

Problems of Online Learning in Islam Religious Education at Elementary Schools

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Abstract—Pandemic of Covid-19 in Indonesia force most schools to implement online learning to stop Covid-19 spread. This study aims to investigate problems of Islam Religious Education (IRE) or Pendidikan Agama Islam (well-known as PAI) in online learning at elementary schools. Respondents are 107 Islam Religious Education teachers at elementary schools in East Java. They filled out online open questionnaire in June 2021. Using descriptive quantitative and qualitative data analysis, this study revealed some problems: internet network, internet data, learning devices, student attitude, parent attitude, learning evaluation, learning method and media, teaching-learning process, and student comprehension. To sum up, the most serious problems are learning devices, internet network, internet data, and student attitude.

Keywords—*islam religious education, problem, online learning, elementary school*

I. INTRODUCTION

Covid-19 which is firstly confirmed in Indonesia in March 2020 and later has become pandemic in Indonesia has extremely changed almost all sectors of community life. In education, to prevent students, teachers, and school employee from Covid-19 infection, government decided implementation of online learning at national level [1]. Even though in the beginning of 2021 government allowed offline learning in schools in some regions, considering Covid-19 increase in many provinces and regions, government ordered schools to choose online learning [2].

Online learning which is also called mobile-learning, computer-mediated learning, or distance learning, is a type of learning using informational technology (such as smartphone, computer, laptop) and internet access. This kind of learning is possible and

easy because of rapid development in information technology [4]. Therefore, availability of internet access and informational technology is a must in online learning.

Online learning provides two kinds of learning environments: synchronous and asynchronous. In synchronous learning, teachers and students have real meeting virtually at the same time. Feedback can be delivered immediately by teachers. Meanwhile, asynchronous learning is more flexible in terms of time and method. Instant feedback is nearly impossible, and learning content is delivered indirectly with certain system [5]. To be effective in online learning, teachers and students should be literate in operating the information technology [14]. Teachers also should be competence to design effective and attractive online learning and be able to control cheating [15].

The implementation of online learning due to Covid-19 pandemic surprised teachers, students, and parents since this new mode of learning really differ to face-to-face learning in schools. While in offline learning teachers and students have real meeting and social interaction in relatively long period in schools, online learning, on the contrary, separates teachers and students since process of learning done through virtual meeting or applications using mobile phones or laptop [3]. However, they must adapt with the sudden change. The implementation of this impromptu online learning is potential to be ineffective and evokes obstacles.

Hindrance and obstacle in online learning seem to be more severe in Islam Religious Education course in elementary school due to characteristic of religious education and elementary school students who need more guidance from adult. In Indonesia education

system, function of religious education is mainly affective, that is to create pious people with noble moral and multicultural perspective [6]. This function is in line with objective of Islam Religious Education in elementary school, which is to produce students who are pious, honest, discipline, responsible, polite, care, and confident in social life [24]. The affective objective of IRE inflicts obstacles in online learning. While in face-to-face learning some scholars criticized IRE learning as cognitive oriented and fail to meet the objective [25] [26], IRE learning in online mode seems to have similar problem even worse. This statement is confirmed by some studies which is found online learning is not effective in improve students' character [7] [8] [10].

Study on online learning problems in IRE in elementary school is hard to find. Some studies related to problems of online learning in IRE were done in junior high schools with limited research subjects [9] [11], and there are many studies on problems of online learning in elementary schools in Indonesia context, such as study in Banten and West Java [12] and in some provinces [13] both using class teachers as respondents. Therefore, the purpose of present study is to identify kinds of problems in online learning in IRE at elementary schools.

II. METHOD

Subjects of this study were 107 teachers of Islam Religious Education at elementary school of some cities and towns in East Java, namely: Ponorogo, Probolinggo, Kediri, Jombang, and Malang. Most respondents have certificate of professional educator, and some have finished post graduate level. In average, they are teachers at public school, and majority have taught for eleven years or more. They teach in schools located in both cities and rural areas. Since IRE teachers in elementary schools generally only one in every school, the respondents, in some extent, can be assumed as representative of 107 elementary schools where they teach.

