMA Terbuka) on January 17 2018 at 15.00

⁵⁷ The results interview with M. Mishbah (one of the teacher in SMA Terbuka) on January 17 2018 at 15.30

The second factor that influences the Implementation of Islam Education subject learning process in distance learning system at SMA Terbuka Kepanjen is student activeness, which the student is the target of the learning process. But some of the students at SMA Terbuka Kepanjen are less active in learning online activities. To find out why some students are less active, the researchers conducted interviews with teachers. And obtained data as follows.

The issue of student activeness is still a problem in the distance learning process at SMA Terbuka. Because when there are students who are less active in online learning, teachers can't rebuke directly. The teacher just report to TKB coordinator. Usually, when the students are less active in learning activities because they have their own busyness. Because many of the students at SMA Terbuka are already working. Usually there are also who can't do the task because they do not know how the way.⁵⁸

From the results of these interviews can be concluded that the students activeness factors determine the success of learning process. Student activity itself is influenced by several things, including the mastery of student technology, and busyness of each student at SMA Terbuka Kepanjen.

c. Activeness of Teachers

In addition to the activeness of students who are very influential on the success of distance learning activities, other factors are very influential in the learning process by using the model of learning DOMON is the activeness of teachers. To find out more about this, the

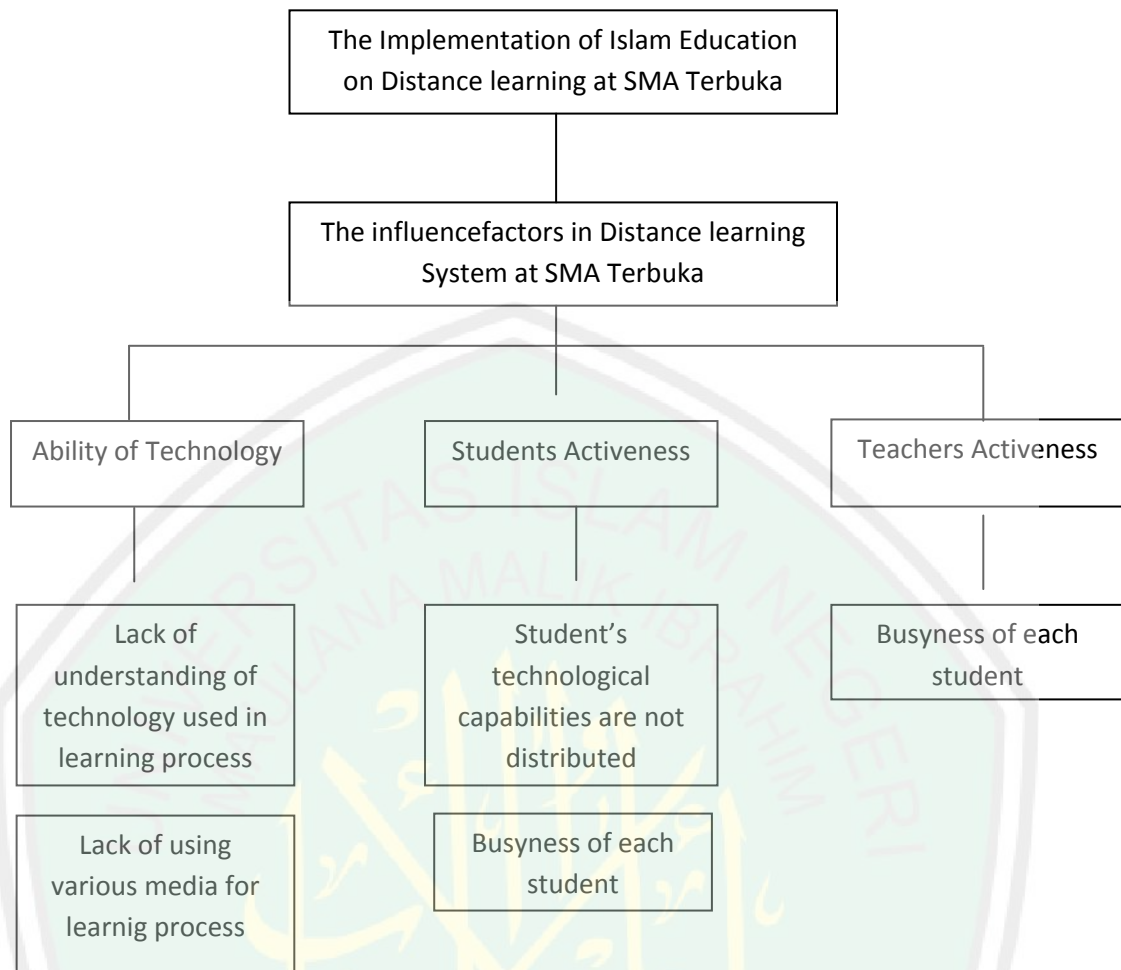
⁵⁸ The results interview with M. Mishbah (one of the teacher in SMA Terbuka) on January 17 2018 at 15.30

researcher interviewed several students at SMA Terbuka. And obtained data as follows.

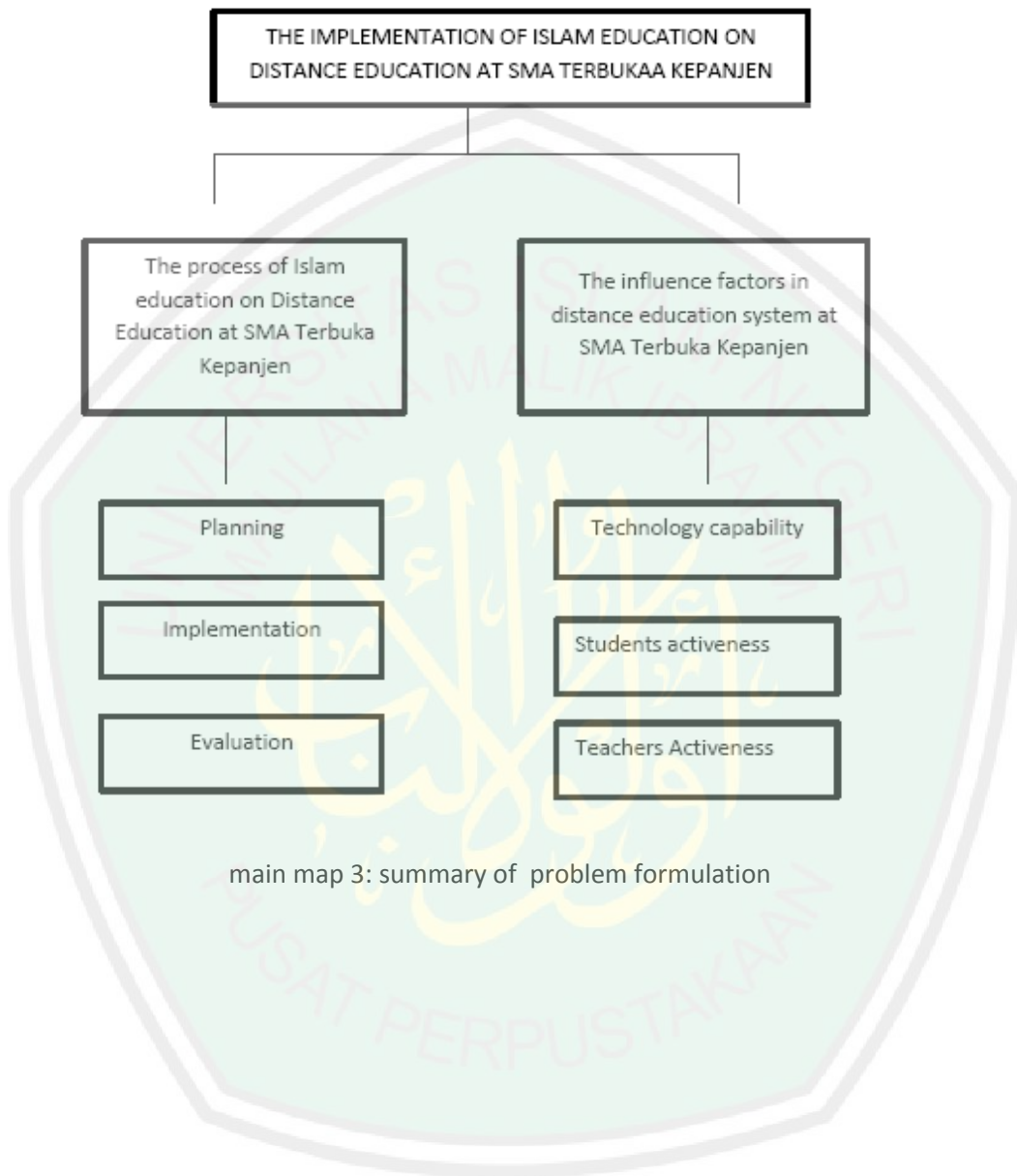
Sometimes when comes to learning and doing things, and there are not able to do it, it's confused to ask who. Because teachers sometimes not active. Sometimes, the teachers just give assignments, and then collect certain. And when the collection limit, the teacher is online, whereas we are just to ask what we have not understood.⁵⁹

From the results of these interviews, it can be concluded that for some students, the activeness of the teacher becomes its own obstacle. Often the teacher only assigns the students, then gives the time with the collection limit at a certain time, and the teacher is not always active. So that some students have difficulties when will ask the less understandable material.

