

How CAL in Learning During Pandemic: A Study of Online Teaching on Islamic Religion Teachers in Indonesian Elementary Schools

Baharuddin¹, Muh. Arief Muhsin²

^{1,2}Department of English Language and Literature Education Muhammadiyah University of Makassar
Indonesia

Corresponding author: arief.m@unismuh.ac.id

ABSTRACT. During the pandemic era, Islamic religious teachers in elementary schools required to teach online. The Indonesian Ministry of Education prohibits face-to-face learning to prevent the spread of the virus through school clusters. This study aims to examine how Islamic religious teachers respond to the use of online media (CAL) to teach in elementary schools. This study used 30 respondents from different schools in South Sulawesi, Indonesia. The questionnaire was created using google form media and sent online to selected respondents. Data were analyzed statistically to achieve the research objectives that had been formulated. The results showed that the online zoom media was the most frequently used because it was interesting to use for presentations. The obstacle faced is the lack of parental care when teaching online. Meanwhile, the main benefit of online learning is the implementation of responsibility as a teacher and preventing the spread of the Covid 19 virus. For further researchers, it is better to deepen the study of more practical use of media in dealing with more extreme conditions.

Keywords: CAL, Pandemic, Online, Teacher, Elementary school.

1. INTRODUCTION

Computer-assisted learning is a necessity these days. The development of information technology has changed the paradigm of education. The computer is a basic requirement in the learning process including Islamic studies. Computers as a tool or called CAL are a medium that can be used online and offline. CAL is increasingly being used during the current Covid-19 pandemic (Zaahedah Vally, Kelly Shiohira, Phefumula Nyoni, Amkelwa Mapatwana, Evans Muchesa 2020). Teachers are required to teach online by using computers via internet media. The Indonesian government requires teachers to teach from home to reduce the spread of the virus. The Covid-19 pandemic forces a social distancing policy (Evans and Hargittai 2020), or in Indonesia, it is more introduced as physical distancing (maintaining physical distance) to minimize the spread of Covid-19 (Andalas 2020). This policy is sought to slow down the rate of spread of the Coronavirus in the community. The Ministry of Education and Culture (Kemdikbud) responded with a policy of learning from home, through online learning.

CAL is a Computer-Assisted Teaching and Learning method. CAL is arguably the progress of the

learning method via computer. Users (Users) can more easily and quickly understand and apply what information they learn through an attractive image display (Audio Visual) from the WEB (Reimers et al., 2020). With learning methods that utilize computers, students are able to learn independently (Doyumğaç, Tanhan, and Kiyamaz 2020). This provides a new alternative to learning apart from learning from school teachers as the only source of information. Students can also repeat the lesson independently by learning using the software as a source of information. The conventional education process is carried out using books and the education system only involves teachers as active parties (Marb et al. 2021). The teacher teaches students orally or with the media in the form of a blackboard, while the students try to memorize as much information as possible. This is very different from the presence of computer technology, as used today.

Learning Islam in elementary schools is carried out online by teachers. They use computer applications that can be accessed by young students. Online learning in Islamic religious lessons must be carried out during the pandemic so that students remain active in learning. Islamic Religious Education can be interpreted as a planned program in

preparing students to recognize, understand, live, and believe in the teachings of Islam and follow guidance to respect adherents of other religions in relation to harmony between religious communities to create national unity and unity (Al Eid and Arnout 2020). With Islamic religious education, it is hoped that people can know about Islam and also the teachings contained in it. In addition, this Islamic religious education hopes that people who already know about its teachings can practice it and also practice it in daily life because the teachings in Islam are good teachings for all humans. Islam's teachings become a reference in handling the Covid 19 pandemic by training oneself to be disciplined as taught (Thomas and Barbato 2020), (Molteni et al. 2020). Islam's religious teacher during the pandemic became the spearhead in disciplining students through online learning (Arifin and Zaini 2020). The implementation of Islam's knowledge is expected to provide understanding for students to have a disciplined and healthy lifestyle so that they can protect themselves to avoid Covid 19 (Pabbajah et al. 2020).

The potential for online learning education applications has grown rapidly. Students can not only access knowledge from Islamic religious textbooks but also can access subject matter from outside of school via the internet. Teachers and students can get a lot of information, unlimited, and can be accessed from several libraries around the world (Richard E. Ferdig Emily Baumgartner Richard Hartshorne Regina Kaplan-Rakowski Chrystalla Mouza 2020). Currently, the internet has the ability to provide information with various media (including prints, videos, and sound and music recordings) so the internet becomes an unlimited library. Students and teachers can improve classroom learning by accessing information from various sources on the internet through websites or other educational service providers. Online learning in general is learning that is carried out electronically using computer-based media and a network (Reimers et al. 2020). Online learning is also known as electronic learning, e-learning, online learning, internet-enabled learning, virtual learning, or web-based learning.

