



A online learning and the effectiveness of Islamic ethics e-learning technology

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ABSTRACT

A What is the relationship between online learning and e-learning technology that is managed in learning in the internet world. What is the value of the concept of online learning and e-learning technology. And how the paper articulates this concept acts to position mobile technology devices as 'technology for online learning and e-learning. Actor-network theory (ANT) categories of information about discursive practices used to position technology in relation to learning.

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1. INTRODUCTION

The introduction includes, among other things, the background to the problem, the gap between the idealized and the real, supported by the latest relevant theories and research on the problem, and the new value of research which is innovation. This section is written up to a maximum of 20% of the article body. Theoretical analysis to examine in depth how this concept is interpreted, and translated to explore how to describe and control mobile devices as technology for online learning.

The concept of whether or not it can be conceptualized is a current theme in contemporary research on mobile learning and examines this theme with the aim of mapping mobile devices as 'technology for online learning and e-learning. The way the concept of ability is used in the research literature is then explored and criticized by describing actor-network theory categories of information about discursive practices used to make technology in relation to learning.

The methodological approaches that generate this discourse of mobile devices as technologies for learning are explored in depth and capabilities with alternative methods to choose from. to provide a literature repertoire of online learning models that can inform the development of secondary school goals. Which aims to support the library as learning takes

place. , explained on the theme of the methodological approach, the extension of the concept , the direction of the learning model has been explained in detail, the widespread use of the concept of 'ability to learn' for mobile devices. Various kinds of models and content show that they are not yet in complete detail so that it has an impact on the writer further correcting technology-based learning models. this concept and seek other accounts that dispute his uncritical statements.

How the relationship between the learner and technology is created in mobile learning. What is the value of the concept of 'affordances. And how research articulates this concept acts to position mobile devices as 'technology for learning. Actor-network theory. Bigum's (1998) actor-network theory (ANT) categories of information about discursive practices used to position technology in relation to learning. a theoretical lens to critically consider how these concepts are articulated, and in particular to explore how to position and control mobile devices as technologies for learning.

Learning is considered to be more successful if the object being studied is a real object in the surrounding environment, so that the importance of learning through visualization of objects in the surrounding environment must be realized so that it can easily clarify understanding, increase interest, and real involvement of students (Suryadharma & Suyanto, 1993; Tan & Waugh, 2013). So this study aims to determine the effectiveness of online learning which emphasizes integration with the environment from various sources viewed from various aspects.

2. RESEARCH METHOD

The method used in this research is descriptive - qualitative research using methods such as journal meta-analysis. In terms of the variety of articles related to the research variables, they are inventoried and then reviewed and conclusions drawn.

3. RESULTS AND DISCUSSIONS

The method used in this research is descriptive - qualitative research using methods such as journal meta-analysis. In terms of the variety of articles related to the research variables, they are inventoried and then reviewed and conclusions drawn.

To facilitate understanding and reading, the research results are described first, followed by the discussion section. The subtitle results and the subtitle discussion are presented separately. This section must be the most numerous, at least 60% of the entire body of the article.

ANT's results offer us “ways to intervene, not theories about what ANT offers us “ways to intervene, not theories about what to think about” (Fenwick and Edwards 2010, 1) and help us to dismantle accepted assumptions and consider the process of technology research from a different perspective. Some of the potential applications of this theoretical framework have been explored here. In particular, the way research acts to position technology discursively in relation to learning. It is hoped that this paper will contribute to a greater critical consideration of the term 'use. affordances'. Finally, we hope this paper contributes further.

On a call for research that takes an ethnographic approach to studying mobile learning in authentic and situated practices rather than in settings and with technology.

The weakness of the Action Network Theory (ANT) is formulated which is presented in table 1. It can be concluded that the existing action network theory only focuses on individual achievement and does not involve other parties either in the input, process or output. The drive to achieve success has not been based on the intention for perfection so that the goal of success only focuses on achieving technological devices and usage. Technological innovation is always centered on the technical aspect of the activity and the social aspect is only considered as the context in which innovation occurs. This

means that it is the technical aspects that determine the success or failure of an innovation activity, whether we use it or not, in reality we are made more and more helpless.

