Research Article

THE EFFECT OF LEARNING STRATEGY E-LEARNING AND STUDENT'S INDEPENDENCE IN LEARNING TO LEARNING RESULTS OF LEARNING TAFSIR

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ARTICLE INFO	ABSTRACT
	The purpose of this research is to know the influence of learning strategy and independence ability of student learning outcomes and the interaction of these two variables on student achievement in basic theory of tafsir. This research is an experimental research with 2x2 factorial design in collage STAI Alhikmah, PasarMinggu which involves 100 students divided into four groups each of 25 samples. The results showed that; 1). In general, it was found that applying e-learning, the average score was higher than that of applying conventional strategies. 2). There is a difference in applying conventional strategies for students who have higher abstractive thinking skills. 3). Multiple student scores using conventional strategies are higher than conventional strategies for students with low self-reliance, and 4). There is an interaction between e-learning strategy and independence ability. Therefore, it is concluded that conventional strategy and independence ability have a significant influence on student learning outcomes in Tafsir subjects.

INTRODUCTION

Learning is a process of active-subjective interaction with the environment and with that interaction that will cause change. Learning outcomes are a change in knowledge, skills, values and attitudes for the better. Ability as a result of learning according to Gagne divided into 5, namely intellectual ability, cognitive strategy, verbal information, motor skills, and attitude (1998: 66). In general, the factors that influence the success of learning can be divided into two, namely internal factors and external factors. Internal factors are factors that come from within the learners themselves, which consists of biological and psychological factors. Psychological factors that affect the success of learning include everything related to the mental state of a person, which includes: Intelligence, independence, Will, Talent, Memory, and Power Concentration. The external factors that come from outside the individual self include the family environment factors, schools, and society.

Learning outcomes can be measured by comparing the way individuals behave before and after learning. If the individual behavior is different between before and after learning it can be concluded that there has been learning. There are five kinds of behavioral change due to experience and this is considered a basic causal factor in the learning process (1983: 54) First, at the most primitive emotional level. Changes in behavior caused by stimulants that are not conditioned by conditioned stimuli. As a function of experience, the unconscious stimuli at one time will gain the ability to issue conditioned response. This is called respondent learning that helps to understand whether learners enjoy school or not. Second, learn continuity, that is how two events are paired with each other at a time and this is often experienced. This association can lead to learning from drill models and learning stereotypes (2010 :). Third, they will learn that behavioral consequences will affect. Whether the behavior will be repeated or not and how much it is repeated. This kind of learning is called learning operant. Fourth, the learning experience as a result of human observation of an event. Learning from models, perhaps each model for others in observational learning. Fifth, cognitive learning occurs in the head, when viewing and understanding the events around and dive into the existing understanding.

So far the learning process at STAI AL-Hikmah Jakarta is still dominated by a view that knowledge is a set of facts that must be memorized. Learning that takes place in the classroom still focuses on the lecturer as the main source of knowledge and lectures as the main choice of learning strategies. For that, a new learning strategy is needed that empowers the students. A learning strategy does not require students to memorize facts, but a learning strategy that encourages students to construct or build knowledge in their own minds (2004: 9). The learning

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process that has been implemented by the interpreter is using conventional learning strategy. A simple learning strategy learner provides and distributes sub syllabus consisting of various subject matter to be discussed and discussed, both individually and in groups. The success and diversity of learning achievement of interpretation is closely related to several things, including the implementation of learning strategies implemented and also on the level of student learning independence. The conventional learning strategy emphasizes unidirectional lectures and discussions. A one-way discussion is that students ask lecturers and lecturers to respond to questions posed by learners. There is almost no intensive communication between learners and other learners on the subject being discussed. Thus, there is never an error of information between learners with one another. This is one of the triggers of low learning achievement of learners in the field of tafseer.

The conventional learning strategy of Tafsir III course that has been implemented, has not been able to produce results that satisfy the learners. This can be seen from the results of the examinations carried out. Based on the results of the examinations that have been implemented from 9 classes, as many as 150 students on average the value of the students still get the value of 67 with category C or less than the standard, as many as 75 students have received B with an average value of 7.20. These results still have not reached the standards set by LPJM STAI Alhikmah Jakarta.

