

# ONLINE LEARNING FOR ISLAMIC EDUCATION IN THE INSAN MADANI INTEGRATED ISLAMIC JUNIOR SECONDARY SCHOOL 8 TANGERANG SELATAN DURING THE COVID-19 PANDEMIC: A CASE STUDY

*Pembelajaran Daring untuk Pendidikan Agama Islam pada Masa Pandemi Covid-19 di SMP Islam Terpadu Insan Madani 8 Tangerang Selatan: Studi Kasus*

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**INFORMASI ARTIKEL**

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**ABSTRACT:**

The objective of this research was to analyze the impact of implementing online learning from home during the Covid-19 pandemic, especially for Islamic Education subject matter. The research was conducted at SMP Islam Terpadu Insan Madani 8 Jurangmangu, Tangerang Selatan-Banten, one of the Islamic Junior Secondary Schools at Jurangmangu, Tangerang Selatan, Banten. The research was conducted in a qualitative approach with data collection techniques through interviews, observation, and documentation. The study indicated that the online-based learning during the Covid-19 pandemic was carried out quite well following the government circular letters No. 4/2020 and No.15 of 2020. Some obstacles faced are unstable internet signals and limited facilities. Some examples of the obstacles were (1) the use of one smartphone for online learning in a family, so they had to take turns with siblings at home, (2) teachers had difficulty in providing practical learning

materials, and (3) some parents had difficulties in operating gadgets and explaining the Islamic Education materials to their children. Some solutions in overcoming these obstacles were (1) to make changes to the online learning platform so that easier for parents to facilitate their children to learn from home, and (2) to provide internet credit subsidies by providing tuition waivers by 33%.

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## INTRODUCTION

Covid-19 or Coronavirus Pandemic-19 is an infectious disease caused by the SARS-Cov-2 that was first discovered in Wuhan, China at the end of 2019 (Ceraolo & Giorgi, 2020) This virus infects humans like other 6 types of coronavirus found earlier such as 229E, NL63, OC43, HKU1, SARS-CoV, and MERS-CoV (Susilo et al., 2020; Wahyuniarti & Arifin, 2020). The virus is known to have spread to more than 200 countries in the world, including Indonesia. Based on real-time data, as of 4:38 pm CEST, 25 August 2021, the cumulative number of infected victims worldwide is 213,050,725, and 4,448,352 have died (World Health Organization, 2021). This number will keep on continuing to increase as long as a truly effective drug has not been found or herd immunity has not been formed.

The Covid-19 pandemic had changed many aspects of human life. The Covid-19 pandemic has had a profound effect on the world of education. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) reported that the Covid-19 outbreak has translated into a major education crisis. Nearly 190 countries have imposed school closures, affecting 1.5 billion children and young people (UNESCO, 2020).

Likewise, the situation in Indonesia, the pandemic forced the closure of schools to avoid a massive transmission of Covid-19. However, education should not stop. Minister of Education and Culture of the Republic of Indonesia, Nadiem Anwar Makarim revealed that the Covid-19 pandemic has shown the extent of a country's resilience in implementing adaptive education policies, both to the times and changes in social conditions of society (Puspitasari,

2021; Suprawesta, Manullang, & Maruf, 2021). Indonesia, as one of the countries fighting against Covid-19, is also continuing to struggle to provide quality education services, especially for the nation's next-generation

Education is an activity in guiding student activities in learning, regulating, and organizing the environment around students, as well as providing conditions that stimulate student activities/learning objects to acquire knowledge, skills, values, and attitudes that can bring changes in behavior and self-awareness (Sardiman, 2018). Education can be conducted in the form of face-to-face mode or through distance education. Distance education can be simply defined as a method of teaching where the students and teacher are physically separated. It can utilize a combination of technologies, including correspondence, audio, video, computer, and the internet (Kentnor, 2015; Rofe, 2004). It is also known by various names such as distance learning, e-learning, mobile learning, or online learning (Armstrong-Mensah, Ramsey-White, Yankey, & Self-Brown, 2020; Simonson & Berg, n.d.).

Distance learning can be divided into two categories, namely online learning, and offline learning. Online

learning refers to the learning process using the internet as a channel. While offline learning is a distance learning activity using media as a channel. This distance learning category covers the use of self-learning materials, audio and video learning media, radio, television, and other media that can be accessed without using the internet as a channel.

Online Learning is a process of interaction between teachers and students using the internet as a communication channel. Isman in Pohan defines online learning as the use of the internet network in the learning process (Pohan, 2020). The use of the internet in learning in this network functions as a tool facilitating the learning interactions between the students and teachers. Through distance learning, the learning process can be more interactive and flexible. Online learning can be characterized as the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, at any time, in any rhythm, and with any means (Cojocariu, Lazar, Nedeff, & Lazar, 2014; Dhawan, 2020).

