Evaluation of Academic Atmosphere Formation in Islamic Junior High School Through Digital Learning System

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ABSTRACT. This article aims to evaluate the formation of an academic atmosphere for students in MTsN 1 Kediri City through a digital learning system. This article is written based on field research with a qualitative approach of evaluative research type, using the CIPP model evaluation framework (context, input, process, and product). Data were collected through personal interviews, observation, and documentation. Data is analyzed interactively, including the stages of data reduction, data presentation, and conclusions. Triangulation of credibility, transferability, dependability, and confirmability is carried out to ensure the validity of data obtained from informants. This article concludes: 1) Context: madrasah has a good understanding of the digital learning system. The legality of the program is in accordance with the circular issued by the government. The environment strongly supports digital learning. The purpose of the program is to train students' in critical and innovative thinking. 2) Input: Human resources in the madrasah collaborate well in the implementation of digital learning. Supporting infrastructure facilities have been optimally met. The source of funds comes from the central government and there is internet quota assistance to students. 3) Process: the implementation of learning is carried out completely online using Madrasah E-Learning and other digital applications such as WhatsApp, Google Form, Youtube, and so on. Learning monitoring is carried out every month by the Head of Madrasah and the IT team. Some of the obstacles experienced in the implementation of digital learning include the variety of teachers' ability to utilize IT, fluctuating internet signals, various gadget storage capacities, and students' lack of understanding regarding online learning. 4) Product: the academic atmosphere formed can be seen from a number of indicators. The aspect of the learning atmosphere in class gets a score of 80% (high). The aspect of relations between class citizens received a score of 86% (high). The aspect of teaching and learning activities scored 93% (very high). The discipline aspect of students in the classroom gets a score of 70% (high). The online learning aspect scored 73% (high).

Keywords: *Evaluation, Academic Atmosphere, Digital Learning.*

INTRODUCTION

The education process in schools is a transformation-productive process to produce standards of graduates who are competent, qualified and able to meet user satisfaction. This transformation process requires and must be carried out in a comfortable academic atmosphere, because a good academic atmosphere will affect an output quality (Wahyuningrum, Rugaiyah, & Rahmawati, 2017). Academic atmosphere is able to create a conducive climate for academic activities, interaction between teachers and students, between fellow students, and between fellow

teachers to optimize the learning process. Academic atmosphere is a condition that must be able to be created to make the learning process in schools run in accordance with its vision, mission, and goals (Fatimah, Asy'ari, Sandria, & Nasucha, 2023; Sutrisno & Nasucha, 2022). The existence of new abilities and values is the goal or purpose of learning for individuals, but on the other hand the learning process is also related to other components including learning materials, learning methods and media or learning resources. The learning process will be effective, if all components run synergistically aimed at achieving learning objectives (Rukajat, 2018, p. 21).

Digital learning is a system that can facilitate students to learn wider, more, and varied. Through the facilities provided by the system, students can learn anytime and anywhere without being limited by distance, space, and time (Arista, Mariani, Sartika, Murni, & Harahap, 2023; Susanti, Wulansari, Harahap, & Hamengkubowono, 2023). The learning material learned is more varied, not only in verbal form, but more varied such as text, visual, audio, and motion (Zakariyah & Hamid, 2020). Electronic learning materials are packaged and integrated into the network so that they can be accessed through digital learning, and then socialize the availability of these learning programs to the general public, especially students. Educators also need to have the ability to manage digital learning activities effectively through the internet (Paramansyah, 2020, p. 24).

Based on the author's initial findings when entering the field, MTsN 1 Kediri City applies a digital learning system. In my opinion, something interesting is related to the digital learning system in improving the academic atmosphere of students, especially in PAI learning. So far, PAI learning has focused more on conventional models. The teacher only delivers the materials then continues to give assignments to students continuously (Observation, MTsN 1 Kota Kediri, March 3, 2021). The application of digital learning systems can be used to change people's assumptions and be able to show that madrasahs are also able to compete with other educational institutions both public and private. In addition, if this system is applied in madrasas, it is certainly very relevant (Rachman, Kawakip, Fadhillah, Saputra, & Zulkifli, 2023; Suriyati, Rama, Siraj, U, & Syamsudduha, 2023). Where madrasah institutions have characteristics in improving the emotional intelligence/Islamic character of students, then the existence of a digital learning system will certainly also improve aspects of intellectual intelligence of students.