The rapid development of technology, information and communication has brought great impact to human life. Significant impact with the development of this technology is the field of education. Education needs to anticipate the global impact that brings knowledge-based societies in which science plays a key role in change. Education must continuously adapt and adapt the development of the times so that it remains relevant and contextual with change (BNSP Compilation Team, 2006).

Along with the development of Internet technology, e-learning strategy began to be developed so that study and research is needed. The essence of e-learning is a form of conventional learning that is poured in digital format through internet technology. This system can be used in distance education or conventional education. Therefore developing this model does not simply present the subject matter into the internet but needs to be considered logically and hold the principle of learning.

The development design and attractive look make learners familiar via the internet in the classroom. Learning strategy of tafsir through e-learning is a step of lecture innovation. Learners are supposed to direct the learning process to the progress of the world of information and communication technology in providing variation, innovation in implementing the learning process that impact on improving student learning outcomes.

The formulation of this research problem is, (1) Is there any difference of learning result of Tafsir student using e-learning learning strategy with students using conventional learning? (2) Is there any influence of interaction between learning strategy and learning independence to learning result of Tafsir? (3) For students who have high learning independence, does the learning outcomes using e-learning differ from students using conventional learning strategies? (4) For students who have low independence, does the learning result of interpretation using e-learning differ from students using conventional learning strategy?

This research is useful, (1) For the implementation lecturers will be implemented an effective learning strategy to be used in optimizing learning outcomes. In addition, in relation to the independence in student learning towards the tafseer course, it is expected to know which learning strategy is appropriate for each attitude of student self-reliance. This is considered necessary for lecturers if they want to implement the learning process. (2) For other researchers, the results of this study are expected to be used to broaden the horizon of information and can be used as a reference for conducting further research. (3) For the institution, the result of this research is expected to be used as input for e-learning learning strategy can be distributed alternative.

As a theoretical foundation that supports this research, will present some theoretical description in the learning and learning dimension of this research variables are learning outcomes, interpretation courses, e-learning learning strategies and learning independence.

Learning outcomes is as a capacity or ability gained from the learning process that includes the five elements of intellectual skills, verbal information, cognitive strategies, cognitive skills, and attitude or value (Gagne ,1882: 25). Furthermore, learning outcomes is a change of behavior that has characteristics: 1) New behavior in the form of actual ability, 2) The new behavior is applied in a relatively long time, and 3) New behavior is obtained through a business (Snelbacker, 1974: 11). Sudjana argues that learning outcomes are the abilities students have after receiving their learning experience (Sudjana, 2011: 22). Learning outcomes are characterized by changes in behavior. Although not all behavioral changes are the result of learning, all learning activities are accompanied by behavioral changes. Changes in behavior can be observed and can be measured as a result of learning as a result of planned and systematic learning.

More on interpretation, Etymologically, tafseer means explaining (الايضـاح), explaining (التبيــــن), showing (الاظهار), uncovering (الكشـف) and detailing (التفصــــيل). Tafseer comes from masdarisim from wok (تفعيـــل). The word exegesis is taken from the Arabic فسريفسرتفســـــيرا which means to explain. This is the meaning in oral al arab with كشـــــفالمغطلى (opening something closed). The interpretation of the language interpretation written by IbnMahdzur is to open and explain the difficult intent of a lafaz. This sense is also termed by the scholars of interpretation with الإيضــــاحوالتبيين (explain and explain). In the Indonesian dictionary the word "tafseer" is defined by the description or explanation of the verses of the Qur'an (1997: 253).

There are several points of interest formulation of the definition given al-Zarqani and Khalid bin Uthman al-Tsabt, namely:

1. Discussing the Qur'an
2. Discussing the purpose of the verse
3. In accordance with human capabilities

The interpretation of the Qur'an is limited to human ability. In other words, things beyond the limits of human capability are not included in the field of interpretation studies. No need to force yourself to know the interpretation of the Qur'an because it can drag the exegetes to the interpretations that deviate and cross the line. Learning strategy can be defined as planning that contains about a series of activities designed to achieve certain educational goals. Learning strategy is an action plan (series of activities) including the use of methods and the utilization of various resources or strengths in the learning that are structured to achieve a particular goal, in this case is the purpose of learning. Learning strategy is a learning activity that must be done learners and learners so that learning objectives can be achieved effectively and efficiently.

