DISTANCE LEARNING IN A CYBER ISLAMIC UNIVERSITY: BEST EXPERIENCE FROM INDONESIA

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ABSTRACT

Background: The quality of online learning is a demand for the State Islamic Institute of Syekh Nurjati Cirebon as a pilot project for a cyber-based Islamic university since 2021 has had a distance learning program of Islamic Education Study Program. The Asian Association of Open Universities (AAOU) and Academic Partnership and The Asia-Pacific Economic Cooperation (APEC) organizations provide some criteria for the quality of online learning. Mixed research with sequential methods was carried out on the study program academic community using closed and open questionnaires online and through some focus group discussions. The results show that from 8 quality dimensions (leadership management, student and learner profile, student information and support, assessment and integrity, infrastructure, learning media and resources, learning design and development, curriculum design, and learning outcomes) the average score is in the range of 84-86. This shows that the implementation of the distance learning program is good, with the curriculum design dimension having the highest score while learning outcomes having the lowest score. This is supported by the results of open statements and some focus group discussion agendas that the curriculum is very in line with the development and profile of the study program. However, until now the study program has not had any graduates. Optimizing and updating the Learning Management System, standardizing assessments, and accuracy of feedback are the aspects that need to be improved by the distance learning program.

Objective: The aim of this research is to determine the level of service quality and student expectations regarding distance education carried out by the Syekh Nurjati State Islamic Institute, Cirebon, Indonesia.

Method: This research adopts mix methods approach with sequential explanatory design. The data obtained through online closed and open questionnaires as well as Focus Group Discussion (FGD) with managers.

Results and Discussion: The results show that from 8 quality dimensions (leadership management, student and learner profile, student information and support, assessment and integrity, infrastructure, learning media and resources, learning design and development, curriculum design, and learning outcomes) the average score is in the range of 84-86. The results obtained revealed that implementation of the distance learning program is good, with the curriculum design dimension having the highest score while learning outcomes having the lowest score. This is supported by the results of open statements and some focus group discussion agendas that the curriculum is very in line with the development and profile of the study program.

Research Implications: The implication of this research are as follows: Optimizing and updating the Learning Management System, standardizing assessments, and accuracy of feedback are the aspects that need to be improved by the distance learning program.

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Keywords: Distance Learning Program, Cyber University, Islamic Cyber University, Mix Methods, Sequential Explanatory, Excellent Service.

ENSINO A DISTÂNCIA NA CYBER ISLAMIC UNIVERSITY: MELHOR EXPERIÊNCIA DA INDONÉSIA

RESUMO

Contexto: A qualidade da aprendizagem online é uma exigência do Instituto Estatal Islâmico de Syekh Nurjati Cirebon como um projeto piloto para uma universidade islâmica cibernética que desde 2021 tem um programa de ensino à distância do Programa de Estudos de Educação Islâmica. A Associação Asiática de Universidades Abertas (AAOU) e as organizações Parceria Acadêmica e Cooperação Econômica Ásia-Pacífico (APEC) fornecem alguns critérios para a qualidade da aprendizagem online. Pesquisa mista com métodos sequenciais foi realizada na comunidade acadêmica do programa de estudos, utilizando questionários fechados e abertos on-line e por meio de algumas discussões em grupos focais. Os resultados mostram que de 8 dimensões de qualidade (gestão de liderança, perfil do aluno e do aluno, informação e apoio ao aluno, avaliação e integridade, infra-estrutura, meios e recursos de aprendizagem, concepção e desenvolvimento da aprendizagem, concepção do currículo e resultados da aprendizagem) a pontuação média está em intervalo de 84-86. Isto mostra que a implementação do programa de ensino à distância é boa, com a dimensão da concepção do currículo a ter a pontuação mais elevada, enquanto os resultados da aprendizagem têm a pontuação mais baixa. Isto é apoiado pelos resultados de declarações abertas e algumas agendas de discussão de grupos focais de que o currículo está muito alinhado com o desenvolvimento e perfil do programa de estudos. No entanto, até agora o programa de estudos não teve nenhum graduado. A otimização e atualização do Sistema de Gestão de Aprendizagem, a padronização das avaliações e a precisão do feedback são os aspectos que precisam ser melhorados pelo programa de ensino a distância.

