

## THE INFLUENCE OF THE USE OF WEBLOGS AND LEARNING JOURNALS ON THE LEARNING OUTCOMES OF STUDENTS' AQIDAH AKHLAK AT MADRASAH TSANAWIYAH NEGERI FAKFAK

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**Abstract:** The aims of this study are: 1) Examining the influence of weblogs in the teaching and learning process in aqidah akhlak learning at Madrasah Tsanawiyah Negeri Fakfak. 2) Revealing the influence of using learning journals in the teaching and learning in aqidah akhlak learning at Madrasah Tsanawiyah Negeri Fakfak. 3) Testing the difference in the influence of weblogs and learning journals on learning outcomes in learning aqidah akhlak at Madrasah Tsanawiyah Negeri Fakfak. This type of research was quantitative with a Quasi-Experimental Design research design. The research approach used numbers and managing statistics. The population in this study were all students at Madrasah Tsanawiyah Negeri Fakfak, with the students of class VIII/B and VIII/C as the sample. Furthermore, the data collection methods were questionnaires and tests, data analysis techniques using descriptive statistical techniques and inferential analysis. The results showed that based on the results of the pre-test and post-test conducted by the researchers, there was an influence of the use of weblogs and learning journals on the learning outcomes of aqidah akhlak in Madrasah Tsanawiyah Negeri Fakfak. There was a significant difference in the post-test results between the weblogs class and the class with the application of learning journals.

**Keywords:** Weblogs; Learning Journal; Learning Outcomes.

### I. BACKGROUND

The measure of learning success is generally viewed from the students' learning outcomes after learning activities cover the three aspects of learning, namely cognitive, affective and psychomotor. Undeniably, the current state of education in Indonesia has not yet achieved maximum results, as stated in the fourth paragraph of the 1945 Constitution, namely enriching the nation's life. In addition, if education in Indonesia is viewed from the other side, the expansion of educational opportunities and equity has not been fulfilled as a whole, especially in eastern Indonesia, so qualitatively, education still needs to be improved.

In the modern era, various media are used to assist educators in learning so that the learning atmosphere becomes more convenient and pleasant. Besides, the learning outcomes can be achieved optimally. The learning process is also expected to inspire



students in their learning world. However, there are still many educational institutions, especially educators and students, who have not been able to optimize learning media, especially online electronic-based media.

Based on explanations and problems, the authors feel the importance of conducting a study on the problems through assessment and research at the institution during the teaching and learning process, especially in the subjects of Aqidah Akhlak. It attempts to use online electronics in the form of weblogs and learning journals as learning media to change learning patterns and improve the quality of learning by obtaining a standard of complete learning on the cognitive aspect.

Fitria Dwi Andriyani and Eka Novita Indra, Contribution to the Use of Learning Journals in Learning Basketball Game. The research results concluded that journal writing activities positively influenced and benefited the learning process. However, a particular strategy is needed so that journal writing activities give real benefits to educators and students.<sup>1</sup> The study from Rustam Abdillah et al.'s entitled the use of the blogs as learning media in improving students' achievement at SMK Negeri 1 Sukoharjo. The results proved that the use of a blogs could improve the learning achievement.<sup>2</sup>

The problems of this study are 1) Is there any effect of using a weblogs on the learning outcomes of students' aqidah akhlak at Madrasah Tsanawiyah Negeri Fakfak? 2) Is there any effect of the use of learning journals on the learning outcomes of students' aqidah akhlak at Madrasah Tsanawiyah Negeri Fakfak. 3) Is there any difference in the effect of using weblogs and learning journals on the learning outcomes of students' aqidah akhlak at Madrasah Tsanawiyah Negeri Fakfak?

This study aims to: 1) examine the effect of using weblogs in the teaching and learning on Aqidah Akhlak learning at Madrasah Tsanawiyah Negeri Fakfak. 2) Revealing the effect of using learning journals in teaching and learning on Aqidah Akhlak at Madrasah Tsanawiyah Negeri Fakfak. 3) Testing the difference in the effect of using weblogs and learning journals on learning outcomes in Aqidah Akhlak learning at Madrasah Tsanawiyah Negeri Fakfak.

## **II. THEORETICAL REVIEW**

### ***a. Basic Concept of Weblogs***

#### **1. Definition of Weblogs**

The development of technology leads the media as a learning resource to become an alternative in today's learning activities. The rapid development requires educators to be professional in choosing learning media. Learning media of technology will make the students easier to obtain learning resources and information. It allows an orientation shift in the learning activities with various learning resources available on the educational web.

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<sup>1</sup>Fitria Dwi Andriyani dan Eka Novita Indra, *Kontribusi Penggunaan Jurnal Belajar Pada Pembelajaran Matakuliah Permainan Bola Basket*, (Cakrawala Pendidikan, February 2017, Th. XXXVI, No. 1); p. 146.

<sup>2</sup>Rustam Abdillah dkk, *Pemanfaatan Blogs Sebagai Media Pembelajaran Dalam Meningkatkan Prestasi Belajar Peserta Didik di SMK Negeri 1 Sukoharjo* (Surakarta, 2017), p. 2.

Web means internet, and log means notes. Blogs can be defined as written diaries published on the internet. Scot implies that a blogs is a site in which the entries are written and displayed in reverse chronological order.<sup>3</sup> A blogs or weblogs is website that uses specific software with a designed background. The web is also a website; its entrance has been written according to chronological rules and generally appears not to follow the chronological rules.<sup>4</sup> Blogs can be published online. People can read and respond to it instantly.<sup>5</sup> Blogs is an internet facility which intentionally created to become a communication medium between one individual to another. It can be used as a medium to write down the users' ideas so that the public can easily read them.

