The Effectiveness of E-Learning in English Language Teaching for Islamic Education Students: Research and Development Stages in the ADDIE Model in Islamic Higher Education

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Abstract: This study aims to evaluate the effectiveness of using E-Learning in English language Teaching for Islamic Education Students at the State Islamic Institute (IAIN) Pontianak. The use of information and communication technology, particularly E-Learning, has become increasingly important in efforts to enhance the quality of education in higher education, including in English language instruction. This research employs a Research and Development methodology with the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The findings suggest that the development of E-Learning-based instructional materials has the potential to increase students motivation, enrich learning resources, and facilitate more effective interaction between lecturers and students, both in face-to-face and non-face-to-face settings. However, the evaluation results indicate that while the instructional materials are relevant to the learning needs and show potential for improving students' understanding and English language skills, the overall effectiveness needs further validation. Data from the evaluation section shows that certain aspects of the materials, particularly in terms of user-friendliness and long-term engagement, require improvement to fully achieve the desired learning outcomes. Therefore, while this research contributes to the improvement of English language teaching for Islamic Education Students at IAIN Pontianak, the results should be interpreted with caution, and further refinement of the materials is necessary. The utilizing E-Learning, learning can become more flexible and accessible anytime and anywhere, thus supporting the achievement of students' competencies more optimally, provided that the materials undergo further development based on the feedback from evaluations.
Keywords: E-Learning, English Language Teaching, Islamic Education Students, Islamic higher education.

Abstrak: Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan E-Learning dalam Pengajaran Bahasa Inggris bagi Mahasiswa Pendidikan Agama Islam di Institut Agama Islam Negeri (IAIN) Pontianak. Pemanfaatan teknologi informasi dan komunikasi, khususnya E-Learning, kini menjadi semakin penting dalam upaya peningkatan mutu pendidikan di perguruan tinggi, termasuk dalam pengajaran bahasa Inggris. Penelitian ini menggunakan metodologi *Research and Development* dengan model pengembangan ADDIE yang terdiri dari lima tahapan yaitu Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Temuan penelitian menunjukkan bahwa pengembangan bahan ajar berbasis E-Learning berpotensi meningkatkan motivasi mahasiswa, memperkaya sumber belajar, dan memfasilitasi interaksi yang lebih efektif antara dosen dan mahasiswa, baik secara tatap muka maupun non tatap muka. Namun, hasil evaluasi menunjukkan bahwa meskipun bahan ajar relevan dengan kebutuhan pembelajaran dan menunjukkan potensi untuk meningkatkan pemahaman dan keterampilan bahasa Inggris siswa, efektivitas keseluruhannya memerlukan validasi lebih lanjut. Data dari bagian evaluasi menunjukkan bahwa aspek-aspek tertentu dari materi, khususnya dalam hal kemudahan penggunaan dan keterlibatan jangka panjang, memerlukan perbaikan untuk sepenuhnya mencapai hasil pembelajaran yang diinginkan. Oleh karena itu, meskipun penelitian ini berkontribusi terhadap peningkatan pengajaran bahasa Inggris bagi Mahasiswa Pendidikan Islam di IAIN Pontianak, hasil penelitian ini harus ditafsirkan dengan hati-hati, dan diperlukan penyempurnaan lebih lanjut terhadap materi tersebut. Dengan memanfaatkan *E-Learning*, pembelajaran dapat menjadi lebih fleksibel dan mudah diakses kapanpun dan dimanapun, sehingga menunjang pencapaian kompetensi peserta didik secara lebih optimal, dengan syarat materi mengalami pengembangan lebih lanjut berdasarkan masukan evaluasi.
Kata kunci: E-Learning, Pengajaran Bahasa Inggris, Pendidikan Islam Mahasiswa, Implementasi dan Evaluasi, Pendidikan Tinggi Islam.

