

The Role Of Education Management in Increasing Learning Effectiveness by Using E-Learning at MTs Nurul Huda in Jakarta

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Abstrak

Penelitian ini bertujuan untuk mengkaji peran manajemen pendidikan dalam meningkatkan efektivitas pembelajaran menggunakan e-learning di MTs Nurul Huda. Di era digital saat ini, pemanfaatan teknologi dalam pembelajaran semakin menjadi kebutuhan mendesak, termasuk di madrasah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei untuk memperoleh data dari guru, siswa, dan ketua madrasah di beberapa MT Nurul Huda. Data dikumpulkan melalui kuesioner yang kemudian dianalisis menggunakan teknik statistik deskriptif dan inferensial, termasuk uji regresi linier untuk menguji hubungan antara manajemen pendidikan dengan efektivitas pembelajaran e-learning. Hasil regresi linier menunjukkan bahwa koefisien regresi adalah 0,65 dengan nilai $p < 0,05$, yang menunjukkan hubungan positif dan signifikan antara manajemen pendidikan dengan efektivitas e-learning. Nilai koefisien penentuan (R^2) sebesar 0,72 menunjukkan bahwa 72% variasi efektivitas pembelajaran dapat dijelaskan oleh manajemen pendidikan. Hasil penelitian ini menunjukkan bahwa manajemen pendidikan yang baik, termasuk perencanaan, implementasi, dan evaluasi, berkontribusi besar terhadap efektivitas pembelajaran menggunakan e-learning.

Kata Kunci: Manajemen Pendidikan, Efektivitas Pembelajaran, E-Learning.

Abstract

This study aims to examine the role of education management in improving the effectiveness of learning using e-learning in MTs Nurul Huda. In today's digital era, the use of technology in learning is increasingly an urgent need, including in madrasas. This study uses a quantitative approach with a survey method to obtain data from teachers, students, and heads of madrasas in several MTs Nurul Huda. Data were collected through questionnaires which were then analyzed using descriptive and inferential statistical techniques, including linear regression tests to test the relationship between education management and the effectiveness of e-learning learning. The results of linear regression showed that the regression coefficient was 0.65 with a $p < \text{value of } 0.05$, which showed a positive and significant relationship between education management and the effectiveness of e-learning. The value of the determination coefficient (R^2) of 0.72 shows that 72% of the variation in learning effectiveness can be explained by education management. The results of this study show that good education management, including planning, implementation, and evaluation, contributes greatly to the effectiveness of learning using e-learning.

Keywords: Educational Management, Learning Effectiveness, E-Learning.

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INTRODUCTION

Education is one of the sectors that has an important role in shaping individual character and competence, as well as in advancing the civilization of a nation. One part of the education system in Indonesia is MTs Nurul Huda, which is a junior secondary education institution that combines general education and Islamic religious education. Education at MTs Nurul Huda not only aims to prepare students with academic knowledge, but also with moral and spiritual skills. However, along with the development of technology, the educational challenges at MTs Nurul Huda are getting bigger, and the demand to adapt to technological advances is increasingly urgent. (Subroto et al., 2023)

One of the solutions that is expected to overcome this challenge is the use of e-learning or digital technology-based learning. E-learning allows the delivery of subject matter without being limited by space and time, and provides easy access to information for students and teachers. The use of e-learning has become even more important in certain situations, such as the COVID-19 pandemic, which has forced the education system to switch to online or distance learning. However, the effective use of e-learning requires good management in various aspects, including planning, implementation, and evaluation of learning. (Anggraini Hanifah Lubis, 2024)

In this context, education management plays a key role in ensuring that e-learning can run optimally. Education management includes a variety of activities related to the planning, implementation, organization, and evaluation of various components in the education system. In MTs Nurul Huda, good education management can have a positive impact on the effectiveness of the use of e-learning in the learning process. Therefore, it is important to explore how proper education management can improve the effectiveness of learning using e-learning in MTs Nurul Huda.