## 2. The Use of Weblogs in Learning

Huette explained the advantages of using the blogs in the classroom: 1) it can promote critical and analytical thinking. 2) it can encourage creativity, intuitive and associational thinking. 3) it can encourage analogical thinking, 4) potential for increasing access and exposure to quality information, 5) a combination of solitary and social interactions.<sup>6</sup> Aside from these benefits, blogs in learning can be helpful as: a) Facilitate the educators' communication. b) the educators can communicate with students, parents or other educators; they can post homework or more complex subject matter, and everything can be done because blogs are easy to find. c) Support the growth of dialogue. d) when the teachers write something on their blogs, it will tend to be responded to by their students or other educators.<sup>13</sup> The benefits of blogs for students are: a) Helping students to have a place to speak. b) Students are more enthusiastic. c) Familiarize students with learning to communicate. d) As a medium for practicing journal writing and becoming responsible.<sup>7</sup> If students adequately use the blogs, it will facilitate the interaction between fellow students, educators and students.

## 3. Weblogs as Media in Learning

The development of technology and communication takes weblogs to become a means of communication and distance learning that is easy to use by educators and students interacting with each other. Distance learning design based on information and communication technology is developed based on a needs analysis, including an analysis of actual and ideal conditions. Supporting facilities for designing online learning has provided several facilities such as speedy, cellphone, internet cafe,

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<sup>3</sup>Cecep Kustandi dan Daddy Darmawan, *Pengembangan Media Pembelajaran* (Ed.1, Jakarta: Kencana, 2020), p. 229.

<sup>4</sup>Muhammad Yaumi, *Integrasi Teknologi Informasi dan Komonikasi Dalam Pembelajaran*, (Jurnal Lentera Pendidikan, Vol.14, No. 1, 2011); p. 94.

<sup>5</sup>Gween Solomondan lynne Scrum, *Web 2.0 Panduan bagi para pendidik* (Jakarta: indeks, 2011), p. 15.

<sup>6</sup>Cecep Kustandi dan Daddy Darmawan, *Pengembangan Media Pembelajaran*, p. 133.

<sup>13</sup>*Guru Go Blogs Pemanfaatan Blogs Untuk Media Pembelajaran Alternatif* (Jogyakarta: Wahana Computer dan Andi Offset, 2013), p. 17.

<sup>7</sup>*Guru Go Blogs Pemanfaatan Blogs Untuk Media Pembelajaran Alternatif*, p. 17-18.

modem, computer, weblogs, Twitter, Yahoo, Messenger, Google, Wikipedia, e-journal and moodle that have begun to materialize.<sup>8</sup>

Several reasons cause educators to use the blogs as learning media. These reasons are: (1) using a blogs is free, (2) using a blogs is easy, (3) a blogs is suitable for the teaching profession (teachers can share knowledge with students), (4) bloggs provide alternatives in writing publications, (5) Blogs train us to think, (6) Blogs can be used for knowledge management (documentation), (7) The existence of a blogsger community as a means to exchange ideas, and (8) Having a blogs means following technological advances.<sup>9</sup> Utilizing blogs in learning activities can provide opportunities for students to learn independently, actively, creatively

## **b. Learning Journal**

### 1. Definition of the Learning Journal

A learning journal allows students to write down their learning experiences. It helps students to understand and remember the material they have learned. According to Muslim Ibrahim, a learning journal is a written record of what students have made to what they have learned.<sup>10</sup> A learning journal is also a written record of what students do to the things they have learned.<sup>11</sup> Ghaye and Lillyman stated that a learning journal is an essential assistance for understanding the teaching and learning process. The journal of learning is a collection of anecdotes. Personal anecdotes are meaningful experiences. A collection of anecdotes can explain valuable things about educators' thoughts, feelings and practices. Anecdotes need to be placed in context, reviewed and evaluated over time.<sup>12</sup>

### 2. Advantages and Disadvantages of Learning Journal

Learning journals in learning activities can provide benefits for students and educators. The advantages of learning journals for students are: (a) the students can express the problems they find in learning, (b) the students can record and summarize the topics they learn, (c) they have feelings towards the subject, (d) the students can write expectations about learning, (e) it can be beneficial in reflecting and introspecting students, (f) it is very conducive to train the students' thinking, (g) the students can use it to write questions, (h) the student's thoughts and frustrations in learning.<sup>13</sup>

Learning journals can be helpful for educators because of reasons such as: (a) it can find out the students' problems, (b) it can find out the successes and difficulties faced by students so that they can take steps to follow up, (c) it can find out students'

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<sup>8</sup>Muhammad Yaumi, *Media dan Teknologi Pembelajaran*, p. 234.

<sup>9</sup>Nova Sulasmia, *Pemanfaatan blogs sebagai media Dalam pembelajaran* (Jurnal Teknodik Vol. 22 No. 2 Desember 2018) p. 153.

<sup>10</sup>Ajat Rukajat, *Teknik Evaluasi Pembelajaran* (Ed. I, Yogyakarta: Budi Utama, 2018), p. 67.

<sup>11</sup>Kusaeri, *Acuan dan Teknik Penilaian Proses dan Hasil Belajar Kurikulum 2013* (Ed. I; Yogyakarta: AR-Ruzz Media, 2014), p. 182.

<sup>12</sup>Tony Ghaye, *Teaching and Learning, Penduan Praktik Belajar Mengajar* (Cet. I; Nuansa Cendekia, 2019), p. 251.

<sup>13</sup>Kusaeri, *Acuan dan Teknik Penilaian Proses dan Hasil Belajar Kurikulum 2013*, p. 184.

responses to the questions from educators, (d) it can find out the students' expectations, so that they can provoke educators to provide the best service, (e) it can get a personal picture and information about their students.<sup>14</sup>

The learning journals can improve students' writing skills and allow them to reflect on learning activities, acknowledge their strengths and weaknesses to improve their learning methods, help increase their understanding of the material and affective ability and think critically. For educators, using learning journals in learning activities allows them to know the students' needs through brainstorming, expressed through their journals, so that educators can fix the deficiencies in learning as a follow-up step in further learning.

