Effectiveness of Online Learning Using Online Media During The Covid-19 Pandemic in Islamic Religious Education Learnings

Karmin

Doctoral Program Student, Islamic University of Jakarta

Email: karminuid20@gmail.com

ABSTRACT

This study aims to see a strong picture of bold learning using online media during the Covid-19 Pandemic in Islamic Education subjects. This research is a descriptive quantitative study that focuses on evaluating learning using online media. The study population was all students of SMA Negeri 20 Jakarta who was taught in Islamic Education subjects using a bold method. The research sample of students of class XI MIPA 1 SMA Negeri 20 Jakarta was selected using a simple random sampling technique by considering population homogeneity. The data instrument used an online learning questionnaire. Data analysis using descriptive statistics. The results of the study illustrated that the students in the assessment of Islamic Education learning using online media were very effective (23.3%), most of them rated it as effective (46.7%), and the assessment was normal (20%). Although there are also students who think learning is ineffective (10%), and absolutely none (0%) think it is very ineffective. Finally, to improve the quality of learning that dared PAI during the Covid-19 pandemic, educators had to fulfill ten suggestions from respondents, namely: (1) learning was carried out through video calls; (2) providing brief learning materials; (3) minimize sending material in the form of heavy videos to maintain quotas; (4) the selection of material in the video must be based on language criteria that are easily implemented; (5) continue to provide material before the assignment; (6) presents varied and different questions for each student; (7) presenting the assignment must include how it works; (8) assign assignments according to the lesson schedule; (9) remind students if there is a task given; and (10) reducing tasks.
Keywords: online media; brave learning, the covid-19 pandemic

INTRODUCTION

The Covid-19 pandemic has hit all countries in the world, including Indonesia. According to the latest data from the World Health Organization (WHO) on April 24th, 2020, 213 countries have contracted Covid-19, 2,631,839 of which have been confirmed positive and 182,100 have died. Covid-19 is a contagious disease, which means it can spread, either directly or indirectly, from one person to another. This condition attacks the respiratory system such as the nose, throat, and lungs. The complexity of handling the outbreak, the absence of vaccines and drugs to cure Covid-19 patients and the limited personal protective equipment (PPE) for health workers have made the government implement strict policies to break the chain of Covid-19 spread.

One way to break the chain of spreading Covid-19 is by limiting community interaction which is applied using the term physical distancing. However, this physical distancing policy can inhibit the rate of growth in various fields of life, both in the economic, social, and of course education sectors. The government's decision to dismiss students, move the teaching

and learning process at schools to at home by implementing the Work from home (WFH) policy makes many parties nervous.

The WFH policy is contained in the Circular of the Minister of State Apparatus Empowerment and Bureaucratic Reform (PAN & RB) Number 50/2020 concerning the Second Amendment to the Circular of the Minister of PAN & RB Number 19/2020 concerning Adjustment of the Work System of the State Civil Apparatus in Efforts to Prevent the Spread of Covid-19 in Government Agencies. As ASN, teachers to carry out the learning process need to be done online or in a network (online). However, the implementation of the online learning process has several obstacles. One of the toughest obstacles in online learning is teaching Islamic Studies subjects.

The current problem is that there are still many students who consider Islamic religious education a difficult subject. As Auliya (2016) argues, Islamic Religious Education is considered a difficult subject because of the many characteristics of memorizing. The difficulties that exist in the Islamic Religious Education subject require the creativity of PAI subject teachers to develop their learning, both in terms of methods and media used.

The use of online media or multimedia-based media is one solution to make students able to understand the subject matter well. This is in line with the results of research by Ibrahim & Suardiman (2014) which show that there is a positive effect of using e-learning on the motivation and learning achievement of students at the Yogyakarta Annual Public Elementary School. Online learning using online media has been implemented at SMA Negeri 20 Jakarta since the implementation of work from home on March 16, 2020, during the Covid-19 pandemic period. Online media used such as YouTube, WhatsApp group, Google classroom, and quizzes. The material is given in the form of powerpoints, short videos, and reading materials. However, in the implementation of online learning, it is necessary to evaluate to obtain clear, data-based remedial steps. That is what underlies the author to describe the effectiveness of online learning using online media in PAI class XI MIPA 1 SMA Negeri 20 Jakarta.

