

Implementation Of Kelasjodoh E-Learning Through Andragogy Approach In Improving Understanding Of Premarital Knowledge

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Abstract

One of the important andragogic education in society is premarital education. Premarital education is a process or effort to provide a change or transformation of knowledge, values and better skills regarding marriage, before the marriage itself is carried out on the prospective bride and groom. One of the online premarital training institutions that consistently wants to improve the quality and quality of education by utilizing information and communication technology is the *KelasJodoh* application. *KelasJodoh* application is an e-learning application that contains practical premarital knowledge in the form of ebooks and learning videos as well as tasks that make it easier for members to get premarital knowledge. Assessment is a form of testing system in e-learning to find out how far the learners have mastered the basic competencies that have been selected and determined by the facilitator in learning..

Keywords: andragogy, e-learning, Kelas jodoh, premarital

1. Introduction

One of the important andragogic education in society is premarital education. Premarital education is a process or effort to provide a change or transformation of knowledge, values and better skills regarding marriage, before the marriage itself is carried out on the prospective bride. This premarital education is important for everyone to learn in order to equip themselves to be able to live a lasting married life and reduce the divorce rate in Indonesia.

In fact, many couples decide to divorce due to several factors. Based on data quoted by detik.com from the website of the Supreme Court (MA), Wednesday (3/4/2019), as many as 419,268 couples divorced throughout 2018. Of that number, the most divorce initiatives were from women with 307,778 people. While from the male side as many as 111,490 people.

Divorce factors ranging from cheating, disharmony, also economic problems. What is unique is that 70% of those who file for divorce are the wives, arguing that their husbands cannot meet the economic needs of the family or are irresponsible. Irresponsible husbands or disobedient of wives because they do not understand the rights and obligations of husband and wife because of the lack of premarital education.

For this reason, a comprehensive premarital preparation is needed to provide knowledge and insight about the rights and obligations of husband and wife with an Islamic approach in order to create the expected *sakinah* family. Families who get peace and blessings because of carrying out the rights of husband-and-wife obligations in accordance with the *Shari'ah*.

One of the efforts that can be made to advance education, especially premarital education is to innovate learning. Utilization of information and communication technology devices, is one way to innovate appropriate

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and effective learning. This needs to be done because through this learning activity that the transfer of various competencies takes place.

Therefore, educational activities require their own approach. By using the theory of andragogy activities or efforts of adult learning in terms of development or realization of achievement of educational goals for life can be obtained with the support of theoretical concepts or the use of accountable technology. One solution with the utilization of e-learning.

The development of learning models towards e-learning is an alternative in improving the quality standard of education. E-learning is a use of internet technology in the management of learning with a wide range. Utilization of e-learning technology requires careful consideration, so that it can provide benefits for improving the quality of learning outcomes.

Analysis is needed regarding the availability of hardware, especially computers (with networks), electricity, and software and the availability of human resources (teachers, admins), teaching materials that are ready to be online and management course tools to be used, and so on.

This is based on the fact that in e-learning the continuity of the learning process is effectively produced by combining the delivery of digital material consisting of support and services in learning (Mayub, 2005). One of the online premarital training institutions that consistently wants to improve the quality and quality of education by utilizing information and communication technology is the Kelasjodoh application. The Kelasjodoh application is an e-learning application that contains practical premarital knowledge in the form of ebooks and learning videos as well as tasks that make it easier for members to learn the knowledge of wedding preparation.

KelasJodoh aims to help its members prepare for everything related to premarital knowledge. The members will continue to be encouraged to improve themselves by carrying out a series of steps that must be carried out until they truly understand the knowledge of marriage. The goal is that members have readiness for marriage from various aspects, one of which is: spiritual (faith), emotional (mental), financial (finance), intellectual (knowledge and management), and action (Islamic marriage techniques).

The Kelas Jodoh program is intended for Muslims and Muslim women who are ready to get married, namely between 20-50 years, both those who have never been married or who have been married. The KelasJodoh members consist of various professions ranging from students, employees and entrepreneurs throughout Indonesia.

Indonesian citizens who work abroad can also take part in the KelasJodoh program because the materials and media can be accessed online. The KelasJodoh is intended for the middle class because there is a fee that must be paid to become a member.