The learning journals also have several weaknesses aside from their advantages, namely: (a) It takes a long time for educators to check the students' learning journals, (b) The students who cannot convey their problems properly in written form can make the educators find the difficulty in understanding their writing, (c) The untrustworthy students in expressing their problems can make the educators challenging to know their problems so that the educators cannot follow up those things.<sup>15</sup>

Learning journal helps to develop several interests in learning. The importance of journals in learning are: (a) learning journals as a collection of anecdotes, (b) learning journal as interpreted stories, (c) learning journals as a foundation for professional development, (d) learning journal as a means to emphasize that teaching is an evidence-based, (e) learning journal as the suggestions for the regularity of a chaotic educational environment, (f) learning journals as a means of seeking truth, (g) learning journals as a basis for building a better world of education.<sup>16</sup>

### 3. Procedure for Using Learning Journal

The students should understand the procedures for using journals before writing their learning experiences as they use the journal as a learning medium. The procedure for using the journal such as (a) explaining to the students that experience is not always the best teacher and that it is essential to reflect on the experience in order to realize the kind of lesson achieved from that experience, (b) giving instruction to the students to make journals about reflection and their learning, (c) giving suggestion to the students for write some of their thoughts and feeling about their lesson twice a week, (d) giving instruction to the students to be focused on several categories: 1) the unclear things they meet or things they disagree on, 2) the relation of the learning experiences to their personal lives, 3) how the learning experience reflect on other things they read, see and do, 4) the things observed about themselves and others since experiencing the learning process, 5) the things gotten from the learning experience, 6) the things they want to do as a result of the learning experience. (e) collecting, reading and commenting on the regular journal so that students feel responsible for keeping it and the educators can receive feedback on student learning outcomes.<sup>17</sup>

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<sup>14</sup>Kusaeri, *Acuan dan Teknik Penelian Proses dan Hasil Belajar Kurikulum 2013*, p. 184.

<sup>15</sup> Kusaeri, *Acuan dan Teknik Penelian Proses dan Hasil Belajar Kurikulum 2013*, p. 184-185.

<sup>16</sup> Tony Ghaye, *Teaching and Learning, Penduan Praktik Belajar Mengajar*, p. 251-253.

<sup>17</sup> Melvin L. Silberman, *Active Learning 101 Cara Belajar peserta didik aktif*, p. 183.

This procedure can provide pictures for the students in writing journals so that their writing can work for themselves and educators as a result of reflection to improve their learning activities.

Prosedur tersebut dapat memberikan gambar pagi peserta didik dalam menulis jurnal sehingga benar benar apa yang ditulis berfungsi bagi dirinya dan pendidik dijadikan sebagai hasil refleksi untuk memperbaiki kegiatan belajarnya.

### **c. The Learning Outcomes of Aqidah Akhlak**

#### **1. The Definition of the Learning Outcomes**

According to Gagne & Briggs, learning outcomes are the student's abilities as a result of learning actions and can be observed through the students' performance.<sup>18</sup> According to Rusman, a learning outcome is a number of the students' experiences that include cognitive, affective and psychomotor. According to him, learning is not only mastering the theoretical concept of the subject matter but also the habits, perceptions of pleasure, interests and talents, social adjustment, types of skills, aspirations, desires and hopes.<sup>19</sup> The learning outcome is the students' ability after experiencing the learning activity. It is the result of the interaction of the teaching and learning process.<sup>20</sup> Learning outcomes are the students' abilities after the teacher carries out the teaching and learning process. Learning outcomes are not only understanding the teaching material, changing attitudes and being able to do things, but the learning also has to be comprehensive from the process so that successful learning can be seen from cognitive, affective and psychomotor aspects.

From the descriptions above, learning outcome refers to the student's achievement in knowledge, attitudes and skills during the teaching and learning process and after obtaining an evaluation. Successful learning can be seen in several categories, namely:

- a) The ability to absorb the teaching materials to gain high achievements individually and in groups.
- b) The behavior based on the specific teaching objectives has been achieved by students individually and in groups.
- c) There is a process of understanding the material, which essentially delivers the material to the next stage.<sup>21</sup>

The alteration in psychological behavior dominates the learning outcomes. It will be changed in the educational process. Besides, psychological behavior turns into a behavioral education process. This behavior is divided into three domains, namely cognitive, affective, and psychomotor.<sup>22</sup> Behavioral changes in learning outcomes can be described as follows:

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<sup>18</sup>Jamil Suprihatinungrum, *Strategi Pembelajaran Teori dan Aplikasi* (Ed. I; Jogyakarta: Ar-Ruzz Media, 2013), p. 37.

<sup>19</sup>Rusman, *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan* (Cet. I; Jakarta : Kencana, 2017), p. 129-130.

<sup>20</sup>Dimiyati dan Midjiono, *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta, 2006), p. 3.

<sup>21</sup>Pupuh Fatuhrrohman dan M. Sobry Sutikno, *Strategi Belajar Mengajar*, p. 113.

<sup>22</sup>Purwanto, *Evaluasi Hasil Belajar* (Cet. V; Yogyakarta: Pustaka Belajar, 2013), p. 49.