There are several researchers who study CAL in Islamic religious learning. (Lubis and Yusri 2020) and (Jaelani et al. 2020), examined the use of e-learning in junior high schools. The results of the study concluded that the policies implemented by junior high schools followed government regulations by learning from home, teachers applying learning innovations with multimedia technology online. (Herliandry et al. 2020) examines the pandemic period

and the transformation of learning media. The results of the observations show that teachers use online media in pandemic situations such as WhatsApp, zoom, google meet, telegram, and Instagram. (Ramansyah 2017) examined the use of multimedia for Islamic religious education in elementary schools. The results of his research conclude that interactive multimedia learning will solve this problem by providing a moving animation about Hijaiyah letters that presents a visualization of letter shapes as well as audio on how to pronounce letters. With interactive multimedia learning, students will more easily and quickly understand the subject matter, besides that the learning process will be more interesting and fun. (Putria, Maula, and Uswatun 2020), (Thomas & Barbato, 2020) examined the online learning process during the pandemic in elementary schools. The result of this research is that the Covid-19 pandemic has a huge impact on the learning process, learning that is usually carried out directly is now being converted into online learning. Students feel bored and bored while carrying out learning. Online learning conducted for elementary school-age children is deemed ineffective. There are several supporting factors for teachers in the online learning process, namely the availability of mobile phones, quotas, and stable internet networks (Jayul & Irwanto, 2020), (Inel Ekici, 2013). In addition to supporting factors in online learning, there are also several factors inhibiting teachers in online learning (Sadikin & Hamidah, 2020). The inhibiting factors include not all students have cellphones and many parents are still busy working (Saadé & Bahli, 2005).

In general, previous research has examined the use of technology in learning, especially during the Covid-19 pandemic. Researchers examined the implementation aspects of online learning as a medium and the types of media used. They have not reviewed the condition of the teacher as a teaching implementer. This study focuses on teachers in implementing online learning in elementary schools. The purpose of this study was to determine the use of online media and the condition of Islamic religious teachers in utilizing CAL through online learning during the Covid-19 pandemic.

2. RESEARCH METHODS

This research was conducted during the COVID-19 pandemic in 2020. Researchers used google form to compile questionnaires that were distributed online. A total of 30 Islamic religious teachers answered the questionnaire distributed from 30 schools selected as informants. Each school has one

Islamic religion teacher. The sample of Islamic religion teachers in South Sulawesi is one of the largest proportions in Indonesia. Respondents answered three main topics in this study. The first topic is online media that is practically used, the teacher chooses the type of media that is usually used for teaching along with reasons. The second topic focuses on obstacles in the use of instructional media technology using a Likert scale. The third topic is the perceived benefits of using online media during the Covid 19 pandemic. Each topic is developed into five questions. The results of the answers to the distributed questionnaires were then analyzed to determine the use of CAL and its impact on learning Islam in elementary schools. The data obtained were validated and discussed to explain each question that had been answered by the respondent.

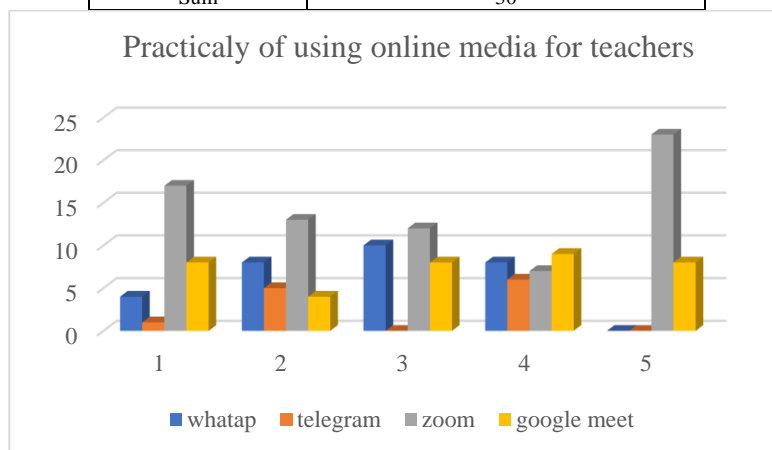
3. RESULTS AND DISCUSSION

A. Result

Online learning in Islamic religious education is learning that uses an internet-based interactive model and a Learning Management System (LMS). Learning is a program for organizing online classes on a network to reach a massive and broad target group during the pandemic, thereby reducing the risk of the impact of covid 19. Online learning in primary schools carried out by Islam religious teachers is part of distance education that specifically combines electronic technology and internet based technology. The results of the analysis of the responses of Islamic religious education teachers to familiar online learning used during the Covid 19 pandemic are shown in the following table:

TABLE I. Practical Online Media For Teachers And Students

No	The reasons using media	Kinds of media			
		WhatsApp	Telegram	zoom	Google meet
1	Easy to use	4	1	17	8
2	Familiar for the students	8	5	13	4
3	Recording activity	10	0	12	8
4	Saving the data	8	6	7	9
5	Presentation of material is very clear	0	0	23	8
Sum		30			



Notes:

1. Easy to use
2. Familiar for the students
3. Recording activity
4. Saving the data
5. Presentation of material is very clear

The results of data analysis show that online zoom media is the easiest media to use. Islamic religious

teachers prefer to use zoom in teaching compared to other media. In addition, media zoom is also very

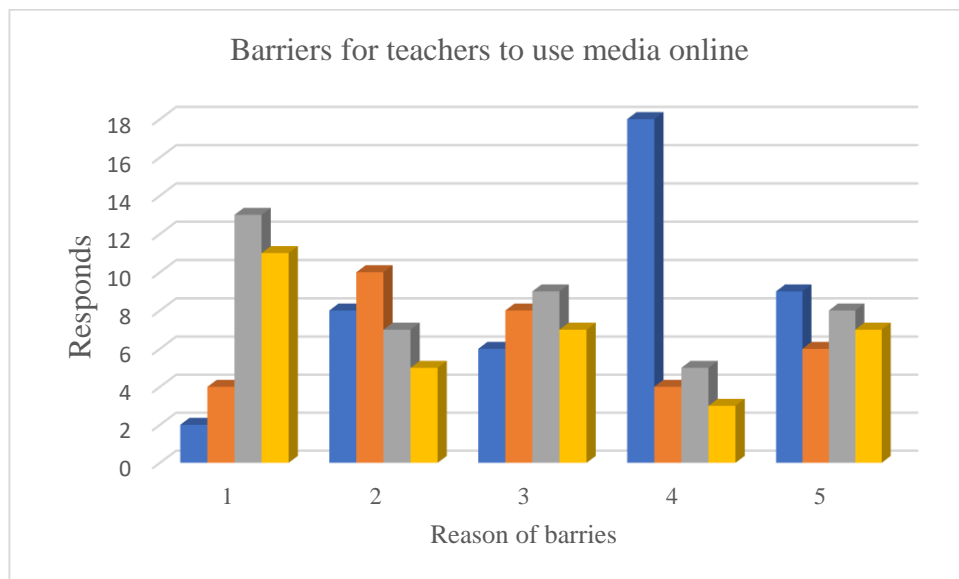
easy for students to use even though it is almost matched by the whatshap media. for the most economical use of data, it turns out that whatshap is considered cheap. However, zoom quality is very clear, followed by Google Meet.

Online or online electronic learning and some call it online learning is a learning activity that utilizes networks (internet, LAN, WAN) as a method of

delivery, interaction, and facilities and is supported by various other forms of learning services. In addition to the practical use of online media in teaching Islamic Religious Education material in elementary schools, teachers also experience obstacles in utilizing the media. The following is data about the obstacles faced by Islamic religious teachers in teaching through online media

TABLE II. Barriers For Teachers To Use Media Online

No	Reasons for inhibiting the use of online media in learning	Very agree	Agree	Disagree	Very disagree
1	Network condition	2	4	13	11
2	Limited student computer facilities	8	10	7	5
3	Limited ability to use media	6	8	9	7
4	Parental factor	18	4	5	3
5	Students are not serious	9	6	8	7
Sum		30			



Notes:

1. Network condition
2. Limited student computer facilities
3. Limited ability to use media
4. Parental factor
5. Students are not serious

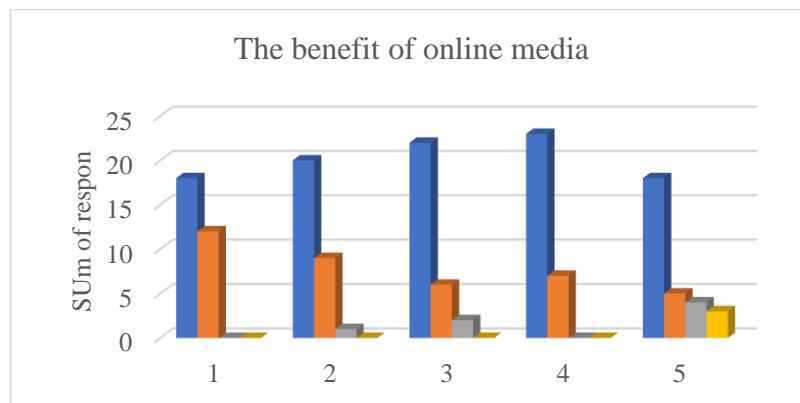
The results of data analysis in table 2 show the teacher's response to the obstacles faced in utilizing online media. The biggest obstacle faced is the factor of parents in supervising children at home while learning online. Besides that, the students were not serious about following the teacher's explanation and the limitations of the students' computer facilities.