The KelasJodoh operational office is located in Bandung City, Buah Batu district, precisely at Taman Persada Residence Blok B2 No.29. The Kelas Jodoh team consists of 10 people who work every Monday-Saturday pk. 08.00-17.00 WIB.

The features in the Kelas Jodoh mobile application are as follows:

1. Personality Test

This personality test was developed by the founder of Kelas Jodoh, the members can get to know themselves better and are advised to choose a mate that suits their personality.

2. Self-Establishment Material

For 30 days members will learn a structured self-preparation curriculum consisting of 30 e-books and 40 videos that must be listened carefully. In addition, members also have to do daily and weekly tasks. Members will be guided to be able to overcome themselves and be facilitated to find the best mate. If the members have completed this material feature, members will get advanced facilities, namely match navigation.

In addition to ebook material that can be accessed anywhere at any time, KelasJodoh members can also access 40 videos as additional material to enrich the insights and knowledge of members wherever they are.

3. Match Navigation

With this matchmaking navigation feature, members can see the profiles of the closest members in the members area so that they can advance to the next stage, namely the introduction of one of the members as a form of endeavor to pick up their mate.

Introductions can be made by direct chat after previously explained the rules for the introduction. If there are members who violate the rules, their account will be detected and can be deactivated automatically.

4. Consultation Room

The consultation room feature is intended for members who want to ask questions or consult with the KelasJodoh team regarding the online program. The Kelas Jodoh team is ready to help answer member questions starting at 09.00 - 16.00 WIB.

5. Whatsapp Group

The KelasJodoh members also received material reinforcement through WhatsApp lectures for 4 sessions with a theme that had been prepared. Members can also have regular discussions with resource persons and fellow members in the WhatsApp group. In addition, members can also listen to Live Streaming on Instagram

and inspirational notes every day.

The use of e-learning in a premarital learning program is needed to help members access knowledge anywhere and anytime. Usually, this premarital training is still rarely found, even if there is a price that is quite expensive, it is difficult to access because of the distance, until there is limited time to participate in the program. By utilizing e-learning, it is hoped that effective and efficient learning will occur. The facilitator does not need to repeat the material that conveyed to members of different programs. Just one time to write or make a video, it can be accessed by thousands of members who are members.

This research is expected to be able to describe and evaluate the process of implementing e-learning for the Kelas Jodoh. The evaluation activities that the researcher uses include in terms of context, input, process, product (CIPP evaluation model). Evaluation or assessment is the determination of the achievement of the objectives of a program. Assessment is a form of testing system in the implementation of e-learning to find out how far the learning participants have mastered the basic competencies that have been selected and determined by the facilitator in learning. With the assessment, accurate information can be obtained about the implementation of learning and the learning success of students is measured and reported based on the achievement of certain competencies ((Hamalik, 2003):55).

Of all the problems or obstacles, the researchers want to examine more in-depth about the evaluation of the implementation of e-learning online application Kelasjodoh to know the extent of the implementation of e-learning.

Based on this, this study aims to find out the Implementation of Premarital Education with Andragogy Approach through E-Learning Kelasjodoh to Build Sakinah Family.

2.Literature Review

2.1.The Essence of Andragogy

Etymologically, andragogy comes from the Latin “*andros*” which means adults and “*agogos*” which means leading or serving. Knowles (Sudjana, 2005: 62) defines andragogy as the art and knowledge in helping students (adults) to learn (the science and arts of helping adults learn).

Darkenwald and Meriam ((Sudjana, 2006): 62) consider that a person is said to be an adult when he has passed the period of primary education and has entered working age, namely from the age of 16 years. Thus, adults are defined as people who have had the maturity of biological, social and psychological functions in terms of consideration, responsibility, and role in life. But one's maturity will also depend on the socio-cultural context.

Andragogy is a model of the learning process of learners consisting of adults. Andragogy is also referred to as the technology of adult involvement in learning. The learning process can happen well if the learning methods and techniques involve learners. Self-involvement (learners' ego) is the key to success in adult learning, educators should be able to help learners to:

- a)* defines his learning needs,
- b)* formulating the learning objectives,
- c)* take responsibility for planning and preparing the learning experience,
- d)* participate in evaluating the process and outcomes of learning activities. Thus, every educator should involve learners as optimally as possible in learning activities.