Input	Process	Result
The Students 1. Cognitive 2. Affective 3. Psychomotor	Teaching and learning process	The Students 1. Cognitive 2. Affective 3. Psychomotor
Potential behavior that can be changed	Attempts to change behavior	Changed behavior: 1. Teaching effect 2. Accompaniment effect

## 2. The Factors Affecting Learning Outcomes

Learning outcomes can be influenced by goals, educators, students, teaching and evaluation activities.<sup>23</sup> Aside from these factors, the student's learning outcome is also influenced by factors that influence learning. Several factors influence students in learning: 1) Internal factors, namely the students' physical and spiritual state or condition. 2) External factors, namely environmental conditions around the student's residence. 3) The learning approach factor is the type of students' learning effort, including their strategies and methods to carry out the learning activities.<sup>24</sup> These three factors greatly influence students in achieving good learning outcomes in learning activities, so, in achieving good learning outcomes, educators need to pay attention to these factors in learning activities, both internal, external and learning approaches.

According to Muhibbin Syah, the factors that influence students' learning: internal, external and learning approaches.

### a) The student's internal factor

- 1) Physiological aspects (general physical condition) of students, such as the condition of physical health, fitness of the body's organs and joints, and the condition of the particular organs of the students, such as the condition of their five senses, especially sight and hearing.
- 2) Psychological factors of students, such as intelligence, attitudes, interests, talents, and motivation of students.<sup>25</sup>

### b) The students' external factor

- 1) Social environmental factors of students such as the educators, education staff, friends, community and neighbors, parents and family.
- 2) non-social environment such as school buildings, houses, learning tools, weather conditions and students' learning time.<sup>26</sup>

<sup>23</sup> Pupuh Fatuhrrohman dan M. Sobri Sitikno, *Strategi Belajar Mengajar*, p.55.

<sup>24</sup>Haryu Islamuddin, *Psikologi pendidikan* (Cet.I; Yogyakarta: Pustaka Belajar, 2012), p.181.

<sup>25</sup>Muhibbin Syah, *Psikologi Pendidikan* (Cet. XV; Bandung: Bumi Aksara, 2010), p. 130.

<sup>26</sup>Muhibbin Syah, *Psikologi Pendidikan*, p. 135.

### 3. Definition of Aqidah Akhlak

Etymologically, the word Aqidah comes from the Arabic “aqd” which means bond. The word “aqd”, according to Raghīb al-Asfahani, is to tie the two tips of a thing firmly so it is not parting easily<sup>27</sup> because aqidah can bind or hang everything. In terms of terminology, aqidah is a belief that is believed by someone who influences the way of thinking, speaking, and acting as an act of the heart.

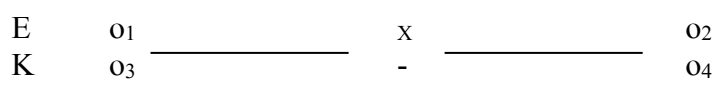
Meanwhile, Akhlak, in the Great Indonesian Dictionary quoted by Quraish Shihab means character, temperament, habit, religion.<sup>28</sup> The origin of this word is Arabic, the plural form of the word "*khuluqun*" means character, temperament, behavior or character. This sentence contains similarities with the word "*Khalkun*", which means events that are closely related to the words "*Khaliq*" which means creator and "*Mahluk*" which means created.<sup>29</sup> According to Imam al-Gazali, akhlak is a character embedded in the soul. The acts arise quickly without requiring any prior thought.<sup>30</sup> So that akhlak is the behavior or actions of someone which become a habit. If it is a good habit, it will be called commendable morals; if it is a bad habit, then the act is called despicable.

### III. RESEARCH METHODOLOGY

The design of this study was Quasi-Experimental Design. Quasi-Experimental Design is a research design that conducts experiments on experimental groups. In this quasi-experimental research design, the authors used the non-equivalent control group design, where the subjects were not taken randomly for either the experimental or the control group.

This study conducted a pre-test of both sample groups to see the influence of the variables X1 and X2. Two groups of the sample were given different treatments. The experimental got the treatment to use a weblogs, while the control class used a learning journal to determine the students' prior abilities. Then, both classes obtain the learning treatment using media like weblogs and journals. After that, the teacher gave a post-test to determine the student's learning outcomes to measure the effectiveness of learning using weblogs and journals in both classes.

From the description above, the research design can be described as follows:



The population of quantitative research is essential and needs careful attention if the authors wants to conclude a reliable and appropriate result for the research object

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<sup>27</sup>Kementerian Agama RI, *Bahan Ajar Aqidah Akhlak, Modul Bahan Ajar Pendidikan dan Latihan Profeso Pendidik* (Panitia sertifikasi Pendidik Agama Dalam Jabatan Rayon 212 LPTK Fakultas Tarbiyah dan Kependidikan, 2015), p. 139.

<sup>28</sup>M. Quraish Shihab, *Wawasan Al-Quran* (Ed..XVI; Bandung: Mizan Pustaka, 2005), p.253.

<sup>29</sup>Kementerian Agama RI, *Bahan Ajar Aqidah Akhlak, Modul Bahan Ajar Pendidikan dan Latihan Profesi Pendidik*. p. 154.

<sup>30</sup>Kementerian Agama RI, *Bahan Ajar Aqidah Akhlak, Modul Bahan Ajar Pendidikan dan Latihan Profeso Pendidik*. p. 155.



area.<sup>31</sup> In determining the sample, there are various sampling techniques as options. In this study, the sampling technique was purposive sampling. Purposive sampling is a sampling technique with certain considerations.<sup>32</sup> The consideration used in this study is the need for two homogeneous classes whose abilities can represent the characteristics of the population and are adapted to the authors' goals.

The data collection methods used in this study are as follows: 1) Questionnaire as a series of questions related to the investigated topic. In Latin, Questionnaire refers to *Questionari*, which means a series of questions about a particular topic given to a particular group of individuals to obtain the data.<sup>33</sup> 2) Testing of data collection used to collect the data related to the respondents' knowledge which related to the problem of the knowledge level of the subject or the variables studied.<sup>34</sup> the teacher conducts the learning outcomes tests to determine the ability of students to master the material during the classroom learning activities. The formula used to measure the validity of the items using biserial correlation.