The role of education management in learning with e-learning at MTs Nurul Huda is very crucial. When viewed from a managerial perspective, the success of the implementation of e-learning depends not only on the quality of the technology used, but also on careful planning and a clear implementation strategy (Enoh et al., 2023). In this case, education management is responsible for developing technology-based curriculum, preparing adequate resources (such as devices and internet access), providing training to teachers, and evaluating the effectiveness of the learning implemented.

Along with the development of technology, e-learning has been widely used in various education sectors, including in MTs Nurul Huda. The use of technology in learning can include the use of online learning platforms, educational applications, learning videos, and various other technological tools that support the interaction between students and teaching materials. E-learning allows for more flexible learning and can be accessed anytime and anywhere, provided students have a supporting device and an adequate internet connection.

However, to achieve effectiveness in e-learning learning, a good education management system is needed. Without good management, the use of technology in learning can be less than optimal and even not have the desired impact. For example, if teachers are not given sufficient training in operating technology, then learning can become less interactive and unengaging for students. In addition, inadequate education management in the management of resources (such as technological devices, internet connections, and teaching materials) can lead to gaps in learning access, which ultimately reduces the quality of learning itself.

Planning is a very important first stage in education management. Good planning includes determining clear learning objectives, selecting appropriate methods, and preparing an e-learning-based curriculum. In this planning, education management also needs to prepare everything that supports the implementation of e-learning, such as hardware (computers, laptops, or tablets) and software (learning applications and online platforms) (Enoh et al., 2023). Management must be able to plan how technology will be integrated in learning to support the achievement of educational goals that have been set.

After planning, the implementation of e-learning is the next stage that is no less important. The implementation of e-learning involves the implementation of pre-planned strategies, including in terms of the use of e-learning platforms and other learning media. At this stage, teachers and students must be able to utilize technology optimally to support the teaching and learning process. Therefore, training for teachers is very important so that they can operate technology well and can use it in delivering subject

matter effectively. In addition, education management must also ensure that the required infrastructure, such as hardware and stable internet access, is well available in MTs Nurul Huda.

The last stage in education management is evaluation. The evaluation aims to measure the extent to which the learning objectives that have been set have been achieved, as well as to find out whether the use of e-learning has been effective or not. This evaluation involves collecting data on student satisfaction with learning methods, student learning outcomes, and feedback from teachers related to the implementation of e-learning. With a good evaluation, education management can find out the advantages and disadvantages in the implementation of e-learning, as well as take improvement steps to improve the quality of learning in the future. (Iskandar & Rasmitadila, 2024)

In addition to the aspects of planning, implementation, and evaluation, the success of the implementation of e-learning is also greatly influenced by the support and policies provided by the madrasah. MTs Nurul Huda heads have an important role in providing policies that support the use of technology in learning, including budget allocation for the purchase of devices, provision of the internet, and training for teachers. The head of the MTs Nurul Huda must also supervise the implementation of e-learning, provide moral support to teachers and students, and identify and overcome obstacles that arise during the learning process. (Sitopu et al., 2023)

Overall, the success of the implementation of e-learning in improving the effectiveness of learning in MTs Nurul Huda is highly dependent on good education management. Well-planned education management can create conducive conditions for the successful implementation of e-learning. On the other hand, if education management does not run well, the use of e-learning can become less effective and can even hinder the learning process. (Lestari et al., 2022)

Thus, this study will delve deeper into the role of education management in improving the effectiveness of learning using e-learning in MTs Nurul Huda. This study also aims to identify managerial factors that affect the success or failure of e-learning implementation and to provide recommendations for madrasas in optimizing the use of technology in learning.

RESEARCH METHODS

Method

This study uses a quantitative approach with a survey design. Data was obtained through the distribution of questionnaires to three groups of respondents, namely teachers, students, and heads of madrasas at MTs Nurul Huda who applied e-learning in their learning.

Population and Sample

The population of this study is all MTs Nurul Huda that has implemented e-learning in region X. The research sample consisted of 10 randomly selected madrasas. Each madrasah is represented by 3 teachers, 10 students, and 1 MTs Nurul Huda head.