⁵⁹ The results interview with Febi (one of the students in SMA Terbuka) on January 17 2018 at 15.00



main map 2: summary of second problem formulation



main map 3: summary of problem formulation

CHAPTER V

DISCUSSION

As we have seen from previous chapter, has found the data researchers expect, both from the result of observation, interview and documentation, on this explanation of the researchers will be presenting the explanation topics according to the formulation of the research problem and the purpose of research. And in the sub chapter will be presented an analysis of the data that has been obtained both primary data and secondary data and then interpreted in detail.

A. Planning lessons for Islam Education

Planning of Distance learning system for Islam Education in SMA Terbuka Kepanjen is an activity which is done each semester, planning is done in order to prepare any materials that will be delivered during one semester to the fore. Then teachers of Islam Education should to know the first capabilities of the students. This is aimed to determine the right strategy in the implementation of learning activities.

Now the distance learning system planning lessons for Islam Education has several stages which must be held on every semesternya, from what the researchers found in the field there are several kinds of in planning the system distance learning Islam Education, among others:

- a. Formulate the purpose
- b. Determine the content
- c. Determine the first ability of students

From some of the planning phase it is hoped that the implementation of the distance learning system of Islam Education subjects in SMA Terbuka Kepanjen can walk better and able to provide different service a broader education to people in need.

From the explanation above about planning distance learning Islam Education subject Education in SMA Terbuka kepanjen, there is a theory that found by Gerlach & Ely. The theory is explained that a lesson plan begins with the process of formulating the purpose and determine the contents of the material and determine the initial capabilities. After the three steps is accomplished, the next step is to determine the technique and strategy, grouping of learning materials, determine the time and select the media. For the last step after the formulation of the problem until the end, then the last step is evaluate learning results to know the level of achievements from teaching and learning that has been formulated in beginning as the purpose or the formulation of problems. In addition, steps analyzing feedback that is a step improvement from a learning that is not in accordance with the purpose or the formulation of problems.⁶⁰

B. The implementation of distance learning system Islam Education

In the teaching and learning of Islam Education at SMA Terbuka Kepanjen using the same curriculum with the main school (regular schools), but in SMA Terbuka there are differences in the process of the implementation

⁶⁰ Sugeng listiyo prabowo dan faridah nurmaliyah, *Perencanaan Pembelajaran* (Malang- UIN MALIKI PRESS 2010) 13

of Islam Education in progress, the implementation of the system of distance learning lessons of Islam Education is done through two forms of learning as follows.

- a. Independent learning: learning process that is initiated by the learners in a certain period. To be able to help students learn by independent, teachers prepare various tasks using ICT. In the Islam Education subject, forms of learning is more selected by the teacher to provide the material that does not need the practice. For example subjects Islamic Religious Education field of the history of Islamic culture.
- b. Learn guided/ structured: learning process provided by the school to help the learning process of students in the form of a face-to-face learning or TKB visit that usually in SMA Terbuka conducted every week. In learning lessons for Islam Education in SMA Terbuka Kepanjen, this method used by teachers Islam Education subject to convey the materials of Islam Education materials that need practice. For example materials about Fiqh of purification, praying, etc. which need the practice.

C. Learning Evaluation of Islam Education SMA Terbuka Kepanjen

From planning, implementation of learning, Islam Education also has some evaluation conducted by SMA Terbuka. To know how effective in the teaching and learning of islam Education, now evaluation conducted SMA Terbuka among others:

- a. Daily exercise
- b. UTS

- c. UAS
- d. USBN
- e. UNBN

In the evaluation stage is a very important phase succeeded after the planning and implementation has been completed. The evaluation of all parties can understand whether implementation is in accordance with the plan. In this case, SMA Terbuka implementing the evaluation such as regular schools in general, such as Daily exercise, Middle Examination semester, final exams semester, school exam national, and also the national examination. Now the evaluation techniques that can be implement in schools can be grouped in two parts, namely:

a. The test Technique

The test technique is a way or technique in order to carry out the evaluation activities, which includes a variety of item or a series of tasks that done or answered by learners, then the work produces the value about the behavior of students. In this technique, according to Drs. Zainal Arifin consists of three, namely

1. The write test, which is a form of the test requires children answered questions in the form of writing that is given to the learners at the time, place and specific questions
2. The oral test, namely the form of the test requires a response from the children in the form of oral language.

3. The test works/ action, which is the test that requires the answer to the students in the form of attitudes and action.

From the three forms of the evaluation means that the aspects that can be achieved in doing this technique there are two, namely capabilities that is science is often using the write test and oral test, while aspects that are often skills assessed by the test works from some of the test techniques explained above, SMA Terbuka Kepanjen using the write test to carry out evaluation on the subjects of Islam Education.

b. Non-test technique

Non technique is a technique test or a way to measure the change in attitude and the growth of the children. In SMA Terbuka Kepanjen using technique of non test, one of test as assess attitudes through the accuracy of collecting task, activeness attend classes online, and activeness when visiting TKB. This technique According To Drs. Daryanto, can be done in several ways, namely :⁶¹

1. Graduated scale, is scale that describes a value in the form of a number of units of the results of the consideration.
2. The questionnaire is a list of questions that should be filled by those who will be measured (respondents).

⁶¹ Daryanto, *Evaluasi Pendidikan*, (Jakarta: PT Asdi Mahasatya, 2005), 29-34

3. The list of suitable, is a row of the questions is usually the Short brief), where respondents evaluated provides a check mark in the place that has been provided.
4. The interview is a method used to get answers from the respondents.
5. The observation is a technique that is done with how to make carefully and systematically recording.
6. The history of life is a representation of a person during the time of his life.

The data obtained from the implementation of this test can be used as an appraisal of student learning activities, and to measure students' learning abilities on affective aspects. Therefore, in carrying out this test a religious teacher should be thoroughly accurate and selective in order to obtain data in accordance with the reality.

D. Factors in the Implementation of Islam education on distance learning system at SMA Terbuka Kepanjen

a. Ability of technology

SMA Terbuka is implementing the dominant online learning model (DOMON), this is because ICT facilities and internet access in the main school and TKB are eligible to carry out DOMON learning model activities. But there are other factors that an important role in the success of the learning process. In this case, some students at SMA Terbuka lack the understanding of the technology used in the learning process.

The ability of technology in the learning process of Islam Education by using the distance learning system is very important role, especially on the subject of Islamic Religious Education in the field that requires practice, such as fiqh. Because on some occasions the students at SMA Terbuka assigned a video about how to practice something.

b. Activeness of students

In implementing distance learning model, it is not easy, because teachers can not directly monitor student activeness, and the problem in this case is the less active students to follow the online learning. Although the problem of less active students in online learning, this can also be possible because of the influence of the first factor, namely the student's technological capabilities are not evenly distributed, so that students who have difficulty in technology skills less active in the process of learning activities.

As in learning of Islam Education subjects which in some areas require practice, teachers may occasionally assign tasks to students to make a video about how to practice something, so students who do not understand how to do the task from teachers, they to be inactive.

