Opportunities and Challenges of Online Learning Methods in Religious Education:
A Literature Review

Ahmad Syafii[1*], Heri Retnawati[2]

[1] *Educational Research and Evaluation Department of Postgraduate Program, Universitas Negeri Yogyakarta, Indonesia*
[2] *Mathematics Education Department of Graduate School, Universitas Negeri Yogyakarta, Indonesia*
[*]*Corresponding author. Email: ahmadsyafii.2020@student.uny.ac.id*

ABSTRACT

In the last decade, online learning has become a trendy topic. Rapid technology advancements urge the education community to continue to innovate with internet-based learning. Religious education, which is critical in forming students' personalities, is being challenged to continue adapting their learning techniques amid the COVID-19 pandemic, which pushes learning to take place at home. This study aims to identify the amount of advancement of research on online learning in religious education courses. This study used the Rapid Review approach, which involves conducting a fast review of previous studies. This study uses 13 articles from search results. This study finds four major themes in research on online learning in religious education: learning methods used in the online learning process, obstacles encountered in the online learning process, evaluations conducted in the online learning process, and student, teacher, and parent perspectives on the online learning process.

Keywords: Literature reviews, Online learning, Religious education,

1. INTRODUCTION

In recent years, the internet has emerged as the most modern learning environment. Since the global COVID-19 epidemic, this behavior has grown stronger. The ongoing online learning during the Covid-19 pandemic has become a separate catalyst for education that utilizes technology in the current industrial 4.0 era [1]. Since the last decade, online learning has had a profound impact on schools and institutions. The emerging pattern is spreading not only in wealthy countries but also in developing countries. [2-5], [5]. Online learning is a type of web-based distance learning that incorporates both synchronous and asynchronous systems. In an online learning model, real-time interactions with peers and teachers and participation in virtual classes are carried out. The subject matter can be studied at any time and from any location. Online learning can take formal educational activities such as free or paid online courses held in virtual learning environments. [6].

There have been numerous studies that have documented the global development of online learning. According to Martin's research, there are at least 12 significant themes in online learning research. The 12 themes are divided into three significant studies: Students (Learner Characteristics, Learning Outcomes, Engagement), Lessons and Instructors (Program Design and Subject Development, Subject Facilities, Subject Assessment, Evaluation, and Quality Assurance, Subject Technology, Instructor Characteristics), Organization (Institutional Support, Access, Culture, Equality, Inclusion and Ethics, and Leadership, Policy, and Management) [7].

Online learning research has also advanced at a rapid pace. Hamilton's research discovered significant benefits to using I-VR (Virtual Reality) in medical education. His study explained that no significant difference in learning achievement was found when I-VR or non-immersive methods were used. Only two studies have found that using I-VR has a negative

impact [8]. Khashaba, on the other hand, explains how the PeerWise application can be used as part of a mixed learning methodology in medical physiology. Traditional teaching methods are less reliable than the PeerWise application. Students can overcome difficulties in learning physiology by working together to create, answer, and review questions. Peer-Wise was created to provide more engaging, student-centered learning experiences. PeerWise also includes a multiple-choice question bank as an additional learning tool for students. Teachers can use this feature to create or modify questions for future exams [9].

The advancement of research on online learning in the field of language is no less impressive. Recent studies utilizing the app Spherical Video-Based Virtual Reality (SVVR) are a virtual reality that uses 360-degree video or photos to create a virtual environment that can be viewed through a head-mounted display [10]. Using the SVVR system for English language training with a peer-assessment approach can improve English performance, motivation, and critical thinking [11]. Lan et al. also stated that placing students in an SVVR environment positively impacts their higher-order thinking [12]. Virtual learning with gamification strategies, according to Pinto, can be used to learn foreign languages [13].

However, most research on online learning focuses on the student. The teacher receives relatively little attention. As a result, more research is needed to examine teachers' perceptions of the use of technology in the classroom [14]. On the other hand, students' ability to self-regulate their behavior and their motivation and enthusiasm to learn and use online technology for learning is highly dependent on the technology infrastructure and services provided by their institutions. Similarly, when institutions do not support teachers' professional development, teachers will inevitably fail to nurture students to optimize online activities. As a result, student self-regulation suffers (reluctance to seek learning resources and collaborative learning, procrastination, etc.).