In the digital learning system, there needs to be an evaluation, which evaluates the digital learning system with the aim of knowing the success rate of a program. Evaluation is an identification activity to see whether a planned program has been achieved or not, valuable or not, and can also be used to see the level of efficiency of its implementation (Astiti, 2017, p. 43). Some previous research on the formation of the academic atmosphere has been explored. First, research from Abdur Rohim. The conclusion of this research is that in learning, educators often use the lecture method in delivering material. The learning outcomes achieved by students are in accordance with the benefits of learning PAI. The obstacle that occurs in learning is the lack of PAI education personnel when compared to the material that must be taught. The solution that the school does is to make policies that support PAI (Rohim, 2020, p. 64) (Azizi, Bakri, & Choiriyah, 2023; Fidayani & Ammar, 2023). Second, research by Abdullah Syifa. The evaluation of the context aspect was concluded in the good category, with a breakdown of the average value to measure the confidence variable in the context aspect of 24.11. The evaluation of input aspects was included in the good category, with an overall average response of 22.39. Evaluation of process aspects concluded that most students have carried out activities and activeness during e-learning-based learning with an average score of 27.48 and are included in the high category. The conclusion from the results of the evaluation of the product aspect is that students have high mastery of skill lecture material with an average response of 22.65 (Syifa, 2020, p. 180).

Third, Tsani's research with his team related to the Evaluation of the CIPP Model on PAI Learning and Ethics at SMA Negeri 7 Kota Kediri. The results of this study show that in the perspective of the CIPP evaluation model developed by Stufflebeam, aspects of context, input, process, and products of PAI and Ethics learning based on the 2013 curriculum at SMA Negeri 7

Kota Kediri are included in the good category (Tsani, Arsyadana, Sufirmansyah, & Shafira, 2021, p. 17). From some of these studies, it is known that there are no researchers who use digital learning in shaping the academic atmosphere in schools. Moreover, no researcher has used the CIPP evaluation model to see the extent of success in shaping academic atmosphere in schools, especially through digital learning systems. For this reason, this article offers novelty on aspects of epistemology in shaping the academic atmosphere. This article specifically aims to explore the digital learning system at MTsN 1 and its qualitative implications for the formation of the academic atmosphere.

METHOD

This article is written based on field research with a qualitative approach of evaluative research type, using the CIPP model evaluation framework (context, input, process, and product) (Stufflebeam & Coryn, 2014). Researchers act as non-participant observers during the research process, namely in March-April 2021. Researchers collected data through personal interviews, observation, and documentation. The main informants involved included the principal, vice principal, a number of teachers, and several students of grades VIII-A and VIII-B at MTsN 1 Kediri City. Data is analyzed interactively, including the stages of data reduction, data presentation, and conclusions. Triangulation of credibility, transferability, dependability, and confirmability is carried out to ensure the validity of data obtained from informants (Sugiyono, 2016, pp. 267–277).

Furthermore, the criteria for academic atmosphere used in this research can be seen in the following table (Sari, 2013):

Table 1. Academic Atmosphere Criteria

No	Indicator	Observation Criteria
1	Learning atmosphere in the classroom	All class members try to create a conducive classroom atmosphere for the teaching and learning process
		Online class management is carried out effectively and innovatively
		Comfort and concentration in the learning process through digital systems
2	Relations between class members	Fostering good relationships with classmates
		Fostering a good relationship with a teacher
		Be open with teachers when there are problems regarding subjects
3	Teaching and learning activities	The teacher gives the opportunity to ask questions if there is something that is not understood
		Teachers use variations of learning models when teaching
		Students get fair treatment from a teacher
4	Student discipline in the classroom	Do the assignments assigned by the teacher
		Student attendance every day
5	Online learning	Ease of learning
		Teacher creativity
		Time and place flexibility
		Positive attitude of students towards online learning
		Proper use of media
		Facilities used for online learning / E-Learning
		Parental assistance
		Student and parent response to E-Learning
		Student enthusiasm for learning

RESULT AND DISCUSSION

Result

Context Aspects of Academic Atmosphere Formation through Digital Learning System in MTsN 1 Kediri City

MTsN 1 Kediri City is a school madrasah that uses digital learning, where digital learning can facilitate students to learn wider, more, and varied. Therefore, the school conducts training in advance related to the digital learning system so that educators understand the program of the school (Personal Communication, Khoirun Niam, vice principal for curriculum at MTsN 1 Kota Kediri, March 28, 2021). In accordance with Circular Letter (SE) Number 4 of 2020 concerning the Implementation of Education Policy in the Corona virus (COVID-19) Emergency Period (Makarim, 2020), Students are instructed to study from home through the internet network system.