2.2..E-learning

E-learning is a form of information technology that is applied in the field of education in the form of a virtual world. The term e-learning is more accurately intended as an effort to make a transformation of the learning process in schools or colleges into digital form by internet technology. ((Munir & IT, 2009): 169).

Meanwhile, according to ((Rusman & Ruhimat, 2011): 264) e-learning has characteristics, among others (a) interactivity; (b) independency; (c) accessibility; (d) enrichment).

According to ((Slameto, 2010): 2), in the learning process, the content plays an important role because it is directly related to the learning process of members (students).

Content is a learning object which is one of the parameters for the success of e-learning through the type, content and weight of the content. The e-learning system must be able to:

- 1) Provide teacher-centered content, namely instructional content that is procedural, declarative and well defined and clear;

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- 2) Providing learner-centered content, namely content that presents the results (outcomes) of instructional focused on developing creativity and maximizing independence;
- 3) Provide a work examples on the content material to facilitate understanding and provide opportunities for practice;
- 4) Adding content in the form of educational games as a medium for practicing question-making tools. According to Munir (2009: 191), several principles of creating a learning site or e-learning website includes:
 - a) Learning objectives;
 - b) Introducing learning materials;
 - c) Provide assistance and convenience for learners to study the learning materials;
 - d) Provide assistance and convenience for learners to carry out tasks with clear orders and directions;
 - e) Learning materials are delivered in accordance with generally applicable standards, as well as in accordance with the level of development of learners;
 - f) Learning materials are delivered systematically and able to provide learning motivation, and a summary have been made at the end of each learning material;
 - g) Learning materials are delivered in accordance with reality, so that they are easily understood, absorbed, and practiced directly by learners;
 - h) The method of explanation is effective, clear, and easy to understand by learners accompanied by illustrations, examples and demonstrations;
 - i) As a tool to determine the success of learning, it can be evaluated and asked for feedback from students.

3. Technical Procedure for E-Learning Program Evaluation

To evaluate the effectiveness of the kelasjodoh premarital e-learning program, we used the CIPP model. The CIPP model is based on learning by doing (learning by doing) that is, continuous efforts to identify and correct errors made in evaluation practices, to create and test new procedures, and to maintain and incorporate effective practices. This model was first documented in the book Educational Evaluation and Decision Making (Stufflebeam, 2003). The CIPP model is a common-sense approach to ensure effectiveness in initiating, planning, implementing, and completing required improvement efforts.

The main concept of the CIPP model is the evaluation of context, input, process, and product.

- a. Context evaluation that includes an overview of the Kelasjodoh program, the background and purpose of the kelasjodoh e-learning;
- b. Evaluation of inputs that include the characteristics of resource persons and characteristics of members, interests of members and interests of resource persons in learning with e-learning and infrastructure and facilities owned by members for the implementation of e-learning;
- c. Process evaluation, namely learning planning and e-learning learning processes, which include: media, methods, source materials, resource persons activities, member activities.
- d. Product evaluation which includes the achievement of the results of changes that occur in the input, the results include: learning outcomes, costs/benefits in the implementation of e-learning, the effectiveness of e-learning implementation, and the interaction of e-learning learning Kelas Jodoh.

4. Research Methods

The approach used in this study is a qualitative approach and is supported by a quantitative approach. A quantitative approach is used to obtain in-depth and comprehensive evaluation results, this approach is used to handle quantitative data (numbers). While the qualitative approach is used based on the consideration that the symptoms of this research are a process carried out through a study of the behavior or activities of the actors

involved in it.

5.Result and Discussion

Evaluation of the implementation of e-learning for the kelasjodoh through an andragogy approach using the CIPP model (Stufflebeam, 2003) get a results in the form of improving the understanding of members of the kelasjodoh recognize the of premarital. For more details as follows:

Table 1. Evaluation of the implementation of the kelasjodoh e-learning through the andragogy approach

