



Learning Islamic Education Online

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Abstract. The COVID-19 pandemic has forced educational institutions around the world to shift to online learning. However, the impact of online learning on Islamic Religious Education (PAI) learning in secondary schools is still poorly understood. This study aims to evaluate the achievement of student competence in online PAI learning. This study used a qualitative approach with primary and secondary data from teachers, supervisors, and students in several secondary schools. The results showed that online PAI learning tends to be more oriented towards text comprehension, ignoring students' affective aspects, and eliminating social interaction in the learning process. Independent individual learning, lack of teacher-student interaction, and time restrictions also have an impact on neglecting the affective dimension of students. The implication of this finding is that online PAI learning has not been able to achieve overall learning objectives, especially in the development of students' cognitive, affective, and psychomotor competencies. It is necessary to adjust learning strategies so that online PAI learning can be more effective and meaningful for students in the future.

Keywords: Learning Methods, Islamic Religious Education, Online Learning

INTRODUCTION

The globe was taken aback by the COVID-19 epidemic that broke out towards the end of 2019. The COVID-19 epidemic has brought about significant behavioral shifts in practically every society globally. Public health, social, trade, and educational practices have all been altered by the Covid-19 epidemic. Instructors must adapt in the field of education to switch from a face-to-face to a distance learning form of instruction. Media- and internet-based distance learning. Peer groups, communities, and teacher-student relationships are eliminated as a basis for learning when learning occurs remotely in secondary schools using an emergency curriculum for particular conditions (Kepmendikbud RI Number 719/2020). This increases the actual and cognitively oriented nature of learning. Two forms of help are available for online learning. Despite requiring much online communication between teachers and students, online learning is said to have positive effects because it decreases contact during pandemics, increases independent student learning, and increases students' sense of responsibility (Baticulon et al., 2021). However, online studying is not the best option for them, according to many individuals.

Learning becomes more complicated when numerous self-adjustment procedures are involved, and there is a dearth of communication. According to Barrot et al. (2021), there is also a possibility that the online learning process may hurt students' mental health while they are at home or during a pandemic.

Since the pandemic ended two and a half years ago, evaluations of the use of online learning—particularly PAI learning for high school students—remain. Is it accurate to say that online PAI education leaves high school students with little to no understanding?

According to Patricia Aguilera-Hermida (2020), online learning has elicited a range of responses. The rapid shift brought about by the COVID-19 pandemic has resulted in students reporting that the experience is not enjoyable and that there are insufficient resources available, including interaction with teachers and learning centers. These issues present a significant obstacle for students making the switch to online learning. Students find it a direct source of motivation for continuing their education.

Many theoretical and empirical studies have been done on distance learning to date. Further study should focus on issues related to policies governing distance learning, technology utilization in this context, and obstacles to this methodology. To start, let us talk about the policy on distance learning. Its implementation still faces numerous challenges, including limited equipment and slow internet connections, and its impact on learning achievement has remained relatively high. In the 2020 issue of *Jurnal Mappesona*, Widya Sari, Andi Muhammad Rifki, and Mila Karmila are listed as authors. Second, regarding the application of information technology in remote learning, it is crucial to note that (Roida et al., *JISAMAR Journal* vol. 4, no. 2, 2020). Lastly, there are obstacles to online education (Nadia et al., Center for Indonesian Policy Studies, 2020). However, several barriers still prevent distance learning from being successful, such as the issue of social interaction between teachers and students and the financial situation of students who still need to be ready. Zainal Abidin, Adeng Hudaya, and Dinda Anjani (2020) concluded that the current learning process is quite effective during the COVID-19 pandemic.

One may infer from the general pattern of some of these studies that there needs to be more research on students' online learning competencies and attainment of learning objectives in PAI learning. Students' attainment of cognitive and psychomotor skills could be optimized when PAI learning occurs in schools online, and students' affective abilities should be addressed to some extent. Put another way, PAI learning loses its purpose. By examining the goal of establishing all students' abilities in online PAI learning more closely, this study seeks to address the inadequacies of earlier research that could have been evaluated more thoroughly. This

research will also examine the consequences of ignoring students' affective dimensions in online learning. For PAI learning to enhance students' competencies further in the best possible way or for PAI learning in schools to take on greater significance, research is used as input for curriculum creation and improvement, as well as policymakers.

Online learning, which forms the basis for modifications to the PAI learning model in schools, has significant implications. Firstly, its predominantly textual nature, as opposed to being contextual, hampers the maximization of student competency in PAI. Secondly, online learning tends to prioritize the cognitive aspect of learning, often overlooking the emotional growth of the student. Thirdly, the learning process loses the interactions between students, as well as the community, peer group, and instructor relationships, when conducted online. Consequently, the acquisition of PAI learning competencies through online means significantly impacts both the process and the end product, highlighting the limitations of online learning in PAI education.