Objetivo: O objetivo desta pesquisa é determinar o nível de qualidade do serviço e as expectativas dos alunos em relação à educação a distância realizada pelo Instituto Islâmico do Estado Syekh Nurjati, Cirebon, Indonésia.

Método: Esta pesquisa adota abordagem de métodos mistos com desenho explicativo sequencial. Os dados foram obtidos por meio de questionários online fechados e abertos, bem como de Discussão em Grupo Focal (FGD) com gestores.

Resultados e Discussão: Os resultados mostram que a partir de 8 dimensões de qualidade (gestão de liderança, perfil do aluno e do aluno, informação e apoio ao aluno, avaliação e integridade, infra-estrutura, meios e recursos de aprendizagem, concepção e desenvolvimento da aprendizagem, concepção do currículo e resultados da aprendizagem) a pontuação média está na faixa de 84-86. Os resultados obtidos revelaram que a implementação do programa de ensino à distância é boa, com a dimensão da concepção curricular a obter a pontuação mais elevada, enquanto os resultados de aprendizagem têm a pontuação mais baixa. Isto é apoiado pelos resultados de declarações abertas e algumas agendas de discussão de grupos focais de que o currículo está muito alinhado com o desenvolvimento e perfil do programa de estudos.

Implicações da pesquisa: As implicações desta pesquisa são as seguintes: Otimização e atualização do Sistema de Gestão de Aprendizagem, padronização das avaliações e precisão do feedback são os aspectos que precisam ser melhorados pelo programa de ensino a distância.

Palavras-chave: Programa de Ensino a Distância, Universidade Cibernética, Universidade Cibernética Islâmica, Métodos Mistos, Explicativo Sequencial, Atendimento Excelente.

EDUCACIÓN A DISTANCIA EN LA UNIVERSIDAD ISLÁMICA CIBERNÉTICA: LA MEJOR EXPERIENCIA DESDE INDONESIA

RESUMEN

Antecedentes: La calidad del aprendizaje en línea es una demanda para el Instituto Estatal Islámico de Syekh Nurjati Cirebon como proyecto piloto para una universidad islámica cibernética que desde 2021 ha tenido un programa de aprendizaje a distancia del Programa de Estudios de Educación Islámica. La Asociación Asiática de Universidades Abiertas (AAOU) y la Asociación Académica y las organizaciones de Cooperación Económica Asia-Pacífico (APEC) proporcionan algunos criterios para la calidad del aprendizaje en línea. Se llevó a cabo una investigación mixta con métodos secuenciales en la comunidad académica del programa de estudio utilizando cuestionarios cerrados y abiertos en línea y a través de algunas discusiones de grupos focales. Los resultados
muestran que a partir de 8 dimensiones de calidad (gestión del liderazgo, perfil del estudiante y del estudiante, información y apoyo al estudiante, evaluación e integridad, infraestructura, medios y recursos de aprendizaje, diseño y desarrollo del aprendizaje, diseño curricular y resultados del aprendizaje), la puntuación promedio está en el rango de 84-86. Esto muestra que la implementación del programa de educación a distancia es buena: la dimensión de diseño curricular tiene la puntuación más alta, mientras que los resultados del aprendizaje tienen la puntuación más baja. Esto está respaldado por los resultados de declaraciones abiertas y algunas agendas de discusión de grupos focales de que el plan de estudios está muy en línea con el desarrollo y perfil del programa de estudio. Sin embargo, hasta el momento el programa de estudios no ha tenido ningún egresado. La optimización y actualización del Sistema de Gestión del Aprendizaje, la estandarización de las evaluaciones y la precisión de la retroalimentación son los aspectos que el programa de educación a distancia debe mejorar.

**Objetivo:** El objetivo de esta investigación es determinar el nivel de calidad del servicio y las expectativas de los estudiantes con respecto a la educación a distancia realizada por el Instituto Islámico Estatal Syekh Nurjati, Cirebon, Indonesia.

**Método:** Esta investigación adopta un enfoque de métodos mixtos con diseño explicativo secuencial. Los datos se obtuvieron a través de cuestionarios abiertos y cerrados en línea, así como de discusiones en grupos focales (DGF) con gerentes.

