

Dynamics of Islamic Religious Education During Pandemic at Sriwijaya University Using E-Learning Technology

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ABSTRACT

This paper explains how the implementation of Islamic Religious Education learning in the Technical Implementation Unit (UPT) of Personality Development Course (MPK) Sriwijaya University during the Covid-19 era with E-Learning technology, because since the pandemic has demanded educators to find the right formulation in Islamic religious education learning because learning is used with online methods, which have positive and negative impacts because in implementation there are obstacles both from participants students or educators. The purpose of this study was to find out how the implementation of Islamic Religious Education learning in the Technical Implementation Unit (UPT) of the Personality Development Course (MPK) Sriwijaya University during the Covid-19 period starting from Planning, Organizing, Acting and Controlling/Evaluating, as well as to find out the obstacles from implementation. The method used in this research is descriptive qualitative research method. The results showed that this activity was quite good in implementing the principles of Islamic Religious Education learning management in the Technical Implementation Unit (UPT) of the Personality Development Course (MPK) Sriwijaya University during the Covid-19 period, although it still experienced shortcomings and obstacles. This can be seen from the process of planning, organizing and mobilizing although this still needs a lot of improvement. The level of Technological Readiness from this research is expected to be able to answer the challenges of educators at Sriwijaya University in particular and in general in the world of other education. This can be seen from the process of planning, organizing and mobilizing although this still needs a lot of improvement. The level of Technological Readiness from this research is expected to be able to answer the challenges of educators at Sriwijaya University in particular and in general in the world of other education. This can be seen from the process of planning, organizing and mobilizing although this still needs a lot of improvement. The level of Technological Readiness from this research is expected to be able to answer the challenges of educators at Sriwijaya University in particular and in general in the world of other education.

Keywords: Learning, Islam, Covid-19.

1. INTRODUCTION

For the Muslim community, Islamic religious education must be followed, although currently there is an issue circulating through news or social media that in the 2020-2035 National Education Roadmap (PJPN) launched by the Ministry of Education and Culture that religious phrases will be replaced with the morals and

culture. This has caused a lot of criticism and reactions from the community because religious education is very important to maintain students' religious solidity.

In the learning process, there are many things that affect both external, internal and learning environment factors that cannot be separated, such as

physical and spiritual conditions, external factors, namely environmental conditions around children (social and non-social) as well as learning approach factors, namely learning efforts that are carried out properly. includes strategies and methods used to carry out learning activities effectively and efficiently.

However, since March 2020, due to the COVID-19 outbreak, educators have demanded to find the right formulation of learning methods so that the learning objectives can be carried out as well as possible as well as students can understand what is conveyed by the educator. Because the perceptions of students, parents and educators are different in responding to learning during the pandemic [17].

This pandemic is having an impact in the order of life both in the economic, social, religious, health, transportation and even education fields [4] Even though from the learning there is no significant difference between online and offline learning, it is found that student learning outcomes are better between face-to-face and online learning [1]. Basically, even education has not accommodated this situation, because it Try a situation where there is a disparity between one school and another and most teachers are not ready to do online learning independently. Likewise, students who do not have communication devices, parents are not familiar with online learning, and a solid curriculum may not be fully implemented during a pandemic. Curriculum construction that is relevant to both pandemic and post-pandemic situations is required. Because we need a pandemic era curriculum that is adaptive to global changes. During the learning period of this covid, it also has an impact on students such as on financial issues, overlapping learning schedules and technology resources. There is a lot of students behaviour during the online learning process. Although the impact of COVID-19 on the implementation of online learning in elementary schools has also been realized well, there must be mutual cooperation between teachers, parents and students [15].

There are things that educators experience in online learning such as strategies that do not fit, lack of mastery of technology that only uses WhatsApp, inappropriate assessment methods (attitudes, knowledge, skills), as well as students lack of facilities, internet connection disturbances so that it hinders the learning process. online, as well as data packages from the Ministry of Education and Culture cannot be used, educators cannot directly assess the weaknesses and strengths of students, the tasks educators give are mostly done by parents [16]. In addition to having a

negative impact, this epidemic also has a positive impact, including in the fields of health, telecommunications, information technology, food and beverage businesses, for example the field of communication technology among the telecommunications world must develop applications and information systems that are needed by the community, develop e-learning infrastructure. on campuses and schools, increasing the benefits of using IT in the world of education and shifting the use of the world of social media entertainment to the world of education. Likewise, in learning Islamic education at Sriwijaya University during this epidemic, appropriate strategies and methods are needed so that what is expected is achieved. Educators must be able to choose and even create the latest methods, media and materials that can be used for online and conventional learning.