Research Instruments

The instrument used in this study is a questionnaire which is divided into three parts, namely:

Questionnaire for Teachers: Assess the role of education management in the implementation of e-learning, including aspects of planning, implementation, and evaluation of learning.

Questionnaire for Students: Assesses students' experiences and perceptions of learning with e-learning and the extent to which they feel learning has been effective.

Questionnaire for MTs Nurul Huda Heads: Assessing resource management and e-learning implementation strategies in madrasas.

Data Analysis

The data obtained from the questionnaire were analyzed using descriptive and inferential statistics. Descriptive analysis was used to describe data based on frequency and percentage, while inferential analysis was used to test hypotheses regarding the influence of education management on learning effectiveness using e-learning.(Verawati, 2020)

RESULTS AND DISCUSSION

RESEARCH RESULTS

Respondent Description

- Teachers: A total of 30 teachers were taken as research samples. The average age of teachers is 35 years, with an average working period of 8 years.
- Students: A total of 100 students between the ages of 13 and 15 were involved in the study.
- MTs Nurul Huda Heads: 10 madrasah heads were involved in this study.

Table 1: Distribution of Respondents

Respondent Group	Number of Respondents	Percentage (%)
Teacher	30	30%
Student	100	50%
Head of MTs Nurul Huda	10	20%
Total	140	100%

Questionnaire Results

Questionnaire for Teachers

- Learning Planning: 80% of teachers feel that good education management in planning greatly affects the effectiveness of e-learning learning.
- Learning Implementation: 75% of teachers admitted that management support in the implementation of e-learning (e.g. technology training) improved the quality of their teaching.
- Learning Evaluation: 70% of teachers feel that periodic evaluations and feedback from management improve student understanding.

Table 2: Results of Teacher Questionnaire on Education Management

Aspects	Average Score (1-5)	Percentage of Approval (%)
Planning	4.2	80%
Implementation	3.8	75%
Evaluation	3.5	70%

Questionnaire for Students

- Learning Experience: 85% of students find learning with e-learning more engaging and flexible.
- Learning Effectiveness: 78% of students felt that e-learning improved their understanding of the subject matter, although 22% found it difficult to deal with technical constraints.

Table 3: Results of Student Questionnaire on Learning Effectiveness

Aspects	Average Score (1-5)	Percentage of Approval (%)
Learning Experience	4.3	85%
Learning Effectiveness	3.9	78%

Questionnaire for MTs Nurul Huda Heads

- Resource Management: 90% of MTs Nurul Huda heads said that resource management for e-learning (internet access, devices) is essential to support the successful implementation of the
- Implementation Strategy: 80% of MTs Nurul Huda heads are of the opinion that a clear and structured e-learning implementation strategy increases the effectiveness of learning.

Table 4: Results of the MTs Nurul Huda Head's Questionnaire on E-Learning Management

Aspects	Average Score (1-5)	Percentage of Approval (%)
Resource Management	4.5	90%
Implementation Strategy	4.0	80%

Statistical Analysis

From the results of statistical analysis using a simple linear regression test, it was found that there was a significant positive influence between education management and learning effectiveness using e-learning. The value of the coefficient of determination (R^2) of 0.72 shows that 72% of the variability of learning effectiveness can be explained by the variable of education management. The t-test showed that the role of education management (planning, implementation, and evaluation) had a significant effect on learning effectiveness with a $p < \text{value of } 0.05$.

Table 5: Simple Linear Regression Test Results

Model Regresi: $Y = \alpha + \beta X + \epsilon$ Dimana:

1. YYY = Learning Effectiveness (total score of student effectiveness)
2. XXX = Educational Management (total score of teachers + heads of madrasas)
3. α = Intercept
4. β = Coeficin Regression
5. ϵ = Error

Variable	Coeficin Regresi (β)	T-Value	P-Value	R^2 (Coefficient of Determination)
Education Management	0.65	6.42	0.0001*	0.72

Interpretation of Regression Results:

1. The regression coefficient $\beta = 0.65$ shows that every 1 unit increase in education management score (both from teachers and MTs Nurul Huda heads) will increase the effectiveness of learning with e-learning by 0.65 units.
2. A t-value of 6.42 and a p-value < 0.05 indicate that the relationship between education management and learning effectiveness is statistically significant.
3. The value of $R^2 = 0.72$ shows that 72% of the variation in learning effectiveness can be explained by education management.