**Resultados y discusión:** Los resultados muestran que a partir de 8 dimensiones de calidad (gestión del liderazgo, perfil del estudiante y del estudiante, información y apoyo al estudiante, evaluación e integridad, infraestructura, medios y recursos de aprendizaje, diseño y desarrollo del aprendizaje, diseño curricular y resultados del aprendizaje) La puntuación media está en el rango de 84-86. Los resultados obtenidos revelaron que la implementación del programa de educación a distancia es buena, teniendo la dimensión diseño curricular la puntuación más alta y los resultados de aprendizaje la puntuación más baja. Esto está respaldado por los resultados de declaraciones abiertas y algunas agendas de discusión de grupos focales de que el plan de estudios está muy en línea con el desarrollo y perfil del programa de estudio.

**Implicaciones de la investigación:** Las implicaciones de esta investigación son las siguientes: La optimización y actualización del sistema de gestión del aprendizaje, la estandarización de las evaluaciones y la precisión de la retroalimentación son los aspectos que deben mejorarse mediante el programa de aprendizaje a distancia.

**Palabras clave:** Programa de Educación a Distancia, Ciberuniversidad, Ciberuniversidad Islámica, Métodos Mixtos, Explicativo Secuencial, Excelente Servicio.

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1 INTRODUCTION

The process of institutional transformation of the Syekh Nurjati Cirebon State Islamic Institute towards a cyber-based university as a main distinction and superiority compared to other State Islamic Universities in Indonesia is still ongoing. This transformation is supported by the 2021 policy which is mandated to become a pilot project for State Islamic Universities based on cyber through the Decree of the Director General of Indonesian Islamic Education Number 1175 of 2021 and strengthened through the Decree of the Minister of Religion of the Republic of Indonesia Number 860 of 2022. There are three main tasks carried out by the Syekh Nurjati Cirebon State Islamic Institute concerning its designation as a Cyber-based State Islamic Higher Education Pilot Project, namely; a) implementing cyber-based education programs
which will be the frontier for advocacy for the Open Islamic Education Resources (OIER) movement; b) organizing a teaching and learning process based on Digital Multimedia University (DMU) to develop State Islamic Universities as Knowledge creation and transmission; and c) organizing technology-based distance education or network-based, digital and virtual cyber universities. This transformation was carried out to create a "world-class university".

An important and necessary aspect that must be fulfilled in implementing a Cyber Campus is implementing e-learning (digital learning) in terms of learning so that learning materials can be easily accessed by students. E-learning facilities will help accommodate distance learning and give students the opportunity and freedom to express questions because they can be asked directly in the e-learning. As stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 7 of 2022 Chapter VII Article 42.

Distance learning has several characteristics, such as: open, independent learning, learning anywhere and anytime, based on information and communication technology (KEMDIKBUD, 2020); Controlled entry, student-focused, attendance may be required, off-campus, and technology-based (Al-Arimi, 2014). Distance learning has unique challenges that require special attention in terms of standards and quality. One institutional organization that is very concerned about the standards and quality of distance learning is The Asian Association of Open Universities (AAOU) with a formulation called "Quality Assurance Framework". This framework contains 10 criteria (AAOU, 2020). Meanwhile, APEC (2019) suggests 9 criteria, and Academic Partnership (2019) suggests 10 aspects of developing an online learning environment.

Table 1

<table>
<thead>
<tr>
<th>Domain Aspects of Standardization</th>
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The results of a literature review conducted by Sisalima et al. (2022) suggest that there are 18 dimensions with 8 main dimensions such as: 1) Assessment and continuous improvement; 2) Technological infrastructure and equipment; 3) Learning strategies; 4) Content and learning resources; 5) Student Support and Guidance; 6) Assistance and technical support; 7) Course information or academic program; and 8) Rules and regulations. In line with the suggestions made by Assaraira et al. (2022).

Apart from quality, interaction in online learning is an important factor in developing student abilities. The interaction between teachers and students influences students’ effects directly and also influences the psychological atmosphere and learning engagement (Sun et al. 2022). The important role of teaching presence and social presence in predicting the satisfaction of basic psychological needs for autonomy, competence, and relatedness in online learning environments (Turk et al., 2022). A similar thing was expressed by Yu (2022) where there are 9 factors; behavior intention, instruction, engagement, interaction, motivation, self-efficacy, performance, satisfaction, and self-regulation influence online learning outcomes. Both are pillars (Archambault et al., 2022) which include the ability to (a) Build Relationships and Community, (b) Incorporate Active Learning, (c) Utilize Learning Agents, (d) Embrace Learning Mastery, and (e) Personalizing the Learning Process.