Actually, digital learning has existed for a long time but not completely, but the Covid-19 pandemic has made schools use a fully digital learning system. Although on some occasions or activities, madrasahs allow students to come to school while still observing health protocols in preventing the corona virus (Personal Communication, Khoirun Niam, vice principal for curriculum at MTsN 1 Kota Kediri, March 28, 2021). Digital learning in MTsN 1 Kediri City is carried out using various applications such as google classroom, zoom, google form, or through whatsapp groups. Learning activities can run well and effectively in accordance with the teacher's ability in presenting teaching materials and practice questions given to students (Personal Communication, Siti Masruroh, PAI Teacher at MTsN 1 Kota Kediri, March 29, 2021).

Digital learning programs certainly will not run without support from human resources and the surrounding environment. The environmental support in question includes cooperation with the school committee, teachers, students, and parents. The socialization of guidance related to digital learning to teachers and students is one form of environmental support that greatly influences the success of the digital learning system. With the holding of socialization and direction, educators and students can make good use of technology and information media (Personal Communication, Khoirun Niam, vice principal for curriculum at MTsN 1 Kota Kediri, March 28, 2021).

On the other hand, every learning process, the teacher not only instructs students but coordinates with parents as well. So when the child does not immediately submit the assignment, the educator can contact the student's parent. From there, environmental support by parents is also necessary, because otherwise student learning outcomes will decrease. Every educator must have a separate group specifically for parents, so support from several parties is very important so that the learning process can run smoothly according to the expected goals (Personal Communication, Siti Masruroh, PAI Teacher at MTsN 1 Kota Kediri, March 29, 2021).

The use of information technology in the educational process is contained in article 5 paragraph 15 of the National Education System Law as a distinctive form of education. The hallmark of distance learning is seen in the condition of educators and learners separately and learning using various sources through information technology including digitalization. Thus, the learning system becomes more innovative in improving and developing each student's scientific field by utilizing digital information technology. Basically, the 2013 curriculum also directs students to be more active in processing knowledge. The digitization system is an instrument that can make it easier for students to participate in online teaching and learning activities.

The purpose of implementing a digital learning system in MTsN 1 Kediri City itself according to Waka Curriculum is to train students' critical and innovative thinking skills, to develop insights in the field of science and technology, to advance the quality of education, to optimize the role of digital in the world of Islamic religious education, and to deepen students' skills in processing learning media (Personal Communication, Khoirun Niam, vice principal for curriculum at MTsN 1 Kota Kediri, March 28, 2021).

Input Aspects of Academic Atmosphere Formation through Digital Learning System in MTsN 1 Kediri City

In the implementation of a program, it will certainly require human resources to support the implementation of school programs. Especially for the implementation of digital learning programs, people who can help implement the program are urgently needed. Human resources in MTsN 1 Kediri City all support the existence of school programs. Teachers are the main factor in learning activities, as well as students who are objects of success in the implementation of digital learning. For this reason, students and teachers have their respective duties and responsibilities for the achievement of learning objectives (Personal Communication, Khoirun Niam, vice principal for curriculum at MTsN 1 Kota Kediri, March 28, 2021).

MTsN 1 Kediri City has 53 ASN Teachers and 13 Honorary Teachers. In addition, the school also has 8 ASN and 16 honorary employees. They support each other in the implementation of school programs. The following is the data of MTsN 1 teachers and education staff in Kediri City. With the number of students reaching 1058, of course, synergy between teachers and educators is very important in organizing a good digital learning system.

In the implementation of digital learning, it definitely requires the existence of infrastructure that supports the running of a program. MTsN 1 Kediri City has complete facilities, especially when digital learning like this must have a computer laboratory to monitor the course of the program. In addition, there is also a library that can be used as a source of learning for teachers and students.

The madrasah E-Learning application from the Ministry of Religion is also prepared as a supporting facility. The Ministry of Religious Affairs develops learning in the form of E-Learning madrasah, which is an online learning platform for madrasahs. Madrasah E-Learning is a free application of madrasah products intended to support the learning process in madrasahs from Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA), to make it more structured, interesting, and interactive.

Regarding funding, according to Waka Kurikulum, in the implementation of the digital learning system, the government provides internet quota assistance of 2 GB once a month. However, only students can use it, for educators wifi facilities are provided at school. So when there are class hours, teachers can come to school using existing facilities. In MTsN 1 Kediri City also provides computer lab facilities, so there is no reason for educators not to have learning media tools such as mobile phones or laptops (Personal Communication, Khoirun Niam, vice principal for curriculum at MTsN 1 Kota Kediri, March 28, 2021).