The use of online media in the learning period from home for elementary school students must be carried out by Islamic Religion teachers. Media is used by teachers in providing information related to learning materials that must be provided, reporting student assignments by parents and others. The following is data about the benefits that teachers

control with online media in learning during the Covid 19 pandemic.

TABLE III. The Benefits Of Using Online Media In Learning During The Covid Pandemic 19

No	Benefits of online media during the Covid pandemic 19	Very agree	Agree	Disagree	Very disagree
1	Students remain active in learning	18	12	0	0
2	Mastering online media	20	9	1	0
3	Prevent spread of viruses	22	6	2	0
4	Carry out responsibilities	23	7	0	0
5	Make the task easier	18	5	4	3
Sum		30			



Notes:

- 1 Students remain active in learning
- 2 Mastering online media
- 3 Prevent spread of viruses
- 4 Carry out responsibilities
- 5 Make the task easier

The results of data analysis in table 3 are the responses of elementary school Islamic religious teachers about the perceived benefits of using online media. The biggest benefit of online media is carrying out responsibilities as a teacher during a pandemic. In addition, online learning will prevent the spread of the corona virus. With online learning, teachers are required to master the use of online media so that students will continue to actively learn and make it easier for teachers to complete their assignments.

B. Discussion

Where the Covid 19 pandemic has affected learning habits in schools. Teachers usually teach in person or outside the network to become teaching teachers virtually or online. Learning with virtual is done to reduce social restrictions with students. Social debates are carried out to minimize the transmission of the covid virus that is currently hitting Indonesia and even the world.

In carrying out teaching obligations, teachers make use of several online media. The media most often used is zoom meetings because it is very easy to use. Another medial is google meet with the reason

that every teacher has an email from google so it is very helpful. The results of data collection of respondents indicate that the two media are very familiar to the teacher because they are very easy to use and familiar with students. The use of media in learning really helps students in virtual classes, the material is easily presented by the teacher, this research is in line with what was stated by (Sadikin & Hamidah, 2020) that students have good facilities in using zoom and google meet media. This is the same as the research put forward by (Asmuni, 2020) that online learning will fulfill students' needs during the pandemic. Thus online learning is very useful when an outbreak is taking place in the community.

Meanwhile, the teachers' views on the use of online media vary. The most felt benefit of media is that students remain active in learning. (Putria et al., 2020) suggest that online learning keeps students active and understands more about learning using technology. Likewise, expressed by (Doyumgaç et al., 2020) that technological facilities make it easier for students to stay active during a pandemic. The most felt benefit is the prevention of the spread of the

responsibility virus as a teacher which is still implemented during the Covid 19 pandemic. Online learning carried out by teachers contributes to carrying out teaching tasks. Teachers remain active in carrying out their duties as educators during the pandemic.

4. CONCLUSION

The results of the study can be concluded that the learning media that are familiar to Islamic religious education teachers are zoom and google meet. Both medias are very young to use and students have sufficient facilities in accessing these media. The main benefit of the media used is to prevent and reduce the spread of the Covid 19 virus. The use of media also makes it easier for teachers to carry out their responsibilities as teachers. Teachers continue to educate and provide knowledge to students even though they use online media.