However, several studies show that online learning is less effective. The results showed that students considered online learning less effective than traditional face-to-face classes overall but were satisfied with the customized online courses, specifically citing prompt instructor feedback, interaction among students, and effective assignment design (Lee, 2022). Likewise, Herwin et al., (2022) found that the performance of lecturer facilities and admin services is the main factor in student satisfaction.

This study attempts to describe and analyze the implementation of Distance Education at the Syekh Nurjati Cirebon State Islamic Institute as a pilot project for a Cyber-based Islamic University in Indonesia with students spread across 34 provinces. The instrument was developed by combining AAOU and APEC standards with a focus on 8 dimensions where
statement items were developed referring to previous studies. This study provides benefits in developing policies, infrastructure, media, and technology to form a quality Islamic cyber university and produce graduates who are competitive and in line with the demands of current developments.

Early study by Sousa et al. (2022) show that there is still a high level of preparation required, as digital education includes technology and infrastructure, but also and especially the sharing of knowledge and relationships between those actors, and there is a lack of pedagogical models that focus on all digital education processes, from the learning design process to course planning, digital learning content creation, learning activities, and assessment methodology, leading to effective learning.

2 METHODS

This research adopts mixed methods approach especially sequential explanatory design. The population in the study is the total distance learning student of the Islamic Religious Education program of 3,339 students spread across 34 provinces in Indonesia. Accidental sampling was used to collect data through closed and open questionnaires as well as FGDs with managers.

The total sample obtained was 1,606 students (West Java [370], Banten [48], Special Capital Region of Jakarta [18], Central Java [536], East Java [227], Special Region of Yogyakarta [54], Aceh [10], North Sumatera [15], West Sumatera [15], Bengkulu [6], Riau [23], Jambi [34], South Sumatera [30], Bangka Belitung [2], Lampung [15], West Kalimantan [32], South Kalimantan [30], Central Kalimantan [10], East Kalimantan [13], North Kalimantan [5], Bali [9], West Nusa Tenggara [46], East Nusa Tenggara [11], Gorontalo [4], West Sulawesi [4], Central Sulawesi [16], North Sulawesi [6], South East Sulawesi [5], South Sulawesi [6], North Maluku [2], Maluku [1], Papua [1], West Papua [1], and Southwest Papua [1]). The questionnaire was prepared using a Likert scale with a range of 1 – 4. All of the research instruments consist of 8 dimensions according to the criteria from AAOU and APEC. Thus, the research instruments used have met the reliability criteria with a Cronbach’s Alpha value of 0.99 (>0.70). The data was analyzed using SPSS and the triangulation method.
3 RESULTS

3.1 QUANTITATIVE RESULTS DATA

This research also produces data that is categorized based on 8 aspects of distance learning. The research results can be presented in the following diagram:

Figure 1

*Distribution of average ratings for each dimension*

Source: Prepared by authors

Based on the diagram above, it can be said that curriculum design and learning design and development are the 2 aspects that have the highest scores according to respondents while learning outcomes and student and learner profiles are the 2 lowest aspects. However, overall the 8 dimensions are in the range 84 – 86, including in the very high category. This shows that online learning within the Syekh Nurjati Cirebon State Islamic Institute is adequate.

The first dimension, Management and leadership of the study program is generally good with an average score of 85.5. The study program's vision, mission, objectives, and strategies are realistic and clear. The study program has participative leadership, provides lecturer-strengthening activities, and supports the development of an academic atmosphere.

Figure 2

*Distribution of average Management and Leadership Ratings*

Source: Prepared by authors
Based on the graph above, there are three aspects below, all three of which are the ability to explain the vision, mission, and goals. This was revealed when a Focus Group Discussion was held that the study program managers were still focused on managing the Learning Management System and had not been optimal in socializing it. Monitoring and evaluation based on written guidelines is very necessary in achieving the Vision, Mission, Goals, and Strategy as expressed by students in suggestions and managers in the FGD activities held.