A valid instrument can reveal data from variables to measure the validity level of the questions studied appropriately. In this study, the items are valid if the value of r calculated is greater than or equal to 0,367. After the item is tested for validity, it is tested for reliability. Reliability testing aims to determine the instrument's consistency as a measuring tool, so it can be trusted as a data collection tool. The formula used is the alpha coefficient or Cronbach's Alpha for the tests or instruments with continuum item scores.

The data analysis technique uses quantitative analysis techniques. Then, the quantitative data analysis techniques use statistical techniques with two types of analysis: descriptive and inferential. The formula used is a product-moment correlation.

$$r_{xy} = \frac{\sum xy}{(\sum x^2)(\sum y^2)}$$

Description:

$r_{xy}$  = Correlation coefficient between variables X and Y

$\sum xy$  = The sum of the x and y deviations

$\sum x^2$  = The sum of quadrant deviations of each x score and the mean X

$\sum y^2$  = The sum of the squares of the deviations of each Y score from the mean Y.<sup>37</sup>

## IV. RESULTS AND DISCUSSION

### a. Results

1. The Influence of Weblogs Utilization on the Learning Outcomes of Students' Aqidah Akhlak at Madrasah Tsanawiyah Negeri Fakfak

<sup>31</sup>Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, p. 145.

<sup>32</sup>Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2012), p. 68

<sup>33</sup>Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, p. 199.

<sup>34</sup>Sulaiman Saat dan Sitti Mania, *Metodologi Penelitian Panduan Bagi Peneliti Pemula*, h. 98.

<sup>37</sup>Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, p. 289

The use of weblogs during the Covid-19 pandemic began to be applied to some madrasahs, considering that face-to-face meetings still cannot be carried out optimally. The government's policy is to continue the learning process, so one of the efforts to carry out online learning is through the WhatsApp application or a blogs. This study began with conducting preliminary observations and holding meetings with the head of the Madrasah and the teacher of Aqidah Akhlak subject at Madrasah Tsanawiyah Negeri Fakfak.

a) Description of learning outcomes before treatment in the sample class (VIII/C)

Based on the data result, it is known that the learning outcomes of Aqidah Akhlak with the theme of commendable Akhlak towards oneself obtained the highest score of 87 from each class with the lowest score of 47. The mean value was 70.67. The median value was 73.00, with a standard deviation of 11.58. Based on the minimum completeness criteria value (KKM), which was 75, it was known that eight people or 29.63% scored above the KKM, while nineteen people or 70.37%, were below the mean score of learning outcomes. For more details, the data can be seen in the following table:

**Table 4.1.**

The learning outcomes of the pre-test in the sample class (VIII/C)

No	Interval	f <sub>Absolute</sub>	F <sub>Relative</sub>
1	47 – 53	3	11,11 %
2	54 – 60	4	18,82 %
3	61 – 67	5	18,52 %
4	68 – 73	6	22,22 %
5	74 – 80	5	18,52 %
6	81 – 87	4	14,81 %
Total		27	100 %

b) Description of the learning outcomes of Aqidah Akhlak after using a weblogs (VIII/C)

Based on the data result, it is known that the learning outcomes of Aqidah Akhlak with the theme of commendable Akhlak towards oneself obtained the highest score of 93 from each class with the lowest score of 47. The mean value was 76.52, the median value was 80.00, and the variance was 115.87, with a standard deviation of 10.76. Based on the KKM value, it was known that 14 people or 51.85% were above the mean score of learning outcomes, while 13 people or 49.15%, were below the mean score of learning outcomes. For more details, the data can be seen in the following table

**Table 4.2.**

The learning outcomes of the post-test in the sample class (VIII/C)

No	Interval	f <sub>Absolute</sub>	F <sub>Relative</sub>
1	47 - 53	2	7,40 %
2	54 – 60	1	3,70 %
3	61 – 67	3	11,11 %
4	68 – 73	7	25,93 %

5	74 – 80	6	22, 23 %
6	81 – 87	6	22, 23 %
7	88 - 93	2	7, 40 %
Total		27	100 %

## 2. The Influence of the Use of Learning Journal on the Learning Outcomes of Students' Aqidah Akhlak at Madrasah Tsanawiyah Negeri Fakfak

Classroom learning activities are face-to-face learning that can be carried out directly between educators and students. There are various ways that educators can do so that the student's learning outcomes can reach the maximum standard of completeness. One of the efforts that can be made is to conduct learning activities using learning journals where the students write down each learning experience on sheets from the educators in learning activities. This study can view the influence of learning journals on the student's learning outcomes. The authors described the learning outcomes of students both before and after the application of the learning journal as follows:

### a) Description of learning outcomes before treatment in the sample class (VIII/B)

Based on the data result, it is known that the learning outcomes of Aqidah Akhlak with the theme of commendable Akhlak towards oneself before using the learning journal obtained the highest score of 87 with the lowest score of 47. The mean value was 69.70. The median value was 67.00, with a standard deviation of 11.60. Based on the KKM value, it was known that eight people or 29.62% were above the mean score of learning outcomes, while 19 people or 70.37%, were below the mean score of learning outcomes. For more details, the data can be seen in the following table:

**Table 4.3.**

The learning outcomes of the pre-test in the sample class

No	Interval	f <sub>Absolute</sub>	F <sub>Relative</sub>
1	47 – 53	3	11,11 %
2	54 – 60	5	18, 51 %
3	61 – 67	6	22,22 %
4	68 – 73	6	22,22 %
5	74 – 80	5	18,51 %
6	81 – 87	4	14,81 %
Total		27	100 %