METHODS

This research is a descriptive quantitative study to describe the effectiveness of online learning using online media in Islamic Education subjects. The study population was all students of SMA Negeri 20 Jakarta who was taught PAI subjects using online methods. The sample who became the respondents of this study were 30 students of class XI MIPA 1 SMA Negeri 20 Jakarta who were selected using a simple random sampling technique by considering population homogeneity. The data collection instrument used a questionnaire containing closed, semi-closed, and open questions which were distributed using google form. Data analysis used descriptive statistics with computerized assistance.

RESULTS AND DISCUSSION
Online Learning Model Liked by Students

The results of the descriptive study describe only some of the students who like learning using online, which is 26.7%, and those who like the blended learning model (a combination

of face-to-face with online) are 26.7%, and most of the students stated that they liked face-to-face learning. that is, 46.6%.

Hartanto (2016) states that cheap and easy information and telecommunication technology will remove space and time constraints that have been limiting the world of education. Some of the logical consequences that occur in the use of e-learning include (1) students can easily access learning material anywhere without being limited to time and place restrictions; (2) students can easily learn and discuss with experts or experts in their field of interest; (3) learning materials can even be easily taken in various parts of the world without depending on where students learn. These various opportunities still face challenges both in terms of costs, the readiness of information technology infrastructure, society, and regulations that support the continuity of e-learning.

Although there are many conveniences provided by online learning via the internet, the results of this study indicate that students prefer face-to-face learning. Based on an interview with an educational psychologist, Eva Maizarra Puspita Dewi, it was stated that there are three reactions to individual behavior when faced with danger. First, he will reject reality. Next, he will bargain, and lastly, he will accept. Maybe nowadays students prefer face-to-face learning because they are still in the refusal stage. This is because it has only been a month of online learning. There is a possibility that in the next few months when students are asked the same question again, maybe the answer will change because they can adjust to online learning.

Kuntarto's research results (2017) show that online learning models have provided new experiences that are more challenging than conventional (face-to-face) learning models. Not limited to time and place to learn gives students the freedom to choose the right time in learning based on their interests, so that the ability to absorb learning materials is higher than learning in class, while the results of the research of Wardani et al. (2018) that blended learning can make students more active in the learning process in class and online, can make the learning process more enjoyable. If the teacher can make the learning process fun, students will be interested in following the learning process.

Online Media Most Liked by Students

The online media that most students like are Google Classroom (53%), WhatsApp Group (21%), Youtube (16%), Instagram (7%), and Zoom (3%). They like the media because it is considered easy and practical to use. Besides, because it does not take up too much quota credit. Even so, they still want face-to-face online meetings such as youtube and zoom as they suggest in this study. It's just that the quota constraints and network access are limited, so they hope the government provides effective online facilities and is not burdensome.

Waryanto (2006) states that the advantages of the online learning model are that it can be used to convey learning without being limited by space and time, can use various sources that are already available on the internet, and teaching materials are relatively easy to update. Besides, it can increase the independence of students in the learning process.

The results of Chandrawati's (2010) research show that teachers are expected to be able to present material through the web that is attractive and of interest, serve guidance and communication via the internet, and other necessary skills. The results of research by Hikmatar et al. (2020) show that the use of google classroom as a learning medium has a

positive impact on improving learning outcomes, interest, and motivation of students in learning and fostering creative attitudes in students or students. Based on the results of research by Maharani & Kartini (2019), google classroom can increase interest and motivation because the complete teaching materials are available in google classroom with its features.

Learning Methods Students Like When Online

The online learning methods most liked by students are consecutive as follows: discussions, quizzes, individual assignments, lectures with explaining teachers, videos, and group assignments.

