



The Perception of Islamic Education Teachers Towards Online Learning in Islamic Subject at SMA Negeri 1 Godean

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Abstract. This study aims to find out the perception of Islamic Education teachers towards online learning in PAI (Islamic Education) subjects in SMAN 1 Godean in the 2020/2021 school year. This research used a qualitative approach with case study. The subjects of this study were three informants, namely the Vice Principal of Curriculum and two PAI teachers. Data collection techniques used interviews, observation, and documentation. Meanwhile, the data analysis techniques used were data reduction, data presentation and conclusion drawing. The results of this study showed that PAI teachers' perception of online learning was divided into positive impacts and negative impacts. The positive impacts were (1) teachers found it easier to teach, (2) a hybrid learning model or Blended Learning could be used (3) students became independent and more familiar with the technology. Meanwhile, the negative impact was the emergence of boredom both among students, teachers and parents. There were also obstacles faced during online learning in the form of (1) attendance, (2) collection of tasks, (3) assessment of attitude aspects, (4) teachers' monitor of students, (5) teachers' technology capabilities, (6) learning website capacity (7) provision of materials through e-learning (8) tasks given by teachers (9) lack of students' absorption of knowledge (10) internet connection. The results of this study also showed the efforts of the school and PAI teachers in overcoming obstacles during online learning by (1) conducting training, (2) providing exam places, (3) listening to input from students (4) not burdening students (5) familiarizing themselves with students (6) communicating with parents or guardians of students.

Keywords: online learning · PAI · perception

1 Introduction

Learning has a strategic position in improving the quality and capacity of a person to help him navigate the realm of life (Musanna et al., 2017). The education process is required to provide appropriate care, treatment and guidance in the personality, intellectual, and physical development of its students so as to create a complete source of human energy (Musanna et al., 2017). However, with the spread of an outbreak originating from

Wuhan, China, in December 2019, the outbreak was given the name COVID-19 (Hamid et al., 2020), then spread to Indonesia on March 2, 2020 (Giap, 2020). This condition encourages changes in the world of education, the educational process starting from Kindergarten (TK) to tertiary institutions, which originally used close and personal techniques or often called face-to-face learning processes, but now it changed into an online one (Napitupulu, 2020). This is in accordance with the government's regulation through the Minister of Education and Culture, circular letter Number 36963/MPK.A/HK/2020 concerning "Online learning and working from home in order to prevent the spread of coronavirus disease (COVID-19)". This is carried out in order to break the chain and prevent the spread of the epidemic from continuing to spread (Giap et al., 2020).

Online learning or e-learning is a way to carry out a teaching and learning process that is mediated using computer systems and the internet to deliver teaching materials in digital form, which is supported by an electronic system and device (Giap et al., 2020). Meanwhile, offline learning is a learning framework in which there are several strategies, for example, home visits and exploring using media, materials, children's worksheets (LKS), media, independent study modules, and teaching materials in printed form that is around the home area and have been arranged by the educator (Suhendro, 2020).

E-learning is also an innovation that has a major contribution to changing the learning process. Therefore, learning is not limited to just listening to the descriptions of the material provided by the teaching staff. Through e-learning, students are also not required to come to places where they carry out their knowledge, such as schools, universities, and courses. E-learning also provides flexible time for students when they get assignments given by the teacher (Giap et al., 2020).

However, no matter how good the process is, there are bound to be problems or obstacles. Online learning in its implementation has obstacles. For example, some students do not have cellphones, while other cellphones' are lacking or constrained by internet signals. Then, some parents have no understanding of technology. This makes it difficult for parents to help their children with their work. Cases like this hinder and educators need to repeat the notification of the task so that it is conveyed properly to the parents of students. Even before the start of online-based learning, students could not open documents from the WhatsApp application because they did not know about the application (Anugrahana, 2020).

The impact of online learning is divided into positive and negative impacts. The positive impact is when online-based learning affects learning well because children can know and learn online and take advantage of existing innovations wisely, and are more aware of how to use electronic devices or media that can help in online-based learning (Ainur Risalah et al., 2020). While the negative impact is that many students experience boredom because they are online, so they sometimes answer questions carelessly. The motivation and concentration of children's learning at home and at school are clearly very different. Sometimes the photos of assignments sent on WhatsApp are unsatisfactory, making it difficult for educators to handle them (Anugrahana, 2020).