So in the implementation of this digital learning program, the source of funds used is purely from the government (APBN), then the finance department distributes according to their respective proportions. The budget from the government is managed as well as possible for all school needs. Regarding the release of the budget of funds, the school makes an accountability report to determine the use or allocation of funds.

Process Aspects of Academic Atmosphere Formation through Digital Learning System in MTsN 1 Kediri City

Based on observations, the implementation of learning in MTsN 1 Kediri City uses E-Learning but there are also those who use other applications. Using E-Learning makes it easier for educators and students in teaching and learning activities. Thus, using digital learning in today's era is needed in all Indonesian institutions, because they can rely on sophisticated technology without offline learning. Teachers develop innovative and effective learning models through digital media, by providing teaching materials that can be sent via E-Learning, whatsapp groups, youtube, and others.

According to Najib Ali Bastoni, every teacher must be smart in developing learning models, so that students do not feel bored when the learning process takes place. To avoid student boredom, teachers can teach through the Zoom application or Google Meet. Teachers can also find teaching materials in the form of interesting videos, from there students are interested in listening to the teaching materials (Personal Communication, Najib Ali Bastoni, PAI Teacher at MTsN 1 Kota Kediri, March 26, 2021). Siti Masruroh added, in this digital era, not only educators must understand IT but students must also understand online literacy. In the learning process of educators understanding their students related to online literacy, this week's example of the Google Form application is optimized for student assignments. From there students will learn how to use the application. If anyone doesn't understand, you can ask. In the following week, whatsapp groups are maximized for discussion. So teachers must be smart in using learning models that are in accordance with classroom conditions (Personal Communication, Siti Masruroh, PAI Teacher at MTsN 1 Kota Kediri, March 30, 2021).

Monitoring the implementation of digital learning in shaping the academic atmosphere in MTsN 1 Kediri City is entirely carried out through the internet network. The school provides online attendance for all school residents, including leaders, teachers, and students. The school also provides weekly information related to learning tools to students. So the monitoring party knows the absence of educators and students. In the implementation of digital learning, schools use the E-Learning application, in which teachers can share youtube links, through video conferences such as zoom if held face-to-face online and others (Personal Communication, Khoirun Niam, vice principal for curriculum at MTsN 1 Kota Kediri, March 28, 2021).

Schools use 100% digital learning, because there used to be policies from the government regarding learning at home. So for all teachers must check and supervise students to always be active in learning. Because when it is not broken up by the teacher, students will be lazy in this online learning. The patience of a teacher number one in digital learning, because there must be a lot of people who are afraid of an inadequate internet network. And once a week there must be a notification from superiors related to learning tools such as online lesson plans, teaching materials, assignments and others. And surely the superiors know if they have not done it, therefore the importance of monitoring the implementation of digital learning so that educators and students are responsible for their duties (Personal Communication, Siti Masruroh, PAI Teacher at MTsN 1 Kota Kediri, March 30, 2021).

In monitoring the implementation of digital learning, all teachers in schools monitor online by checking student attendance every day, then checking assignments that have not been done, assessing assignments that have been sent, and so on. In the implementation of learning activities, debriefing is carried out by dividing teachers based on their abilities. Teachers who understand technology guide teachers who do not understand, cooperate with each other so as to create conducive learning.

The most prominent obstacle to the digital learning system in MTsN 1 Kediri City is the internet network. Teachers and students often complain about the lack of fluency in this online learning process. The use of madrasah E-Learning when the server from the school errors, automatically everything also participates in the error. Then the next obstacle is related to human resources (HR) educators. In the learning process, there are still many teachers who are not used to using digital learning systems. Therefore, a briefing was held in advance so that educators could understand and understand the program (Personal Communication, Khoirun Niam, vice principal for curriculum at MTsN 1 Kota Kediri, March 28, 2021).

Other obstacles such as related to HP RAM that does not cover, then the cellphone is damaged, and various other reasons. Because in a digital system, you definitely need a good internet network, for example when teachers provide teaching materials through YouTube or others, they must definitely have a good network. Sometimes students forget that there is an extra task. Therefore, educators must always remind not to be late in terms of assignments, usually

through whatsapp groups, timelines in E-Learning, and other applications (Personal Communication, Najib Ali Bastoni, PAI Teacher at MTsN 1 Kota Kediri, April 5, 2021).

