



## Incorporating E-Learning Madrasah In Teaching Reading Practice

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### Abstract

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*The students learn independently during the Covid-19 pandemic and spend long periods of time at home. In order to prepare e-Learning Madrasah for use by Islamic schools in Indonesia, students are required to be taught online through specific Internet Platforms recommended by the Ministry of Religion. This study examines how teachers at the Islamic grade school of Karawang are incorporating e-Learning Madrasah as a media and students' responses to using e-Learning Madrasah in their reading comprehension process. Observation and interviews with teachers and students are used to collect the data. The results of these studies have shown that a number of responses suggest that the use of eLearning Madrasah does not work effectively in English, particularly with respect to teaching reading. Despite the fact that students are still enjoying using media provided by their school, during a Covid 19 pandemic they will be able to carry out educational activities.*

**Keywords:** Reading, e-Learning Madrasah, Covid-19 pandemic

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## INTRODUCTION

Nowadays, reading plays an important and one of the four language skills taught in English language learning process. Reading exposes students to new vocabularies, syntax, and even new cultures. Those can be learnt through some supporting sources that can give the information and knowledge to the students such as dictionaries, textbooks, newspapers, magazines, journals, articles and others (Rama, A. N., Rahim, A., Alberth., 2018). The role of reading skills in learning English is very important for foreign students of English (EFL), the purpose of teaching reading is to develop skills and understand messages from the reading content. The statement is related to Nuttal (1996: 4) in Antoni (2010) which states that understanding reading texts is one of the goals of reading.

The use of technology in education is supported by utilizing the internet as a learning medium in the form of e-Learning. The teachers and the students do not need face to face each other on the occasion of learning. Al-Hamidi (2013) in Mutambik (2018) state that the application of e-Learning in high school students aged 15 to 18 years can encourage them to learn English well, and can also improve students' cognitive and reflect them in seeking knowledge and information (Westberry, 2009).

In this current situation, online learning is widely used by several educational institutions, and due to the Covid-19 pandemic in Indonesia the Ministry of Education and Culture requested that learning be carried out at home (kompas.com, 2020). At this point, the teacher can use variety of media and strategies to ensure students to be involved and active in learning reading

comprehension. The media can be a driving force for students' sense in improving the learning process, receiving and processing information using a lot of human reason, most likely the information will be stored for a long time (Yuliana, 2018).

Even though the previous research have elaborated the e-Learning apps, there is a slight research focusing on reading learning media incorporated by using e-Learning Madrasah therefore this research fills the gap. This research focused on the e-Learning Madrasah platform used for online-based learning. This research aims to find out the teacher incorporating e-Learning Madrasah as media and the students' response toward using e-Learning Madrasah in the process of reading comprehension. Accordingly, the researcher is interested in conducting a research entitled " Incorporating e-Learning Madrasah in Teaching Reading Practice " .

## **METHODS**

This research used a qualitative approach. The researcher choose this method because the researcher intends to understand the phenomenon of the research subject. Qualitative approach describes a detail understanding of the phenomenon, having a literature review, describing the results of data analysis and interpreting them in general, and writing reports using flexible structures (Creswell, 2012).

The researcher used case study as a research design. A case study is a research design that examines an individual, groups, events or activities and processes (Hancock & Algozzine, 2006). It is can be interpreted as an empirical inquiry that investigates phenomena in real-life contexts when the boundaries between phenomena and contexts are not clearly visible where multiple sources of evidence are used (Yin, 2015). The researcher explored the use of e-Learning Madrasah as learning media in students' reading comprehension. The researcher considered that using a case study as a research design looking for the information that can be learned or drawn from a case. Can make the researcher find the data easily through observation and interviews..

## **RESULTS & DISCUSSION**

The researcher presents the result. Due to the Covid-19 pandemic the data came from observation, online interviews, and documentation about incorporating e-Learning Madrasah in teaching reading practice. The objectives of the research were (1) How do the teacher's strategies incorporating e-Learning Madrasah as media in teaching reading? (2) What are students' responses to implementing e-Learning Madrasah as media in learning reading.

First, the researcher presents the finding of the research about incorporating e-Learning Madrasah in teaching reading practice. Second, the researcher took student interview data to find out student responses using e-Learning Madrasah in reading comprehension.

