

## Teaching Philosophy Of Islamic Law Through E-Learning

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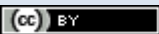
### **Keywords :**

*Teaching, Philosophy of Islamic law, E-learning.*

### **Abstract**

The research investigates teaching philosophy of Islamic law through e-learning. The purpose of this research is to know how learning philosophy of Islamic law through e-learning in UIN Sumatera Utara for Jinayah (Islamic Criminal Law) students. This research was descriptive quantitative. The population of the research was 83 Jinayah (Islamic Criminal Law) students in the first semester at UIN Sumatera Utara. Data collection techniques were interviews, observation and documentation. The data analysis technique was using an interactive analysis model namely data collection, data reduction, data presentation, and drawing conclusions. The result was UIN Sumatera Utara has an interactive e-learning to use. Both for lecturer and students stated that e-learning is effective in learning. The lecturer used independence-based and project-based learning in teaching learning process for philosophy of Islamic law.

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## Introduction

Corona virus (Covid-19) pandemic has spread all over the world. It hits the world globally and affects of people's lives from the economic, social, cultural and education aspects starting from household level, religion or social class. Breaking the chain of the spread pandemi, several institutions have decided to implement a new policy, namely work from home (WFH). It means that there are no services at the office. One of the aspects affected by the corona virus is education aspect. Facing this pandemic, all institutions has implemented distance learning. Distance learning or online can be a solution so that the discussion of the material continues even with online (Silalahi, 2020).

Distance learning is implemented with a distance learning system. A study conducted by Chun, Kern, and Smith (2016) summarizes that distance learning is an education system in which learners are separated from the educator and the learning process uses various resources through Information and Communication Technology (ICT). This kind of learning is called by online learning or E-learning. In using e-learning, classes use technology and the internet network as an improvement of what is happened in the face-to-face classroom. E-Learning learning becomes a new thing for some lecturer, for old lecturers who don't have enough time (blind technology), Of course this is something new. Although E-Learning is a new thing and complicated to use for them but they must like it or not they have to use it in this pandemic condition which is not allowing anyone to meet in face to face.

Teaching learning process during Pandemic in UIN Sumatera Utara uses some some applications that can support implementation of online learning through various discussion rooms such as google classrom, whatsapp, smart class, zennius, microsoft and zoom. It is free to choose for the lecturers in teaching learning process but among all applications, UIN requires every lecturer to use e-learning applications as compulsory application in teaching learning process. It a special application used for online learning that can done remotely to make it easier for teachers to create, group and distribute teaching materails, foto, video and assignments besides that teachers and students can at any time carry out learning activities. Through E-learning UIN Sumatera Utara students will also be able to learn, read, share idea and send assignments from long distance.

There have been reseraches about learning Islamic education using e-learning. But there is no reserach about the use of e-learning in teaching philosophy of Islamic law at university. Based on the explanation, the research investigates teaching philosophy of Islamic law throgh e-learning. The purpose of this research is to know how learning philosophy of Islamic law through e-learning in UIN Sumatera Utara for Jinayah (Islamic Criminal Law) students

## **Review Literature**

### **E-Learning**

E-learning is introduced in the beginning of third millennium. E-learning is identical with the web-based learning. It makes user easy to access course material everywhere via internet network. E-learning means using information and computer technologies and systems in order to build and design learning experiences (Horton, 2006). Using e-learning can encourage and improve lecturer and students's interaction in the online class. Based on Stockley (2005), he has defined e-learning as the delivery method of a learning, training or education program by electronic means, e-learning is involving the usage of a computer or electronic device (e.g. a mobile phone) to provide training, or learning material.

### **Philosophy of Islamic Law**

Philosophy of Islamic law is one branch of science, it does not require a definition as the knowledge itself, because there is no clearer description of knowledge other than the knowledge itself. Philosophy of Islamic law is the development of muslims thinking in the Islamic world to the challenges of the times accompanied by the teachings of Islam. However, to ease the understanding conception of epistemology, it can be defined as the science that addresses the types of human knowledge and sets the benchmark of right and wrong in the knowledge (Mohesn, 2012). Jujun (2003) also explained that epistemology is a discussion in philosophy to know how we get the right knowledge, and he added that the foundation of epistemology is the scientific method which is a way done by science in developing the right knowledge.