Product Aspects of Academic Atmosphere Formation through Digital Learning System in MTsN 1 Kediri City

The implementation of digital learning in MTsN 1 Kediri City is something that has just been implemented in the school. The implementation of the program uses digital media that utilizes the internet network which provides a different learning experience for both students and teachers. Not only in the implementation of learning, but it affects student understanding and achievement. The academic atmosphere of students becomes better and facilitates the aspect of interaction between teachers and students (Personal Communication, Najib Ali Bastoni, PAI Teacher at MTsN 1 Kota Kediri, April 5, 2021).

This data is corroborated by the author's observations which can be seen in the following tables:

Table 2. Observation Results of Academic Atmosphere Criteria

No	Indicator	Observation Criteria	Score					Percentage per Indicator
			1	2	3	4	5	
1	Learning atmosphere in the classroom	All class members try to create a conducive classroom atmosphere for the teaching and learning process				80%		80%
		Online class management is carried out effectively and innovatively					100%	
		Comfort and concentration in the learning process through digital systems			60%			
2	Relations between class members	Fostering good relationships with classmates				80%		86%
		Fostering a good relationship with a teacher				80%		
		Be open with teachers when there are problems regarding subjects					100%	
3	Teaching and learning activities	The teacher gives the opportunity to ask questions if there is something that is not understood					100%	93%
		Teachers use variations of learning models when teaching				80%		
		Students get fair treatment from a teacher					100%	
4	Student discipline in the classroom	Do the assignments assigned by the teacher			60%			70%
		Student attendance every day				80%		
5	Online	Ease of learning				80%		73%

learning		
Teacher creativity		80%
Time and place flexibility	60%	
Positive attitude of students towards online learning	60%	
Proper use of media		80%
Facilities used for online learning / E-Learning		80%
Parental assistance		80%
Student and parent response to E-Learning		80%

To find out the average score of academic atmosphere criteria through digital learning as follows:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Average percentage

F = Total

N = Number of processed indicators

$$P = \frac{402}{5} \times 100\%$$
$$= 80,4\%$$

Table 3. Achievement Categories Academic Atmosphere Criteria

Scale	Interval	Criteria
1	20% - 36%	Very Low
2	37% - 53%	Low
3	54% - 69%	Average
4	70% - 86%	High
5	85% - 100%	Very High

According to the calculation results of the Academic Atmosphere criteria or which can be abbreviated as (AA) MTsN 1 Kediri City, it can be grouped as follows: AA-1 criteria amounted to 80% = high, AA-2 amounted to 86% = high, AA-3 amounted to 93% = very high, AA-4 amounted to 70% = high, AA-5 amounted to 73% = high. So, it can be said that the criteria for the academic atmosphere in MTSN 1 Kediri City are included in the "High" category. This can be seen from the results of the study which states that the average value of the observation sheet is 80.4 which is in the high category. For this reason, it is necessary to create a good academic atmosphere in learning activities which will ultimately affect the learning outcomes of students. A good academic atmosphere will have an impact on a pleasant learning atmosphere and will guarantee satisfaction that spurs motivation and creativity among the academic community in carrying out academic activities which in turn will produce quality academic products

Discussion

Evaluation of the Context of Academic Atmosphere Formation through Digital Learning Systems

Context evaluation aims to assess whether the goals and priorities that have been set meet the needs of the parties targeted by the organization. Context evaluation is an overview of the program environment, unmet needs, and individual characteristics and program objectives (Mahmudi, 2011). Context evaluation is aimed at assessing the situation being carried out by an educational institution, especially with regard to the strengths and weaknesses of the object of

evaluation. So that the context evaluation of the main task is to conduct a need assessment and give consideration to the success of curriculum implementation, namely by proposing a program or innovation that can achieve what the object of research wants (planning dimension) (Sangadji, 2014). Evaluation of the context of academic atmosphere formation through digital learning systems including the condition of the academic atmosphere through digital learning, program legality, environmental support, and program objectives.

MTsN 1 Kediri City uses an online application through the E-Learning application as an online learning method. E-Learning application is a new innovation in learning that utilizes information and communication technology. In accordance with Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of Covid-19 (Makarim, 2020). Madrassas have received more attention in implementing policies so as not to become a new cluster in the spread of the coronavirus. Therefore, the teaching and learning process is carried out through an online digital system. Therefore, MTsN 1 Kediri City uses an online application, namely E-Learning madrasah as an enrichment or reinforcement of online learning materials. This is very helpful for the development of Islamic religious education, although it is synonymous with religious attitudes, but the intellectual abilities of students need to be deepened for example through digital learning programs. With digital learning, the academic atmosphere of students is more effective and innovative. The academic atmosphere is not only good aspects in improving the quality of schools or madrasahs. Sometimes institutions have a vision and mission that focuses on focusing on the intellectual competence of students (a conducive learning atmosphere).