In July 2021, open questionnaire was distributed online using Google form. They were allowed to give more than one answer related problem they encountered in teaching IRE by online. Qualitative analysis [16] and simple descriptive statistic was chosen to analyze data. Firstly, all data were categorized based on types of online learning problems. Then, the percentage of each problem was calculated, and the last is to draw conclusion.

III. RESULT AND DISCUSSION

The respondents mentioned 171 problems in teaching IRE in online mode. Many problems were similar and were classified into nine topics, namely: problems of learning devices (mobile phones), internet network, student attitude, internet data, teaching and

learning process, students' comprehension, method and media, evaluation, and parent attitude. The problems are explained in Table 1.

TABLE 1. THE PROBLEMS OF TEACHING IRE IN ONLINE LEARNING

| N | Type of problem | Frequency | Details |
|-------------------------------|---------------------------|-----------|--|
| 1 | internet network | 44 times | Mostly unstable network. In limited cases, no internet network |
| 2 | learning devices | 56 times | students did not have mobile phones. In general, they borrowed parents' smartphone at afternoon to do school assignments |
| 3 | internet data | 19 times | No internet data for students due to economic factor |
| 4 | students' attitude | 24 times | Students did not do assignment, being late in submitting assignment, not doing assignment seriously, and less participation and attention in virtual class. |
| 5 | Students' comprehension | 8 times | it is hard for students to understand teaching material |
| 6 | attitude of parents | 3 times | Parents did not motivate and accompany students in online learning due to their incapability or spare time. |
| 7 | evaluation | 5 times | teachers find difficult to do authentic assessment |
| 8 | learning method and media | 4 times | some teachers did not understand effective method and media in online learning |
| 9 | teaching-learning process | 8 times | process of teaching and learning is not effective due to some condition such as limited time, virtual situation, internet access, and literacy of online learning technology |
| Total number of problems: 171 | | | |

Table 1 informs that there are nine types of online learning in IRE teaching at elementary school. The problems vary from basic requirement of online learning to hindrances in teaching-learning process. The most serious problems are learning devices, internet network, internet data, and negative attitude of students. Meanwhile other problems occur less occasion. This statement is portrayed clearly in percentage of problems frequency in Table 2 as follow.

Based information in Table 2, it can be stated that problems of IRE teaching in Covid-19 pandemic in East Java are mainly learning devices, internet network and internet data (both are internet access), and negative attitude of students. Learning devices and internet access are basic requirements to implement online

learning. Other problems, which are students' comprehension, teaching-learning process, parent's attitude, evaluation, and learning method and media, comprise less than seventeen percent of all problems. The line chart in figure 1 clearly describes that statement.

TABLE 2. PERCENTAGE OF ONLINE LEARNING PROBLEMS OF IRE TEACHING

| Number | Type of Problems | Frequency | Percentage |
|--------|---------------------------|-----------|------------|
| 1 | internet network | 44 | 25.73% |
| 2 | learning devices | 56 | 32.75% |
| 3 | internet data | 19 | 11.11% |
| 4 | students' attitude | 24 | 14.04% |
| 5 | students' comprehension | 8 | 4.68% |
| 6 | attitude of parents | 3 | 1.75% |
| 7 | evaluation | 5 | 2.92% |
| 8 | learning method and media | 4 | 2.34% |
| 9 | teaching-learning process | 8 | 4.68% |
| Total: | | 171 | 100% |

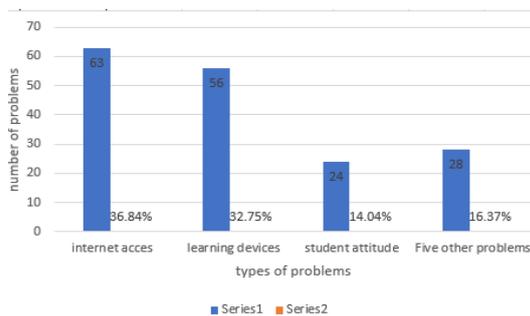


Figure 1. Concise percentage of online learning problems of IRE

It can conclude from figure 1 that internet access, learning devices, and student attitude are the main problems which are badly needed to be handle immediately to improve online learning of IRE in elementary schools.