Another factor that allows students to be less active is the preoccupation of different students, because high school students mostly have other activities, such as work, housewives, etc., so the time for online learning is only on the sidelines after finished doing daily activities.

c. Teacher Activeness

In addition the activeness of students who are very influential on the success of distance learning activities, other factors are also very influential in the learning process by using the model of learning DOMON is the activeness of teachers. For some students, this becomes an obstacle in itself. Often the teacher simply assigns them tasks to the students, then delivers the time with the collection limit at a certain time, and the teacher is not always active, so some students have difficulty when will ask the less understood material.



CHAPTER VI

CONCLUSION

A. Conclusion

In this chapter presented some conclusions from the explanation in the future. It also will be given suggestions- the suggestions might be useful in policy decisions seanjutnya progress in developing education in Indonesia, especially for SMA Open Kepanjen. After doing a theoretical studies and data analysis based on the findings of the implementation of Islamic Religious Education lessons on the distance learning system in SMA Terbuka Kepanjen, it can be concluded:

1. The Implementation of Islam Education at SMA Terbuka Kepanjen:
 - a. There are several stages of planning in the implementation of distance learning, especially subjects of Islamic Religious Education. Among others: formulate objectives, formulate learning materials, knowing the ability of students from the beginning.
 - b. In the implementation of Islam education learning process in SMA Terbuka using the same curriculum with regular schools (main school). And the implementation of learning is divided into two forms, namely independent learning and guided learning.
 - Independent learning: the learning process initiated by the learner in a certain period. To be able to help independent learners.

- Learning guided: the learning process provided by the school to help the learning process of students in the form of face-to-face learning or visit TKB that usually at SMA Terbuka held every week.
 - c. Distance learning evaluation at SMA Terbuka Kepanjen is the same as in general education institution, such as daily test, mid-test semester (UTS), and UAS.
2. Influencing factors in Islam Education distance learning activities are technological ability, student activeness, and teacher activeness

B. Suggestions

SMA Terbuka Kepanjen is a place of education for the people of Indonesia who need special services. So SMA Terbuka Kepanjen should further improve the quality of learning and also equip their students with technological skills for learning process that carried out online, so that can run smoothly, especially subjects of Islam education that requires some direct practice in it.

And for students of SMA Terbuka Kepanjen to use a special service facility provided by the government that aims to equitable education in Indonesia, so that all citizens of Indonesia have insight and knowledge that will be useful to the entire community, nation, and country.

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APPENDIXES



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Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

13 Desember 2017

Kepada
Yth. Kepala SMA Terbuka Kepanjen Malar.g
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, da'a'n rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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Judul Skripsi : The Implementation of Islam Education on
Distance Education At SMA Terbuka
Kepanjen
Lama Penelitian : Desember 2017 sampai dengan Februari 2018
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,
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Titlr of Thesis : The Implementation of Islam Education on
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Kompetensi Umum :

- 1.1 Menghayati nilai-nilai keimanan kepada hari akhir
- 1.2 Menghayati nilai-nilai keimanan kepada qada dan qadar

KOMPETENSI UMUM	POKOK BAHASAN dan SUB PB	METODE TUTORIAL	JENIS BANTUAN BELAJAR	TUGAS TUTORIAL	ESTIMASI WAKTU
1. Q.S. Ali-Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159	3.1 Menganalisis Q.S. Ali Imran (3): 190-191, dan Q.S. Ali Imran (3): 159, serta hadits tentang berpikir kritis dan bersikap demokratis.	<ul style="list-style-type: none"> • Mengamati - Menyimak bacaan, membaca, mengidentifikasi hukum bacaan (tajwid), dan 	<ul style="list-style-type: none"> • Buku PAI Kls XI Kemdikbud • Al-Quran dan Al-Hadits • Buku tajwid 	<ul style="list-style-type: none"> • Tugas - Menghafal Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159 serta hadits terkait dengan cara mengisi lis (lembar tugas hafalan). 	4x3 Jam pelajaran

	<p>4.1.1 Membaca Q.S. Ali Imran (3): 190-191 dan Q.S. Ali Imran (3): 159; sesuai dengan kaidah tajwid dan makhrajul huruf.</p> <p>4.1.2 Mendemonstrasikan hafalan Q.S. Ali Imran (3): 190-191 dan Q.S. Ali Imran (3): 159 dengan lancar.</p>	<p>mencermati kandungan Q.S. Ali Imran (3): 190-191, dan Q.S. Ali Imran (3): 159, serta hadits tentang berpikir kritis dan bersikap demokratis.</p> <ul style="list-style-type: none"> • Menanya <ul style="list-style-type: none"> - Menanyakan cara membaca Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159. - Mengajukan pertanyaan terkait hukum tajwid, asbabun nuzul, dan isi kandungan Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159, serta hadits terkait. • Mengumpulkan data/eksplorasi <ul style="list-style-type: none"> - Mendiskusikan cara membaca Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159 sesuai dengan hukum bacaan tajwid; - Menterjemahkan Q.S. 	<ul style="list-style-type: none"> • Kitab tafsir Al-Qur'an • Buku lain yang menunjang • Multimedia interaktif dan Internet 	<ul style="list-style-type: none"> • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: <ul style="list-style-type: none"> ▪ isi diskusi (kandungan ayat dan hukum bacaan) ▪ sikap yang ditunjukkan peserta didik terkait dengan tentang berpikir kritis dan bersikap demokratis. • Portofolio <ul style="list-style-type: none"> - Melaporkan hasil observasi berupa paparan tentang kandungan Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159 serta hadits terkait; - Membuat paparan analisis dan identifikasi hukum bacaan yang ada pada Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159; - Membuat laporan perkembangan hafalan Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159 serta hadis terkait. • Tes tulis <ul style="list-style-type: none"> - Menyalin Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159 serta mengidentifikasi hukum 	
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		<p>Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159 serta hadits terkait;</p> <ul style="list-style-type: none"> - Menganalisis asbabun nuzul/wurud dan kandungan Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159 serta hadits terkait. • Mengasosiasi - Membuat kesimpulan dari kandungan Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159 serta hadits terkait. • Mengkomunikasikan: - Mendemonstrasikan bacaan (hafalan), menyampaikan hasil diskusi tentang Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159 serta hadits terkait secara individu maupun kelompok 		<p>bacaan tajwidnya;</p> <ul style="list-style-type: none"> - Menjawab soal-soal tentang isi kandungan Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159 serta hadits terkait. • Tes lisan Membaca dan menghafal Q.S. Ali Imran (3) : 190-191, dan Q.S. Ali Imran (3) : 159 serta hadits terkait 	
<p>2. Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83.</p>	<p>3.2 Menganalisis Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83, serta</p>	<ul style="list-style-type: none"> • Mengamati - Menyimak bacaan, membaca, 	<ul style="list-style-type: none"> • Buku PAI Kls XII Kemdikbud 	<ul style="list-style-type: none"> • Tugas - Menghafal Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 serta 	<p>4x3 Jam pelajaran</p>