In the implementation of learning using E-Learning, of course, this learning program will not run well without support from the environment, both human resources and environmental resources. Because environmental support affects the success of a program. Social support is the meaning of the presence of others who can be relied on to ask for help, encouragement, and acceptance if the individual concerned has difficulty in interacting with the environment (Merisa, Rahayu, & Nastasia, 2019). In reality, to support the implementation of the digital learning system in MTsN 1 Kediri City, cooperation was held between the school committee, teachers, students, and guardians so that school programs could be realized with support from various parties. In the implementation of this digital learning program, environmental support also has a very important role in realizing the vision and mission of MTsN 1 Kediri City.

One of the objectives of the digital learning program at MTsN 1 Kediri City is to deepen the skills of students in processing learning media through digital systems. Which program objectives at MTsN 1 Kediri City are in accordance with government programs that are in line with the Regional Regulation of East Java Province No. 11 of 2017 concerning the Implementation of Distance Education (Soekarwo, 2017). To anticipate the spread of COVID-19, learning at MTsN 1 Kediri City is carried out at home online using E-Learning from the Ministry of Religious Affairs.

So in this context evaluation, MTsN 1 Kediri City has understood the learning program using a digital system, one of which is E-Learning which is used as enrichment or reinforcement of online learning materials, which is in accordance with SE number 4 of 2020 concerning the implementation of education policies during the emergency period of the spread of COVID-19. Environmental support for learning programs using this digital system is very supportive so that the program can run according to the expected goals. While the purpose of the learning program using the E-Learning application is to deepen the skills of students in processing learning media through digital systems and make students more independent in learning and broad-minded in utilizing current technology.

Evaluation of Input Formation of Academic Atmosphere through Digital Learning System

Evaluation of inputs helps determine the program to make the necessary changes. Input evaluation looks for bottlenecks and potential available resources. In other words, input evaluation serves to help clients avoid innovations that are wasted and expected to fail or at least waste resources (Mahmudi, 2011). Input evaluation is input that is used as consideration for making strategy decisions. Input including problem analysis is an important source of accountability for developers' efforts to design and plan alternative improvements and budgets using available resources (Jamali, 2018, p. 340). The input evaluation is carried out to choose among several existing plans. Therefore, the evaluation of inputs studied by researchers includes human resources, facilities and infrastructure, and sources of funds. Data collection to obtain information is by interview, observation and documentation.

Human Resources (HR) is one of the most important factors, human resources are organizational resources in addition to natural resources and capital resources. Human resource management must be considered, because every human being has creativity, taste and initiative to build attitudes, then this attitude underlies everyday human behavior (Saharuddin & Budiman, 2016). In reality, human resources that support MTsN 1 Kediri City in the implementation of digital system learning through E-Learning involve teachers and students. The teacher is fully responsible for the implementation of the learning process in the classroom online using E-Learning. If human resources are poor, then the effectiveness and efficiency of performance further decreases. Therefore, quality human resources will produce quality learning outcomes as well (Arifin, Desrani, Ritonga, & Ibrahim, 2023; Ayyusufi, Anshori, & Muthoifin, 2022; Hasan, Azizah, & Solechan, 2022).

Management of facilities and infrastructure can be defined as cooperation in utilizing all educational facilities and infrastructure effectively and efficiently. With this definition showing that these educational facilities and infrastructure affect and support the success and comfort in the learning process at school, its management is also very important in schools (Fathurrahman & Dewi, 2019). In reality, the facilities and infrastructure in MTsN 1 Kediri City have supported the process of implementing online learning using E-Learning both from computer laboratory facilities, internet networks have been fulfilled. Students also have the majority of mobile phones to access other digital system applications so that learning can run well. Thus the facilities provided are good and maximum in supporting online learning activities.

Source of funds or so-called fund flow analysis, is a very important financial tool for financial management, in addition to other financial tools. In other words, the analysis of the flow of funds can be known where the funds come from and what they are used for (Budiarjo, Nangoy, & Mangantar, 2015). In reality, just like the learning program with a digital system through E-Learning in MTsN 1, Kediri City received free funding assistance from the government in the form of data packages that can be used for internet access and used for teaching and learning processes using E-Learning. Thus the funds obtained from the government are also used by schools for school needs, construction, and other educational programs. It would be better if the internet package assistance is provided in the form of credit vouchers, and later used according to the needs of each student.