Researchers take online learning on PAI subjects because; First is to limit the problem under study so that the research does not expand to things that are not in accordance with the research objectives. Second, to add insight to researchers about the online learning process in PAI subjects and to find out the perceptions of PAI teachers about learning

online at SMAN 1 Godean. The third is to find out the problems faced by PAI teachers at SMAN 1 Godean when delivering PAI subject matter. Therefore, the researcher is interested in conducting research by raising the issue of online learning at SMA Negeri 1 Godean, and the researcher takes the title “Perceptions of Islamic Religious Education Teachers towards Online Learning in Islamic Religious Education Subjects at SMA Negeri 1 Godean”.

2 Research Methods

This research uses a qualitative approach with the type of case study research. Researchers conducted research at SMA Negeri 1 Godean. The subjects of this study were three informants, the vice principal of the curriculum and two PAI teachers. The object of this research is online learning in Islamic religious education subjects at SMA Negeri 1 Godean.

Based on the research approach, the data collection techniques were through interviews, observation and documentation. Then in analyzing the data, researchers used the Miles and Huberman model, which consisted of data reduction, data presentation, and conclusion drawing.

3 Results and Discussion

3.1 PAI Teachers’ Perceptions of the Implementation of Online Learning in PAI Subjects at SMAN 1 Godean for Academic Year 2020/2021

3.1.1 The Online Learning Process for PAI Subjects at SMAN 1 Godean

As the 2019 coronavirus caused many schools to immediately go online in March 2020, many teachers had significant training and experience in teaching in their homes but little or no experience teaching online learning. All classes will soon be online, and some schools are still unsure when they will return to their usual classroom setting in full. Regardless of the online experience, all teachers are required to learn to adapt to online teaching quickly (Schrenk et al., 2021). The COVID-19 pandemic has presented real challenges for educators everywhere (Ozfidan et al., 2021). The learning process is divided into three, lesson planning, learning implementation and learning evaluation.

The teacher’s learning planning prepares the material according to the reference book and chooses a suitable learning method to use when delivering the material to be given. Then the implementation of learning is carried out by the teacher through E-learning at SMA Negeri 1 Godean, Zoom Meetings or GoogleMeets. The implementation of learning begins with the teacher giving greetings and then motivation, such as maintaining progress and always praying five times a day. After that, the teacher provides material in the form of words, audio or video files adapted to suitable learning methods for the material provided. Next, the teacher gives assignments with attendance. Meanwhile, the evaluation of learning is done by giving assignments to students, and when using Zoom Meetings, the teacher uses the Zoom Meetings media to reflect on students’ learning material that has been taught in previous lessons. So that the teacher knows the students’ understanding of the material previously given.

3.1.2 Facilities Used During Online Learning at SMAN 1 Godean

Technological advances at a rapid pace, and teachers at all levels adjusting to the impact of COVID-19 on their learning, preservice teachers must commit to the vulnerabilities and challenges of trying new technologies in teacher preparation programs, where they can feel safe and comfortable, supported in learning and applying something new (Smith, 2021).

Apart from the advancement of various technologies used in online learning, teachers and students cannot be separated from the internet. The internet is a space where teachers can engage informally with teaching materials and collaborate globally to gain insight into educational issues and best practices (Macià & García, 2016). In online learning, the internet is an important thing that helps teachers and students in their learning. Teachers need the internet to broaden their knowledge and choose the media used for learning to be more varied. Then students use the internet to increase their knowledge of the material taught by the teacher or use the internet for independent learning. SMAN 1 Godean used two learning websites, at the beginning of online learning the school used the Jogja Learning Class website which was managed by DIKPOR (Department of Youth & Sports Education) Jogja Region. After a few months, the school changed Jogja Learning Class to E-learning SMAN 1 Godean or Moodle-based LMS (Learning Management Systems), which the school managed independently. The menus from the website can be made according to the needs of the school so as to make it more organized.

3.1.3 The Curriculum Used During Online Learning at SMAN 1 Godean

The special conditions curriculum provides flexibility starting from the subject matter given by the teacher and the time of the lesson. In the curriculum, there are special conditions such as distance learning syllabus and distance learning plans. The distance learning syllabus and lesson plans contain KI KD (Core Competence Basic Competencies), which are the main ones to be taught, or the existence of KD is reduced. This means that in the distance learning syllabus and lesson plans, there are basic or essential learning materials, and there are learning materials that are reduced or combined because of the similarity of these materials.