LITERATURE

According to Munawaroh (2020), the learning method is one of the issues that needs to be resolved in the context of students, teachers, and students worldwide. Curriculum-based learning techniques are among the most well-known teaching strategies used today. The 2013 curriculum, sometimes K–13, is the basis for instruction in Indonesian official institutions, ranging from elementary to upper levels. Teachers must employ more effective learning strategies and a scientific approach in the dynamics of the curriculum with different learning approaches (Prasetyono et al., 2021).

The teachers who instruct will have their efficacy as educators tested and evaluated. This task is commonly referred to as supervision. Learning applications that look into different data from the learning methods used and supervision and evaluation of learning methods can also be done over time (Nasteski, 2017). The teacher's instruction approach must be modified to fit the students' areas of interest. According to Sari and Setiawati (2020), learning objectives cannot be attained if the chosen learning technique does not align with the learners' preferences.

The use of instructional strategies varies according to the kind of lesson and science subject being taught. Different parties have produced various learning methods to carry out the learning process. For instance, consider the impact of gender-specific learning approaches and mind mapping on mathematics learning results (Saputro et al., 2021). Additionally, audio-visual learning methodologies typically use learning materials such as supporting tools. Teachers

typically use data sources from the surrounding environment to create these auxiliary tools (Salsabila et al., 2020). Furthermore, a pedagogical approach, Computer-Based Instruction (CBI), places emphasis on teachers' and students' proficiency in using computers and accessing learning resources. Generally, information technology courses that emphasize experience over theory should employ this teaching approach (Halawa, 2016).

Internet-Based Education Online learning became a viral learning strategy throughout the pandemic. Online learning is a great resource when it comes to preparing kids and instructors for the pandemic. That being said, there is no assurance that learning objectives will be met or that the experience will be comfortable (Setiawan et al., 2021). The broad definition of *online learning* is any instruction that uses electronic media to provide course material and uses the Internet as the primary means of communication and interaction between instructors and students (Tareen & Haand, 2020). According to Ez-zaouia et al. (2020), online learning encompasses a variety of technologies connected via computer networks, including the web, email, chat, texts, audio, and video conferencing. Online learning is a kind of education that uses learning resources that capitalize on communication and technological advancements rather than in-person interactions.

Most students acknowledge, nevertheless, that applying information and communicating with professors are only sometimes positively impacted by learning through the use of the network. As a result, many of them wish that distance learning would only persist for a while (Chung et al., 2020). There are two kinds of support for online learning. Online learning, even though it necessitates a great deal of online communication between teachers and students, is said to have positive effects because it decreases the spread of COVID-19, promotes independent learning at home, and increases a sense of responsibility at home (Baticulon et al., 2021). Many people believe that there are better options than online learning. The learning process is exacerbated for them by the numerous adjustment procedures and communication impairments.

Furthermore, studying online may have an impact on students' mental health while they are at home, as well as on their experience learning during a pandemic (Barrot et al., 2021). Many students report that the online learning experience could be more pleasant, in addition to the lack of supportive resources like access to learning centers, libraries, and teacher interaction, which become significant challenges during the transition to online learning. Patricia Aguilera-Hermida (2020) believes that online learning has generated mixed reactions due to the rapid transition caused by the COVID-19 pandemic. One of the things that motivates students to continue learning thus far is face-to-face engagement. Adnan (2020) supports the idea that

traditional classroom instruction with in-person connections motivates more than online learning. Thus, extensive assessment is required when implementing online learning, particularly during the COVID-19 pandemic (Hodges et al., 2020).

COVID-19 has affected many facets of life and is associated with communication, science, and technology advancements. One illustration is the growing digital media usage in public services, banking, and transactions, including purchases and sales. According to Elrhim and Elsayed (2020), COVID-19 has led to an increase in the trend of online buying. Furthermore, the advancement of communication in education has been significantly impacted by COVID-19. Because using a variety of applications is necessary for both educators and students, one such is online education, which makes use of devices connected to a computer network via the web, email, chat, texts, audio, and video conferencing (Ez-zaouia et al., 2020). Online learning reduces or eliminates the significance of learning.

Learning new material by connecting it to ideas already present in the learner's cognitive framework is meaningful learning. Learning that is convenient for students and can enhance their abilities through learning stages is known as meaningful learning. These stages include determining learning objectives, identifying student characteristics such as motivation, initial abilities, and learning styles, and determining learning materials based on student characteristics that can be arranged into core concept concepts. Constructivist learning theory and meaningful learning are strongly associated.