So, in evaluating this input, human resources in this digital system learning program teachers and students play an active role in teaching and learning activities. Facilities and infrastructure from both students and teachers have supported the existence of learning programs using the E-Learning application from the Ministry of Religion so that they use it for free in the learning process during the pandemic.

Evaluation of the Process of Forming Academic Atmosphere through Digital Learning Systems

Process evaluation is useful in knowing the strengths and weaknesses of programs that may not have been known before. The data generated here can be used to improve the program before it is too late (Mufid, 2020). The goal is to provide input for managers or managers and the nature of the compatibility between the implementation of plans and schedules that have been made previously and the efficiency of using existing resources. If the plan needs to be modified or developed, a process evaluation provides guidance. Process evaluation is carried out to monitor, collect information and compile reports on the implementation of program planning. This evaluation provides feedback or input to stakeholders to assess the progress of the program (Jaya & Ndeot, 2018). The evaluation of the process studied includes the academic atmosphere of internet-based learning, monitoring the academic atmosphere through digital learning, and obstacles to the academic atmosphere through digital learning. Data collection to obtain information is by interview, observation and documentation.

The academic atmosphere can be realized through many ways, including learning system policies, school culture, methods, and school facilities. Some of these aspects need to be applied in an educational institution. A conducive learning atmosphere can be used in increasing good and quality output. Therefore, with the policy of implementing an online learning system through digital media, it is certainly very easy and develops the potential of students during a pandemic. Many alternative media can be chosen by teachers to create a fun and memorable learning atmosphere. Teachers and students are both required to create a learning atmosphere and the transfer of knowledge is fun and not boring (Hadisi & Muna, 2015). The academic atmosphere through digital media at MTsN 1 Kediri City uses E-Learning, but there are also those who use other applications. Using E-Learning makes it easier for educators and students in teaching and learning activities. Teachers develop innovative and effective learning models through digital media, by providing teaching materials that can be sent via E-Learning, whatsapp groups, youtube, and others.

In the implementation of the program, there must be monitoring behind it, there are parties who supervise the implementation of digital learning. Monitoring is carried out to determine the process of implementing learning takes place. Monitoring emphasizes more on monitoring the implementation process. Monitoring is also more emphasized for supervision purposes (Usman, Setyawan, & Maulana, 2017). In reality, monitoring at MTsN 1 Kediri City, the principal is also responsible for supervision. In monitoring the implementation of digital learning is carried out entirely through the internet. Educators and students do attendance every day through E-Learning madrasah. Teachers monitor online by checking student attendance every day, then checking assignments that have not been done. In the implementation of each learning program, debriefing is carried out in advance so as to create conducive learning. Evaluation of the implementation of learning using E-Learning is carried out once a month. Thus, it aims to establish cooperation between teachers in order to achieve the learning goals desired by the school.

The implementation of the program in each institution must still find several obstacles, resulting in the implementation of the program cannot run optimally. Online learning barriers, solutions, and projections are important aspects that must be studied in depth. The existence of obstacles in the learning process can reduce student interest in learning. Therefore, there are obstacles contained in the online learning process must be found solutions, so that projections of learning with online systems in the future can be mapped (Nopiyanto, 2020, p. 140). The obstacles found in the learning process at MTsN 1 Kediri City that uses online learning are internet network problems, both teachers and students are hampered by signals. Then internal storage that does not support, human resources that are less qualified, lack of understanding of students, and lack of enthusiasm of students in participating in online learning. From the implementation process, the author concludes that the implementation of learning both offline

and online is good, but learning cannot run optimally because there are obstacles both from resources and supporting facilities.

Thus, process evaluation becomes the most important instrument in realizing the results of a good and quality academic atmosphere. In this process evaluation, MTsN 1 Kediri City in the implementation of learning using E-Learning. Learning is carried out online without face-to-face at school then monitoring the implementation of E-Learning learning is carried out entirely online. The school also conducts training for teachers to be more professional in teaching through digital systems and evaluations are carried out once a month. The obstacles in the process of implementing learning using E-Learning are internet network signals, less qualified human resources, and lack of student understanding in the online learning process. Good learning outcomes are strongly influenced by school management, especially in terms of facilities, competency development, learning innovation, motivation, and education. As a result, if some of these aspects can be realized properly, the output produced by madrasah becomes quality and competent.