Most research from developing countries is only suitable for educational purposes and cannot be applied in a natural online exam environment. For example, studies such as [15] from India only proposed a theoretical framework, which is challenging to apply in the natural environment, especially in the country's existing educational infrastructure. On the other hand, most of the contributions from developed countries are practical and can be applied in the online exam environment due to the stable educational infrastructure [16].

The preceding has explained a great deal about online learning research in the field of science. There has been no review of research on online learning practices in the social field, particularly in religious education. On the other hand, religious education is critical during the current era of disruption [17]. Beside shaping personality [18], religious education can also teach critical education [19]. For this reason, research on online learning reviews in the field of religious education is essential and exciting. This study is significant because it provides an overview of online learning in the field of religious education. This study is intriguing because it develops social piety during religious education [20]. The Covid-19 pandemic forced religious learning to take place online.

2. PURPOSE

This study was carried out to determine the extent of research on online learning conducted on religious education subjects. It will be divided into two parts. The first is a discussion of the methodology research used by the bachelor in view development learning online on eyes lesson religion. Part two is a discussion of the theme's critical summary from the articles they have gathered.

3. RESEARCH METHODS

This study employs the Rapid Review method, in which previous studies are subjected to a rapid review process. This method allows for using a small amount of literature relevant to the research [21]. In this study, there were 13 articles used that were obtained from the search process through the publish or perish application. The step that was taken is to search for metadata through the publish or perish application using the keywords "Online learning", AND ("religious education" OR "religious education"). After the metadata is obtained, an examination of the articles that meet the criteria is carried out. After that, full text is obtained through automatic downloads using the Zotero application and also manual downloads. Then, the full text that has been obtained is entered into the MAXQDA 2020 application. In the application, a critical and comprehensive reading of the full text that has been obtained is carried out. Furthermore, the findings of each full text are mapped based on the proximity of the theme. The themes that were constructed became the findings of this study. After the thematic mapping was carried out, the manuscript of this article was made.

4. RESULTS AND DISCUSSION

4.1. Research Method (RQ1)

Based on the observations made in the articles that have been collected, there are six types of research methods used by scholars to examine the theme of online learning in religious education subjects. The research method used: 2 Quantitative [22], [23] , 2 Mix Method [24], [25] , 6 Qualitative descriptive [26]–[31] ,

1 Research and Development (RnD) [32] , 1 evaluation [33] , and 1 Case Study [34].

4.2. Research Results (RQ2)

Four main themes are found in the mapping studies conducted by the 13 studies used in this article. These themes are including: 1) Learning methods used in the online learning process, 2) obstacles faced in the online learning process, 3) Evaluations carried out in the online learning process, and 4) Students, teachers, and parents' perspectives regarding the online learning process.

4.2.1. Learning Methods

Learning strategies that can be used in the online religious learning process are inquiry learning strategies. Methods can collaborate between lectures, *mind mapping*, and games. In comparison, the technique used by the teacher is Bank Points. This point bank is a superior technique that teachers can use to increase students' interest in learning [34]. In addition, to improve the quality of online learning during the COVID-19 pandemic, the provision of learning materials is presented concisely. Teachers can minimize sending material in the form of long videos to save quota—media in the form of videos sent using language that is easy to understand. The teacher does not only give assignments, but also continues to provide material before the assignment. There should not be too many assignments in giving assignments, and the questions should be more varied, and assignments should be accompanied by clear instructions [30]. The learning process can also be carried out using an Android-based application with materials related to religious education [32]. It can be the future of religious education.

Materials that are psychomotor can use a practical system. In this activity, students are given the task to practice the material that the teacher has delivered. Students can be assisted by relatives or friends to record the practice of the assignment. Furthermore, the practice results in video recordings are sent through the WhatsApp group provided [26].