	<p>hadits tentang saling menasihati dan berbuat baik (ihsan).</p> <p>4.2.1 Membaca Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 sesuai dengan kaidah tajwid dan makhrajul huruf.</p> <p>4.2.2 Mendemonstrasikan hafalan Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 dengan lancar.</p>	<p>mengidentifikasi hukum bacaan (tajwid), dan mencermati kandungan Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 serta hadits terkait.</p> <ul style="list-style-type: none"> • Menanya <ul style="list-style-type: none"> - Menanyakan cara membaca Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 . - Mengajukan pertanyaan terkait hukum tajwid, asbabun nuzul, dan isi kandungan Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83, serta hadits terkait. • Mengumpulkan data/eksplorasi <ul style="list-style-type: none"> - Mendiskusikan cara membaca Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 sesuai dengan hukum bacaan tajwid; - Menterjemahkan Q.S. 	<ul style="list-style-type: none"> • Al-Quran dan Al-Hadits • Buku tajwid • Kitab tafsir Al-Qur'an • Buku lain yang menunjang • Multimedia interaktif dan Internet 	<p>hadits terkait dengan cara mengis lis. (lembar tugas hafalan).</p> <ul style="list-style-type: none"> • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: <ul style="list-style-type: none"> ▪ isi diskusi (kandungan ayat dan hukum bacaan) ▪ sikap yang ditunjukkan peserta didik terkait tentang saling menasihati dan berbuat baik (ihsan). • Portofolio <ul style="list-style-type: none"> - Melaporkan hasil observasi berupa paparan tentang kandungan Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 serta hadits terkait; - Membuat paparan analisis dan identifikasi hukum bacaan yang ada pada Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83; - Membuat laporan perkembangan hafalan Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 serta hadis terkait. • Tes tulis <ul style="list-style-type: none"> - Menyalin Q.S. Al-Anfal (8): 72); 	
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		<p>Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 serta hadits terkait;</p> <ul style="list-style-type: none"> - Menganalisis asbabun nuzul/wurud dan Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 serta hadits terkait. • Mengasosiasi - Membuat kesimpulan dari kandungan Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 serta hadits terkait. • Mengkomunikasikan: - Mendemonstrasikan bacaan (hafalan), menyampaikan hasil diskusi tentang Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 serta hadits terkait secara individu maupun kelompok 		<p>Q.S. Al-Hujurat (49):12; dan Q.S. Al-Hujurat (49):10 serta mengidentifikasi hukum bacaan tajwidnya;</p> <ul style="list-style-type: none"> - Menjawab soal-soal tentang isi kandungan Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 serta hadits terkait. • Tes lisan - Membaca dan menghafal Q.S. Luqman (31): 13-14 dan Q.S. Al-Baqarah (2): 83 serta hadits terkait 	
<p>3. Beriman kepada hari akhir</p>	<p>3.3 Memahami makna iman kepada hari akhir. 4.3 Berperilaku yang</p>	<ul style="list-style-type: none"> • Mengamati - Menyimak bacaan al-qur'an yang terkait dengan iman kepada 	<ul style="list-style-type: none"> • Buku PAI Kls XII Kemdikbud • Buku lain yang 	<ul style="list-style-type: none"> • Tugas - Mencari ayat-ayat al-qur'an dan hadis tentang iman kepada hari Akhir berdasarkan tuntunan guru 	<p>3x3 Jam pelajaran</p>

	<p>mencerminkan kesadaran beriman kepada Hari Akhir.</p>	<p>hari akhir secara individu maupun kelompok.</p> <ul style="list-style-type: none"> - Mengamati tayangan video tentang ilustrasi peristiwa kiamat (Hari Akhir) • Menanya <ul style="list-style-type: none"> - Mengajukan pertanyaan, misalnya tentang makna Hari Akhir, peristiwa terjadinya kiamat, bagaimana manusia mempertanggung jawabkan perbuatannya, dan balasan bagi orang-orang atas amal perbuatannya. • Eksperimen/Eksplora <ul style="list-style-type: none"> - Diskusi tentang prosesnya terjadinya kiamat dalam perspektif al-Qur'an, - Diskusi tentang bagaimana manusia mempertanggung jawabkan perbuatannya di hari akhirat, dan 	<p>menunjang</p> <ul style="list-style-type: none"> • Multimedia interaktif dan Internet 	<ul style="list-style-type: none"> - Mengumpulkan gambar-gambar tentang tsunami dan musibah alam • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: <ul style="list-style-type: none"> - Isi diskusi (gambaran tentang peristiwa kiamat dan pertanggung jawaban manusia di akhirat) - Sikap gairah dalam beribadah yang ditunjukkan siswa sebagai implementasi dari iman kepada hari Akhir) • Portofolio <ul style="list-style-type: none"> - Membuat laporan tentang makna hari Akhir, peristiwa terjadinya kiamat, dan pertanggung jawaban manusia di akhirat • Tes <ul style="list-style-type: none"> - Tes kemampuan kognitif dengan bentuk tes soal-soal pilihan ganda dan uraian tentang beriman kepada hari akhir. 	
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		<p>balasan bagi orang-orang atas amal perbuatannya.</p> <ul style="list-style-type: none"> • Assosiasi <ul style="list-style-type: none"> - Menyimpulkan makna Hari Akhir dan bagaimana terjadinya peristiwa kiamat, - Menyimpulkan bagaimana manusia mempertanggung jawabkan perbuatannya, dan balasan bagi orang-orang atas amal perbuatannya. • Komunikasi <ul style="list-style-type: none"> - Menyajikan/melaporkan hasil diskusi tentang tentang makna Hari Akhir, peristiwa terjadinya kiamat, bagaimana manusia mempertanggung jawabkan perbuatannya, dan balasan bagi orang-orang atas amal perbuatannya. - Menanggapi hasil 			
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		<p>presentasi (melengkapi, mengkonformasi, dan menyanggah).</p> <ul style="list-style-type: none"> - Membuat resume pembelajaran di bawah bimbingan guru. 			
<p>4. Iman kepada Qadha dan Qadar</p>	<p>3.4 Memahami makna iman kepada Qadha dan Qadar 4.4 Berperilaku yang mencerminkan kesadaran beriman kepada Qadha dan Qadar Allah SWT.</p>	<ul style="list-style-type: none"> • Mengamati <ul style="list-style-type: none"> - Menyimak bacaan al-qur'an yang terkait dengan iman kepada Qadha dan Qadar secara individu maupun kelompok. - Mengamati tayangan video tentang iman kepada Qadha dan Qadar • Menanya <ul style="list-style-type: none"> - Mengajukan pertanyaan, misalnya tentang makna iman kepada Qadha dan Qadar. • Eksperimen/Eksplora <ul style="list-style-type: none"> - Diskusi tentang iman kepada Qadha dan Qadar dalam perspektif al-Qur'an, - Diskusi tentang iman 	<ul style="list-style-type: none"> • Buku PAI Kls XII Kemdikbud • Buku lain yang menunjang • Multimedia interaktif dan Internet 	<ul style="list-style-type: none"> • Tugas <ul style="list-style-type: none"> - Mencari ayat-ayat al-qur'an dan hadis tentang iman kepada Qadha dan Qadar - Mengumpulkan gambar-gambar tentang iman kepada Qadha dan Qadar • Observasi <ul style="list-style-type: none"> - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi yang memuat: <ul style="list-style-type: none"> - Isi diskusi (gambaran tentang iman kepada Qadha dan Qadar) - Sikap gairah dalam beribadah yang ditunjukkan siswa sebagai implementasi dari iman kepada Qadha dan Qadar • Portofolio <ul style="list-style-type: none"> - Membuat laporan tentang makna iman kepada Qadha dan Qadar • Tes <ul style="list-style-type: none"> - Tes kemampuan kognitif dengan 	<p>3x3 Jam pelajaran</p>

		<p>kepada Qadha dan Qadar</p> <ul style="list-style-type: none"> • Assosiasi - Menyimpulkan makna iman kepada Qadha dan Qadar • Komunikasi - Menyajikan/melaporkan hasil diskusi tentang makna iman kepada Qadha dan Qadar - Menanggapi hasil presentasi (melengkapi, mengkonformasi, dan menyanggah). - Membuat resume pembelajaran di bawah bimbingan guru. 		<p>bentuk tes soal- soal pilihan ganda dan uraian tentang iman kepada Qadha dan Qadar</p>	
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C. Tujuan

Tujuan penyelenggaraan sekolah terbuka pada jenjang pendidikan menengah adalah memberikan layanan pendidikan melalui perluasan akses bagi masyarakat Indonesia yang terkendala oleh: a) kondisi geografis, b) keterbatasan waktu, c) kondisi ekonomi, dan d) kondisi sosial-budaya, sehingga dapat memperoleh kesempatan mengikuti pendidikan jenjang menengah yang bermutu.

D. Sasaran

Sasaran pedoman pelaksanaan sekolah terbuka pada jenjang pendidikan menengah ini adalah:

1. Kepala sekolah induk, pendidik, tenaga kependidikan, *stake holders*, dan pengelola.
2. Peserta didik sekolah terbuka pada jenjang pendidikan menengah di daerah terpencil atau terbelakang, masyarakat adat yang terpencil, dan/atau mengalami bencana alam, bencana sosial, dan yang tidak mampu dari segi ekonomi, lulusan SMP/ sederajat yang tidak tertampung atau tidak memiliki akses di SMA/SMK reguler.