The second dimension, the student and learner profile are good with a score of 84.85. Students choose to study in the Distance Learning Program of the Islamic Education Study Program based on the interest and reputation of the institute, preparing themselves well for college, good academic guidance services that understand students' needs and challenges, and providing feedback, support, and counseling services.

**Figure 3**

*Distribution of Average Student and Learner Profile Ratings*

Based on the graph above, students have a high interest in studying at the Distance Learning Program of the Islamic Education Study Program, even though extracurricular activities have not been well developed in this course. Good preparations have been made by the study program to attract students, management support is very good and according to needs.

The third dimension, information, and student support at the State Islamic Institute of Syekh Nurjati Cirebon is good with a score of 85.68. Information about lectures is easy to access, e-learning is easy to use and supported by online references, content is easy to access, administration services are easy and fast, menu displays are easy to use, personal data feels safe, there is technical support if there are problems, there is a complaints menu and a helpdesk.
Based on the graphic above, the lecture information on the academic portal application is very clear and easy to access, however technical support when disruption occurs still needs to be improved.

The fourth dimension, assessment, and integrity in online learning at the State Islamic Institute Syekh Nurjati Cirebon has an average score of 85.6. This shows that the assessment has been carried out clearly and transparently, the results are confidential, and there is a plagiarism policy. The Learning Management System used can detect cheating, there are fair sanctions for violations, there are assessment rubrics, instructions for completing assignments, assessment techniques are per Learning Outcomes, results are by student understanding, provide an accurate picture of performance, assessment is objective and accompanied by constructive feedback.
Academic integrity in assessment is an aspect that students are fully aware of, the availability of assessment rubrics and the presence of lecturers for clarification are two aspects that still require improvement in this dimension.

The fifth dimension, Infrastructure, Media, and Learning Resources has an average score of 85.6. This shows that the study program has an information system that is easy and fast, can be used on various devices, has a studio room that is complete, conducive, comfortable, and has adequate capacity for various activities, the room facilities function well, the internet connection is stable, there are synchronous facilities, asynchronous materials are available and easy to access, equipped with videos, various sources, technical support, clear external reference information, and provide additional insight.

**Figure 6**

*Distribution of Average Infrastructure, Media and Learning Resources Ratings*

The ease and responsiveness of information systems in various devices, speed of access, and diversity of sources that provide additional insight are superior aspects of learning. Meanwhile, other aspects of infrastructure and media are relatively uniform and good.

The sixth dimension, Learning Design and Development has a score of 85.9. This shows that the material has been structured logically and is easy to understand, the learning method supports understanding, activities in online learning encourage participation, it is user-friendly and stable, there is a menu for giving suggestions, it is open to innovation and method improvements, learning resources support it, task instructions are clear and easy understood, course content supports the process, course learning outcomes are explained and presented in the Learning Management System with appropriate evaluation.
The graph above shows that most aspects have a score above 85.6. However, the aspects of stability and user-friendliness still need to be improved, including training for students, updating the LMS, learning achievements through the LMS, feedback after assessments, and clarification of grades.

The seventh dimension, curriculum design has a score of 86.3. Standard policies for online learning are in place and socialized, conformity of courses with learning outcomes, LMS design in line with the curriculum, interesting, innovative, and interactive curriculum, conformity of achievements with the curriculum.

The eighth dimension, learning outcomes has a score of 84.2. The study program has policies regarding research and service, providing opportunities for collaboration, facilitating
resources for conducting research and service as well as publications, providing academic guidelines, and other activities to improve the quality of graduates.

**Figure 9**

*Distribution of Average Learning Outcomes Dimensions Ratings*

![Distribution of Average Learning Outcomes Dimensions Ratings](image)

Source: Prepared by authors

Involvement in research and student service are the 2 lowest aspects of all existing learning outcome aspects.