In religious education, the content of worship practices becomes the main focus in the material provided. The daily worship process can enhance the strengthening of a religious character. In addition to religious activities, religious values are also instilled in which there are honesty, trustworthiness, courtesy, and so on. Hadayani revealed that schools could make *Learning Management System* (LMS) in a web application that monitors student activities during online learning. In the web application, there is a checklist of activities that students fill in. These activities are filled every day by students under the guidance of parents and monitored by teachers. So it needs honesty from parents and students in filling it out [35]. In line with this,

Rohimah emphasized the importance of the role of the family as a teacher relationship in the online learning process and the use of technology media [29]. Warsah added that teachers must be able to motivate students, form excellent communication, and bind the emotional side of students to stay involved in learning. Teachers should simplify the learning process but package learning to be engaging, provide verbal reinforcement, increase student-teacher interaction opportunities, and communicate with parents to help guide their children's learning at home [31]. It is essential because, in practice, the religious learning process faces many obstacles.

4.2.2. Online Learning Evaluation

The assessment process is done in online learning education religion using a variety of methods. Assessment of cognitive aspects using the application *Google Forms*, Zoom, WhatsApp, and YouTube. The written test used is an objective or multiple-choice test. The instruments used in the assessment of cognitive aspects include assignments, exams, activities, and portfolios. Usage *Google Forms* during the online learning process is quite helpful for teachers to assess students' cognitive aspects in learning. In problems created in *Google Forms* give a relatively easy guide to understand so that students can work efficiently [28]. The psychomotor aspect can be done by giving assignments to students doing worship practices while being recorded and then sending the recorded video to the teacher. The delivery process can be conducted through the WhatsApp application or uploaded on YouTube and sent *links to* videos to teachers. Sustenance added in the affective aspect of the assessment process by involving the role of parents. The teacher makes a self-assessment that students, accompanied by parents, fill in. For that, honesty between students and parents is the key [28].

For this reason, teachers need to develop an appropriate evaluation model for online-based learning in religious learning. Susanto reported an increase in the quality of student learning after an appropriate online learning evaluation model was developed. This increase can be seen in the increase in the value obtained by students after using an online-based assessment system (test). The use of online-based questions and assessment applications in religious education subjects also increases student motivation in being active during the learning process, and, the use of online-based applications can also reduce students' time in working on questions during the assessment process [33].

In line with this, Hartanto stated that cheap and accessible information and telecommunication technology would eliminate space and time constraints with limited education. Several logical consequences that occur in the use of e-learning include (1) students

can easily access learning materials anywhere without being limited by time and place restrictions; (2) they can quickly learn and discuss with experts or experts in the field of interest; (3) learning materials can even be quickly taken in various parts of the world regardless of where they study. These opportunities still face challenges in terms of costs, readiness of information technology infrastructure, society, and regulations supporting the e-learning sustainability [36].

4.2.3. Online Learning Barriers

In general, two critical aspects hinder students in the online learning process. Obstacles in the technical aspect and the second obstacle in the aspect of the learning process. Constraints faced in online learning on religious subjects from technical aspects such as less than optimal internet access [22], [26], [34]. Many students complain that they cannot participate in the learning process because internet access in their area is not well-reached. The internet package assistance provided by the school is also considered insufficient because it is only given during exams [34]. In addition, some students do not have communication tools in the form of cell phones or laptops due to family financial problems [26]. Due to the pandemic conditions, it is also difficult for students who live in rural areas to access the internet outside the house.

The problem faced by students in the learning process is that students have physical complaints due to being in front of the screen every day [22]. Some teachers who only give assignments without giving the material well make the students feel burdened with the assignments given. It makes students less focused on learning. In addition, the evaluation process is also not running effectively [30].

4.2.4. Perspectives Of Students, Teachers, And Parents Regarding The Online Learning Process

Asri explained that some students are active and enthusiastic in the online learning process, and other students tend to be like students in general. Only some are active in learning. At each meeting, active students tend to change. Not only one or two children are active, but there seems to be a change in student activity. So it can be said that students have a tendency of interest that changes according to their mood [34]. It can be seen from the boredom aspect of the students in the online learning process. However, the results of different studies are shown by Saugi that there is a significant effect between online learning and interest in learning Religious education [23].

There are differences in teachers' perceptions of online learning in religious subjects. In areas where internet access is not smooth, teachers who have never attended PPG or online learning workshops always find

online learning challenging to implement, so religious education teachers prefer to give assignments to students. Religious Education teachers in areas with smooth internet access, PAK teachers who have attended PPG training and online learning activities feel that online learning is easy to implement. Even they believe that online learning provides positive motivation for them to be more creative and more skilled in utilizing ICT in learning [24].