II. PERAN DAN TANGGUNG JAWAB PARA PIHAK

A. Instansi/Unsur yang Terlibat Dalam Penyelenggaraan Pusat

1. Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Menengah

Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Menengah (Dit. Pembinaan PK-LK Dikmen) sebagai *leading sector* dalam pengembangan sekolah terbuka pada jenjang pendidikan menengah, memiliki peran dan tanggung jawab:

- a. penetapan program, kebijakan, norma, standar, prosedur, dan kriteria dalam pembinaan sekolah terbuka pada jenjang pendidikan menengah;
- b. berkoordinasi dengan Direktorat Pembinaan SMA (Dit. PSMA) dan Direktorat Pembinaan SMK (Dit. PSMK) dalam rangka pengembangan kurikulum dan bahan ajar, pengembangan sarana pendukung di sekolah induk, Direktorat Pembinaan Pendidik dan Tenaga Kependidikan (P2TK);
- c. berkoordinasi dengan Pustekkom dalam rangka pemanfaatan jaringan, penyediaan data *center* sekolah menengah terbuka, pengembangan struktur jaringan di sekolah induk, pengembangan bahan ajar berbasis TIK, konversi bahan ajar menjadi bahan ajar digital;

- d. berkoordinasi dengan SEAMOLEC dalam rangka pengembangan isi bahan ajar berbasis teknologi informasi (IT *content*) dan pemanfaatannya, pelatihan pemanfaatan IT bagi guru dan peserta didik;
- e. berkoordinasi dengan perguruan tinggi yang relevan;
- f. berkoordinasi dengan pemerintah daerah dalam rangka sosialisasi program sekolah menengah terbuka, penunjukkan/penetapan sekolah induk, penyediaan data calon peserta didik, penyediaan pendidik, tenaga kependidikan tempat kegiatan belajar (TKB), penyediaan sarana prasarana pendukung;
- g. sosialisasi dan desiminasi program yang melibatkan semua *stakeholders* baik pusat maupun daerah;
- h. menyediakan dan mendistribusikan buku mata pelajaran baik cetak maupun noncetak (*e-books*) melalui sekolah induk;
- i. mengelola data *center* sekolah terbuka pada jenjang pendidikan menengah;
- j. penyediaan buku pedoman pelaksanaan sekolah terbuka pada jenjang pendidikan menengah di sekolah induk dan TKB;
- k. penyediaan pusat sumber belajar dalam jaringan (*online*);
- l. penyediaan dana operasional/pengelolaan sekolah terbuka pada jenjang pendidikan menengah;

- m. penyediaan sarana prasarana penunjang sekolah terbuka pada jenjang pendidikan menengah;
- n. melakukan monitoring dan evaluasi;

2. Direktorat Pembinaan SMA/SMK

Peran utama Direktorat Pembinaan SMA/SMK adalah:

- a. mengkoordinasikan penyediaan buku bahan ajar bagi peserta didik dan buku pegangan bagi pendidik sekolah terbuka pada jenjang pendidikan menengah;
- b. memberikan Bantuan Siswa Miskin (BSM) dan Bantuan Operasional Sekolah (BOS);
- c. memberikan dukungan kebijakan SMA/SMK dalam penyelenggaraan sekolah terbuka pada jenjang pendidikan menengah.

3. Direktorat Pembinaan Pendidik dan Tenaga Kependidikan Pendidikan Menengah

Direktorat Pembinaan PTK Dikmen bertanggung jawab untuk membantu Direktorat PK-LK Dikmen dalam penyediaan dan peningkatan kompetensi pendidik dan tenaga kependidikan pada sekolah induk dan tenaga kependidikan pada TKB.

4. Pusat Teknologi dan Komunikasi (Pustekkom)

Pustekkom memiliki peran sebagai berikut:

- a. membantu Direktorat Pembinaan PK-LK dalam menyiapkan dan menyelenggarakan proses pembelajaran melalui *tele-conference* dan penggunaan IT lainnya untuk kepentingan proses pembelajaran serta berkoordinasi dengan SEAMOLEC;
- b. membantu Direktorat Pembinaan PK-LK sosialisasi program sekolah terbuka pada jenjang pendidikan menengah melalui media daring (*online*);
- c. membantu Direktorat Pembinaan PK-LK menyiarkan program pembelajaran melalui TV Edukasi;
- d. membantu Direktorat Pembinaan PK-LK mengembangkan struktur jaringan di sekolah induk dan tempat kegiatan belajar (TKB);
- e. membantu Direktorat Pembinaan PK-LK membantu Direktorat Pembinaan PK-LK Dikmen dalam pengembangan sistem monitoring dan evaluasi sekolah terbuka pada jenjang pendidikan menengah secara *online*;
- f. membantu Direktorat Pembinaan PK-LK dalam pengembangan bahan ajar berbasis TIK serta berkoordinasi dengan SEAMOLEC.

5. SEAMOLEC

SEAMOLEC berperan sebagai berikut:

- a. membantu Direktorat Pembinaan PK-LK dalam menyiapkan dan menyelenggarakan proses

pembelajaran melalui *tele-conference* dan penggunaan IT lainnya untuk kepentingan proses pembelajaran dan berkoordinasi dengan Pustekkom;

- b. membantu Direktorat Pembinaan PK-LK melakukan pelatihan untuk meningkatkan kemampuan pendidik dalam menggunakan media *online*;
- c. membantu Direktorat Pembinaan PK-LK dalam pengembangan bahan ajar berbasis TIK serta berkoordinasi dengan Pustekkom.

6. Perguruan Tinggi Relevan

Mitra kerja Direktorat Pembinaan PK-LK Pendidikan Menengah dalam pengembangan sekolah terbuka pada jenjang pendidikan menengah adalah perguruan tinggi relevan, yaitu perguruan tinggi yang berpengalaman dalam mengelola pembelajaran jarak jauh (*distance learning*). Perguruan tinggi yang dimaksud diberi tugas untuk membantu persiapan dan penyelenggaraan sekolah terbuka pada jenjang pendidikan menengah yang meliputi berbagai kegiatan sebagai berikut:

- a. membantu Direktorat Pembinaan PK-LK menyusun program pendidikan dan pelatihan pengembangan bahan ajar mandiri, pengembangan pedoman pelaksanaan sekolah terbuka pada jenjang pendidikan menengah, pedoman tutorial, pedoman suplemen bahan ajar mandiri, pedoman penilaian.

- b. membantu Direktorat Pembinaan PK-LK menyusun petunjuk teknis dan melaksanakan Bimtek pendidik dan tenaga kependidikan sekolah terbuka pada jenjang pendidikan menengah;
- c. membantu Direktorat Pembinaan PK-LK menyusun program pendidikan dan pelatihan tentang penggunaan teknologi informasi dan komputer (TIK) dalam pembelajaran mandiri dan berkoordinasi dengan Pustekkom dan SEAMOLEC;
- d. membantu Direktorat Pembinaan PK-LK menyusun bahan ajar noncetak (*e-books*) dan berkoordinasi dengan Pustekkom dan SEAMOLEC;
- e. membantu Direktorat Pembinaan PK-LK mendesain sistem monitoring, evaluasi, dan pengendalian mutu pembelajaran;

B. Instansi Yang Terlibat Dalam Penyelenggaraan di Daerah

Penyelenggaraan sekolah terbuka pada jenjang pendidikan menengah di daerah melibatkan sejumlah instansi antara lain: dinas pendidikan baik provinsi maupun kabupaten/kota, sekolah induk, komite sekolah, pengawas sekolah, dan lembaga lain yang relevan.