### 3.2 QUALITATIVE RESULT DATA

Apart from qualitative data, this research also collects qualitative data as contained in the Google form that has been distributed. According to research needs, this data is taken from suggestions and input from students and managers which can be presented as follows:

**Table 2**

*Respondents’ Suggestions Obtained from Google Form*

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondents’ Suggestions</th>
<th>Aspects</th>
<th>Dimension Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Notification on LMS applications that are not yet available (D5)</td>
<td>LMS Infrastructure</td>
<td>D5</td>
</tr>
<tr>
<td></td>
<td>• Online discussion menu that can be updated like comments on Facebook (D5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Several sub-menus cannot be used, such as file sharing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Improve the server, and update the portal, so there is no frequent maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The academic portal application often experiences problems, so sometimes we have problems in the process of uploading answers. Hopefully, the future will be better</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Suggest simplifying the information system user interface by creating intuitive and user-friendly navigation.
- LMS needs to be developed so that the display is simple, easy to use, and the information is complete.
- Consider developing a mobile app so students can easily access information from their devices.
- Increase creative content media.
- Not all courses have the same standardized modules.

2
- Ensure that a complete and easy-to-understand user guide is available.
- Attendance is still not automatically recorded in the LMS.
- Support information systems with responsive technical support services to quickly address user questions or problems.
- Improve user assistance services.

3
- User Evaluation and Feedback:
  - Not all feedback is given immediately when the assignment is sent.
  - There are no task notifications in the LMS yet.
  - There are no online discussion notifications yet.
  - Requires various assessments, such as discussion assessments.

4
- Please update and enrich learning materials regularly.
- Please conduct a thorough evaluation of the current curriculum to identify strengths and weaknesses that need to be improved.
- Please add learning videos and learning articles.
- The stages in each meeting with the tutor are different.
- Limited facilitation or features in the virtual class.
- The developer states that Virtual Class is not an LMS, only administrative assistance for learning.
- Completeness of the virtual class menu and features need to be improved.
- Synchronous support in the form of online meetings is not optimal.

5
- The curriculum in the Distance Learning Program of Islamic Education Study Program PAI IAIN Syekh Nurjati Cirebon Study Program can pay attention to aspects of student needs, such as interests, talents, and learning needs.
The use of information and communication technology (ICT) can be integrated into the curriculum

Involvement in research is non-existent
- Please add more features that make it easier for students to access the Academic Portal application

Source: Prepared by authors

Other input was collected from the Distance Learning Program of Islamic Education Study Program managers, including study program leaders, lecturers, tutors, and staff. The results obtained from Google Forms and FGD can be presented as follows:

Table 3

The Study Program Managers' suggestions obtained from Google form and FGD

<table>
<thead>
<tr>
<th>No.</th>
<th>Study Program Managers' Suggestions</th>
<th>Aspects</th>
<th>Dimension Code</th>
</tr>
</thead>
</table>
| 1   | Create a separate LMS from the Academic Portal provided with a discussion assessment menu  
Overall it is good, but for the assignment column, please provide a comment space so that the tutor can provide feedback.  
Improve the portal features. Hopefully, the features will be even better, including synchronous integration  
Improvements to the distance learning Academic Portal application, for example, biometric-based automatic attendance, and an online meet link that is integrated with the distance learning program academic portal to make it easier.  
Improve e-learning facilities through e-learning standards by creating cellphone-based applications that can be uploaded to the Play Store or App Store.  
There is a feature for the comments column in the assignment section  
Need to increase capacity so it doesn't go down frequently  
Facilitate collaboration between students, whether through discussion forums, group projects, or virtual classes.  
Provides easy access. Virtual meeting facilities are provided to simplify synchronous learning  
There is no equivalent file sharing for course materials from each lecturer. | LMS Infrastructure | D5 |
| 6   | Research and service involvement | | |
- Hopefully, in the future, the E-Learning used will be better and updated so that learning can be interactive, integrative, and connected. Thank You

| 2 | • Materials and electronic guidebooks are not yet complete, it is recommended that they be available in the future.  
• Much clearer and available guidelines in document form  
• holding e-learning improvement and standardization workshops | Policy D1 |

| 3 | • The assignment format so that it can be opened directly in a new tab does not need to be downloaded so that it is easier to give assessments directly. Thank You  
• There is a notes menu for assignments in each student's file, the rest is very good and helpful. More modules, preferably  
• As long as students are given assignments, they respond to what is given by the lecturer, hopefully, the distance learning program of the Islamic Education Study Program will be more successful and can be added to other majors. | Development D4 |