Schools are freed to use the special conditions curriculum or the national curriculum on the condition that students are able to follow the learning. So schools can use the national curriculum or the 2013 curriculum with a record that students are able to follow the lessons given by the teacher well.

3.1.4 The Scope of the PAI Material Provided During Online Learning at SMAN 1 Godean

Learning material is the most important thing in the learning process. Moreover, nowadays, the teacher provides basic or essential material without burdening the student. The selection of essential material is because it is the main material, then not all materials need to be delivered. There are materials that students can study independently. So, the MGMP (Subject Teacher Consultation) for SMA, especially West Sleman, gives the option of having a minimum of material to be delivered to students. Even if the material

delivered can be more, it is much better if you choose not to. The scope of the material provided at SMAN 1 Godean is in accordance with the KI KD (Core Competence Basic Competence) contained in the syllabus and RPP (Learning Implementation Plan) distance learning.

Some materials were omitted, but SMAN 1 Godean continued to provide them as enrichment because when doing the UTBK (Computer Based Written Examination), the material was still being asked. The school is not pleased if the students continue to experience a decline in terms of learning and assessment because at the high school level, it is not just about passing. Rather, it is an assessment from the public regarding the percentage of the UTBK (Computer-Based Written Examination) score, then the ranking seen from the UTBK (Computer-Based Written Examination) scores of students and the number of students who enter SNMPTN (National Selection for State Universities) and the number of students who enter SNMPTN (National Selection to Enter State Universities). The school doesn't have a problem with the SNMPTN (National Selection to Enter State Universities) because it uses report cards, but when the UTBK (Computer-Based Written Examination) students take a test and from the test the material must be complete. So, the scope of the material provided at SMAN 1 Godean focuses on the main or essential material, and other materials are still being taught and are used as enrichment.

3.1.5 PAI Learning Methods Used During Online Learning at SMAN 1 Godean

The learning method is a process carried out by the teacher in delivering learning material to his students. Learning methods are very influential on the success of teachers in delivering the material provided. SMAN 1 Godean gives the teacher the freedom to choose the learning method used but on the condition that the teacher must use a scientific approach.

The selection of learning methods taken by the teacher is required according to the needs of students in their learning, starting from students who learn visually, audio, audio-visual or kinesthetic. It affects students in absorbing the material provided by the teacher. The teacher should be well aware of the student's learning style so that the teacher can use a variety of methods so that the student can accept the material according to his learning style.

The learning method through visuals is material that is related to visuals. The teacher displays pictures, and students are asked to analyze how students think about the images displayed and related to the arguments or material being discussed. The learning method through audio is material related to audio. The teacher makes a recording of the material that will be taught through the Anchor and Spotify applications to maximize the results of the recording, which is then uploaded to the LMS (Learning Management Systems). The audio-visual learning method is a combination of sound and images, so it can be said that audio-visual is in the form of video. Materials that require audio-visual teachers to make video recordings will later be uploaded on PAI SMAGO's YouTube, and the link will be uploaded on LMS (Learning Management Systems). While learning uses discussions or presentations, the Discussion Method at SMAN 1 Godean is through Google Meet and Zoom. Discussions are carried out along with group discussions or group presentations.

3.1.6 The Assessment System for PAI Subjects During Online Learning at SMAN 1 Godean

The assessment system during online learning is a new challenge, especially for PAI teachers, because PAI subjects tend to be attitudinal. The scoring system is based on three aspects: cognitive, affective and psychomotor aspects.

The Cognitive Domain contains behaviors that emphasize intellectual aspects, such as knowledge and thinking skills (Madya, n.d.). The assessment system used at SMAN 1 Godean is more so for the assessment in the aspect of knowledge by the way the teacher maximizes with daily tests and online tests in the form of multiple-choice, true or false, and short essays, then through the Mid-Semester Examination and Year-End Assessment which was carried out using E-learning at SMA Negeri 1 Godean.