1. Dinas Pendidikan Provinsi dan Kabupaten/Kota

Dinas pendidikan baik di tingkat provinsi maupun kabupaten/kota memiliki peran strategis dalam persiapan, pelaksanaan, dan keberlangsungan program sekolah terbuka pada jenjang pendidikan menengah. Dengan kewenangan yang dimilikinya, dinas pendidikan antara lain memiliki peran dan tanggung jawab sebagai berikut:

- a. memverifikasi sekolah menengah di wilayahnya yang layak menjadi sekolah induk;
- b. membuat surat rekomendasi bagi sekolah menengah yang memenuhi syarat kepada Kementerian Pendidikan dan Kebudayaan melalui Direktorat Pembinaan PK-LK Dikmen untuk diusulkan sebagai sekolah induk;
- c. mengeluarkan surat keputusan tentang izin operasional penyelenggaraan sekolah terbuka pada jenjang pendidikan menengah berdasar usulan dari calon sekolah induk;
- d. mensosialisasikan program sekolah terbuka pada jenjang pendidikan menengah kepada *stakeholders*;
- e. menyediakan data calon peserta didik;
- f. menyediakan pendidik dan tenaga kependidikan baik pendidik dan tenaga kependidikan pada sekolah induk dan tenaga kependidikan pada TKB;







Pendidikan Agama dan Budi Pekerti XI

Pendidikan Agama dan Budi Pekerti XI All participants

All days

Pendidikan Agama Islam dan Budi Pekerti kelas XI

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Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
5 Jun, 09:41	Misbah Abdullah Ohoiroh S.Pd Tutor PAI	Misbah Abdullah Ohoiroh S.Pd Tutor PAI	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '168' updated the completion state for the course module with id '459' for the user with id '168'.	web	120.188.82.63
5 Jun, 09:41	Misbah Abdullah Ohoiroh S.Pd Tutor PAI	Misbah Abdullah Ohoiroh S.Pd Tutor PAI	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '168' updated the completion state for the course module with id '459' for the user with id '168'.	web	120.188.82.63
5 Jun, 09:41	Misbah Abdullah Ohoiroh S.Pd Tutor PAI	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '168' viewed the 'url' activity with course module id '459'.	web	120.188.82.63
20 May, 16:28	MUHAMAD FAJRUL FALAKH 13887- muhamadfej- L-ARJ1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '217' viewed the 'url' activity with course module id '459'.	web	114.125.125.106
20 May, 13:08	MUHAMAD FAJRUL FALAKH 13887- muhamadfej- L-ARJ1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '217' viewed the 'url' activity with course module id '459'.	web	114.125.71.147

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
19 Mar, 20:41	KIKI SUSANA 13859- kikisusana- P-TAL1617	KIKI SUSANA 13859- kikisusana- P-TAL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '274' updated the completion state for the course module with id '459' for the user with id '274'.	web	120.188.74.47
19 Mar, 20:41	KIKI SUSANA 13859- kikisusana- P-TAL1617	KIKI SUSANA 13859- kikisusana- P-TAL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '274' updated the completion state for the course module with id '459' for the user with id '274'.	web	120.188.74.47
19 Mar, 20:41	KIKI SUSANA 13859- kikisusana- P-TAL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '274' viewed the 'url' activity with course module id '459'.	web	120.188.74.47
19 Mar, 15:28	RAHAYU HANNUM FEBBY ERINDA 13922- rahayuhann- P-ARJ1617	RAHAYU HANNUM FEBBY ERINDA 13922- rahayuhann- P-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '224' updated the completion state for the course module with id '459' for the user with id '224'.	web	114.125.92.84
19 Mar, 15:28	RAHAYU HANNUM FEBBY ERINDA 13922- rahayuhann- P-ARJ1617	RAHAYU HANNUM FEBBY ERINDA 13922- rahayuhann- P-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '224' updated the completion state for the course module with id '459' for the user with id '224'.	web	114.125.92.84
19 Mar, 15:28	RAHAYU HANNUM FEBBY ERINDA 13922- rahayuhann- P-ARJ1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '224' viewed the 'url' activity with course module id '459'.	web	114.125.92.84

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
19 Mar, 14:46	ANDIKA SULISTIO NUGROHO 13777- andikasuli- L-BUL1617	ANDIKA SULISTIO NUGROHO 13777- andikasuli- L-BUL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '232' updated the completion state for the course module with id '459' for the user with id '232'.	web	114.125.71.141
19 Mar, 14:46	ANDIKA SULISTIO NUGROHO 13777- andikasuli- L-BUL1617	ANDIKA SULISTIO NUGROHO 13777- andikasuli- L-BUL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '232' updated the completion state for the course module with id '459' for the user with id '232'.	web	114.125.71.141
19 Mar, 14:46	ANDIKA SULISTIO NUGROHO 13777- andikasuli- L-BUL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '232' viewed the 'url' activity with course module id '459'.	web	114.125.71.141
18 Mar, 10:00	DENI PRASTYO 13805- deniprasty- L-BUL1617	DENI PRASTYO 13805- deniprasty- L-BUL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '235' updated the completion state for the course module with id '459' for the user with id '235'.	web	114.125.130.200
18 Mar, 10:00	DENI PRASTYO 13805- deniprasty- L-BUL1617	DENI PRASTYO 13805- deniprasty- L-BUL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '235' updated the completion state for the course module with id '459' for the user with id '235'.	web	114.125.130.200
18 Mar, 10:00	DENI PRASTYO 13805- deniprasty- L-BUL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '235' viewed the 'url' activity with course module id '459'.	web	114.125.130.200

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
17 Mar, 01:27	GALUH KARDIANTO 13134- galuhkardi- L-TUR1617	GALUH KARDIANTO 13134- galuhkardi- L-TUR1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '326' updated the completion state for the course module with id '459' for the user with id '326'.	web	114.125.118.228
17 Mar, 01:27	GALUH KARDIANTO 13134- galuhkardi- L-TUR1617	GALUH KARDIANTO 13134- galuhkardi- L-TUR1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '326' updated the completion state for the course module with id '459' for the user with id '326'.	web	114.125.118.228
17 Mar, 01:27	GALUH KARDIANTO 13134- galuhkardi- L-TUR1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '326' viewed the 'url' activity with course module id '459'.	web	114.125.118.228
16 Mar, 07:26	MOCHAMMAD SOLEHUDIN 13880- mochammeds- L-PAK1617	MOCHAMMAD SOLEHUDIN 13880- mochammeds- L-PAK1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '354' updated the completion state for the course module with id '459' for the user with id '354'.	web	120.188.77.162
16 Mar, 07:26	MOCHAMMAD SOLEHUDIN 13880- mochammeds- L-PAK1617	MOCHAMMAD SOLEHUDIN 13880- mochammeds- L-PAK1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '354' updated the completion state for the course module with id '459' for the user with id '354'.	web	120.188.77.162
16 Mar, 07:26	MOCHAMMAD SOLEHUDIN 13880- mochammeds- L-PAK1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '354' viewed the 'url' activity with course module id '459'.	web	120.188.77.162

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
15 Mar, 17:11	DIANA DEWI MEILANI 13812- dianadewim- P-TUR1617	DIANA DEWI MEILANI 13812- dianadewim- P-TUR1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '332' updated the completion state for the course module with id '459' for the user with id '332'.	web	114.125.101.180
15 Mar, 17:11	DIANA DEWI MEILANI 13812- dianadewim- P-TUR1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '332' viewed the 'url' activity with course module id '459'.	web	114.125.101.180
15 Mar, 17:11	DIANA DEWI MEILANI 13812- dianadewim- P-TUR1617	DIANA DEWI MEILANI 13812- dianadewim- P-TUR1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '332' updated the completion state for the course module with id '459' for the user with id '332'.	web	114.125.102.126
13 Mar, 10:22	YENI INDA SAFITRI 13976- yeniindasa- P-TUR1617	YENI INDA SAFITRI 13976- yeniindasa- P-TUR1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '342' updated the completion state for the course module with id '459' for the user with id '342'.	web	114.125.89.220
13 Mar, 10:22	YENI INDA SAFITRI 13976- yeniindasa- P-TUR1617	YENI INDA SAFITRI 13976- yeniindasa- P-TUR1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '342' updated the completion state for the course module with id '459' for the user with id '342'.	web	114.125.89.220
13 Mar, 10:22	YENI INDA SAFITRI 13976- yeniindasa- P-TUR1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '342' viewed the 'url' activity with course module id '459'.	web	114.125.89.220