According to Ausubel (Molli Wahyuni et al., 2020), there are two categories of learning: memorization and meaningful learning. Learning that connects what is learned in one learning unit to what is learned in the next is meaningful learning. This is why educators need to be able to use a meaningful learning process to help pupils reach their full cognitive potential. Through meaningful learning, students can connect facts, events, and experiences in the real world, forming socially behavioral attitudes by applying their experiences.

METHOD

An analysis of online PAI learning competency accomplishment is presented in this paper. Several high schools in the Pekalongan district hosted the research participants. Primary and secondary data are the two forms of data used in the qualitative approach research methodology. Secondary data is gathered from pertinent books, journals, papers, and related research; primary data is derived from the perspectives and opinions of educators, students, and PAI Maple supervisors. Observations, interviews, and documentation were made of instructors,

administrators, and students to gather information for this study. While PAI learning was taking place online, observations were made. Students, PAI maple supervisors, and teachers were interviewed. The three steps of data analysis include data reduction, data display, and data verification, as Miles and Huberman (2010) demonstrated. Data reduction using notes and interviews, followed by data triangulation using data source triangulation, then data display using quotes from documents and interviews.

DISCUSSION

Instructional goals

The online PAI learning process did not produce the desired results. In order to help students become Islamic people who are self-assured, obedient, and moral within the context of their roles as individuals, family members, and members of society, PAI works to strengthen and expand students' faith through teaching, guiding, and directing them toward Islam. Goals Completing the cognitive, emotive, and psychomotor domains of student competence constitutes the three fundamental components of religious learning in secondary education. It is ideal for pupils to have knowledge, insight, and a solid comprehension of the subject matter in the cognitive domain. Students should be well-mannered and affectionate by the lessons they have learned. Students should be able to practice in real life and the psychomotor domain.

Instructional Orientation

Learning focused on texts. Learning materials are displayed as movies, pictures, or PowerPoint presentations. Learning from texts is not the same as learning from context. Understanding the content found in written learning materials is emphasized in textual learning. PowerPoint presentations or instructional videos deliver the PAI curriculum in schools. Conversely, contextual learning is an approach to education that strongly emphasizes the process of fully involving students to connect the knowledge they have acquired to actual circumstances and motivate them to apply it to their everyday lives.

Education period

Half the time is spent on learning when it is done virtually. Online learning is conducted over a shorter period due to restricted access and the capacity of instructors and students. In order to build students' affective and psychomotor competencies, there are better options than online PAI learning. Because online learning typically jumps right to the learning point, students' affective development is sometimes overlooked. With only a few phrases, anecdotes,

suggestions, and lectures, teachers cannot contact students personally, provide little narratives to implant positive attitudes, and effectively monitor their affective growth. As a result, learning with an affective dimension is limited.

The Dimension of Student Adoration

Teachers are hardly able to touch the depths of student affection when using PAI learning through the internet. Though students cannot freely reply to material explanations from teachers as in face-to-face learning, teachers will find it more straightforward to attain students' cognitive competence since it is easier to express in learning. Teachers employ direct tactics when teaching in person. Students can directly respond to learning since the subject is presented fluidly. Regarding continuing PAI learning, teachers can offer reinforcement, and students can offer comments. Character education, typically incorporated into the educational process, is one aspect of attachment that is often overlooked.

There is greater individualization in learning

Because students access the material independently, PAI learning is conducted online and is autonomous. Online synchronous and asynchronous learning implementation is done from start to finish. Additionally, most related tasks for PAI learning and assessment are completed online. For example, students submit their assignments using Wa group and evaluate their learning using Google Forms. They can access these resources independently on their personal computers or Android devices, provided they have internet access. PAI learning involves group learning models that are not commonly employed online, mainly in non-classical forums. While in-person peer and community interactions are still significant, this means that groups, peer groups, and communities are not a foundation for PAI learning in schools. For the most part, when it comes to material content about students' affective and psychomotor domains, PAI learning serves as an excellent foundation.