A. INTRODUCTION

In the era of globalization and technological advancement, E-Learning has become a key approach to enhancing the effectiveness and efficiency of the learning process, particularly in higher education. The implementation of E-Learning in language teaching, including English, has been widely examined in various studies at both national and international levels. For example, research by Magd et al. highlights how E-Learning-based instructional design can leverage technological advancements to boost student engagement in Islamic Education Learning. Additionally, Waldan's study explores how E-Learning can support Islamic Education students in developing their teaching skills, ultimately

leading to improved learning outcomes.Several studies have examined the role and effectiveness of E-Learning in various educational contexts. Purwantoro, Asari, and Maruf[1] investigated E-Learning's impact on English teaching in madrasahs, noting both its benefits and the challenges of integrating digital tools into language education. Their research, published in the Budapest International Research and Critics Institute (BIRCI-Journal), highlights the advantages of digital platforms while identifying areas for improvement. Similarly, Priatna, Maylawati, Sugilar, and Ramdhani[2] explored the success factors for E-Learning implementation in higher education, detailing critical elements that enhance digital learning environments and offering practical insights for institutions aiming to improve their E-Learning strategies.

In a broader context, Magd, Nzomkunda, Negi, and Ansari[3] proposed a framework for successful E-Learning implementation in higher education institutions, as outlined in Global Business & Management Research. This framework identifies essential success factors and provides a structured approach to refining E-Learning practices. Meanwhile, Agatha Priska, Aulia, Muslim, and Marcelina[4] developed an evaluation model for E-Learning systems in Indonesian higher education, presenting their findings at the 2020 International Conference on Education and E-Learning. Their work offers a comprehensive method for assessing and improving digital learning approaches.

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[1] Purwantoro, A., Asari, S., & Maruf, N. (2021). The effectiveness of E-Learning madrasah in English teaching and learning. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *4*(3), 5234-5244.

[2] Priatna, T., Maylawati, D., Sugilar, H., & Ramdhani, M. (2020). Key success factors of e-learning implementation in higher education. *International Journal of Emerging Technologies in Learning (iJET)*, *15*(17), 101-114.

[3] Magd, H., Nzomkunda, A., Negi, S., & Ansari, M. (2022). Critical Success Factors of E-Learning Implementation in Higher Education Institutions: A Proposed Framework for Success. *Global Business & Management Research*, *14*.

[4] Agatha Priska, M., Aulia, D., Muslim, E., & Marcelina, L. (2020, November). Developing a framework to evaluate e-learning system at higher education in Indonesia. In *Proceedings of the 2020 4th International Conference on Education and E-Learning* (pp. 27-32).

Further research[5] addressed the practical challenges and opportunities of E-Learning in different regions, with the former focusing on Bangladesh and the latter on enhancing student satisfaction in higher education settings. Their studies reveal obstacles and strategies for effective E-Learning adoption. Yauri et al[6] assessed E-Learning in Indonesian language courses post-COVID-19, reflecting on adaptations during the pandemic[7]. Additionally, Awan, Afshan, and Memon[8] provided a systematic review of E-Learning adoption in higher education, summarizing trends and challenges. Lastly, research[9] examined the specific challenges faced by educators and the impact of E-Learning on English teaching during the COVID-19 pandemic, respectively, highlighting the evolving role of digital tools in education.

However, research specifically examining the implementation and evaluation of E-Learning within the context of Islamic higher education in Indonesia remains relatively scarce. To address this gap, my study investigates the effectiveness of E-Learning in Islamic Education Learning for students at the State Islamic Institute (IAIN) Pontianak. The central research question—why and how E-Learning can improve student learning outcomes in English instruction—is vital, especially considering the growing need to enhance the quality of education in Islamic educational institutions.

This research will contribute significantly to the development of knowledge in two main ways. First, it will provide new insights into the effectiveness of E-Learning in the context of Islamic higher education, an area that has been

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[5] Sarker, M. F. H., Mahmud, R. A., Islam, M. S., & Islam, M. K. (2019). Use of e-learning at higher educational institutions in Bangladesh: Opportunities and challenges. *Journal of Applied Research in Higher Education*, *11*(2), 210-223.