No	Step Research	Type of Analysis	Result
1	Context Evaluation Description of Kelasjodoh program, background and purpose of organizing Kelasjodoh e-learning	Qualitative	Accurate data from the start of the goal, background and big picture of kelasjodoh obtained from interviews with the co-founder of kelasjodoh.
2	Input evaluation of resource characteristics and member characteristics, member interests and resource persons' interests in learning with e-learning and infrastructure and facilities owned by members for the implementation of e-learning	Qualitative	The resource person for the kelasjodoh is an expert in the field of premarital and motivation for decades. It was also found that the interest of members and resource persons, who both wanted to increase their knowledge, especially in the field of marriage. The infrastructure owned by the kelasjodoh is in the form of server devices, computers, as well as internet networks. As well as for members, on average, they have gadgets with sufficient specs and quotas to access knowledge in the form of ebooks and videos well.
3	Evaluation of Media Processes, methods, sources of material, resource persons activities, member activity.	Qualitative	The media used are laptops, gadgets, internet networks. The methods used are: writing in the form of an ebook, presentation via video, and assignments. The activity of the resource persons is to provide material and evaluate the success of members in capturing premarital knowledge. While the average member's activity are people who work, and has enough time to study premarital online.
4	Product Evaluation Learning outcomes, cost / benefit in the implementation of e-learning, effectiveness of e-learning implementation, and interaction of kelasjodoh e-learning learning	Qualitative and quantitative	For the evaluation of the results of the implementation of e-learning is obtained the result that the implementation of e-learning kelasjodoh able to improve the understanding of members of the correct premarital knowledge in accordance with shariah

The data that has been collected is then analyzed descriptively. Descriptive analysis was conducted to see the mean, standard deviation and category of research variable scores. The research data was processed using SPSS (Statistical Package for the Social Sciences) 22.0 software for Windows

Table 2

The Majority of Research Participants

Category	Description	f	%
Age	21 year	29	24.6%
Birth order	Middle children	53	44.9%
Latest education	High School	101	85.6%
Current activity	College	66	55.9%
	Work	32	27.1%

Table 3

Open Questionnaire Results

Category	Description	f	%
Current readiness to marry	No	81	68.6%
Expected age of marriage	19 – 24 Year	59	72.8%
	25 – 30 Year	22	27.2%
Encouragement from parents to marry in young age	No	73	61.9%
	Yes	45	38.1%
The view towards marrying at a young age	Agree	81	68.6%
	Disagree	37	31.4%
Criteria that are considered important For the preparation to marriage*	Mental	63	53.4%
	Moral	50	42.4%
	Interpersonal	41	34.7%
Prepared current criteria to marriage *	Moral	42	35.6%
	Nothing yet	31	26.3%
	The Role	28	23.7%
Things that want to change in our self *Calculated based on the number of answers/not the subject	Can not Control our self	34	28.8%
	Can not Control Emotions	28	23.7%
	Not Confident	21	17.8%

Table 4

Married Readiness Category Level Score

Category	Value Interval	F	%
Very High (<i>sangat tinggi</i> / ST)	$X \geq 105,00$	16	13.6%
High (<i>tinggi</i> / T)	$85,00 \leq X < 105,00$	58	49.2%
Medium (<i>sedang</i> / S)	$65,00 \leq X < 85,00$	37	31.4%
Low (<i>rendah</i> / R)	$45,00 \leq X < 65,00$	6	5.1%
Very Low (<i>sangat rendah</i> /SR)	$X < 45,00$	1	0.8%
Total		118	100%

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Table 5

Summary of Scores Level Category Criteria Readiness for Marriage

Category	Description	F	%
Criteria for readiness in age	High	49	41.5%
Physical readiness criteria	High	47	39.8%
Mental readiness criteria	High	51	43.2%
Financial readiness criteria	Medium	49	41.5%
Moral readiness criteria kesiapan	Very high	70	59.3%
Emotional readiness criteria	Medium	53	44.9%
Criteria for readiness in contextual-social context	Very high	77	65.3%
Interpersonal readiness criteria	High	65	55.1%
Criteria for readiness to carry out the role	Very high	43	36.4%

The results of research related to marriage readiness in this study indicate that the level of readiness for marriage is high (49.2%) in Table 5. This indicates that the majority of participants have readiness for marriage which is classified as ready or high. Contrary to the open questionnaire data in Table 3 which shows that the majority of 81 participants (68.6%) feel that they are currently not ready to get married. The reason the subject considers that he is currently not ready to get married is because he is mentally and emotionally immature and some say they have not graduated from college.

Based on the results of data processing, there are differences in the results between the open questionnaire (Table 3) and the closed questionnaire on marriage readiness (Table 4). This is because participants evaluate differently when faced with a general evaluation of whether or not they are ready to marry at this time with questions that require participants to assess in more detail related to each criterion for marriage readiness. Therefore, the researcher also looked at the subject's level of readiness for marriage from each aspect of marriage readiness to find out which aspects of the section had very high, high, medium, low, or very low levels of readiness.