REFERENCES

- [1] Andalas, Mutiara. 2020. "The Pedagogy of Intimacy: Mother's Contribution to Academic Parenting during Student's Learning from Home Mutiara." *Salasika Indonesian Journal of Gender, Woman, Child, and Social Inclusion's Studies* 3(2): 63–77. <http://salasika.org/index.php/SJ/article/view/68>.
- [2] Arifin, Samsul, and Akhmad Zaini. 2020. "Decision of Implementing Uzlah and Gerbat Techniques in Islamic Boarding School as Preparedness Response for Covid-19 Pandemic." *Unnes Journal of Public Health* 9(2): 126–34.
- [3] Doyumğaç, İbrahim, Ahmet Tanhan, and Mustafa Said Kıymaz. 2020. "Understanding the Most Important Facilitators and Barriers for Online Education during COVID-19 through Online Photovoice Methodology." *International Journal of Higher Education* 10(1): 166.
- [4] Al Eid, Nawal A., and Boshra A. Arnout. 2020. "Crisis and Disaster Management in the Light of the Islamic Approach: COVID-19 Pandemic Crisis as a Model (a Qualitative Study Using the Grounded Theory)." *Journal of Public Affairs* 20(4): 1–14.
- [5] Evans, John H., and Eszter Hargittai. 2020. "Who Doesn't Trust Fauci? The Public's Belief in the Expertise and Shared Values of Scientists in the COVID-19 Pandemic." *Socius: Sociological Research for a Dynamic World* 6: 237802312094733.
- [6] Herliandry, Luh Devi, Nurhasanah, Maria Enjelina Suban, and Kuswanto Heru. 2020. "Transformasi Media Pembelajaran Pada Masa Pandemi Covid-19." *Jurnal Teknologi Pendidikan* 22(1): 65–70. <http://journal.unj.ac.id/unj/index.php/jtp>.
- [7] Jaelani, Ahmad, Hamdan Fauzi, Hety Aisah, and Qiqi Yulianti Zaqiyah. 2020. "PENGUNAAN MEDIA ONLINE DALAM PROSES KEGIATAN BELAJAR MENGAJAR PAI DIMASA PANDEMI COVID-19 (Studi Pustaka Dan Observasi Online)." *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS* 8(1): 12.
- [8] Lubis, Masruroh, and Dairina Yusri. 2020. "Pembelajaran Pendidikan Agama Islam Berbasis E-Learning (Studi Inovasi Pendidik MTS. PAI Medan Di Tengah Wabah Covid-19)." *Fitrah: Journal of Islamic Education* 1(1): 1–18.
- [9] Marb, M, Eqbal Radwan, Afnan Radwan, and Walaa Radwan. 2021. "Primary and Secondary Students' Usage of Digital Platforms for Mathematics Learning during the COVID-19 Outbreak: The Case of the Gaza Strip." *Mathematics* 9(2): 1–21. <https://www.mdpi.com/2227-7390/9/2/110>.
- [10] Molteni, Francesco et al. 2020. "Searching for Comfort in Religion: Insecurity and Religious Behaviour during the COVID-19 Pandemic in Italy." *European Societies* 0(0): 1–17. <https://doi.org/10.1080/14616696.2020.1836383>.
- [11] Pabbajah, Mustaqim et al. 2020. "Deauthorization of the Religious Leader Role in Countering Covid- 19: Perceptions and Responses of Muslim Societies on the Ulama's Policies in Indonesia." *International Journal of Criminology and Sociology* 9(July): 262–73.
- [12] Putra, H., L. H. Maula, and D. A. Uswatun. 2020. "Analisis Proses Pembelajaran Dalam Jaringan (DARING) Masa Pandemi COVID-19 Pada Guru Sekolah Dasar." *Jurnal basicedu* 4(4): 861–72.
- [13] Ramansyah, Wanda. 2017. "Pengembangan Multimedia Pembelajaran Interaktif Dengan Tema Pengenalan Huruf Hijaiyah Untuk Peserta Didik Sekolah Dasar." *EduTic - Scientific Journal of Informatics Education* 3(1): 28–37.
- [14] Reimers, Fernando, Andreas Schleicher, Jaime

- Saavedra, and Saku Tuominen. 2020. "Supporting the Continuation of Teaching and Learning during the COVID-19 Pandemic. Annotated Resources for Online Learning." *Oecd*: 1–38. <https://www.oecd.org/education/Supporting-the-continuation-of-teaching-and-learning-during-the-COVID-19-pandemic.pdf>.
- [15] Richard E. Ferdig Emily Baumgartner Richard Hartshorne Regina Kaplan-Rakowski Chrystalla Mouza. 2020. AACE-Association for the Advancement of Computing in Education *Teaching, Technology, and Teacher Education During the COVID-19 Pandemic: Stories from the Field*. 32nd ed. California: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/p/216903/>.
- [16] Thomas, Justin, and Mariapaola Barbato. 2020. "Positive Religious Coping and Mental Health among Christians and Muslims in Response to the Covid-19 Pandemic." *Religions* 11(10): 1–13.
- [17] Zaahedah Vally, Kelly Shiohira, Phefumula Nyoni, Amkelwa Mapatwana, Evans Muchesa, Teboho Makhoabenyane. 2020. Education Researchers Respond to The COVID-19 Pandemic *Education Researchers Respond to The COVID-19 Pandemic*. Zaahedah V. New York.