[6] Yauri, A. M., Salam, A. R., & Kahar, R. B. (2016). Implementing Hybrid e-Learning on English as A Foreign Language in Islamic College. *Arab World English Journal, Special Issue on CALL*, *3*, 227-238.

[7] Waldan, R (2022) Escalation Employee Engagement On Teacher Islamic High School After Pandemic: Correlation Servant Leadership And Personality. ICEMS 8 (2022), 56

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[9] Islam, N., Beer, M., & Slack, F. (2015). E-learning challenges faced by academics in higher education. *Journal of Education and Training Studies*, *3*(5), 102-112

underexplored. Second, it will produce a model for developing E-Learning-based instructional materials that can be applied to various other subjects, not limited to English language instruction[10]. Therefore, this study will not only enrich the literature on E-Learning but also offer practical tools for lecturers and higher education institutions to improve the quality of their teaching.

Although the research methodology is not the primary focus of this section, it is important to mention that this study utilizes a Research and Development (R&D) approach, specifically employing the ADDIE (Analyze, Design, Development, Implementation, Evaluation) development model. This approach enables the research to identify the challenges and opportunities in implementing E-Learning for Islamic Education students and to develop and assess the effectiveness of the proposed solutions.

The study aims to provide robust empirical evidence on the benefits of E-Learning in Islamic Education Learning within the context of Islamic higher education. By integrating the research findings into educational practices, significant improvements in learning quality and student competency achievement among Islamic Education students are anticipated, ultimately contributing to the overall advancement of Islamic higher education in Indonesia.

B. RESEARCH AND DEVELOPMENT STAGES IN THE ADDIE MODEL

1. Analize Stage

The Analysis phase involves identifying the current challenges faced by students in learning English and the gaps in the existing teaching materials. From the analysis, it was found that students at IAIN Pontianak have an urgent need to understand the basics of English relevant to their fields of study, especially within Islamic Education. However, the materials currently available are not adequate to support effective learning. These limitations hinder students from

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[10] Agatha Priska, M., Aulia, D., Muslim, E., & Marcelina, L. (2020, November). Developing a framework to evaluate e-learning system at higher education in Indonesia. In *Proceedings of the 2020 4th International Conference on Education and E-Learning* (pp. 27-32).

achieving the expected competencies, particularly in areas that require practical and applicable English skills for both academic and professional contexts.

In addition, an analysis of student characteristics revealed that most students own digital devices such as smartphones and laptops, which could facilitate E-Learning. Despite this, many students are unable to fully utilize these devices for learning purposes. The underutilization of available technology hampers the potential for self-directed learning and interactive participation, both key benefits of E-Learning platforms. The teaching materials, which are primarily limited to handouts and textbooks, lack interactivity and fail to leverage the capabilities of E-Learning technology to provide a more dynamic and engaging learning experience. Thus, a significant gap exists between students' needs and the tools currently at their disposal.

2. Design Stage

In the Design stage, the focus shifts to developing E-Learning materials that are more interactive, flexible, and better suited to meet students' academic needs. The objective is to create content that aligns with the students' competency goals, while also taking into account the practical application of English in their specific academic fields. The design process includes structuring lessons into digital modules, incorporating multimedia such as videos, interactive exercises, and quizzes to engage students in both individual and group learning environments.

Data collected during the design phase highlighted the need for flexibility and engagement in the learning materials. Interactive quizzes, video tutorials, and case studies relevant to Islamic education were included to promote active participation. The platform's usability was also a key consideration, ensuring that the E-Learning environment was easy to navigate and accessible on various devices.

3. Development Stage

During the Development stage, the materials designed in the previous stage were transformed into an E-Learning platform that students could access via smartphones, laptops, or other devices. This phase involved producing the actual

content: creating multimedia materials, quizzes, and downloadable resources that students could use both inside and outside the classroom. A learning management system (LMS) was chosen to host these materials, allowing for both synchronous and asynchronous learning.