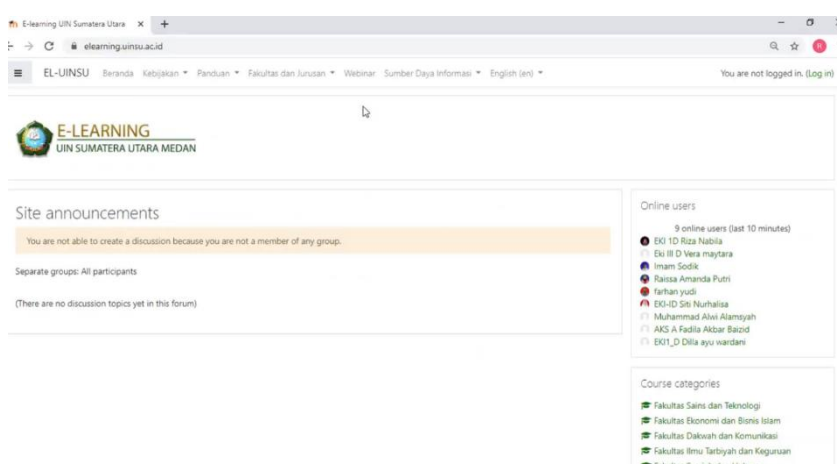
## Method

This research was descriptive quantitative. The population of the research was 83 Jinayah (Islamic Criminal Law) students in the first semester at UIN Sumatera Utara. Data collection techniques were interviews (it was done by online interviewing to students and lecture), observations (it was done by observing the interaction between students and lecturer in e-learning) and documentation (it was done by identifying learning materials given by the lecturer. The research was done for 3 months with online learning by using E-learning UIN Sumatera Utara. The data analysis technique was using an interactive analysis model by Sugiono (2014) including data collection, data reduction, data presentation, and drawing conclusions.

## Results

UIN Sumatera Utara has an interactive e-learning to use for lecturer and students. Teaching learning process in philosophy of Islamic law for Jinayah (Islamic Criminal Law) students by using e-learning was started by having log in first on e-learning UIN Sumatera Utara for both lecturer and students.

**Figure 1** E-learning UIN Sumatera Utara



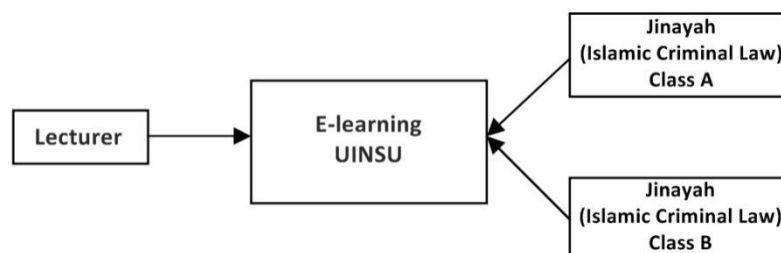
E-learning provides convenience and effective for the users in teaching learning process in philosophy of Islamic law.

## Discussion

### a. Learning Philosophy of Islamic Law

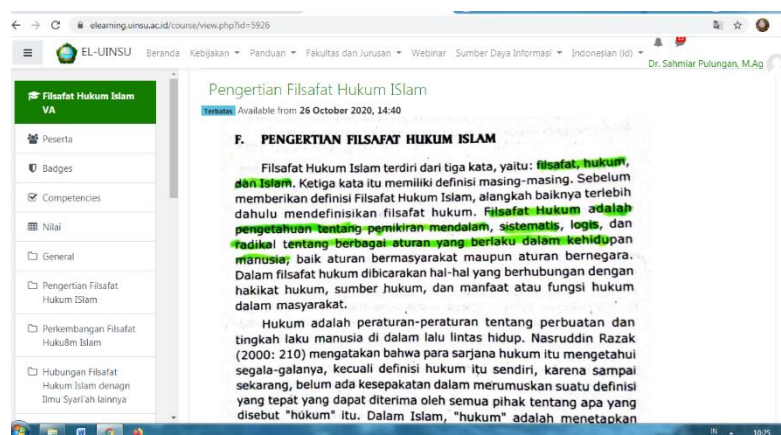
Teaching learning philosophy of Islamic law was done online from home. The lecturer can transfer knowledge to the students through e-learning. The process of teaching using e-learning can be shown in figure 2 below.

**Figure 2** Teaching Process Using E-learning



The Lecturer uses e-learning to have interaction with the students. There are many features in e-learning. After log in, lecturer can make group or class based on their teaching schedule. And the students who have enter e-learning can know some classes taken in this semester and they can join the class directly. Teaching learning process occurs when the lecturer has uploaded philosophy of Islamic law as teaching material in e-learning. In the learning process, students who have having an account can perform all learning activities such as opening teaching materials, find out assignments, quizzes and other information.