Unpaired Education Exchange

In order to learn, teachers and students must communicate either one way or both ways. Three communication models—unidirectional, two-way, and multidirectional—can be used for PAI learning communication. The learning process is more "teacher center" and heavily weighted in favor of teachers in unidirectional communication. When teaching in pairs, teachers allow their pupils to react to what they have learned. There is no multidirectional communication between students and teachers. Even better, PAI is learning in two-way communication. The

"take and give" in learning between teachers and students and amongst students themselves is greater in PAI learning communication with multidirectional communication patterns. This kind of learning makes it more possible for a "student center," proving that professors are not the only sources of knowledge. Peer-group, traditional group, and community learning—previously more "teacher center" oriented—are virtually nonexistent during the pandemic. Students claim that while PAI learning is generally enjoyable, with lots of teacher advice and tales, it is not enjoyable when it is done online because the teacher gives the information and tasks directly to the students.

Implications for Learning

Lack of flexibility in how learning is implemented, formal appearance of the curriculum, hurried delivery of the information, absence of student feedback, and less compassionate mechanical learning are all consequences of PAI learning conducted online. Learning is overly cognitively driven and needs to include the attachment factor. Also, instruction takes place online, frequently going straight to the point of the subject matter. Due to teachers' and students' positions being in different networks, there are occasionally technical limitations relating to the network, signal strength, and quota capacities. All students should have reliable internet access and associated learning tools when using PAI. In actuality, though, not every kid has an access device.

Learning

A study that examined "the achievement of student goals and competencies in PAI learning in secondary schools through online research" discovered that while learning goals and competencies were achieved, they were not fully met in the cognitive and psychomotor domains. The affective areas of the students were also partially overlooked. In the first place, education is more text-based. Learning objectives to fulfill requirements by emergency curriculum demands, learning time limited to half of the learning time during regular periods, and PAI learning resources offered in the form of learning films or power points are characteristics of textual-oriented learning. Furthermore, the aspect of love learning should be considered mainly in PAI learning. This occurs due to the use of online-based media, which forces teachers to present content directly to the point and restricts their ability to touch on student affection-related topics. It also results in the cognitive evaluation of learning by using Google Forms for objective tests. Incorporating the character education components is another scarce opportunity for teachers.

Thirdly, there is a tendency for learning to be done with others, eliminating communities and peer groups and diminishing the relationships between students and teachers.

In order to help students become part of families and communities that are self-assured, obedient, and upstanding in their morality, PAI education in schools aims to essentially enhance and grow students' faith through disseminating information, appreciation, experience, and practice of Islam. Due to the Covid-19 pandemic, learning is primarily done online using resources like e-learning, Google Meet, Zoom meetings, and WhatsApp groups; additional textual learning is done; emergency curricula are used, which entail time and material restrictions; and relationships between students and teachers, as well as loss of peer groups and community, are among the reasons why not all goals are met to the best of their abilities.

Learning using PAI, primarily textual rather than contextual, has consequences that limit students' ability to realize their objectives and competencies fully. Textual learning results in more cognitively oriented competencies than PAI learning, which aims to enhance students' affective, psychomotor, cognitive skills, and cognitive abilities. The three elements of student competency can be developed more fully with the contextual approach. Pupils developed affective and psychomotor competencies in addition to cognitive competencies. The development of students' cognitive, emotional, and psychomotor abilities is supported by providing them with insight into knowledge and understanding, experience, and practice.

Second, there is no transfer of values from the importance of Islamic religious education through PAI learning during the pandemic, which essentially ignores the dimension of student affection learning. As a result, students' affective competence is not developed, and PAI learning becomes solely a knowledge transfer.

Third, since most PAI learning is done independently, eliminating peer groups and communities, reducing student-teacher relationships, and decreasing student-student relationships directly affect students' conditions and independent learning processes. However, this also negatively affects students' ability to remain independent of the peer group and community system that forms the foundation of the school PAI learning process. Students may become individualists as a result of indirect influences.

The online PAI learning objectives are, therefore, not as expected because the material used for PAI learning is actually more textual-oriented. Learning is individual and independent and tends to ignore the relationship between teacher and student. Learning intentionally or unintentionally ignores the dimension of affection in favor of cognitive learning.

CONCLUSION

So far, it is believed that PAI learning either conventionally / face-to-face or distance learning / online is carried out to develop students' competencies optimally, both regarding cognitive, affective and psychomotor dimensions. It turns out that PAI learning in secondary schools that is carried out online makes the achievement of student competence not optimal. As this study, the cognitive and psychomotoric dimensions of PAI learning competence can be achieved, but not optimally, moreover, the competence of affective dimension students is somewhat neglected.

The results of this study reinforce the results of previous studies, that PAI learning conducted online has several advantages and many disadvantages. This learning must be evaluated properly from various perspectives, policies, teacher and student readiness, school infrastructure, learning processes and outcomes. This research has limitations in the number of informants, research methods and time. Need further research that is more comprehensive, as a follow-up to this research.

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