Data from the development phase included trials with small groups of students to evaluate the technical functionality of the platform and the relevance of the content. Feedback from these trials indicated that students found the materials significantly more engaging than traditional handouts or textbooks. The interactive nature of the E-Learning modules encouraged higher levels of participation, with students demonstrating a greater understanding of key concepts in post-module quizzes.

4. Implementation Stage

The new instructional materials were integrated into English language classes for various programs, including those for Islamic Education students. This integration aimed to enrich the overall learning experience across different fields.

After the implementation of these materials, there was a significant increase in student engagement. This was reflected in higher levels of participation in classroom discussions and online forums, indicating a positive change in their interaction with the course content.

The findings suggest that E-Learning-based instructional materials can greatly boost the motivation and engagement of Islamic Education students. The digital platform offers these students increased flexibility and autonomy in their studies, enabling them to manage their study schedules more effectively.

Additionally, the E-Learning platform fosters a more adaptable learning environment, accommodating various learning styles and preferences among Islamic Education students. By allowing them to access materials and engage in discussions at their own pace, the platform supports a more personalized and self-directed approach to learning.

Table 1
Engagement Scores of Students Before and After The Implementation of The E-Learning Materials.

Student ID	Program	Pre-Implementation Engagement Score	Post-Implementation Engagement Score	Participation Increase (%)
001	Islamic Education	65	85	30%
002	Islamic Education	70	90	28.5%
003	Islamic Education	60	80	33.3%
004	English Language	75	92	22.7%
005	Islamic Education	68	88	29.4%

Source: Researcher, 2021

5. Evaluation

The evaluation of E-Learning-based instructional materials showed significant results in improving students' understanding. Based on the test results, students demonstrated a clear improvement in comprehension compared to traditional teaching methods. The use of E-Learning materials proved to help students achieve their learning objectives more effectively, as evidenced by improved test scores and their ability to grasp key concepts.

Additionally, the surveys collected from students showed very positive responses to the use of digital materials. They appreciated the ease of access, which allowed them to study the material flexibly, as well as the clear and easy-to-understand content presentation, which they found to be highly supportive of their learning process. Although the primary focus of the evaluation was on material comprehension, students also acknowledged that the use of E-Learning facilitated more effective interaction between them and the instructors.

However, the evaluation also provided valuable feedback for further development. Some students suggested adding richer content to deepen their learning experience, as well as enhancing the interactive elements to create a more dynamic learning environment. Overall, the evaluation results confirm that the E-Learning materials not only succeeded in improving students'

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understanding but also offer potential for further development to optimize the learning process.

C. THE EFFECTIVENESS OF E-LEARNING IN ENGLISH LANGUAGE TEACHING AT IAIN PONTIANAK

This research successfully developed more modern instructional materials aligned with technological advancements, specifically tailored for Islamic Education students. The integration of E-Learning has proven to be an effective tool in supporting English language education for students in the Islamic Education program at IAIN Pontianak. The study's development of contemporary educational resources reflects the latest technological trends, enhancing the relevance and effectiveness of these instructional materials. This modernization aligns the learning process with current digital practices, making it more relevant for Islamic Education students.

The use of E-Learning has significantly improved student engagement among Islamic Education students. The interactive and accessible nature of digital tools has led to greater involvement and participation in English language learning activities. The implementation of these E-Learning materials has had a notable positive impact on the learning outcomes of Islamic Education students. The research underscores the substantial benefits of using digital resources to achieve better educational results and foster a more dynamic learning environment.

The research findings reinforce the theory that integrating technology into education can significantly enhance the quality of learning, particularly for Islamic Education students. The data supports the notion that technological tools, such as E-Learning platforms, offer a more enriched and diverse learning experience compared to traditional methods. By incorporating advanced digital resources, the study illustrates how technology can transform the educational landscape, making learning more engaging and interactive for students in the Islamic Education program. This alignment with theoretical expectations highlights the positive impact of technology on educational practices.