**Figure 2** Philosophy of Islamic Law material



From figure 2, it can be seen that the lecturer shared the material of philosophy of Islamic law in by posting it in e-learning for VA class. So all the students of Islamic criminal law at VA could see and do all the activities given the lecturer such as doing the exercises or sharing the idea. There were 14 meetings in 1 semester, it means that there were 14 various learning materials posted by the lecturer.

The learning model used by the lecturer was resource-based learning, which is also known as learner-centered. By using this model, students are able to gain teaching materials from their respective places. An important function of e-learning is that it does not attempt to replace lecturers, but strive to make learning more effective. Instead of eliminating the entire teacher-centred paradigm, e-learning still opens up space for essential (face-to-face) lectures in traditional form. So that the learning that takes place is a combination of face-to-face activities and online activities. In doing teaching learning process, The first thing that lecturer as learning in general, the lecturer first opened learning as usual, Carried out apperception activities and motivated to be ready to take lessons. In this activity, lecturer applied e-learning to their learning. Then, the lecturer asked students to access the learning materials that have been prepared, either through Google Classroom, links that have been prepared by the lecture, or asked students to search learning materials about philosophy of Islamic law for themselves on the internet. This activity can be done in groups or individually according to the needs and level of difficulty.

In learning process, the lecturer acts as a facilitator. The lecturer could ask students to observe the material, and give assignments to students to do both in the form of questions and discussions. Then the final stage is the teacher and students conclude the material, do reflection, and assessment. This assessment could be done directly/ manually or orally. Besides that, lecturer also provided additional online assignments that can be done outside of learning hours.

#### **b. The Use of E-learning**

To find out the effectiveness of using e-learning in the learning process for philosophy of Islamic law, the lecturer asked questions about the use of e-learning as a learning media

during the COVID-19 pandemic. From giving question, the results are as shown in the figure 4 below.

Figure 4 The Use of E-learning

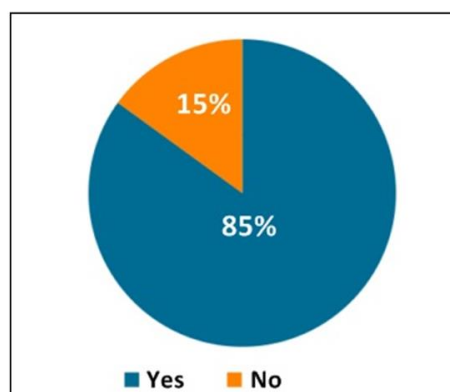


Figure 1 above shows that from 83 Jinayah (Islamic Criminal Law) studentst, there were 71 responses in answering the question by saying 'yes'. It shows that they use the e-learning System in learning Philosophy of Islamic law at UIN Sumatera Utara, while 12 students or 15 % said no. By having this result, It shows that many students agreed that e-learning was effective in teaching learning process.

The interviewing result to the lecturer was concluded that teaching learning Philosophy of Islamic law using e-learning was very helpful in the pandemic situation. E-learning UIN Sumatera Utara was good to enhance lecturer's and students' mastery of technology especially in teaching learning process. It was also effective learning media because it is mostly about improving students' knowledge. The lecturer only needed to encourage and facilitate the students to do some activities in using e-learning such as to share their idea in the discussion space, do the assignments creatively and the most important was the students mus gave feedback in e-learning.

There were also some weakness in using e-learning for learning philosophy of Islamic law. The lecturer looked more passive in learning. This is due to the inability of the lecture to reach the students' presence, so that the lecturer's role in learning was more passive. It seemed that the lecturer wantd students to do assignments, and the lecturer was doing nothing after posting the teaching materials. But it was not wrong, in this case the writer stated that this kind

of learning was called by independence-based and project-based learning. Indeed, on the one hand, independence-based learning has a positive side, namely making students independent, active, and stimulating their mindset to be able to be creative and solve problems. However, conditions like this quickly made students bored, because they had to meet face to face every day with assignments. For teachers/lecturers who are teaching at the front of a classroom or face-to-face, then move into the virtual classroom (online class) maybe presents new and exciting challenges (Carter, 2019).

### Conclusion

UIN Sumatera Utara has an interactive e-learning to use for lecturer and students. The steps of teaching learning process is the same as face to face classroom. the model used was source based learning. It is known that e-learning UIN Sumatera Utara was effective to use in teaching learning process during Covid-19 Pandemic. The weakness in using e-learning for learning philosophy of Islamic law faced by the lecturer was the lecturer taught philosophy of Islamic law passively. But it was not wrong, the lecturer used independence-based and project-based learning in teaching learning process for philosophy of Islamic law.

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