The affective domain includes behaviors related to emotions, such as feelings, values, interests, motivations, and attitudes (Madya, n.d.). In assessing the aspect of the teacher's attitude, he takes the discipline, responsibility, and honesty of the student. To make it easier for teachers to assess the attitude aspect, they use an attitude assessment journal. This journal contains assessments from one class. For example, students who are diligent, proactive or students who are lazy are recorded in the attitude assessment journal. The Psychomotor Domain contains behaviors that emphasize manipulative functions and motor skills/physical abilities, swimming, and operating machines (Madya, n.d.). Assessment of skills aspects is assessed through the link provided by students, for example, in the practice exam of reading the Qur'an, prayer practice and *Khutbah* practice.

3.1.7 PAI Teachers' Perceptions of Online Learning on PAI Subjects at SMAN 1 Godean Academic Year 2020/2021

Online learning makes a difference in the views of every teacher who experiences it, including the teacher at SMAN 1 Godean. The PAI teacher's view of online learning is divided into positive and negative terms. The positive thing is that it makes it easier for teachers because teachers do not need to create double content for different years since when the teacher has made content for this school year, it can be reused in the coming school year.

The learning model is hybrid learning or blended learning because in its application, students who are at home or taking online learning at home can feel the classroom atmosphere like when learning face-to-face. This makes students not bored because they only hear the voice of the teacher, but students can also hear the sound of their friends laughing or answering questions from the teacher. Students become independent and more familiar with IT. This is because online learning requires students to be more independent in learning and more familiar with IT (Science and Technology) so that students can learn to keep up with changes in technology used in learning. A variety of media used by teachers in their learning requires students to learn and develop in the use of technology media to follow the learning well.

With this independence, students can find out learning knowledge from various sources on the internet. This must be accompanied by the IT skills of these students so that learning can run well. As students' IT skills develop, students will know the

best way to online learning according to their learning style. The negative thing is the emergence of a sense of boredom from teachers, students and even parents. There are several reasons for this boredom; boredom from teachers is caused because teachers prefer face-to-face learning, and when online learning happens, the goal of learning is hampered or lacking due to the limited conditions and time of the subject. The boredom of students is caused by the monotonous online learning method, so students feel bored with the methods used by the teacher. As for the boredom of parents, it is caused by their children studying at home and parents cannot accompany or help their children continuously due to limited time and knowledge.

3.2 Constraints Faced in the Implementation of Online Learning on PAI Subjects at SMA Negeri 1 Godean for the Academic Year 2020/2021

3.2.1 Obstacles Faced by PAI Teachers in the Implementation of Online Learning at SMAN 1 Godean

Some of the obstacles faced by PAI teachers in the implementation of online learning are, first, attendance and collection of assignments from students. The teacher has notified the students to take attendance, but some are still late in attendance. Then some students often collect assignments when it is near the last time they are collected, and there are even students who are late in collecting their assignments. The second is the assessment of the attitude aspect. In assessing the attitude aspect, due to limited conditions, it is difficult for the teacher to get value from this aspect. The importance of the attitude aspect in this day and age refers to the vision of the school at SMAN 1 Godean. Attitudes or morals are placed first, and to assess aspects of these attitudes, the teacher experiences difficulties starting from the time, place and method.

Third, teacher monitoring, teachers have difficulty monitoring students when teaching and learning activities occur. Then, regarding the task in the form of words, the teacher cannot find out that the assignment belongs to the student or only copies and pastes his friend's, except for handwritten assignments. Fourth, the ability of teachers in technology is not sufficient. So that makes the learning process a little hampered. This is because teachers do not really understand the online learning system, which is new for them. Therefore, teachers must adapt first, especially older teachers, so that learning can run well.

3.2.2 Obstacles in Using Facilities During Online Learning at SMAN 1 Godean

The use of online learning facilities has problems with the capacity of the learning website and the provision of materials through e-learning. The initial use of online learning facilities, Jogja Learn Class on the website because it is a learning website that starts learning online, so it is widely accessed by schools at all levels in the Jogja area, so the website capacity is down. Because many Jogja schools access it, Class Learning could not be accessed for some time, so the teacher regressed to using WhatsApp. After a few months, the school moved to LMS (Learning Management Systems) which is managed independently. Because if you use Jogja Learning Class and there is a problem on the website, it will be difficult to solve it.

The obstacles in the LMS (Learning Management Systems) in schools are the same as in LMS (Learning Management Systems) in other schools. For example, when there is reading or material, there is no sign that the student has read the material given by the teacher. So the teacher does not know whether the student has read it. And the teacher also cannot know the duration of reading from the student in reading the material.