All types of online learning problems in IRE as mentioned before can relate each other in real online learning. Negative attitude of students to online learning, in some cases, is caused by unstable internet network or the absence of smartphones. It was stated by some respondents that many students did not or were late submit assignments because they did not have mobile phones. However, when their parents go home at afternoon, they will do assignments and submit immediately to teachers using parent' smart phone. Furthermore, other respondents also explained that some students can not join online learning since their parents did not have mobile phones or they live in remote areas with no internet network. The problems of

internet access and mobile phones, in some condition, also lead teaching and learning process to be not effective.

The research result which informs that learning devices (generally mobile phones) is one of major problems in online learning, especially in elementary confirms previous studies. Extensive study to elementary school students in Bali revealed mobile phones as one of some main problems in online learning [17]. Other studies in Indonesian context also confirm that lack or absence of learning devices became hindrance in online learning amidst Covid-19 pandemic, such as study on elementary schools in Banten and West Java [12], and in Bogor [18]. This kind of problem is also found in at senior high school level in North Kalimantan [1]. In international level, problem of learning devices in online learning primarily happened in developing countries such as Malaysia [19], and Ghana [20]. Surprisingly, the problem was also found in Italy [21], England [22], and Ireland [23] to people with low economic level.

Other result of present research related to economic status is internet data. This finding corroborates study on more than four thousand students at elementary school in Bali that about fifty percent of students did not have enough money to buy internet data [17]. The same problem is also reported in online learning at elementary schools in Banten and West Java [12], Bogor [18], at junior high schools [11], and at senior high school level [1].

The problems of learning devices and internet data are mainly related to economic factor of parent. as stated by Adedoyin & Soykan that social-economy level of parents is one of major factors of internet access. Students from this social-economy level cannot afford online learning [27]. Furthermore, learning devices and internet data are crucial in online learning because online learning depends on availability of internet access and technological devices (mobile phones, laptop, computer). Dhawan stated that students cannot join online learning if they do not have internet access and mobile phone or laptop [4].

Internet network becoming other main problem in online learning at elementary schools in East Java is less surprised since East Java includes developed provinces in Indonesia. In 2019, East Java contributed nearly 15% of gross national product, the second biggest contribution at national level [28]. However, previous study in a junior high school in Surabaya, the biggest city in East Java, showed that unstable internet network still became problem in online learning [11]. This finding reinforces study in a elementary school in rural area of Bojonegoro, a town in East Java, that internet network is main problem of online learning in Covid-19 pandemic [29].

Other present research result that students consider negatively online learning reinforces study in

elementary schools in Bali in which 93% of more than four thousand students preferred face-to-face learning than online learning. Majority of them said that they were not motivated and difficult to understand learning material also teacher explanation [17]. The negative attitude to online learning is also stated by students at junior high school [11] and senior high school [1]. Students' negative perception to online learning is also found in other countries. In Ghana, tertiary students wanted to cancel, if possible, online learning amid Covid-19 pandemic [30]. Similarly, for medical students in Jordan, face-to-face learning was preferable than online learning [31]. Meanwhile, in Ecuador, minority students at high school did not join in online learning, and one-six of the respondents potentially suffered from depression [32].

This negative attitude of students probably due to problem of internet access, lack of mobile phones or laptop, distraction of surrounding, low engagement, exhaustion of virtual classroom, low motivation, and literacy in information technology [33] [34]. Different perception of students to online learning is reported some studies. In Ekuador, majority of respondents at high school students enjoyed and happy engaging in distance learning [32]. Similarly, students in Brunei and Pakistan with adequate learning devices and good internet access perceived positively online learning [35]. The positive perception of students is apparently result of students' intention and good acceptance to online learning [36] [37] [38].

IV. CONCLUSION

Investigation to problems of online learning in IRE at elementary schools revealed nine types of problems: learning devices, internet network, internet data, student attitude, student comprehension, teaching-learning process, learning evaluation, learning method and media, and parent attitude, with internet network, internet data, learning devices and student attitude categorized as the major problems.

ACKNOWLEDGMENT

We thank Prof. Dr. Markus Diantoro, M.Sc., Head of the Institute for Research and Community Service, UM, who has allowed us to be involved in research programs at UM.

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