Conventional learning is the usual learning done by the learners in general. Conventional or traditional learning generally has a particular specificity, this conventional learning method is preferred over memorization rather than understanding, emphasizing numeracy, prioritizing outcomes rather than processes, and teacher-centered teaching. The method used by a learner using conventional methods focuses only on learning materials, for that the deepening of the material done by the learners must be mastered properly and mature also consider the number of learners who are taught.

Budiningsihargues several characteristics of conventional learning as follows. (1) The curriculum is presented from the sections to the whole with emphasis on basic skills. (2) Learners are viewed as blank papers which can be learned by the learners. (3) Learning is very obedient to the established curriculum. (4) Curricular activities mostly use textbooks and workbooks. (5) Learners usually work independently, without any learning group (Budiningsih, 2005: 17).

Conventional Learning Strategy or a learner-centered approach, meaning learners dominate learning and learners tend to be passive in learning. Learners as a source of information and present the material in the form so, while the learner only receive the subject matter and memorize it, so in the learning process low learner activity. The lecture method in teaching method is the light and verbal explanation by the learners toward the learner in his class. During the lecture, learners can use teaching aids such as drawings or charts to clarify the material it conveys. But the main method of interaction between learners and learners in the classroom is through speaking. The role of the learner in an important lecture method is to listen and record the important things that the learner expects.

Strategy E-learning learning many experts who define e-learning according to his point of view. E-learning is an extension of electronic learning that interprets e-learning as a form of learning that utilizes electronic technology (radio, television, film, computer, internet, and others). Jaya Kumar C, Newspaper defines e-learning as any teaching and learning that uses electronic circuits (LAN, WAN, or internet) to convey instructional content, interaction, or guidance (Jaya Kumar, 2002: 14).

Rosenberg as quoted by Mohamad Surya stressed that e-learning refers to the use of Internet technology to send a series of solutions that can improve knowledge and skills (Rosenberg 2004: 33). E-learning is a type of teaching learning that allows the delivery of learning materials to learners by using the internet media, intranet or other computer network media (Hartley, 2001: 14). E-learning is a distance learning that uses computer technology, or usually the Internet. Henderson also added that e-learning allows learners to learn through computers in their own places without having to physically go to class in class (Allan J. Henderson, 2003: 53).

These are some of the application of e-learning model: (1) Studying the material through the file provided by the learners, the learner can also look for material that is still related to the material provided by the learners. (2) Deepen the material through online tutorials (discussion forums, chats, conferences) and face-to-face tutorials. (3) Practice / Implement through live practice (synchronous live) and do assignment. (4) Measuring mastery through quizzes and final tests.

Self-reliance in learning is independent learning, not relying on others, learners are required to have their own liveliness and initiative in learning, attitude, nation and state. According to Stephen Brookfield, argued that the independence of learning is self-awareness, self-motivated, learning ability to achieve its goals (Stephen Brookfield 1986: 130). Self-reliance in learning is defined as learning activities that take place more driven by their own volition, self-choice and self-responsibility from learning (YasinSetiawan, 2007: 14).

The concept of self-reliance in learning rests on the principle that the individual who learns only comes to the acquisition of learning outcomes, from skills, reasoning development, attitude formation to self-discovery, when he experiences himself in the process of obtaining learning outcomes.

RESEARCH METHOD

This research uses experimental method with design by level 2 x 2. Field experiment is research study in real situation (reality) by manipulating one independent variable or more in condition controlled to one or more dependent variable. The experimental research design by level has two independent variables and one dependent variable. The first independent variable is a learning strategy consisting of two factors, namely e-learning strategy and conventional learning strategy, the second independent variable (attribute variable) is the independence of learning consists of high learning independence and low learning independence. Whereas the dependent variable is the result of learning Tafsir.

Matrix The research design is factorial design by level 2 x 2, in the table below:

strategy (X_{12}) / independence (X_{34})	X_1	X_2	$\sum X_1$
X_3	$X_1 X_3$	$X_2 X_3$	X_3
X_4	$X_1 X_4$	$X_2 X_4$	X_4
$\sum X_3$	X_1	X_2	Total

Information

X1 = Experiment class affecting Learning strategy of e-learning
X2 = Control class using Conventional learning strategy
X3 = High learning independence
X4 = Low learning independence
X1 X3 = E-learning strategy with high learning independence
X2X3 = Conventional strategy with high learning independence

X1 X4 = e-learning strategy with low learning independence
X2 X4 = Conventional strategy with low learning independence