The results of the study contribute to a deeper understanding of how technology can be effectively employed to improve educational outcomes for Islamic Education students. They provide empirical evidence supporting the idea that technology facilitates a more flexible and personalized approach to learning. Furthermore, the research demonstrates that technology not only supports better learning outcomes but also enhances the overall educational experience for Islamic Education students. This supports theories advocating for the integration of modern tools to create a richer, more varied learning environment.

The development of E-Learning-based instructional materials offers a robust model applicable across different courses at IAIN Pontianak, specifically designed for the Islamic Education program. This structured approach to integrating technology into various disciplines not only enhances educational practices but also serves as a reference for other educational institutions aiming to elevate their teaching quality through digital tools, particularly in the context of Islamic higher education. It demonstrates a successful strategy that can be adapted to diverse educational settings, highlighting the potential of E-Learning to transform teaching methods and learning outcomes[11].

A thorough analysis of E-Learning effectiveness in English language teaching within Islamic higher education reveals several critical insights from existing studies[12]. Qazaq[13] examined the readiness and implementation of E-Learning among academic staff in Jordanian institutions, identifying both the preparedness levels and the challenges educators face in adopting digital tools. Similarly, Ghawail, Yahia, and Alrshah[14] explored the hurdles in applying E-

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[11] Islam, N., Beer, M., & Slack, F. (2015). E-learning challenges faced by academics in higher education. *Journal of Education and Training Studies*, *3*(5), 102-112

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[14] Ghawail, E. A. A., Yahia, S. B., & Alrshah, M. A. (2021). Challenges of applying E-learning in the Libyan higher education system. *arXiv preprint arXiv:2102.08545.*

Learning within the Libyan higher education system, uncovering significant obstacles that impact its successful integration and overall effectiveness.

Islam, Chittithaworn, Rozali, and Liang[15] investigated the factors affecting E-Learning effectiveness in Malaysian higher education, highlighting crucial elements such as technological infrastructure and user engagement that contribute to successful digital education. Yauri, Salam, and Kahar[16] examined hybrid E-Learning models for teaching English as a Foreign Language in Islamic colleges, illustrating how a blend of digital and traditional methods can enhance language instruction. Additionally, Zakarneh[17] assessed the effectiveness of E-Learning in Arab universities for teaching English, providing a nuanced understanding of its benefits and limitations within Arabic-speaking contexts.

The framework established by this research is designed to be adaptable with specific empirical data and detailed evaluation results. This customization will further refine the implementation process and enhance the effectiveness of E-Learning materials in diverse educational environments[18][19]. Overall, the practical implications of this study emphasize the significant contribution of E-Learning materials to improving education for Islamic Education students. By serving as a model for IAIN Pontianak and other institutions, this research demonstrates the potential of technology to enhance teaching methodologies and learning outcomes specifically within the context of Islamic Education programs and other educational settings.

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[17] Zakarneh, B. M. (2018). Effectiveness of e-learning mode for teaching English language in Arab universities. *International Journal of Applied Linguistics and English Literature*, *7*(7), 171-181.

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D. CONCLUSION

The study reveals a significant need among Islamic Education students to understand fundamental English concepts relevant to their field of study. The current instructional materials, mainly handouts and textbooks, fall short in effectively supporting learning. They lack the practical and interactive elements necessary for students to achieve the desired competencies. Additionally, while most students have access to digital devices, the potential for enhanced learning through these devices is not fully realized due to insufficient integration of technology into their educational experience.

The research highlights the value of developing e-learning-based instructional materials to bridge the gap between student needs and available resources. By leveraging technology, these materials can provide a more engaging, flexible, and relevant learning experience. This approach not only addresses the limitations of traditional materials but also fosters greater student involvement and independent learning. The study underscores the potential for technology to transform educational practices and improve learning outcomes.

Despite these insights, the study has its limitations. The scope of the research is confined to specific contexts and resources, which may affect the generalizability of the findings to other institutions or fields. Furthermore, the effectiveness of e-learning materials depends on the extent of technology adoption and usage by students, which varies widely. Future research should focus on gathering more detailed empirical data and exploring ways to overcome these limitations to further enhance the development and implementation of technology-based learning materials.

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