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
11 Mar, 12:35	PUTRI PURWATI 13920- putripurwa- P-TAL1617	PUTRI PURWATI 13920- putripurwa- P-TAL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '286' updated the completion state for the course module with id '459' for the user with id '286'.	web	203.78.118.60
11 Mar, 12:35	PUTRI PURWATI 13920- putripurwa- P-TAL1617	PUTRI PURWATI 13920- putripurwa- P-TAL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '286' updated the completion state for the course module with id '459' for the user with id '286'.	web	203.78.118.60
11 Mar, 12:35	PUTRI PURWATI 13920- putripurwa- P-TAL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '286' viewed the 'url' activity with course module id '459'.	web	203.78.118.60

Download table data as

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
24 Mar, 10:27	FERI INDRA KUSWORO 13832-feriindrak- L-ARJ1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '211' viewed the 'url' activity with course module id '459'.	web	202.80.213.87
24 Mar, 10:21	RIKO WIJAYA PUTRA 13933- rikowijaya- L-ARJ1617	RIKO WIJAYA PUTRA 13933- rikowijaya- L-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '226' updated the completion state for the course module with id '459' for the user with id '226'.	web	202.80.213.87
24 Mar, 10:21	RIKO WIJAYA PUTRA 13933- rikowijaya- L-ARJ1617	RIKO WIJAYA PUTRA 13933- rikowijaya- L-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '226' updated the completion state for the course module with id '459' for the user with id '226'.	web	202.80.213.87
24 Mar, 10:21	RIKO WIJAYA PUTRA 13933- rikowijaya- L-ARJ1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '226' viewed the 'url' activity with course module id '459'.	web	202.80.213.87
23 Mar, 18:08	LILI CHURUTUL ADNI 13864- lilichurut- P-TUM1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '312' viewed the 'url' activity with course module id '459'.	web	130.188.6.191
22 Mar, 12:54	YUSYA' USAIDILLAH 13979- yusya'ubai- L-BUL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '254' viewed the 'url' activity with course module id '459'.	web	130.188.4.139
21 Mar, 18:39	MAY LIANA L. IBRAHIM 13875- maylianel.- P-TAL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '276' viewed the 'url' activity with course module id '459'.	web	114.125.122.63

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
24 Mar, 10:27	FERI INDRA KUSWORO 13832-feriindrak- L-ARJ1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '211' viewed the 'url' activity with course module id '459'.	web	202.80.213.87
24 Mar, 10:21	RIKO WIJAYA PUTRA 13933- rikowijaya- L-ARJ1617	RIKO WIJAYA PUTRA 13933- rikowijaya- L-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '226' updated the completion state for the course module with id '459' for the user with id '226'.	web	202.80.213.87
24 Mar, 10:21	RIKO WIJAYA PUTRA 13933- rikowijaya- L-ARJ1617	RIKO WIJAYA PUTRA 13933- rikowijaya- L-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '226' updated the completion state for the course module with id '459' for the user with id '226'.	web	202.80.213.87
24 Mar, 10:21	RIKO WIJAYA PUTRA 13933- rikowijaya- L-ARJ1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '226' viewed the 'url' activity with course module id '459'.	web	202.80.213.87
23 Mar, 18:08	LILI CHUROTUL AINI 13864- lilichurot- P-TUM1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '312' viewed the 'url' activity with course module id '459'.	web	120.188.5.191
22 Mar, 12:54	YUSYA' USAIDILLAH 13979- yusya'ubai- L-BUL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '254' viewed the 'url' activity with course module id '459'.	web	120.188.4.139
21 Mar, 18:39	MAY LIANA L. IBRAHIM 13875- maylianel.- P-TAL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '276' viewed the 'url' activity with course module id '459'.	web	114.125.123.63

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
21 Mar, 09:46	REZA AYU NAILUS SA'ADAH 13926- rezaayunai- P-CUR1617	REZA AYU NAILUS SA'ADAH 13926- rezaayunai- P-CUR1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '366' updated the completion state for the course module with id '459' for the user with id '366'.	web	114.125.92.9
21 Mar, 09:46	REZA AYU NAILUS SA'ADAH 13926- rezaayunai- P-CUR1617	REZA AYU NAILUS SA'ADAH 13926- rezaayunai- P-CUR1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '366' updated the completion state for the course module with id '459' for the user with id '366'.	web	114.125.92.9
21 Mar, 09:46	REZA AYU NAILUS SA'ADAH 13926- rezaayunai- P-CUR1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '366' viewed the 'url' activity with course module id '459'.	web	114.125.92.9
20 Mar, 16:10	RISKY INDRA PRATAMA 13937- riskyindra- L-BUL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '347' viewed the 'url' activity with course module id '459'.	web	202.67.46.243
20 Mar, 12:23	MUHAMMAD ANDRIANAS SUGAR 13889- muhammadan- L-TUH1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '318' viewed the 'url' activity with course module id '459'.	web	36.74.28.17
20 Mar, 11:47	MUHAMMAD ANDRIANAS SUGAR 13889- muhammadan- L-TUH1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '318' viewed the 'url' activity with course module id '459'.	web	36.79.243.171

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
22 Apr, 06:38	RIKA FITRIANA 13931-rikafitria- P-TUM1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '323' viewed the 'url' activity with course module id '459'.	web	114.125.123.116
18 Apr, 14:54	ANAS ULIL ABSHAR 13775- anasulilab- L-TAL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '261' viewed the 'url' activity with course module id '459'.	web	120.188.36.139
17 Apr, 18:27	MARISA ULFA 13873- marisaulfa- P-TUM1617	MARISA ULFA 13873- marisaulfa- P-TUM1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '313' updated the completion state for the course module with id '459' for the user with id '313'.	web	114.125.120.168
17 Apr, 18:27	MARISA ULFA 13873- marisaulfa- P-TUM1617	MARISA ULFA 13873- marisaulfa- P-TUM1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '313' updated the completion state for the course module with id '459' for the user with id '313'.	web	114.125.120.168
17 Apr, 18:27	MARISA ULFA 13873- marisaulfa- P-TUM1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '313' viewed the 'url' activity with course module id '459'.	web	114.125.120.168
16 Apr, 16:09	LILI CHURUTUL AINI 13864- lilichurst- P-TUM1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '312' viewed the 'url' activity with course module id '459'.	web	114.4.213.75
15 Apr, 16:21	DIYA SUPRAPTI 13819- diyasuprap- P-TUM1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '309' viewed the 'url' activity with course module id '459'.	web	114.125.104.60

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
15 Apr, 12:01	SUTIRAH RAHMAWATI 13956- sutirahrah- P-TAL1617	SUTIRAH RAHMAWATI 13956- sutirahrah- P-TAL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '293' updated the completion state for the course module with id '459' for the user with id '293'.	web	112.215.242.253
12 Apr, 17:37	MAY LIANA L. IBRAHIM 13875- meylianel- P-TAL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '276' viewed the 'url' activity with course module id '459'.	web	114.125.85.237
12 Apr, 17:37	MAY LIANA L. IBRAHIM 13875- meylianel- P-TAL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '276' viewed the 'url' activity with course module id '459'.	web	114.125.85.237
12 Apr, 12:01	RIKA DEVI KURNIA SARI 13930- rikadeviku- P-AR1617	RIKA DEVI KURNIA SARI 13930- rikadeviku- P-AR1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '225' updated the completion state for the course module with id '459' for the user with id '225'.	web	114.125.87.114
12 Apr, 10:22	LENA ANDRIANA 13861- lenaandria- P-TAL1617	LENA ANDRIANA 13861- lenaandria- P-TAL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '275' updated the completion state for the course module with id '459' for the user with id '275'.	web	112.215.154.143
12 Apr, 10:22	LENA ANDRIANA 13861- lenaandria- P-TAL1617	LENA ANDRIANA 13861- lenaandria- P-TAL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '275' updated the completion state for the course module with id '459' for the user with id '275'.	web	112.215.154.143