Cheng (2020) found that when teachers were familiar with online synchronous classroom learning, a common initial plan was to switch to video lectures during the scheduled time these videos could be recorded and posted on the school's LMS (Learning Management Systems). However, videos are often less useful than intended and often need improvement (Bezuidenhout, 2018).

3.2.3 Obstacles Faced by SMAN 1 Godean in Implementing the Special Conditions Curriculum

At the beginning of the implementation of the special conditions curriculum at SMAN 1 Godean, the obstacle was the selection of media used to accommodate students in one class. Even though there are several options, teachers don't really know the ins and outs of using these media, such as using Google Classroom, Zoom Meetings or Google Meet. So, the obstacle to implementing the special conditions curriculum at first, especially for PAI subject teachers, was that the teacher had difficulty choosing the media.

So the teacher still uses improvised media or uses media that the teacher understands how to use, for example, using WhatsAppGroup.

3.2.4 Constraints Faced by Students During Online Learning at SMAN 1 Godean

Constraints faced by students are important things that teachers must know. It is because students are the ones who experience the biggest impact when the learning system changes from face-to-face learning to online learning. Some of the obstacles faced by students during online learning are, first, the tasks given by the teacher. Assignments are given by teachers to students almost every day, or almost every subject gives assignments, so students feel burdened with piled-up assignments, although it is meant to bind students and measure whether students have read the material given by the teacher or not. But more and more assignments are given according to the subjects studied.

Second, the lack of students' absorption of knowledge, online learning is more difficult because students have to learn on their own and independently. Due to limited conditions, students are required to study independently, and this is burdensome for students. When online learning, students' absorption of knowledge becomes less. This is because students are bored with online learning, and it is also a new thing for students, so students have to adjust again to existing conditions. The impact of this is that students' understanding of the material provided by the teacher feels lacking. Third, internet signal, in the early days of using Zoom Meetings and Google Meet at SMAN 1 Godean, the problem faced by students was signal problems for some children. And this can be overcome by students so that it is not too burdensome for students when talking about aspects of internet signals.

The criteria that students recognized as the definition of effective online teaching during the COVID-19 pandemic were Motivating students to excel, communicating

effectively, meeting student needs, providing access to a variety of content, providing a well-organized learning structure, providing multiple resources, providing feedback that explains, and facilitates meaningful discussion (Ozfidan et al., 2021).

3.3 The Solution to the Obstacles Faced in the Implementation of Online Learning on PAI Subjects at SMAN 1 Godean for the Academic Year 2020/2021

Online learning with all kinds of obstacles ranging from teachers, facilities and students encourages schools to provide solutions to these obstacles. Solutions are used to overcome or minimize the obstacles faced by teachers and students or obstacles regarding facilities. The solutions to these obstacles are divided into solutions from the school and solutions from PAI teachers.

3.3.1 Solutions from the School

The SMA Negeri 1 Godean school provides a solution; First, conduct training. At the beginning of the pandemic, the SMAN 1 Godean school held training. Precisely when the announcement of the pandemic was enforced and the school closed, the school immediately initiated the free use of any media for teaching, for example, Jogja Learn, Google Classroom and WhatsApp Group. The school of SMAN 1 Godean held training on making classes in Jogja Learning Class, training on making classes in Google Classroom and training on making questions using Google Forms. A few months later, it turned out that students felt bored if they only used Microsoft Word files. To respond to this, SMAN 1 Godean provided training for teachers to use Learning Management Systems, such as how to fill in the e-learning, take attendance and assessment. When the PAT (End of Year Assessment) was conducted in 2020, the school held training on the use of Examview. This training makes it easier for students when carrying out tests so that questions, editorials and answers to the questions can be read easily.

Second, providing a test place for students. When there are problems such as signal problems or quotas while the exam is in progress, students are allowed to go to school to carry out exams in the computer laboratory because problems related to electronic things cannot be predicted. Therefore, schools try not to force students when experiencing problems related to electronics.

3.3.2 Solutions from PAI Teachers

The teacher can provide solutions based on the constraints experienced by the class or students they support and the obstacles experienced by the teacher himself. The solution from the teacher is first to listen to input from students. Teachers must listen to input from their students because they are the ones who experience or feel the most impact. Because the learning needs of each student are different, for example, some students are suitable for visuals, then some are suitable for audio, and some are suitable for kinesthetics. So it must be considered by the teacher in terms of teaching students' needs is the most important thing. Second, it does not burden students. When met with obstacles related

to electronic devices and when these obstacles are forced, it will burden the student. Therefore, teachers must find alternatives to overcome or minimize these obstacles.