The population of this study consisted of 9 classes of students in the five semesters of the Madrasah Ibtidaiyah School of Education (PGMI) School of Islamic High School (STAI) Alhikmah Jakarta who received Tafseer. The student conditions are as follows:

No	Kelas Semester	Jumlah
1.	IV A	25
2.	IV B	25
3.	IV C	25
4.	IV D	25
5.	IV E	25
6.	IV F	25
7.	IV G	25
8.	IV H	25
9.	IV I	25
	Total	225

Research on fourth semester students is done because they have completed the same subject, that is, Tafsir, Education Statistic, Hadith, Learning Planning of PAI, Evaluation of Learning, Learning PAI MI, Learning Media, Classroom Action Research.

The sampling of the research is done gradually, as follows: (a) Conducting randomly drawn samples. Classes that will be subjected to the treatment of the use of e-learning media that is the fourth semester students A and IV B for the learning group using e-learning and IV semester C and IV D for the learning group using conventional. (b) Further measurements of the level of learning independence in all students who become the sample class to determine the students included in the independence of learning high and low based on instruments made by researchers. (c) The results of the students' independence learning are then sorted from a high score to a low score. (d) In the second stage each group from the fourth semester A and IV B and IV C and IV D were chosen into two, namely: groups of students who have high learning independence and groups of students who have low learning independence and from the score obtained then diranking. Upper group students are considered to have a group of high learning independence while lower group students are expressed as a group with low thinking ability. A total of 16 upper and lower group students, from the experimental group and the control group were sampled. Therefore, the sample composition is as follows

Table Composition of Research Objects by Type of Behavior and Differences Learning independence.

Learning Strategy independence	e-Learning strategy	Conventional Learning Strategies	Σ
High learning independence	8 IV A+ 8 IV C = 16	8 IVB+ 8 IV D = 16	32
Low learning independence	8 IV A+ 8 IV C = 16	8 IVB+ 8 IV D = 16	32
Σ	32	32	64

Draft Treatment previously mentioned, the subject of this study consists of four classes, namely: 1). Class Control semester IV A and IV B experiments strartegi e-learning, and 2). Class IV semester C and IV D conventional learning strategies. The course chosen in this research is Tafsir because this course can represent theoretical course.

RESEARCH RESULT AND DISCUSSION

He data described in this chapter is the Tafsir learning result data obtained from the learning result test that measures cognitive ability. In general data of student learning result can be presented in table 4.1 below:

Table Recaputulation of Tafseer Learning Results

Strategy / Independence	N	average	Median	Modus	standard deviation	Varian	Min	Max	Span
Computer	50	32,58	33	33	3,39	11,47	27	39	12
e-Learning	50	31,92	32	31	2,45	5,99	28	37	9
Conventional	25	35,20	35	33	2,18	4,75	32	39	7
e-Learning	25	29,92	33	31	2,10	4,41	30	37	7
High independence	25	29,96	30	30	2,09	4,37	27	33	6
Low indepedence	25	30,96	31	28	2,35	5,54	28	35	7

Furthermore, the research results are presented in the form of frequency distribution table, histogram and calculation result of mode, median from each observation group. Learning Outcomes of Student Group's Tasks Learning with Conventional Learning Strategies. The data collected on the learning outcomes of students studying with conventional learning strategies showed that the average score of learning outcomes was 32.58 with standard deviation 3.39. The empirical range between 27-39 and the theoretical score range 0 to 40, while mode 33 and median 33 frequency distribution of the results of the data are presented in the table below:

Table Distribution of Student Results Learning Frequency Learning by Using Conventional Learning Strategies.

No	Class interval	absolute frequency	Relative frequency (%)
1.	26 – 27	4	8
2.	28 – 29	6	12
3.	30 -31	8	16
4.	32 – 33	14	28
5.	34 – 35	8	16
6.	36 – 37	5	10
7.	38 – 39	5	100
	Total	50	100

Based on the above table shows that 18 students (36%) are below average, 14 students (28%) are on average and 18 students (36%) are above average. The achievement of this score is given that the level of achievement of learning achievement of Tafseer in this group is good enough, it means that achievement of learning goal reaches 64%.

Student Group Learning Outcomes Learned With E-Learning Strategy From the data collected about student learning outcomes learning with E-Learning learning strategy shows that the average score of learning outcomes is 31.92 with standard deviation 2.45. The empirical range between 28-37 of the theoretical score range is 0 to 40, while mode 31 and median 32. The frequency distribution of the data is presented in the table below.