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
13 Apr, 10:22	LENA ANDRIANA 13861- lenaandria- P-TAL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '275' viewed the 'url' activity with course module id '459'.	web	112.215.154.143
10 Apr, 17:52	DONA SETIAWAN 13820- donasetiaw- L-BUL1617	DONA SETIAWAN 13820- donasetiaw- L-BUL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '238' updated the completion state for the course module with id '459' for the user with id '238'.	web	114.4.79.5
10 Apr, 17:52	DONA SETIAWAN 13820- donasetiaw- L-BUL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '238' viewed the 'url' activity with course module id '459'.	web	114.4.79.5
10 Apr, 17:52	DONA SETIAWAN 13820- donasetiaw- L-BUL1617	DONA SETIAWAN 13820- donasetiaw- L-BUL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '238' updated the completion state for the course module with id '459' for the user with id '238'.	web	114.4.79.5
6 Apr, 21:49	ACHMIFWENTENE PUTRI CHOIR 13756- achmifwent- P-TAL1617	ACHMIFWENTENE PUTRI CHOIR 13756- achmifwent- P-TAL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '257' updated the completion state for the course module with id '459' for the user with id '257'.	web	112.215.242.5
6 Apr, 21:49	ACHMIFWENTENE PUTRI CHOIR 13756- achmifwent- P-TAL1617	ACHMIFWENTENE PUTRI CHOIR 13756- achmifwent- P-TAL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '257' updated the completion state for the course module with id '459' for the user with id '257'.	web	112.215.242.5

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
6 Apr, 21:49	ACHMIFWENTENE PUTRI CHOER 13756-achmifwent- P-TAL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '257' viewed the 'url' activity with course module id '459'.	web	112.215.242.5
28 Mar, 07:07	MARIYA WULANDARI 13874-mariyawula- P-TUM1617	MARIYA WULANDARI 13874-mariyawula- P-TUM1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '314' updated the completion state for the course module with id '459' for the user with id '314'.	web	120.188.35.13
27 Mar, 09:50	M. ARIF RAKHMAN HAKIM 13868-m.arifrahk- L-CUR1617	M. ARIF RAKHMAN HAKIM 13868-m.arifrahk- L-CUR1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '362' updated the completion state for the course module with id '459' for the user with id '362'.	web	114.125.72.29
27 Mar, 09:50	M. ARIF RAKHMAN HAKIM 13868-m.arifrahk- L-CUR1617	M. ARIF RAKHMAN HAKIM 13868-m.arifrahk- L-CUR1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '362' updated the completion state for the course module with id '459' for the user with id '362'.	web	114.125.72.29
27 Mar, 09:50	M. ARIF RAKHMAN HAKIM 13868-m.arifrahk- L-CUR1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '362' viewed the 'url' activity with course module id '459'.	web	114.125.72.29
24 Mar, 18:24	PUJI LAKSONO 13916-pujilakson- L-TAL1617	PUJI LAKSONO 13916-pujilakson- L-TAL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '285' updated the completion state for the course module with id '459' for the user with id '285'.	web	114.125.70.91

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
24 Mar, 18:24	PUJI LAKSONO 13916-pujilakson-L-TAL1617	PUJI LAKSONO 13916-pujilakson-L-TAL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '285' updated the completion state for the course module with id '459' for the user with id '285'.	web	114.125.70.91
24 Mar, 18:24	PUJI LAKSONO 13916-pujilakson-L-TAL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '285' viewed the 'url' activity with course module id '459'.	web	114.125.70.91
24 Mar, 10:28	GATOT PRABOWO 13837-gatotprabo-L-ARJ1617	GATOT PRABOWO 13837-gatotprabo-L-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '213' updated the completion state for the course module with id '459' for the user with id '213'.	web	202.80.213.87
24 Mar, 10:27	FERI INDRA KUSWORDO 13832-feriindrak-L-ARJ1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '211' viewed the 'url' activity with course module id '459'.	web	202.80.213.87
24 Mar, 10:27	FERI INDRA KUSWORDO 13832-feriindrak-L-ARJ1617	FERI INDRA KUSWORDO 13832-feriindrak-L-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '211' updated the completion state for the course module with id '459' for the user with id '211'.	web	202.80.213.87
24 Mar, 10:27	FERI INDRA KUSWORDO 13832-feriindrak-L-ARJ1617	FERI INDRA KUSWORDO 13832-feriindrak-L-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '211' updated the completion state for the course module with id '459' for the user with id '211'.	web	202.80.213.87

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
20 May, 11:50	MUHAMAD FAJRUL FALAKH 13887- muhamadfaj- L-ARJ1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '217' viewed the 'url' activity with course module id '459'.	web	114.125.118.59
20 May, 11:50	MUHAMAD FAJRUL FALAKH 13887- muhamadfaj- L-ARJ1617	MUHAMAD FAJRUL FALAKH 13887- muhamadfaj- L-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '217' updated the completion state for the course module with id '459' for the user with id '217'.	web	114.125.118.59
20 May, 11:50	MUHAMAD FAJRUL FALAKH 13887- muhamadfaj- L-ARJ1617	MUHAMAD FAJRUL FALAKH 13887- muhamadfaj- L-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '217' updated the completion state for the course module with id '459' for the user with id '217'.	web	114.125.118.59
20 May, 11:50	MUHAMAD FAJRUL FALAKH 13887- muhamadfaj- L-ARJ1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '217' viewed the 'url' activity with course module id '459'.	web	114.125.118.59
20 May, 10:53	HERU WINARKO 13841- heruwinark- L-PAK1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '350' viewed the 'url' activity with course module id '459'.	web	36.82.101.14
12 May, 19:31	BIMA DIAN MAUFIKA 13800- bimedianma- L-TUM1617	BIMA DIAN MAUFIKA 13800- bimedianma- L-TUM1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '307' updated the completion state for the course module with id '459' for the user with id '307'.	web	114.125.118.11

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
5 May, 13:29	MILA ANGGRAENI 13877- milaanggra- P-BUL1617	MILA ANGGRAENI 13877- milaanggra- P-BUL1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '244' updated the completion state for the course module with id '459' for the user with id '244'.	web	130.188.76.126
3 May, 18:25	MUCH. ANDIK 13884- muchandik- L-TUM1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '317' viewed the 'url' activity with course module id '459'.	web	112.215.173.87
3 May, 14:27	MUHAMMAD RAHMAT HADI 13894- muhammada- L-ARJ1617	MUHAMMAD RAHMAT HADI 13894- muhammada- L-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '219' updated the completion state for the course module with id '459' for the user with id '219'.	web	116.206.40.69
2 May, 18:35	M. MIFTAKUS SARIP 13870- m.miftakus- L-ARJ1617	M. MIFTAKUS SARIP 13870- m.miftakus- L-ARJ1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '216' updated the completion state for the course module with id '459' for the user with id '216'.	web	35.74.189.234
2 May, 17:40	DONA SETIAWAN 13820- donasetiaw- L-BUL1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '238' viewed the 'url' activity with course module id '459'.	web	114.4.212.215
27 Apr, 15:58	MUCH. ANDIK 13884- muchandik- L-TUM1617	MUCH. ANDIK 13884- muchandik- L-TUM1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '317' updated the completion state for the course module with id '459' for the user with id '317'.	web	112.215.173.130

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
27 Apr, 15:58	MUCH. ANDIK 13884- much.andik- L-TUM1617	MUCH. ANDIK 13884- much.andik- L-TUM1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '317' updated the completion state for the course module with id '459' for the user with id '317'.	web	112.215.173.130
27 Apr, 15:58	MUCH. ANDIK 13884- much.andik- L-TUM1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '317' viewed the 'url' activity with course module id '459'.	web	112.215.173.130
23 Apr, 10:48	MARISA ULFA 13873- marisaulfa- P-TUM1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '315' viewed the 'url' activity with course module id '459'.	web	114.125.104.29
22 Apr, 06:38	RIKA FITRIANA 13931-rikafitria- P-TUM1617	-	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	URL	Course module viewed	The user with id '323' viewed the 'url' activity with course module id '459'.	web	114.125.132.116
22 Apr, 06:38	RIKA FITRIANA 13931-rikafitria- P-TUM1617	RIKA FITRIANA 13931-rikafitria- P-TUM1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '323' updated the completion state for the course module with id '459' for the user with id '323'.	web	114.125.132.116
22 Apr, 06:38	RIKA FITRIANA 13931-rikafitria- P-TUM1617	RIKA FITRIANA 13931-rikafitria- P-TUM1617	URL: Pendidikan Agama Islam dan Budi Pekerti kelas XI	System	Course activity completion updated	The user with id '323' updated the completion state for the course module with id '459' for the user with id '323'.	web	114.125.132.116

Biodata



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