| 4 | • There are no course modules to serve as a learning guide  
• Already good. Create groups of the same courses and create content together  
• The e-learning provided is very good, but there must be an online video feature so that synchronous learning activities can be monitored optimally by the management.  
• Complete teaching instruments are available so that students can carry out online lectures, and discussions as well as structured assignments that prioritize improving students' skills to develop material/theory and learn in a very good independent way  
• Semester Learning Plan Template tailored for each course for 14 meetings  
• Provide standard modules for each course so that tutors can easily convey the material  
• In my opinion, to make it easier for synchronous learning activities to be recorded in the portal.  
• The rest of the application is good for providing an online discussion menu (synchronous) in the portal. It is also good to prepare asynchronous activities by the manager so that you | Lecture modules and learning resources D7 | Complete LMS features |
don't use the standard one which no longer has a time limit for use.

- Student attendance should be provided in the portal and cumulative grades can appear in the final grades
- Especially for the online discussion menu, so that the display makes it easier to understand messages it is better if the display is loaded according to the student's name and the replies are interactive under each name like Facebook, and if there are questions in the discussion it will be loaded like a Facebook status where the reply is immediately visible below
- In the future, it is hoped that there will be a menu of synchronous lectures provided by the distance learning program of the Islamic Education Study Program so that the recorded lectures can be accessed by students

Source: Prepared by authors

4 DISCUSSION

Management and leadership are important aspects of managing higher education. The vision, Mission, Objectives, and strategies of the distance learning program of the Islamic Education Study Program have become a direction and inspiration for the academic community in carrying out their respective roles. Several policies have been prepared by the study program which serve as directions for implementing e-learning. However, massive socialization and implementation monitoring and evaluation still need to be improved through various existing social media. Management functions (planning, organizing, monitoring, and evaluating decision-making) in e-learning are running well. The strategy for Achieving the Vision, Mission, Objectives, and strategies of the distance learning program of the Islamic Education Study Program has been prepared by the distance learning program of Islamic Education Study Program management even though it has not yet been fully understood. Jandigulov et al. (2023). "Connectivist Leadership" redefines the leadership paradigm for the 21st century by recognizing that leadership is a dynamic, connected, and collective influence process, based on the principles of digital knowledge and interpersonal neural networks (Corbett & Spinello, 2020).

Understanding student profiles allows e-learning platforms to meet learners' needs, guide their behavior, and provide personalized learning experiences. The opportunity to study online without leaving teaching duties is an opportunity for students, especially with
scholarship support. Students have pursued interest and preparation well and are supported by academic supervisors and several support services provided by the management. However, activities outside of lectures still need to be improved to improve collaboration skills and other soft skills needed by teachers in the technological era. Alignment of student profiles with the personification of the learning situation can create a more effective learning process. Demographic aspects of education level, skills, motivation, needs, goals, study habits, and online behavior are aspects of personal learning that need to be taken into account. The different demographics of the distance learning program of Islamic Education Study Program students who are spread across various provinces require more skills for tutors to be able to build discussions and collaboration. As Koo et al. (2021) found, male students with low socioeconomic backgrounds and humanities majors had higher levels of acculturative stress and lower satisfaction than male students. other.

Several facilities to provide information services and student support have been provided by study program managers. Lecture information is contained in the academic portal, administration services are good through the helpdesk provided. The IT infrastructure for academic services has been well-designed. Limited personnel to manage information and support via social media still needs to be improved. Likewise, technical guides in various forms (documents, videos, social media) need to be provided to help students, including online guidance services in final assignments. With good information and support, students feel more connected, motivated, and ready to face challenges in online learning. Student support is closely related to interaction in learning to achieve learning outcomes. The three interaction types in PII—purposeful interpersonal instructional interaction, purposeful social interaction, and supportive interaction—have been associated with important student outcomes such as perceived learning, satisfaction, and academic achievement (Mehall, 2020). Online instructors need to be provided with technology digital learning that can facilitate the academic engagement and achievement of students from various backgrounds in online learning (Kaufmann & Vallade, 2022).

The assessment has been carried out clearly and transparently, the results are confidential, there is a plagiarism policy, an assessment rubric, instructions for carrying out assignments are also provided by the teacher, the assessment is by the achievements, the results are by the student's understanding, provide an accurate picture of performance, the assessment is objective and accompanied by feedback constructive one. Integrity and authentic assessment need to be integrated into online learning platforms. This is done to face the challenges of online learning, academic institutions must ensure integrity, adapt assessment methods, and ensure
that students can demonstrate their abilities authentically. Assessment is an essential feature of the teaching and learning process, is properly managed, and reflects external standards (AAOU, 2023).