Table Distribution of frequency of learning outcomes of student groups learning by using E-Learning

No	Class Interval	Class frequency	Relative frequency (%)
1.	27 – 28	6	12
2.	29 – 30	9	18
3.	31 – 32	16	32
4.	33 – 34	11	22
5.	35 – 36	7	14
6.	37 – 38	1	2
	Total	50	100

Based on the information from this table it can be seen that 15 students (30%) are below average, 16 students (32%) are on the average level and 19 students (38%) are above average. the scoring of this score gives an illustration that the level of achievement of learning achievement of Tafseer in this group is good enough, it means that the achievement of learning objectives reaches 70%.

Learning Outcomes of Students Group's High Self-Reliance Groups. From the data collected, student learning outcomes with High Independence showed a mean score of 34.06 learning outcomes with standard deviation 2.41. The empirical range between 30 - 39 of the range of 0 to 40 scores, has a mode of 33 and median 34. The distribution of frequency is presented in the following table.

Table Frequency Distribution of Learning Outcomes of Student Groups with High Self-Reliance.

No	Class interval	absolute frequency	Relative frequency (%)
1.	29 – 30	3	6
2.	31- 32	11	22
3.	33 – 34	16	32
4.	35 – 36	11	22
5.	37 – 38	7	14
6.	39 – 40	2	4
	Total	50	100

Based on the information above table 4.4, it appears that 14 students (28%) are below average, 16 students (32%) are on average and 20 students (40%) are above average. The achievement of this score gives an illustration that the level of achievement of learning achievement of Tafseer in this group is good enough, it means that the achievement of learning goal reaches 72%.

Learning Outcomes Student Group Students who have Low Self-Reliance. From the results of data processing obtained learning outcomes of students who have Low Independence. shows the average score of learning outcomes 30.46 with standard deviation 2.26. The empirical range is between 27-34 from the theoretical range range 0 to 40, then the mode number 28 and the median 30. The frequency distribution of the results data is presented in the table below:

Table Frequency Distribution of Learning Outcomes of Student Groups with Low Self-Reliance.

No	Class interval	absolute frequency	Relative frequency (%)
1	26 -27	4	8
2	28 -29	14	28
3	30-31	15	30
4	32-33	11	22
5	34-35	6	12
	Total	50	100

From Table 4.5 it appears that 18 students (36%) were below average, 15 students (30%) were on average and 17 students (34%) were above average. The achievement of this score gives an illustration that the level of achievement of learning achievement of Tafseer in this group is good enough, it means that achievement of learning goal reaches 64%.

Learning Outcomes Highly Self-Released Student Groups who are learning with Conventional Learning strategies.

From the data collected on student learning outcomes that have high abstractive thinking abilities and learning with conventional learning strategy shows that the average score of learning outcomes 35.20 with standard deviation 2.18. The empirical range between 32-39 from the theoretical score range 0 to 40, medium mode 35 and media 35. Frequency distribution of the data collection results can be seen through the table below:

Table Frequency Distribution of Higher Learning Student Group Learning Outcomes with Conventional Learning Strategies

No	Class interval	absolute frequency	Relative frequency (%)
1	31-32	2	8
2	33-34	9	36
3	35-36	6	24
4	37-38	6	24
5	39-40	2	8
	Total	25	100

Table shows that 11 students (44%) are below Average, 6 students (24%) are on average and 8 students (32%) are above average. The achievement of this score gives an illustration that the level of achievement of learning achievement of Tafsir in this group is quite good, it means that achievement of learning goal reach 56%.

Student group learning outcomes that have high independence learning with E-Learning learning strategy.From the data collected about student learning outcomes that have High Independence and learning by using E-Learning learning strategy shows that the average score of learning outcomes of 32.92 with standard deviation 2.10. The empirical range is between 30-37 from the theoretical score range 0 to 40, while mode 31 and median 33. Frequency distribution of learning result data is presented in table

Table Frequency Distribution of Learning Outcomes of Highly Self-Released Student Groups Learning with E-Learning

No	Class interval	absolute frequency	Relative frequency (%)
1	28-30	3	12
2	31-31	9	36
3	33-34	7	28
4	35-36	5	20
5	37-38	1	4
	Total	25	100

Learning Outcomes Student Groups Who Have Low Self-Reliance who learn with Conventional Learning Strategy. The data collected on student learning outcomes that have Low Independence and are taught using Conventional learning strategies show that the average score of learning outcomes is 29.96 with standard deviation 2.09. The empirical range between 27 - 33 of the range Theoretical score 0 to 40 while 30 madus median 30. Frequency distribution of the results of these data can be presented through the following table:

Table Frequency Distribution of Learning Outcomes Student Groups Who Have Low Abstract Ability Thinking Learning With Conventional Learning Strategies.