The method that has been used at the end of March 2020 uses the Online and Offline method, as has been conveyed by the rectorate of the Sriwijaya University. For example, the method used offline is the recitation method, which is to give assignments to students in the form of independent assignments or the task of memorizing short surahs. Online Learning can be done via the zoom app or class group [10]. Although in its implementation there are still many problems, including students find it difficult to understand the learning material, do not feel motivated to learn and do not master learning well [6]. Therefore, students must be motivated because motivation is considered an important factor for successful learning including in an online learning environment [7]. Senthusiasm and special skills to prepare the equipment used during online learning [11].

The obstacles found in the field are various, both for students and lecturers themselves. Students are encouraged to go home with their parents, either in their hometown or in the city. Their presence in the related village during online lectures clearly experienced obstacles related to the internet network, not to mention that they had to prepare additional funds to buy internet packages to support learning, sometimes there was money to buy packages but the internet network was very difficult for them to get. So, this sometimes hinders lectures, this is also found when submitting independent assignments that are late because the internet network is very difficult. The same thing is experienced by lecturers, sometimes they have to increase their spending on internet packages. Between educators. Because it takes effort to overcome the right way of learning by all parties due to unstable conditions. For educators, online resilience is very

appropriate in the Covid-19 mass, because educators have a big role for the smooth running of online learning [13].

2. RESEARCH METHODS

This study aims to describe how the implementation of Islamic religious education learning at Sriwijaya University during the covid-19 pandemic with e-learning technology, starting to plan, organize, mobilize and supervise what educators will do in terms of online learning. Therefore, this research was conducted with a qualitative descriptive approach, the location of this research was conducted at UPT MPK Sriwijaya University in Indralaya and the subjects in this study were female students who took Islamic religious courses at UPT MPK Sriwijaya University. In addition, eye educators Islamic Religious Education courses, officials and employees at UPT MPK Sriwijaya University. And the object of this research is how to implement the implementation of Islamic religious education learning at UPT MPK Sriwijaya University.

The determination of informants in this study was used purposively which was determined intentionally with certain criteria, including; officials in the UPT MPK Sriwijaya University, starting from the chairman of the MPK, staff and employees, Islamic Religious Education Lecturers, Students who take Islamic Religious Education lectures at the UPT MPK Sriwijaya University.

Data analysis techniques are carried out through the following stages: The data obtained by the researcher is organized and arranged according to the needs, read and understood in its entirety, categorizes the data, namely analyzing in detail the existing data and information. Do a description or general description of the data obtained. And represent the general picture into a qualitative narrative to reveal the findings of the analysis.

3. RESEARCH RESULT

To find information about learning Islamic religious education during this pandemic, researchers conducted structured interviews with leaders, employees, lecturers of Islamic religion and students themselves which were carried out online using a google form, where subjects were asked to answer several questions about learning Islamic religious education. during the Covid-19 pandemic.

The purpose of this study was to obtain information regarding the application of Islamic religious education during the Covid-19 pandemic. The form of technology that is used as a learning medium during the Covid-19 pandemic is using e-learning applications. Where as a student, you must be registered at Unsri.ac.id so that you can access the learning media in E-Learning which is an innovation that can be utilized in the learning process, not only the delivery of learning materials, but also changes in student competencies. Because with e-learning, students not only listen to material from educators but also observe, practice, and so on can be done. In addition to the application provided by the university, there are also types of distance learning applications during the Covid-19 pandemic, including: 1) Google Classroom, 2) Google Form, Google Sheet, and Google Drive, 3) Zoom Cloud Meeting, 4) Skype, 5) WhatsApp, 6) Telegram, 7) Moodle. Although not all educators use all available media. Because for example in the E-Learning application there are many forms of activities that can be carried out, for example starting to fill out student attendance lists, filling out related content that we will give to students, using B3 (BigBlue Button), and so on. B3 which is almost similar to the Zoom Meeting application has many obstacles, such as reports of students who have used B3, for example, the signal must be strong, consumes a lot of data packets, the difficulty of communication between educators and students, when they want to show material it is very slow.