Margolang explained that parents have a negative perception of the online learning process. Parents assume that online learning provides many limitations in interaction and learning assessment. The impact of parents' perceptions of learning is the gap between parents and the school, especially teachers. Parents are reluctant to participate in learning programs, especially assisting children in learning. Parents often raise criticism or protest against the learning system applied. Even parents think that online learning gives children a decline [27].

However, this study has limitations in terms of the number of references used. Limited access to database providers for electronic resources is an obstacle in conducting the research process. Besides, this research is also limited to articles in English and Indonesian.

5. CONCLUSION

This review was conducted to provide an overview of online learning conditions carried out in religious education. The review on 13 collected articles found four main themes in the study of online learning in religious education: Learning methods carried out in the online learning process, obstacles faced in the online learning process, Evaluations carried out in the online learning process, and the perspectives of students, teachers, and parents regarding the online learning process. This study has limitations on the aspect of the number of articles which may be insufficient. Future research is expected to be more comprehensive and sufficient in the use of appropriate databases. In addition, research can also be more comprehensive, not only articles in English and Indonesian.

AUTHORS' CONTRIBUTIONS

Ahmad Syafii initiated the ideas presented. Heri Retnawati completed the theory and discussion on Opportunities and Challenges of Online Learning Methods in Religious Education. All authors discussed the results and contributed to the final manuscript.

ACKNOWLEDGMENTS

REFERENCES

[1] A. Fathoni and H. Retnawati, Challenges and strategies of postgraduate students in online learning during the Covid-19 pandemic, J. Prima Edukasia, vol. 9, no. 2, Art. no. 2, Jun. 2021, DOI: 10.21831/jpe.v9i2.37393.

[2] A. Carlesso, Distance Education and Emergency Remote Teaching: An Analysis of the Italian School System Affected by the COVID-19 Pandemic, 2020.

[3] R. Ghosh and X. Jing, Fostering Global Citizenship Through Student Mobility: covid-19 and the 4th Wave in Internationalization of Education, Beijing Int. Rev. Educ., 2020, vol. 2, no. 4, pp. 553–570.

[4] M. S. Nugraha, R. Liow, and F. Evly, The Identification of Online Strategy Learning Results While Students Learn from Home During the Disruption of the COVID-19 Pandemic in Indonesia, J. Contemp. Issues Bus. Gov., 2021, vol. 27, no. 2, pp. 1950–1956.

[5] P. Putra, F. Y. Liriwati, T. Tahrim, S. Syafrudin, and A. Aslan, The students learning from home experiences during Covid-19 school closures policy in Indonesia, J. Iqra Kaji. Ilmu Pendidik., 2020, vol. 5, no. 2, pp. 30–42.

[6] M. Aristeidou and C. Herodotou, Online Citizen Science: A Systematic Review of Effects on Learning and Scientific Literacy, Citiz. Sci. Theory Pract., 2020. vol. 5, no. 1, pp. 1–12.

[7] F. Martin, T. Sun, and C. D. Westine, A systematic review of research on online teaching and learning from 2009 to 2018, Comput. Educ., 2020, vol. 159, DOI: 10.1016/j.compedu.2020.104009.

[8] D. Hamilton, J. McKechnie, E. Edgerton, and C. Wilson, Immersive virtual reality as a pedagogical tool in education: a systematic literature review of quantitative learning outcomes and experimental design, J. Comput. Educ., 2021, vol. 8, no. 1, DOI: 10.1007/s40692-020-00169-2.

[9] A. S. Khashaba, Evaluation of the effectiveness of online peer-based formative assessments (Peerwise) to enhance student learning in physiology: A systematic review using prisma guidelines, Int. J. Res. Educ. Sci., 2020, vol. 6, no. 4, pp. 613–628, DOI: 10.46328/ijres.v6i4.1216.

[10] A. Parmaxi, Virtual reality in language learning: a systematic review and implications for research and practice, Interact. Learn. Environ., 2020, DOI: 10.1080/10494820.2020.1765392.