Product Evaluation of Academic Atmosphere Formation through Digital Learning System

Product evaluation occurs during and after the program with emphasis on gathering the information necessary for decisions made as to whether the program should be continued, modified, or terminated (Mufid, 2020, p. 5). The result data is obtained from observation sheets so that it is expected to produce an academic atmosphere through a digital learning system program that is conducive to measuring how the results of using digital systems in MTsN 1 Kediri City. In this evaluation, the evaluator identifies the results of program implementation, both short-term and long-term results. This evaluation measures the success of the program based on the objectives that have been set (Jaya & Ndeot, 2018, p. 15).

As quoted by Ali Sadikin and Afreni Hamidah that the use of digital technology programs can allow teachers and students to carry out the learning process even though they are in different places (Sadikin & Hamidah, 2020). This is to find out the results of the program can be said to be successful or not according to the goals set. If all parties involved are able to optimize all forms of policies, especially in the digital learning system, the academic atmosphere can be referred to as a process or state of teaching and learning activities that are fun, innovative, proportional, effective, and conducive. The academic atmosphere aims for high or perfect student learning outcomes.

The evaluation of the products studied is related to the understanding of digital learning and academic atmosphere criteria in the implementation of the digital learning system. The results obtained from product evaluation are using the calculation of observations in the learning process which are assessed based on indicators of the learning atmosphere in the classroom, relationships between class residents, teaching and learning activities, student discipline in the classroom, and online learning. Based on the results of the observation sheet on the indicator of the learning atmosphere in the classroom has a value of 80% which has a description of "high". So it shows that students in MTsN 1 Kediri City have a good understanding of the material delivered through digital learning.

Based on the results of the observation sheet on the indicator of relationships between class citizens, students always maintain good relationships with a classmate, teacher, and are always open when there are problems regarding subjects that have a score of 86% and obtained the "high" category. Based on the results of observation sheets on indicators of teaching and learning activities, students are always given the opportunity to ask questions by the teacher and get fair treatment from a teacher and get a score of 93% and obtained the "very high" category. Based on the results of observation sheets on student discipline indicators in class, students always do assignments from the teacher and never miss being absent every day and get a score of 70% and obtained the "high" category.

Based on the results of observation sheets on online learning indicators, the majority of students in online learning produce improved learning outcomes and student response to online learning is very good. From the observations got a score of 73% and obtained the "high" category. This shows that they have a good understanding of the material delivered through digital learning. The implementation of digital programs through E-Learning needs to ensure that the interaction of elements in it runs harmoniously, supports each other, and is supported by adequate hardware, software, and network infrastructure. Thus, educational institutions need to provide an environment that supports people to share knowledge with each other through personal interaction, and provide recognition and scholarship to these activities (Hapsari, 2018). Thus, the digital learning program at MTsN 1 Kediri City is said to be successful because each other collaborates with each other and produces a good learning atmosphere. Based on the results of several indicators in product evaluation related to the formation of academic atmosphere through the digital learning system, it has a high category as evidenced by the calculation of the average observation sheet results of 80.4, which is within the high criteria.

CONCLUSION

In the context aspect, as instructed by the Indonesian government, MTsN 1 Kediri City implements an online digital learning system to prevent the spread of COVID-19. This directs students to be more active in processing knowledge, and the digitization system becomes an instrument that can make it easier for students to participate in online teaching and learning activities. With digital learning, the academic atmosphere of students is more effective and innovative. In the input aspect, human resources in MTsN 1 Kediri City have collaborated well. Teachers are assigned by the madrasah to be responsible for implementing the program and helping each other so that the program can be realized properly. Facilities and infrastructure supporting the academic atmosphere have supported the implementation of the digital learning system. The source of funds comes from the central government in the form of providing free internet quota to students during the pandemic.

In the process aspect, the implementation of learning is carried out completely online using madrasah E-Learning and other digital applications such as WhatsApp, Google Form, Youtube, and so on. Learning monitoring is carried out every month by the Head of Madrasah and the IT team. Some of the obstacles experienced in the implementation of digital learning include the variety of teachers' ability to utilize IT, fluctuating internet signals, various gadget storage capacities, and students' lack of understanding regarding online learning. In the product aspect, the academic atmosphere formed can be seen from a number of indicators such as the learning atmosphere in the classroom, relationships between class residents, teaching and learning activities, student discipline in the classroom, and the implementation of online learning. All of these aspects are on average included in the high category. This means that a confirmed academic atmosphere can be formed through a digital learning system. The author recommends other researchers to examine in more detail the implications of digital learning systems on the formation of an academic atmosphere, especially in the learning process that is oriented towards attitudinal aspects.

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