### **1. The teacher's strategy in incorporating e-Learning Madrasah as media in teaching reading**

#### **a. Teaching preparation**

E-Learning Madrasah is new application for teaching and learning process which is very facilitating teacher and student due to Covid-19, only the schools under the scope of the Ministry of Religion that can be accessed e-Learning

Madrasah. E-Learning Madrasah with a structured, attractive and interactive display. It can be accessed by madrasah operators, subject teachers, guidance and counseling teachers, homeroom teachers, students and headmaster. They have their own username to be able to log-in wherever and whenever.

Before starting online-based teaching, the teacher gave instruction to students to prepare and take an attendance one by one via WhatsApp group. In using e-Learning Madrasah, the teacher had to log in with their teacher identity number (NUPTK or NIK) and the school's password. After logging in, the application would display the teacher's profile.

b. Learning media and materials

E-Learning Madrasah has various features that can be used for teaching and learning process, there are: madrasah forum, class timeline, video conference, competency standards (KI/KD), lesson plan, material, teacher's journal and so on. The next strategy, checking the lesson plan is a must for the teacher, because with the lesson plan, teaching and learning activities in the classroom can be well directed so that the teacher does not feel confused about what to do later.

The teacher of English at the school gave an instructions and a reading material to the students in the form of YouTube video, The teaching system that the teacher applies when using e-Learning Madrasah is divided into two, there are in the first week the teacher gave the material, the students are asked to watch and listen the content of the video then the students took a notes. In the second week, the students are asked to do assignments or practice in the form of make videos on YouTube then they are send their video links in the e-Learning Madrasah application.

After the teacher giving instruction, the students are doing reading activity. The duration of the video about one minute for reading the expression of giving command text. In the e-Learning Madrasah sometimes difficult to be accessed, so the teacher chose YouTube as the alternative materials to teaching reading process except using e-Learning Madrasah in that school. From the result of interview, the teacher said that YouTube is used as one of the teaching materials in the process of teaching reading comprehension because YouTube is considered easy to access and easy to understand by students.

c. Evaluation

In this activity, the teacher gives evaluation to the students. Evaluation is the process to realize and analyze the information of students understanding about program of education. Based on the interview, the teacher gives an evaluation to students after the lesson is over via whatsapp group about learning reading comprehension using e-Learning Madrasah, the teacher carries out formative evaluation activities to get students' feedback regarding the material that has been delivered.

**2. Students' responses to implementing e-Learning Madrasah as media in teaching reading comprehension**

Related to the interviews with the students, the researcher finding there were several responses saying that the use of e-Learning in English, especially in teaching reading, was not effective. This finding inversely with Rama, A. N., Rahim, A., Alberth. (2018) indicated that schoology considerably improved students' reading comprehension. It is similar to Dewi N., Zahrowi, E., &

Sulistiyawati, M.E.S. (2020) who found google classroom quit effective and it can help students improve reading comprehension.

The inhibiting factors in the use of e-Learning Madrasah experienced by the students include: limitations of technological tools and internet problems. However, the results of the interviews with English teachers, students who do not have cell phones, can attend school by complying with the health protocol. Even though, students still feel happy because they can still learn using the media provided by the school, they can carry out learning activities during the Covid-19 pandemic.

## **CONCLUSION**

Based on the explanation described above regarding the use of e-Learning Madrasah during learning reading comprehension, the researcher will state several things that can be concluded. Related to the two questions presented in the research question, namely how do teachers interpret e-Learning Madrasah in reading comprehension lessons and how students response to the use of e-Learning Madrasah. First, increasing technological developments facilitate the implementation of distance learning during the covid-19 pandemic, e-Learning Madrasah functions to facilitate and as a tool in the teaching and learning process, in the perception of teachers assessing that this e-Learning Madrasah system has many features that are easy to use and very useful as a means of teaching and learning.

Second, students' responses to teaching reading using e-Learning were based on the results of interviews, namely some students considered e-Learning Madrasah to be an effective learning medium to use during the Covid-19 pandemic but there were students who considered that e-Learning Madrasah was less effective because the material was not conveyed properly and internet access is not good. Students consider in-person learning better than online.

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