[11] S.-Y. Chien, G.-J. Hwang, and M. S.-Y. Jong, Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions, Comput. Educ., 2020, vol. 146, p. 103751, Mar, DOI: 10.1016/j.compedu.2019.103751.

[12] Y.-J. Lan, Y.-H. Kan, Y.-T. Sung, and K.-E. Chang, Oral-performance language tasks for CSL beginners in Second Life, Lang. Learn. Technol., 2016, vol. 20, no. 3, pp. 60–79.

[13] R. D. Pinto, B. Peixoto, M. Melo, L. Cabral, and M. Bessa, Foreign language learning gamification using virtual reality—a systematic review of empirical research, Educ. Sci., 2021, vol. 11, no. 5, DOI: 10.3390/educsci11050222.

[14] R. A. Rasheed, A. Kamsin, and N. A. Abdullah, Challenges in the online component of blended learning: A systematic review, Comput. Educ., 2020, vol. 144, DOI: 10.1016/j.compedu.2019.103701.

[15] I. Das, B. Sharma, S. S. Rautaray, and M. Pandey, An Examination System Automation Using Natural Language Processing, in 2019 International Conference on Communication and Electronics Systems (ICCES), Jul. 2019, pp. 1064–1069. DOI: 10.1109/ICCES45898.2019.9002048.

[16] A. W. Muzaffar, M. Tahir, M. W. Anwar, Q. Chaudry, S. R. Mir, and Y. Rasheed, "A systematic review of online exams solutions in e-learning: Techniques, tools, and global adoption," IEEE Access, vol. 9, pp. 32689–32712, 2021, DOI: 10.1109/ACCESS.2021.3060192.

[17] M. Mukhlisin, Urgensi Pendidikan Agama di Era Disrupsi, Pros. Semin. Nas. KEAGAMAAN, vol. 1, no. 1, Art. no. 1, Mar. 2020, Accessed: Jun. 30, 2021. [Online]. Available: http://www.openjournal.unpam.ac.id/index.php/psnlkk/article/view/4624

[18] M. Haris and H. Auliya, Urgensi Pendidikan Agama Dalam Keluarga Dan Implikasinya Terhadap Pembentukan Kepribadian Anak, MASILE, vol. 1, no. 1, Art. no. 1, Aug. 2019.

[19] T. M. Mantovanny, Guru Agama Katolik Milenial Di Pusaran Penetrasi Digital Dan Urgensi Pendidikan Kritis, J. Perenn. Pedagogi, vol. 1, no. 1, Art. no. 1, Oct. 2019.

[20] M. Mesiono, Urgensi Pendidikan Agama Di Madrasah Dalam Membangun Kesolihan Sosial, EduTech J. Ilmu Pendidik. Dan Ilmu Sos., vol. 6, no. 1, Art. no. 1, Mar. 2020, DOI: 10.30596/edutech.v6i1.4441.

[21] A. C. Tricco et al., A scoping review of rapid review methods, BMC Med., vol. 13, no. 1, p. 224, Sep. 2015, DOI: 10.1186/s12916-015-0465-6.

[22] Karmin, Effectiveness of Online Learning Using Online Media During The Covid-19 Pandemic in Islamic Religious Education Learnings, Int. J. Econ. Manag. Bus. Soc. Sci., vol. 1, no. 1, pp. 61–67, 2021.

[23] H. Nurfarini. Z.R and W. Saugi, Pengaruh Kuliah Online Terhadap Minat Belajar Mahasiswa Pendidikan Agama Islam (PAI) di IAIN Samarinda, El-Buhuth Borneo J. Islam. Stud., vol. 2, no. 2, pp. 121–131, 2020, DOI: 10.21093/el-buhuth.v2i2.2330.

[24] J. Ambarita, E. Yuniati, and N. Sinaga, Persepsi Guru Pendidikan Agama Kristen Indonesia Terhadap Pembelajaran Online Di Tengah Covid-19 Dan Era Industri 4.0, J. Shanan, vol. 4, no. 2, pp. 174–193, 2020, DOI: 10.33541/shanan.v4i2.1999.

[25] D. Sulisworo, D. A. Kusumaningtyas, and T. Handayani, A Systematic Review: Student Focus on Online Learning Trends in Indonesia 2015-2020, Int. J. Adv. Sci. Technol., vol. 29, no. 5, p. 24, 2020.