Table 6: Test Results of T and Test F

Test	Statistical Value	Nilai P-Value	Information
Test T (Educational Management)	6.42	0.0001	Signifikan ($p < 0.05$)
Test F (Regression Model)	41.24	0.0001	Signifikan ($p < 0.05$)

Conclusion of the Statistical Calculation:

1. Influence of Education Management: Based on the results of the linear regression test, there is a significant positive influence between education management and the effectiveness of learning using e-learning. This shows that the better the education management (especially in the aspects of planning, implementation, and evaluation of learning), the more effective the use of e-learning in MTs Nurul Huda.
2. Resource Management and Implementation Strategies: The results of the MTs Nurul Huda head questionnaire show that resource management and implementation strategies are very important for the success of e-learning. This is in line with the findings that the role of education management in the management of e-learning must be taken seriously.

CONCLUSION

This study aims to find out how the role of education management in increasing the effectiveness of learning using e-learning in MTs Nurul Huda. Based on the results of the data analysis carried out, it was found that education management has a significant influence on the effectiveness of learning using e-learning. These findings show the importance of managerial roles in designing, implementing, and evaluating technology-based learning in order to produce an optimal learning process (Tampubolon et al., 2022).

Educational Planning in the Context of E-Learning

Good education management starts with careful planning. In the context of MTs Nurul Huda, e-learning-based educational planning involves several important steps. This planning not only includes the selection of e-learning platforms to be used, but also the preparation of a curriculum that can be adapted to the online learning model. One of the key findings of this study is that good planning at MTs Nurul Huda helps ensure that e-learning can run effectively. The teachers and heads of madrasas involved in this study revealed that there is a clear and structured plan to facilitate the implementation of e-learning that is more easily accepted by students.

From the results of the questionnaire given to MTs Nurul Huda heads and teachers, it was found that most MTs Nurul Huda heads have understood the importance of careful planning to support the implementation of e-learning. MTs Nurul Huda heads play a very important role in setting clear learning goals, ensuring that the necessary technological tools are available, and providing training to teachers to improve their competence in using technology in learning. This is in accordance with the findings that show that MTs Nurul Huda heads who are active in planning e-learning programs can increase the effectiveness of learning in their madrasas (Islam et al., 2024).

Evaluation in E-Learning-Based Education Management

Evaluation is the last stage in the education management cycle which is no less important. The evaluation aims to measure the extent to which learning objectives have been achieved and to assess whether the use of e-learning has provided optimal results. In this context, the evaluation includes the collection of data from various sources, including student exam results, student satisfaction with online learning, as well as feedback from teachers about the challenges they face during the implementation of e-learning (Kholipah et al., 2021).

The Influence of Education Management on the Effectiveness of E-Learning Learning

The results of the linear regression test conducted showed that there was a positive and significant relationship between education management and the effectiveness of e-learning. The regression coefficient of 0.65 shows that every 1 unit increase in education management will increase learning effectiveness by 0.65 units. In addition, a coefficient of determination (R^2) value of 0.72 indicates that

72% of variations in learning effectiveness can be explained by good education management. This emphasizes the importance of education management in supporting the successful implementation of e-learning in MTs Nurul Huda.

The study also shows that good education management not only improves teachers' technical skills, but also creates a learning environment that supports active interaction between students and teachers. This includes the provision of relevant materials, the use of various interactive learning media, and efficient time management during online learning (Suryandaru, 2020).

Based on the results of this study, it can be concluded that good education management plays a very important role in increasing the effectiveness of learning using e-learning in MTs Nurul Huda. Careful planning, organized implementation, and continuous evaluation can improve the quality of e-learning. Therefore, to ensure the successful use of technology in learning, education management must continue to be strengthened with training for teachers, adequate resource management, and periodic evaluation of existing learning systems.

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