### b) The learning outcomes of the control class after using study journals (VIII/B)

The data result showed that the learning outcomes of Aqidah Akhlak with the theme of commendable akhlak towards oneself got the highest score of 100 from each class with the lowest score of 60. The mean value was 82.96, and the median value was 87.00, with a variance of 83.26 and a standard deviation of 9.12. Based on the KKM score, it was known that 22 people or 81.48% passed the mean score of learning outcomes while five people or 18.51%, were below the mean score of the minimum completeness criteria. The data can be seen in the following table:

**Table 4.4.**

The learning outcomes of the post-test in the sample class (VIII/B)

No	Interval	f <sub>Absolute</sub>	F <sub>Relative</sub>
1	54 – 60	1	3,70 %
2	61 – 67	1	3,70 %
3	68 – 73	4	14,83 %
4	74 – 80	7	25,93 %
5	81 – 87	8	29,63 %
6	88 – 93	5	18,51 %
7	94 – 100	1	3,70 %
Total		27	100 %

3. The Differences in the Influence of the Use of Weblogs and Learning Journals on Learning Outcomes of Students' Aqidah Akhlak at Madrasah Tsanawiyah Negeri Fakfak

The differences in learning outcomes of weblogs and learning journals classes on learning outcomes of Aqidah Akhlak showed that the total subjects in the experimental class were 27 students from class VIII/C, which used weblogs. Then, 27 students from class VIII/B, as the control class, used learning journals, so the total subjects were 54. Based on the results of descriptive statistics, the mean score of the learning outcomes test for class VIII/C was 75.81, the median score was 80.00, the variance score was 137.61, and the standard deviation was 11.73. The maximum score was 93, while the minimum score was 47, so the distance/range between the two groups is 46. While the mean score of the learning outcomes test for class VIII/B is 79.26, the median score is 80.00, and the variance score is 117.96, with a standard deviation of 10.86. The maximum score is 93 while the minimum score is 53, so the range of the two groups was 40. The difference in the learning outcomes in the post-test can be shown in table 4.5 below:

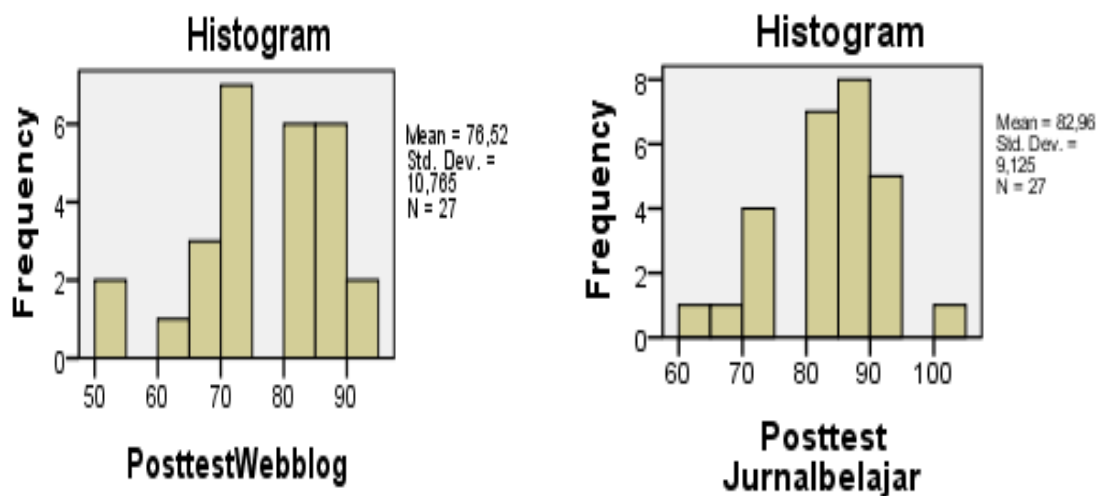
**Table 4.5.**

The students' post-test learning outcomes on class VIII/B and class VIII/C

Post-test Treatment	Distribution	Statistic
<b>Weblogs (VIII/C)</b>	Mean	76,52
	Median	80,00
	Variance	115,87
	Standard Deviation	10,76
	Minimum	53
	Maximum	93
	Range	40
<b>Learning Journal (VIII/B)</b>	Mean	82,96
	Median	87,00
	Variance	83,26
	Standard Deviation	9,125
	Minimum	60
	Maximum	100
	Range	40

*Source: The output data of descriptive test with the SPSS program*

Based on the table above, the frequency distribution of Aqidah Akhlak's learning outcomes scores after obtaining the learning treatment using weblogs and learning journals can be illustrated in the following graph:



**b. Discussion**

The authors conducted learning activities on Aqidah Akhlak for the material of commendable akhlak towards oneself. Class VIII/C, as the experimental class, uses the application of weblogs and class VIII/B as the control class, uses the application of learning journals. The learning process was carried out ten times; five meetings in the first experimental class and five meetings in the control class or learning journal class. Before conducting this study, the authors took the initial step by determining the teaching materials, developing a lesson plan, and compiling the test question sheet. The test questions were the instruments tested for validity and reliability.

1. The Influence of the Use of Weblogs on the Learning Outcomes of Students' Aqidah Akhlak at Madrasah Tsanawiyah Negeri Fakfak

The data processing on both descriptive analysis and statistical testing with the assistance of the SPSS version 22 program with data sources from the instrument of learning outcomes test mentions that the use of weblogs sites affects student learning outcomes in the Aqidah Akhlak subject. It can be seen from the different results in students' learning outcomes in the Weblogs class before the treatment was carried out, based on the results of the pre-test and after getting the treatment based on the results of the post-test. Based on the mean of learning outcomes with the weblogs, the pre-test is 70.67, and on the post-test activities, it reached the mean of 76.52. Correlating to these results, the authors can assume that learning with the application of an online weblogs can improve the learning outcomes of students' Aqidah Akhlak at Madrasah Tsanawiyah Negeri Fakfak.