Based on Table 5, it is known that the majority of participants have marriage readiness who are very ready on moral, contextual-social criteria and play a role in marital life. The level of readiness for marriage of participants in the moral criteria is in the very high category (59.3%). This is in line with Table 3 regarding the criteria that have been prepared by the majority of participants, namely preparing morals (35.6%). Moral preparation before marriage is by increasing religious knowledge, patience, listening to lectures of marriage life, and so on.

(Ghalili et al., 2012) argues that moral readiness will help individuals in building married life because there are values, culture, and religion that are firmly held. From the results of research by Montazeri, Gharacheh, Mohammadi, Rad, and Ardabili (2016), it is shown that religion is believed to influence an individual's decision to marry.

The criteria that are also classified as very high in the majority of research participants are social-contextual criteria (65.3%) which can be seen in Table 5. According to (Ghalili et al., 2012) Contextual-social readiness is that individuals are believed to be ready and mature when they are in a situation or time that is in accordance with their respective social contexts. Willoughby, Hall, & The level of contextual-social readiness is very high because of the socio-ethnic context, namely if a woman has completed education at the high school level, it is said to be ready and mature for marriage. This can be seen from the results of the demographic questionnaire (Table 3) which shows the majority of 101 participants (85.6%) whose last education was high school and currently completing the college (55.9%).

The criteria that are also classified as very high in the majority of research participants are the criteria for having a role in married life (36.4%) in Table 5. According to Ghalili et al. (2012), readiness to carry out the roles such as being ready to act as housewives, taking care of children and husbands. Based on social roles, women and men have different roles in married life.

The criteria for marriage readiness are classified as high, namely age, physical, mental, interpersonal. In terms of age criteria, the majority of participants rated themselves as ready or in the high category (41.5%). The results obtained are classified as high because the subjects feel that their actual age can be said to be ideal for marriage. This is in line with the participants' age expectations for marriage, the majority of which are in the range of 19-24 (Table 3). This is in accordance with previous research which shows that age affects marriage readiness (Krisnatuti & Oktaviani, 2011).

Second, the criteria for physical readiness are in the high category (39.8%). If the individual already has high physical readiness, then the individual already has high readiness in having sexual relations with his partner and is ready to give birth to children after marriage (Ghalili et al., 2012). Which means, the higher the physical readiness, the higher the readiness for marriage.

Third, the criteria for mental readiness are in the high category (43.2%). Research participants also think that before getting married, it is necessary to prepare mentally first. For individuals who have high mental readiness, individuals can face and run their new life well (Ghalili et al., 2012). Which means, the higher the mental readiness, the higher the readiness for marriage.

Fourth, interpersonal readiness criteria are also classified in the high category (55.1%) which can be seen in Table 5. According to Ghalili et al. (2012), interpersonal readiness is an individual's way of dealing with other people by listening and understanding others, being able to be open to each other, and respecting differences. That is, the higher the interpersonal readiness, the higher the marriage readiness.

In this study, it is also known that there are criteria for marriage readiness which are still classified as Medium, which means that participants are still evaluating whether they are ready or not ready to face married life. The criteria are financial and emotional. The criteria for financial readiness for marriage in participants are in the Medium category (41.5%). The criteria for emotional readiness for marriage are also in the moderate category (44.9%). According to Ghalili et al., (2012) emotional readiness is that individuals can control themselves, avoid aggressive and violent behavior, and can express feelings during close relationships. Participants considered themselves not yet ready to get married because most of the subjects still felt they were not ready to be emotionally attached to their parents. In addition, from an open questionnaire, it is known that the majority of participants have problems that they still want to change, namely feeling that they cannot control themselves and cannot control their emotions.

Emotional maturity is needed to face the challenges of married life. The existence of the problems experienced is a consideration for participants when evaluating their readiness for marriage. Emotional maturity is an important thing in the process of making a decision for individuals who decide to be ready to build a household life together with their partner. Individuals who have mature emotions, individuals can be able to face the difficulties that exist in marriage, adjust to the environment, and minimize a conflicts. (Rosalina & Ekasari, 2015).