The institution has provided an adequate budget for infrastructure maintenance and development, information system access is also very easy to access via various devices. Learning resources are also available in video and non-video form. However, LMS updating needs to continue to be improved, external learning sources need to be more focused, learning resources need to be standardized well, discussion menus need to be given timings, and comments or feedback on assignments need to be provided in the LMS menu, LMS integration with libraries and resources. others need to continue to be improved. To face the challenges of online learning, teachers must pay attention to technological infrastructure, choose appropriate learning media, and utilize a variety of learning resources to achieve learning goals (Alam, 2022).

Online learning design and development have a crucial role in online learning. The material has been arranged logically and is easy to understand and is contained in teaching materials which are prepared by combining text and audio-visuals. The activity design in Virtual Class encourages participation and is user-friendly and stable. Assignment instructions are clear and easy to understand, course content supports the process, and course achievements are explained and presented in the LMS with appropriate evaluation. However, it is necessary to add additional learning resources in the form of videos, standardize activities in the LMS, and integrate synchronous learning support. The distance learning program of Islamic Education Study Program managers must periodically evaluate the curriculum and be sustainable (Rhim & Han, 2020).

The distance learning program of the Islamic Education Study Program is expected to have sufficient competence to become a teacher. These graduate competencies can be achieved through a curriculum designed according to existing profiles and competencies. Standard policies for online learning are in place and socialized, conformity of courses with learning outcomes, LMS design in line with the curriculum, interesting, innovative, and interactive curriculum, and conformity of achievements with the curriculum. However, the implementation of practical courses in the curriculum needs to be designed to be able to measure collaboration skills and abilities, it needs to be designed for accumulative achievement in each course and also for the achievement of graduate learning outcomes in general. The curriculum needs to be evaluated periodically and continuously (He & Fu, 2022).
The distance learning program of the Islamic Education Study Program is a study program that has only been running for 3 years and still does not have any graduates. The productivity and effectiveness of study programs cannot be measured precisely. However, the study program already has policies to achieve learning outcomes. The tridharma policy refers to a policy that works technically and the achievement strategy needs to be adjusted based on the characteristics of online learning. Opportunities for students to collaborate with lecturers in conducting research and community service have been provided.

The use of information system technology in learning requires attention to information security systems. Learning in various forms and variations requires information that contains facts, data, and documents. Information is an important asset in online learning that needs to be safeguarded, managed, and maintained properly. The three pillars of an information security system (people, processes, and infrastructure) need to be considered as contained in ISO 21001:2022 concerning Information Security Systems.

5 CONCLUSION

Based on the results of the research and discussions that have been carried out, several things can be concluded as follows:

1. The management of the distance learning program of the Islamic Education Study Program is quite good with several policies that have been established, and learning has been carried out well although certain parts need to be improved, such as it is necessary to determine lecturers in certain courses who should prepare Modules, Assignments, and Exams. Assessment standards need to be made in both documents and/or applications for the implementation of Computer Based Test (CBT);

2. Virtual Class has enough menus needed for learning, but it is still not interactive and integrative. Updating and developing an LMS is very necessary, especially one that can accommodate integrated and standardized synchronization and assessment;

3. Already have spaces for creating learning content, but they are still not used optimally because there is no specific person in charge;

4. The learning resources used already exist, both in the form of modules and/or videos, but are still not standardized between courses or between courses in different classes;

5. The learning outcomes of graduates are not widely understood by all students, including the stages they must go through.
5.1 SUGGESTIONS

1. It is necessary to form a separate institution and/or center that handles online learning and produces learning resources;
2. Development of CBT applications for mid-semester and final exams so that course achievement standards can be ensured;
3. Formulation of policies related to the implementation of the distance learning program of the Islamic Education Study Program such as distance learning program Management Standards, Academic Guidelines, Guidelines for managing distance learning program of Islamic Education Study Program lecturers and tutors, and standardization of teaching resources and materials.
4. Information security systems need to be of concern in line with the rise of cybercrime in various forms and media used.

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