This study looks at the application of online learning in Islamic religious education courses to teaching and learning activities at Sriwijaya University. All participant answers are original quotes that have been described. Participants were asked to answer several learning questions during the Covid-19 pandemic via a web link provided by the researcher, in the form of a Google Form.

Regarding "*online learning during the Covid-19 pandemic?*", it was found that all answers (100%) had carried out online learning, this is an alternative learning that is expected by the government to reduce the spread of covid -19.

Regarding "*online learning constraints?*". Student responses varied greatly, there was only one respondent who answered that he had no significant barriers and the majority had obstacles in online learning, including; internet signal/network, disturbances such as sudden power outages especially in different areas such as farmers' children in rubber plantations, lack of ability

to understand certain materials that are difficult to understand only by learning to see and hear without face-to-face or direct practice because there is a zoom application, students feel burdened by the cost of the quota used for virtual face-to-face every day, the usual 25gb internet quota is enough for 1 month but now 2 weeks are up. Moreover, using the content contained in E-Learning in the form of B3 (BigBlue Button) which requires a lot of data packages that are different from the zoom application.

About “*positive impact of online learning*”, only two respondents who responded to this question answered no impact and the majority answered many positive impacts or good ones such as: can save operational costs during lectures, including saving money on rent, transportation costs. With online learning can save time because it is widely used at home so that it takes longer to gather with family. Another impact is being able to learn more independently by getting to know existing technology so that they can explore other materials independently. It is also possible to reduce the increase in the number of COVID-19 cases as expected by the government.

Regarding “*the negative impact of online learning?*”. All respondents who answered only one answered that there was no negative impact, the rest had negative impacts from this online learning, including not effective in learning so that the material is sometimes difficult to understand, impaired eye health because they often see laptops and cellphones, waist and back pain due to sitting too long, feeling lazy, some are less focused on learning, cannot socialize or meet friends and lecturers, make it quickly saturated.

About “*online learning facilities?*”, from the responses of respondents with online learning facilities there were those who answered that they were adequate (32.4%), not sufficient (35.3%), inadequate (0%) and sometimes (29.4).

About “*social media applications that you usually use as online learning media?*”, respondents responding to this question there are those who agree (45.4%) and those who do not agree (54.6%).

Regarding “*the lecturer delivers content/material*”, respondents answered that some were easy to understand (73.5%), sometimes difficult to understand sometimes easy to understand (26.5%), while no one chose an answer that was not easy to understand (0%).

Regarding “*the material provided by the lecturer during online learning*”. From this question, the four alternative answers, the majority chose satisfied, this can be seen from the percentage as much as 64.7%, those who answered dissatisfied as much as 23.5% and those who answered sometimes meant that sometimes they were satisfied, sometimes they were not satisfied as much as 11.8%, while those who answered not satisfied, none 0%.

About “*online learning applications that already exist today*”. Of the respondents with four alternative answer choices, the majority of them chose it was very helpful as much as 70.6%, and sometimes as much as 23.5% while those who chose not 0% and did not help 0%.

About the “*current online learning system*”. It was found that 32.4% were satisfied, 35.3% were not satisfied and 29.4% were sometimes satisfied, sometimes not. Thus, it turns out that the online learning system is still not satisfactory, because there are many obstacles and obstacles in the learning process.

Regarding “*You prefer online or face-to-face learning during this pandemic*”. Respondents who answered this question were 35.3% answered face-to-face, 23.5% answered online, and 41.2% answered face-to-face and online. Thus, when learning during this pandemic, they need to be face-to-face and online so they don't get bored while maintaining health protocols. This means using blended learning 50% face-to-face and 50% using an online system.

The statement “*motivation in following this online learning*”, Respondents responds to this question they vary about their motivation including; some answered there was no motivation, some said; to study, good grades, to be successful, afraid of being exposed to covid, following government recommendations.

The statement “*learning outcomes assessment system during this pandemic period*”. There are alternative answers of respondents who answered satisfied (82.4%), not satisfied (17.6%) and none answered dissatisfied (0%). The data found from the results of the questionnaire were responded by officials, employees and lecturers of the Islamic religion, among others.