Sari, P. (2015) 's research results reveal that to motivate students both intrinsically and extrinsically, the use of e-learning in the learning process must pay attention to the principles of use and the advantages and disadvantages of e-learning. The learning process using e-learning should not place students only as "listeners" or "spectators", but also encourage active participation of students to interact, dialogue, work together, share and build knowledge together. Besides, in using e-learning teachers must be creative and innovative and have a critical attitude in choosing learning materials, have good ethics in using these materials, avoid using pictures or audio that are less relevant to learning materials, encourage active participation of students, giving attention and providing more time to students is not limited to face to face in class, patiently guiding students who have difficulty using e-learning, being professional and having the motivation to continue to learn and improve knowledge and skills.

The results of Hanum's (2013) research show that learning interactions can run if there is a learning manager (teacher), learning resources, learning subjects, interactions between teachers. Learning management can be carried out by the teacher, so that the teacher gives an active role in the learning system, including in e-learning. Yazdi's (2012) research results show that through the discussion/forum method, teachers and students can interact directly, making it easier for students to learn online.

Constraints Faced by Students During Online

Constraints faced by students during online learning, namely unstable internet network, too many tasks, difficulty focusing, limited quota pulses, complicated applications, and preferring face-to-face learning.

Hendrastomo's research results (2008) show that the availability of internet access is indispensable in e-learning learning because the characteristics of this learning always use and utilize the internet network. In general, the speed of internet network access in Indonesia is relatively slow, the availability of the internet network is still limited and the price for accessing the internet is relatively expensive, thus becoming obstacles to e-learning learning.

Assessment of Online Learning Effectiveness

Students accept the fact that currently working from home is being implemented which demands online learning. Students rated Islamic education learning using online media as very effective (23.3%), most of them rated it as effective (46.7%), and rated it as normal (20%). Although there are also students who consider online learning ineffective (10%).

The use of online media in online learning for students to have high enthusiasm for learning and doing assignments. The results of Sianturi's (2018) research show that the use of the internet in students can significantly affect student motivation in using e-learning.

The results of research by Puspitasari et al. (2018) show that there is a significant effect of the use of learning media on students' motivation. Likewise with the results of research conducted by Ibrahim & Suardiman (2014) that there is a positive effect of the use of e-learning on the motivation and learning achievement of students at SD Negeri Tahun Yogyakarta. Aurora & Effendi's (2019) research results also show that there is a positive and significant influence between the use of e-learning media and student learning motivation. Nadziroh's (2017) research results show that e-learning is effective in improving the quality of learning because the learning process is not only fixed at one time and in a room.

Suggestions for More Effective Education Learning

There are 10 suggestions given by the research sample so that future Islamic Education learning will be much more effective, namely: (1) Learning is done through video calls; (2) Providing brief learning materials; (3) Minimizing sending material in the form of heavy videos to save quota; (4) The selection of material in the video must be based on language criteria that are easy to understand; (5) Continue to provide material before the assignment; (6) Giving questions that are varied and different for each student; (7) The assignment must include how it works; (8) Give assignments according to the lesson schedule; (9) Remind students if there is a task given; (10) Reducing tasks.

Although students prefer face-to-face learning, they accept the reality of online learning as a consequence of implementing work from home from the government. This makes them more and more often use their cellphones online and for doing lesson assignments. It is also what makes them experience the most physical complaints such as eye fatigue and headaches. Likewise with psychological complaints that they want things to end soon.

CONCLUSION

Learning innovations carried out by PAI teachers, namely by using online media, helped students undergo online learning during the Covid-19 pandemic. As a result, students rated Islamic education learning using online media as very effective (23.3%), most of them rated it as effective (46.7%), and rated it as normal (20%). Although there are also students who think online learning is ineffective (10%), and absolutely none (0%) think it is very ineffective. To make Islamic Education learning even more effective, in the future teachers or educators are expected to apply the ten suggestions given by students, namely (1) learning is carried out via video calls; (2) providing brief learning materials; (3) minimize sending material in the form of heavy videos to save quota; (4) the selection of material in the video must be based on language criteria that are easy to understand; (5) continue to provide material before the assignment; (6) giving questions that are varied and different for each student; (7) assignment must include the way it works; (8) assign assignments according to the lesson schedule; (9) remind students if there is a task given; and (10) reducing tasks.

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