The results of this study are in line with previous research conducted by Muhammad Diki et.al entitled "*pengaruh pemanfaatan blogs internet sebagai sumber belajar terhadap hasil belajar peserta didik*". Based on the results of their research showed that there is an influence on the use of internet blogs sites as a learning

resource on the learning outcomes of students in class X SMA Islam Bawari Pontianak.<sup>38</sup>

In general, students think that learning by using weblogs can positively respond to learning activities because they enjoy using them while learning. The distributed questionnaires showed the benefits of using blogss for students; it makes the students easier to learn, and they can learn anytime and anywhere. It supports communication among the educators, facilitates discussion among the students, assists in doing the assignments, and gets the teaching materials, improving the learning outcomes. In line with Kruse's opinion in his writings entitled "using the web for learning", he stated that web-based learning often has many benefits for students.<sup>39</sup> The students with high ability and motivation will find it easier to get information and do the assignment from the teacher.

## 2. The Effect of the Use of Learning Journals on the Learning Outcomes of Students' Aqidah Akhlak at Madrasah Tsanawiyah Negeri Fakfak

Using the learning journal in the learning process does not mean that the students only write down the shortcomings or lack of understanding of the teaching materials they obtain in learning activities. However, the students can also write down their learning experiences during the learning process. Through learning journals, students with less proficiency in direct communication will be able to express their minds, so that learning journals can strengthen interactions between educators and students. Then, mastery of the material can be maximized.

The data processing, both descriptive analysis and statistical testing with the assistance of the SPSS version 22 program with data sources from the instrument of learning outcomes test stated that the use of learning journals could affect student learning outcomes in the Aqidah Akhlak subject. It can be seen from the differences in student learning outcomes before getting the treatment based on the pre-test results and after the learning activities were carried out based on the post-test results. Based on the mean of learning outcomes with the application of learning journals, the pre-test was 69.70, and on the post-test activities, it reached the mean value of 82.96. It can be seen that learning by using learning journals can improve the learning outcomes of students' Aqidah Akhlak at Madrasah Tsanawiyah Negeri Fakfak.

The results of this study are in line with previous studies of St. Humaerah Syarif and Haris Munandar entitled "pengaruh penggunaan jurnal belajar terhadap hasil belajar mahasiswa pendidikan biologi STIK-PI Makasar pada mata kuliah perencanaan pembelajaran". The result of their study implied that the use of learning journals has a positive effect on the learning outcomes of the students of biology education in STKIP-PI Makassar in biology learning planning subject.<sup>40</sup>

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<sup>38</sup>Muhammad Diki dkk, *Pengaruh Pemanfaatan Blogs Internet Sebagai Sumber Belajar Terhadap Hasil Belajar Siswa* (<http://Jurnal.unta.ac.id>), June, 23<sup>rd</sup> 2021), p. 13

<sup>39</sup>Rusman dan Deni Kurniawati, *Pembelajaran berbasis Teknologi Informasi dan Komonikasi, Pengembangan Profesional Guru* (Ed. III; Jakarta: Raja Grafino Persada, 2013), p. 266

<sup>40</sup>St. Humairah Syarif dan Haris Munandar, *Penelitian Pengaruh Penggunaan Jurnal Belajar Terhadap Hasil Belajar Mahasiswa Pendidikan Biologi STIK-PI Makasar Pada Mata Kuliah Perencanaan Pembelajaran* (Jurnal Biota, December 2018, Volume 11 No. 2); p. 175

It is also in line with the study of Fitria Dwi Andriyani and Eka Novita Indra. Their study results showed that journal writing activities were positive and beneficial for learning. However, the educator still needs a particular strategy in carrying it out, so that journal writing activities bring tangible benefits to both educators and students. The Educators can integrate the use of learning journals in the learning process to support optimal learning processes and create a good interpersonal relationship between educators and students.<sup>41</sup>

A learning journal is a document that contains the results of student reflection after carrying out the learning activities. Students write down their learning experiences during learning activities, mention the materials that have and have not been understood and the problems or obstacles experienced during the learning process. Then, the students can also write the questions on their journal sheets. The students can communicate with educators through journals; it can solve the communication problems for students who are less capable or cannot communicate well with educators so communication becomes effective through the use of journals.

Journal writing is done at the end of the learning processes; the students write about their learning experiences. The students who feel awkward or afraid to ask about the material can write their questions in the journal, and the teacher can answer them at the next meeting. The questions not asked by the students while attending the learning activities can also be written in journals so that at the next meeting, the educator reflects and provides feedback on the journals written by students at the previous meeting.

The students generally have an opinion and positive response to journal writing activities. The distributed questionnaire shows that students enjoy writing journals at the end of the learning activity. Based on the questionnaire, journal writing can provide benefits for students. It helps to remember the learning material, reveals the problems experienced, summarizes the subject matter well, and assists in writing the questions. The educators can find out what has not been understood and improve of students' learning outcomes.

### 3. The Differences between Using Weblogs and Learning Journal on the Learning Outcomes of Students' Aqidah Akhlak in Madrasah Tsanawiyah Negeri Fakfak

The influence of weblogs can be seen from the differences in students' learning outcomes in the experimental class, which obtained a low mean score compared to the control class, which used learning journals. The class that applies weblogs can compare that learning Akidah Akhlak by using learning journals is more effective. Before the authors gave lessons to class VIII/C as the experimental and class VIII/B, she determined a trial to ask the students to work on pre-test and post-test questions on the Aqidah Akhlak subject with 15 questions about commendable akhlak.