Third, familiarize yourself with students. Teachers need to communicate or familiarize themselves with students because when students have problems in collecting assignments, the teacher can find out the reason. It is because the teacher has a dual role and is very strategic in relation to the needs of students. The intended role is the teacher as a teacher, the teacher as a parent, and the teacher as a study colleague. The main job of the teacher is to teach and educate students, who strive so that all students are able to master the science and technology that is taught well. The role of teachers as parents, a place to pour out all the feelings of students, a place to complain about students when they are disturbed. Teachers may act as colleagues, partners for various experiences, and argumentation opponents in informal discussions (Inah, 2015).

Fourth is communication with the parents. Teachers must communicate with guardians or parents of students because parents will know what obstacles their children face while carrying out online learning. The teacher can communicate this through the homeroom group. As a result, the parents can help to find alternatives with the help of teachers on what should be done so that their child's learning process goes well.

4 Conclusions and Suggestions

After the study, the answers to the research questions are presented as follows:

1. Online learning on PAI subjects at SMAN 1 Godean is carried out using LMS (Learning Management Systems), which the school manages independently. The scope of the PAI material provided is essential material or in accordance with the KI KD from the distance learning syllabus following the curriculum of special conditions. While the PAI learning method adapts to the material provided, the scientific approach must be applied. Accordingly, the assessment system for online learning on PAI subjects includes three aspects: cognitive, affective, and psychomotor. PAI teachers' perceptions of online learning in PAI subjects are the boredom in learning. Second, there is an increase in terms of learning. Third, make students more independent in learning and more familiar with IT. Fourth, the online learning model can later become a Blended Learning model.
2. Obstacles faced in the implementation of online learning are divided into four: obstacles experienced by PAI teachers, obstacles in using online learning facilities, obstacles in implementing the curriculum for special conditions, and obstacles experienced by students. Constraints experienced by teachers in the form of teachers experiencing difficulties in assessing aspects of attitudes, student attendance, collecting assignments and monitoring students. Then the problem with using online learning facilities is that when the teacher provides material, the teacher cannot monitor whether the student has read the material or not. The obstacle when initially implementing the curriculum was the special conditions of the teacher. It was difficult to choose the media used to suit the students in one class. While the obstacles experienced by students are that students are burdened with piling tasks, online learning is more difficult because students have to study independently, students' absorption of knowledge becomes less, and the last is internet signal problems.

3. The solution to the obstacles experienced during online learning is that schools hold IT skills training for teachers. At the same time, the solution from the PAI teacher is to hear input from students, not to burden students when dealing with electronic devices, to familiarize themselves with students and to communicate with parents or guardians of students.

In this study, researchers suggest schools maximize online learning facilities such as LMS (Learning Management Systems) that schools manage with the aim of minimizing the obstacles that exist in these online learning facilities so that learning can run well. Researchers also suggest that PAI teachers continue to listen to the input given by students because students are the ones who experience the biggest impact, so teachers need to pay attention to the students they support. Then the teacher does not burden students when dealing with electronic device problems and always familiarizes themselves with their students. The researcher provides suggestions for future researchers to expand the results of the research. It is suggested that further research can be conducted on the perception of PAI teachers towards online learning in PAI subjects in senior high schools by making comparisons with other schools. This further research can be done to learn more about PAI teachers' perceptions of online learning in senior high schools. Every school has different teachers and various solutions, so the perception of online learning must also be different.

Acknowledgements. My thank to Anies Rachmania SS (Principal of SMA N 1 Godean) who has allowed researchers to conduct research at SMA N 1 Godean. My thank to Tri Ismiyati (Vice Principal of Curriculum at SMA N 1 Godean), Sri Handayani (Islamic Education Teacher at SMA N 1 Godean) and M. Aziz Fajri (Islamic Education Teacher at SMA N 1 Godean) who have supported and helped in providing data as well as information for research purposes.

Authors' Contribution. DAS participated in researched the topic in the manuscript (collecting data, analyzing data and drawing conclusions) and drafted the manuscript. T participated in coordination, helped and translated draft the manuscript. All authors read and approved the final manuscript.

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