No	Class interval	absolute frequency	Relative frequency (%)
1	27 - 28	8	32
2	29 – 30	7	28
3	31 – 32	6	24
4	33 – 34	4	16
	Jumlah	25	100

From the table shows that 8 students (32%) are below average, 7 students (28%) are on average and 10 students (40%) below average. Score figures illustrate that the level of learning achievement of Tafseer in this group is quite good, because the learning objectives reach the proportion of 68%.

Learning Outcomes Student Groups that have Low Independence who learn with E-Learning Learning Strategy. From the data collected about the learning outcomes of students who have Low Independence and learning by using E-Learning learning strategy shows that the average score of learning outcomes 30.96 with standard deviation 2.35. The empirical range between 28-35 from the theoretical score range 0 to 40, medium mode 28 and media 31. The frequency distribution of the results data is submitted to table 4.9 below:

Table Frequency Distribution of Learning Outcomes Student Groups that Have Low Self-Reliance who learn with E-Learning Learning Strategy

No	Class interval	absolute frequency	Relative frequency (%)
1	26-28	5	20
2	29-30	7	28
3	31-32	7	28
4	33-34	4	16
5	35-36	2	8
	Total	25	100

Based on the above table it can be seen that 5 students (20%) are below average, 7 students (28%) are on average level. This score gives an illustration that the level of achievement of learning achievement of Tafsir in this group is quite good, it is indicated the achievement of learning objectives reaching 52%. This research proposes hypothesis testing about the mean difference of the eight sample groups, ie group of samples (A1), (A2). (B1), (B2). (A1 B1), (A2B1) (A1 B2), and (A2 B2). To test the null hypothesis of the absence of difference between the rates in the sample - the study sample used two-way ANAVA variation analysis which then continued with Tukey's Test to determine which main effect was higher. The result of data analysis using ANOVA test from score of learning result of Tafseer is presented in Table 4.14, for Tukey test is presented in the table below. From the calculation of ANAVA - two path data for source variance between columns seen that the price of F count was smaller F table (F arithmetic = 2.15 <F table = 3.94). This means that H0 received or H1 is rejected. So it can be said that there can be no significant effect difference between groups of students who are learning by using conventional learning strategy and group of students who learn by using e-learning learning strategy.

Table Anava Two Lines 2x2 For Results Student Tafsir University Gunadarma At The Significance Level $\alpha = 0.05$.

Varians Source	The sum of squares	Degree of Freedom	average squared	F Count	F table
Beetwen Columns (A)	10,24	1	10,24	2,15	3,94[NS]
Between Lines(B)	324,00	1	324,00	67,95	3,98**
AB interactions	67,24	1	67,24		
errors in the group	457,76	96	4,77		
Total	859,24	96			

Information:
* = Significant
** = Very Significant
NS = Non Significant

ANAVA calculation data - two paths for sources of interaction variance seen that the price of F arithmetic is greater than the price of F thick or 14.10> 3.94. This means that H0 is processed and H1 is received. Thus it can be concluded that the interaction between learning strategies with abstract bepikir ability can make a difference to the learning outcomes Interpretation of the interaction between learning strategies with Independence.

CONCLUSION

Based on the results of hypothesis testing and discussion of research results can be concluded that Overall student learning outcomes that get E-learning is higher than the student learning outcomes that get conventional learning strategy. There is an interaction between learning strategies and abstract thinking skills that make a difference to the results of learning Tafsir. Untuk students who have high independence use of computer-mediated learning strategy provides higher learning results Tafsir than the user conventional learning strategy. For students who have low independence of the use of strategies Conventional learning provides a lower learning outcomes than the use of e-learning learning strategy to test this hypothesis has been obtained data analyzed by mengguanakan analysis of variation (ANAVA) 2 lines.

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