The results show that the mean of experimental class through weblogs-based online electronics is 76.52, and 82.96 for the classes which apply the learning journals. Thus, it can be stated that there is a significant difference in learning outcomes between the two classes. Correlating to these results, the authors can assume that

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<sup>41</sup>Fitria Dwi Andriyani dan Eka Novita Indra, *Kontribusi Penggunaan Jurnal Belajar Pada Pembelajaran Matakuliah Permainan Bola Basket* (Cakrawala Pendidikan, February 2017, year. XXXVI, No. 1); p. 146.

learning with the application of an online weblogs can improve learning outcomes, but the enhancement is not as high as that obtained in journal class.

The increase of the mean value that occurs in the weblogs class is not high compared to the mean of learning outcomes in classes that use learning journals; the mean value of the pre-test is 69,70, and the post-test results are 82,96. The difference in the increase of the learning outcomes listed above indicates that students who are taught online with the application of online electronics in the form of weblogs tend to be ineffective compared to students who are taught with the application of learning journals. It happens because educators cannot monitor intensively. In addition, the lack of interaction between educators and students or between the students themselves can retard the formed of values in learning activities.<sup>42</sup>

Other factors that cause the class which learns through tend to get a lower learning scorer than learning by using journals are:

- a) The student's internal factors include intelligence and the ability to manage technology.
- b) External factors such as the availability of facilities. It refers to students with economic deficiencies and parents who cannot use the internet properly and lack adequate internet infrastructure facilities..

It is in line with Rusman's opinion that successful learning depends on self-efficacy and learning motivation. Access to learning using the web often becomes a problem for learning activities because the students can feel bored quickly if they cannot access information due to the absence of equipment. The educator needs adequate guidance for students to find relevant information. Then, web-based learning tends to make the students feel isolated, especially if there are limitations in communication facilities.<sup>43</sup>

The results of the t-test analysis data on the post-test showed a significant difference between the value of the experimental class' learning outcomes which learn with the assistance of a weblogs and the learning journal with the learning outcomes for each class. It can be seen from the data of the hypothesis testing, which use the t-test on the post-test in the form of multiple choice that shows the results of t count of 2,373 > t table of 2,006; it means that there is a significant difference in the post-test results of the second class. It follows the calculations using the t-test analysis. Hypothesis H<sub>0</sub> is rejected, and hypothesis H<sub>1</sub> is accepted to conclude that there is an influence between the two treatments in learning toward the students' learning outcomes. The magnitude of the difference in the influence is more visible in the class that uses learning journals.

These study results are in contrast with the study from Agus Ahmadi. In his thesis, entitled "Pengaruh Penggunaan Media Pembelajaran Online Berbasis *Web* dan Multimedia Berbasis Aplikasi Joomla Terhadap Hasil Belajar Pendidikan Agama Islam peserta didik SMA IT Al-Fityah School Gowa". He assumed that the application of web-based online learning modules influences students' learning outcomes in Islamic

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<sup>42</sup>Suhery, dkk, *Sosialisasi Penggunaan Aplikasi Zoom Meeting Dan Google Classroom Pada Guru Di SDN 17 Mata Air Padang Selatan. Jurnal Inovasi Penelitian* Vol.1 No.3 August 2020) p.130-131.

<sup>43</sup>Rusman dan Deni Kurniawati, *Pembelajaran berbasis Teknologi informasi dan komonikasi, pengembangan profesional guru*, p. 274



Education subjects at SMA IT Al-Fityah School Gowa. It is in line with the statistical analysis where the hypothesis mentions that there is a significant influence from the application of an online web-based e-learning model on students' learning outcomes in Islamic Education subjects at SMA IT Al-Fityah School Gowa is acceptable.<sup>44</sup>

According to Muhammad Nadzirin Anshari Nur, the online facility of the Learning Management System has been favorable to E-learning activists. Many universities and schools use this platform. Online learning is one way to overcome educational problems regarding the implementation of learning.<sup>45</sup> Learning using weblogs can provide opportunities for students to learn independently and find and solve problems with educators and other students. However, the students also face some obstacles; they are economically lacking, so obtaining internet or mobile phone data will be tough.

## V. CONCLUSIONS

Based on the study results regarding the influence of the use of a weblogs and learning journal at Madrasah Tsanawiyah Negeri Fakfak, it can be concluded as follows:

- a. Using a weblogs in the learning process affects students' Aqidah Akhlak learning outcomes. The learning outcomes of Aqidah Akhlak before using weblogs at the pre-test are lower than the learning outcomes after using weblogs after the post-test.
- b. Using a learning journal is proven to affect the learning outcomes of students' Aqidah Akhlak. Before using learning journals, the results on the pre-test get a lower mean score, and the learning outcomes get a higher mean value after the post-test after using the learning journal.
- c. Based on the results of the t-test analysis, the t-count value is greater than the t-table value. It can be concluded that  $H_1$  is accepted and  $H_0$  is rejected. It means a significant difference in the post-test results between the weblogs class and the learning journal class. Learning outcomes of students Aqidah Akhlak at Madrasah Tsanawiyah Negeri Fakfak after using a weblogs turned out to get a lower mean value than using the learning journal.

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<sup>44</sup>Agus Ahmadi, *pengaruh penggunaan media pembelajaran online berbasis web dan multimedia berbasis aplikasi joomla terhadap hasil belajar Pendeidikan Agama Islam peserta didik SMA IT Al-Fityah School Gowa*, Tesis (Makassar: UIN Alauddin, 2013), p. 107.

<sup>45</sup>Andasia Malyana, *Pelaksanaan Pembelajaran Daring Dan Luring Dengan Metode Bimbingan Berkelanjutan Pada Guru Sekolah Dasar Di Teluk Betung Utara Bandar Lampung*. *Pedagogia: Jurnal Ilmiah Pendidikan Dasar Indonesia*, Vol. 2, No. 1, 2020), p. .71.

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