[26] Firda Fitri Adila, Strategi Guru Pendidikan Agama Islam dalam Meningkatkan Hasil Belajar Melalui Pembelajaran Online Siswa Kelas Viiib Smp Muhammadiyah 6 Wuluhan Tahun Ajaran 2019/2020, repository.unmuhjember.ac.id, no. 1, 2020, [Online]. Available: http://repository.unmuhjember.ac.id/5540/11/K. artikel .pdf

[27] D. Margolang, S. Safitri, R. Rusmayani, and A. P. Sari, Pembelajaran Pendidikan Agama Islam pada Masa Pandemi Covid-19 (Kajian Persepsi Orang Tua tentang Efektivitas Pembelajaran Berbasis Online di Mis Al Fajar Sei Mencirim), Al-Ulum J. Pendidik. Islam, vol. 1, no. 3, Jan. 2021, DOI: 10.30596/al-ulum.v1i3.87.

[28] P. Rezeki, Teknik Pelaksanaan Evaluasi pembelajaran Pendidikan Agama Islam Berbasis Online Masa Pandemi Covid-19, -Tarb. Al-Mustamirrah J. Pendidik. Islam, vol. 1, no. 1, pp. 61–61, 2020, DOI: 10.31958/atjpi.v1i1.2533.

[29] H. Rt Bai Rohimah, Solusi Pembelajaran Agama Islam Online Di Masa Pandemi, Pros. Semin. Nas. Pendidik. FKIP Univ. Sultan Ageng Tirtayasa, vol. 3, no. 1, pp. 340–350, 2020.

[30] N. N. Suartini, Efektivitas Pelaksanaan Belajar Dari Rumah (BDR) Secara Online Di Masa Pandemi Covid 19 Pada Mata Pelajaran Agama Hindu, Inov. J. Guru, vol. 7, no. 15, pp. 90–94, Mar. 2021.

[31] I. Warsah, Islamic Religious Teachers' Efforts To Motivate Students and Implement Effective Online Learning, Edukasi Islami J. Pendidik. Islam, vol. 10, no. 01, pp. 383–383, 2021, DOI: 10.30868/ei.v10i01.1210.

[32] C. F. A. A. S. Kusumaningrum, Pengembangan Purwarupa Aplikasi Media Pembelajaran Online Pendidikan Agama Katolik dan Budi Pekerti SMP Kelas VII Materi Tumbuh dan Berkembang Seturut Teladan Yesus, repository.usd.ac.id, 2021, [Online]. Available: https://repository.usd.ac.id/37548/2/161124014_full.pdf

[33] E. Susanto, Pengembangan Model Evaluasi Pembelajaran Berbasis Online pada Mata Pelajaran Pendidikan Agama Islam di SD Negeri 3 Sekongkang, J. LENTERA J. Studi Pendidik., vol. 2, no. 1, pp. 9–24, 2020, DOI: 10.51518/lentera.v2i1.17.

[34] F. A. Asri, M. Hanief, and A. Z. Sufiyana, Strategi Guru Pendidikan Agama Islam dalam Meningkatkan Minat Belajar Siswa Melalui Pembelajaran Online (Daring) Kelas XI Otomatisasi Dan Tata Kelola Perkantoran Di Sekolah Sekolah Menengah Kejuruan Ardjuna 01 Malang, Vicratina J. Pendidik. Islam, vol. 5, no. 9, pp. 72–78, Aug. 2020.

[35] T. Hadayani, N. Utami, and K. Abdullah, Implementation of Religious Character Education in Online Learning for Elementary School, Proc. 1st Annu. Int. Conf. Nat. Soc. Sci. Educ. ICNSSE 2020, vol. 547, 2021, DOI: 10.2991/assehr.k.210430.010.

[36] W. Hartanto, Penggunaan E-Learning Sebagai Media Pembelajaran, J. Pendidik. Ekon. J. Ilm. Ilmu Pendidik. Ilmu Ekon. Dan Ilmu Sos., vol. 10, no. 1, Art. no. 1, Nov. 2016, Accessed: Jul. 01, 2021. [Online]. Available: https://jurnal.unej.ac.id/index.php/JPE/article/view/3438