Response to the statement “*Opinions on online learning during a pandemic*”. Respondents comments vary between, online learning is not objective and effectively applied to all subjects because many students find their material difficult to understand, let

alone carried out continuously without face-to-face interruptions, although there are those who argue that there are also positive ones because online learning is carried out to achieve learning objectives at home. during the pandemic, namely reducing the spread of the corona virus which is very deadly even though death comes from God. Online learning is very positive in helping and educating children to learn to use IT, which at first there were still students who did not know the world of IT, but with this online they know more.

Regarding the statement of obstacles / barriers to online learning. Respondents said that there are no obstacles at this time, there are also those who think that there are obstacles including, there are students who cannot fully concentrate during learning, hindering in understanding more details of the material and also spending quotas, there are also complaints from students that the internet/signal network is sometimes disrupted which resulted in the ineffectiveness of this online learning.

From the statement "*The positive impact of online learning*". Respondents responded differently, some said there was no positive impact, but on the other hand, respondents argued that the positive impact of online learning could be to seriously apply government regulations to reduce the spread of the covid-19 virus and force us to get used to learning 4.0, and IT intelligence increased because can be done anywhere depending on the strong signal. And can save financial expenses.

Respondents responded to the statement "*The negative impact of online learning*" varied, some argued that there was no negative impact, although many other respondents also thought that some students were unfocused, active so that what they expected to gain knowledge was very difficult because they did not understand the material being studied. , the emergence of learning loss or loss of learning for students and students cannot feel the natural attention of their lecturers, as well as the lecturers have difficulty controlling the seriousness of students who are attending lectures.

From the statement "*Prefer online or face-to-face learning during a pandemic*" the majority of respondents want face-to-face compared to online but there are also those who think that during this pandemic it is done online.

From the statement about "*the facilities provided during online learning*", for students the facilities provided cannot be fully enjoyed, some students do not

get a quota quota of internet packages, although on the other hand educational institutions have provided a fairly strong network, but still there are some lecturers who are still having problems, maybe the place where the signal is not strong so sometimes it gets a bit disturbed. Another facility is in the form of training for lecturers in carrying out learning through E-Learning, a special application for students and lecturers at Sriwijaya University, because in E-Learning there is a lot of content provided, it's just a matter of the readiness of the lecturers themselves.

From the statement made that online learning management runs well, the leadership has invited deliberations at the beginning of the semester to plan what will be done during the next semester so that learning during this covid period goes as expected, such as students being equipped with knowledge on how to do it. participating in online learning shows that the implementation of management has been carried out well. Make a Semester Lesson Plan so you know what will be done during one semester. This can be seen from the division of tasks according to their respective positions, for example the team in charge of E-learning. Team for making class schedules and others.

From the statement Motivation for lecturers and students to take part in online learning well, leaders provide motivation both to employees and lecturers and educators also provide motivation to students, such as providing an understanding of online learning to reduce the spread of the corona virus, this can be done through the media. giving advice that studying is mandatory anywhere and anytime, paying attention to the presence of students and giving advice to students about morals because they are the successors for the progress of the nation and state and give rewards to active students.

Likewise the response to the statement "*policy in overcoming online learning*". It varies greatly because some respondents think that there are loosening of the rules, although on the other hand we must help the government program to finish this pandemic first, it is clear that the policies taken in dealing with this pandemic outbreak are a good choice of the best considering the conditions in Indonesia at this time its distribution in several areas is decreasing. The policy taken by the educational institution is to provide assistance in the form of training in the use of E-Learning.

From the respondents who responded to the statement about the implementation of online learning management, it was carried out well as before the pandemic. They answered that some have been carried

out well and some have answered that it has not been fully implemented during this pandemic. However, it is hoped that it will be even better.

From the statement of the evaluation system that was carried out after the lecture ended during the online learning period, the respondents provided information on the existence of a learning evaluation by holding a meeting to discuss how the implementation of learning might be found, obstacles could be discussed so that for the future the implementation would look smooth. And what educators do is provide feedback in the form of a written test via google form or E-Learning and it can also be done by using WhatsApp (WA).

4. CONCLUSION

From the description above, the author can conclude that in the implementation of Islamic religious education learning at UPT MPK Sriwijaya University during this pandemic with E-Learning technology, it can be said that it is quite good although it still needs a lot of improvement, both in terms of educators, students, learning methods so that they are interesting, learning materials so that they are easy to understand, learning facilities so as not to hinder learning, for example, the internet, media and books. learning. Everything is interrelated so that the final goal desired by all parties is achieved.

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