Overall, the prospective bride and groom who have followed the guidance of premarital marriage show sufficient readiness to get married. The readiness of the bride and groom can be seen: ready for age, ready to play a role in accordance with their rights and obligations as husband or wife, ready to be someone who works hard to support their family life, ready to take care of children and their reproductive functions, can prepare themselves to solve problems properly, complement each other and cover the shortcomings of each partner, ready to maintain family honor, ready to control emotions with a partner, and ready to be a loyal partner. As according to (Ghalili et al., 2012) It is known that several criteria or aspects of marriage readiness are known, namely:

- a. Readiness of the age that is considered appropriate for marriage.
- b. Physical readiness for sexual intercourse for men and childbirth for women.
- c. Mental readiness by emphasizing the ability to make future plans and make decisions.
- d. Financial readiness, the ability to support the family life.
- e. Moral readiness contains cultural and religious values that are firmly held.
- f. Emotional readiness for self-control.
- g. Social-contextual readiness based on social context.
- h. Interpersonal readiness in understanding other people, being open to each other and respecting differences, and

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i. Readiness for new roles according to roles in married life.

The results of the research on the process of premarital marriage guidance showed that the implementation of the guidance was planned systematically. So that the guidance process can be said to run quite well because of the compatibility between the completeness of strategies, methods, materials, selection of sources, learning approaches and the use of evaluation systems. These aspects are considered very important in the process of implementing premarital marriage guidance. This is in accordance with (Sudjana, 2014) the learning process in training uses a strategy that includes approaches, methods, techniques, and learning methods. Approaches consist of andragogy, pedagogy, or a continuum. The andragogy approach is used by the executor in the premarital guidance process. It can be said that andragogy is a science and an art (Art, in helping adults learn), Knowles (in (Daryanto & Hery, 2017) p. 21). Although the quality of the guidance process is quite appropriate but there are still some things that although improved so that the quality of the premarital marriage guidance process to be more appropriate.

Some E-learning Implementations in kelasjodoh mobile apps:

1. Personality Test and member's personal profile It is expected that the members know themselves better, and are more confident about getting married

2. The material is in the form of an Ebook (30 premarital ebooks). The ebook was chosen to make it easier for members to access knowledge anywhere and anytime, without the need to use paper (paperless). So that learning is more effective and efficient.

3. Material in the form of videos (There are about 40 video contents about premarital education). Video content was chosen to make comprehension easier, and make use of many senses.

4. Tasks in the form of questions (Tasks in the form of multiple choices) to measure the understanding of members. The task becomes one of the indicators of evaluation of the level of understanding of premarital material.

5. Tasks in the form of daily charity checklists Tasks control how far the level of seriousness of members in learning and self-reliance.

6. Match navigation (Chat feature between members that allows *ta'aruf* or introduction to be done). This feature allows members to be able to make fun of and increase the chances of meeting a soul mate. (Kholid, n.d.)

This e-learning-based Premarital Education application that has been produced can work on all smartphones that use Android as an operation system. This premarital multimedia can run on a minimum of android 2.4. The application was built using the Java programming language Eclipse Mars R. e-Learning. Premarital education can work on a computer or laptop with a windows/linux/mac operating system using the bluestacks application. Therefore, in addition to being able to operate on mobile phones. Premarital Education e-Learning can also be operated on a PC/Notebook computer. Although the content of the premarital e-learning application is still in the form of a textbook, there are several facilities that have been prepared, namely: (1) can point to certain pages; (2). Features a close button on the top right; (3). Display images / text can be zoomed and reduced.

7. Conclusion

The results of the study show that marriage readiness is relatively high. However, if viewed in more detail, it is known that not all criteria in readiness for marriage are perceived or assessed as ready by the participants. The majority of participants felt very prepared on the criteria that were indeed religiously, culturally and stately prepared, such as moral, contextual readiness, and playing a role in marital life.

The use of e-learning in a premarital learning program is needed to help members access knowledge anywhere and anytime. Usually, this premarital training is still rarely found, even if there is a price that is quite expensive, it is difficult to access because of the distance, also the limited time to participate the program. By utilizing e-learning, it is hoped that effective and efficient learning will occur according to the members' free time. This research is expected to describe and evaluate the process of implementing e-learning for The KelasJodoh. The evaluation activities that the researcher uses include in terms of context, input, process, product (CIPP evaluation model).

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