ANT argues that social power does not exist in itself, and therefore cannot be used to explain social phenomena. Rather, a rigorous empirical analysis must be conducted to "describe" rather than "explain" social activity. Only after this can one introduce the concept of social power, and only as an abstract theoretical concept, not something that actually exists in the world.

Although notable for its controversial insistence on nonhuman capacities to act or participate in systems or networks or both, ANT has also been associated with strong criticism of conventional and critical sociology. Developed by science and technology studies (STS) scientists Michel Calonn, Madeleine Akrich and Bruno Latour, sociologist John Law, and others, it can be described more technically as the "material-semiotic" method. This means mapping the relationship that is material (between objects) and semiotics (between concepts) simultaneously. This assumes that many relations are material and semiotic. The term actor-network theory was coined by John Law in 1992 to describe the work he was doing on case studies in different areas at the Center de Sociologie de l'Innovation at the time.

This theory suggests that everything in the social and natural world, human and non-human, interacts in a shifting web of relationships with no other elements outside the network. ANT challenges many traditional approaches by defining non-humans as actors on a par with humans. This claim provides a new perspective when applying theory in practice. In general, ANT is a constructivist approach that eschews essentialist explanations of events or innovations (ie ANT explains successful theories by understanding the combinations and interactions of elements that make them successful, rather than saying one is right and the other is wrong). Likewise, it is not a cohesive theory in itself. Instead, ANT serves as a strategy that helps people become sensitive to the often unexplored terms and assumptions that underlie them.

Therefore, the action network theory needs to be intervened with an approach to Islamic values. Internalization of Islamic values in action network theory makes the spirit stronger and more meaningful because it contains and protects all objects in this case human beings who are consistent, starting from students, to components of academic activity, and the concept of intact learning is needed to achieve ethical and moral values.

Laurillard (1985), states that the learning process consists of four essential component processes, namely: (1) discursive — enabling discussion between students and teachers, in which each expresses his conception of some of the aspects described, and reacts to other descriptions; (2) adaptive - where, the teacher adjusts student interaction with the environment experienced by students; (3) interactive — allowing students to interact in a way that enhances their experience; (4) reflective — where students reflect on experiences and adjust to their own conceptions and descriptions of them. The four components are presented in Figure 1 below,

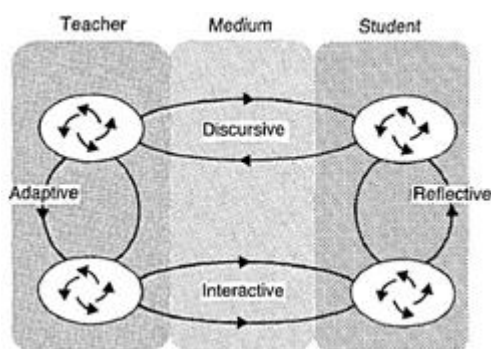


Figure 1. The Ideal Learning Process: Relationships of Essential Components (Laurillard, 1985)
Students are willing to accept innovation because e-learning is a new form of learning so that in the transition process students tend to choose a combination of learning with online learning (Pozgaj &

Knezevic, 2007), so there is a need for innovation from online learning so that students are more adaptive, one of which is through integration with their environment. So a new concept as an enlightenment of ethical learning activities in the future is needed to reconstruct actor network theory from the perspective of the following Islamic values, namely by getting to know the concept of Istiqomah and the principles of learning including intention, earnestness, surrender, and respect for the teacher. learning methods, in fact this book also discusses the goals, principles and learning strategies based on religious morals.

The concept of technological autonomy has a close relationship with the view that technology is "neutral" and "value free" although not many researchers believe this. The idea of technological autonomy is not intended to make technology personal or even have awareness and be able to rage but rather reflect that even though we control its development and have freedom.

4. CONCLUSION

The conclusion is not just repeating data, but in the form of a substance of meaning. It can be in the form of a statement about what is expected, as stated in the "Introduction" chapter which can finally produce a "Results and Discussion" chapter so that there is compatibility. In addition, prospects for the development of research results and prospects for further research applications in the future (based on results and discussion) can also be added.

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