In terms of mode of interaction, online learning can be divided into two categories, that is, synchronous and asynchronous. Synchronous learning is an online learning process that takes

place in real-time where students and teachers interact directly at the same time (Redmond, Parkinson, Mullally, & Dolan, 2007). Synchronous learning refers to learning/teaching that takes place simultaneously via an electronic mode. Synchronous voice or text chat rooms provide an opportunity for student-teacher and student-student interaction. Apart from chatting, video conferencing facilitates face-to-face communication. Web conferences through surveys, polls, and question-answer sessions can turn out to be more interactive than video conferencing (Perveen, 2016).

Synchronous learning is a suitable method to replace face-to-face learning during the Covid-19 pandemic where teachers and students have not been familiar yet with distance learning. Learners and teachers experience synchronous e-learning as more social and avoid frustration by asking and answering questions in real-time. Synchronous sessions help e-learners feel like participants rather than isolated (Hrastinski, 2008).

Asynchronous learning is an online learning process that does not require direct meetings between teachers and students. Asynchronous learning is commonly facilitated by media, such as e-mail and discussion boards,

which support work relations among learners and with teachers, even when participants cannot be online at the same time (Mairing, Sidabutar, Lada, & Aritonang, 2021; Skylar, 2009; Xie, Liu, Bhairma, & Shim, 2019). It is thus a key component of flexible e-learning. This asynchronous online learning provides opportunities for students to learn from anywhere and at any time according to their opportunities (Hrastinski, 2008).

Asynchronous online learning is the most widely used online learning method because of its flexibility. The opportunity for delayed response allows them to use their higher-order learning skills as they can keep thinking about a problem for an extended period and may develop divergent thinking (Perveen, 2016).

Online learning or e-learning will not be able to run well and achieve the expected results if it is not carried out properly and carefully. There are eight main keys to success in implementing online learning. The keys are (1) institutional, the ability of educational institutions to provide infrastructure to support the success of the online learning environment; (2) management, the way to manage content, distribute learning materials, and maintain online learning systems; (3) technology, the necessary

hardware to support online learning; (4) pedagogy, how the learning methods used in online learning and the analysis mechanism; (5) ethics, how online learning takes into account social, political, cultural, legal and geographical factors that need to be considered; (6) interface, how to design the interface of the site or online learning system and support easy navigation; (7) support, how communication and online learning resources can be used each other; and (8) evaluation, the overall online learning evaluation process which includes the development, program, and assessment process (Khan, 2005; Susanti et al., 2020).

Many technologies can be used to facilitate online learning. These technology can be used together or independently. These technologies include virtual classrooms such as Moodle, Google Classroom, Edmodo, Schoology, etc.; video conferencing: Zoom, WebEx, Google Meet, Microsoft Team, etc.; and instant messaging: Telegram, WhatsApp, Line, etc.,

Among those media, WhatsApp has grown in popularity due to its benefits such as being able to send real-time messages to an individual or groups of friends simultaneously, low cost, and privacy (Cetinkaya, 2017). Teachers prefer to use WA (WhatsApp) in

supporting online learning since WhatsApp is considered more practical, easier for children to understand; more effective because it does not require a lot of internet data packages in the learning process, and parents and guardians of students are also easier to operate the WA application and can be reached by many groups (Anugrahana, 2020).

Efforts to maintain the continuity of educational services for students in Indonesia were carried out by implementing a learning from home policy. This policy is regulated in the Minister of Education and Culture Circular Letter Number 4 of 2020 dated March 24, 2020. In the circular, it is stipulated that education will continue even though it is carried out from home through online or distance learning. The learning process from home is carried out to provide a meaningful learning experience for students, without being burdened by the demands of completing all curriculum achievements for grade and graduation. Learning from home can be focused on life skills education, including regarding the Covid-19 pandemic. Learning from home activities and tasks vary among students, according to their respective interests and conditions, including

considering the gap in access/learning facilities at home (Burhanuddin, 2021).

Following up on the Minister's Circular Letter, the Directorate General of Early Child, Primary, and Secondary Education released Circular Letter Number 15 of 2020 as guidance for implementing the Minister's policy on learning from home to cut the spread of Covid-19. As mentioned in the circular letter, learning from home is carried out in the distance learning mode which is divided into online and offline distance learning (Busri, Nasar, & Ika, 2022).

Online learning can be carried out using gadgets or laptops using a variety of available online learning applications and internet-based learning resources, both provided by the ministry and other online learning resources (Suciati & Syafiq, 2021).

Offline learning is conducted by utilizing media that does not need to use the internet. Learning resources can be used in the form of television, radio, self-study modules and worksheets, printed teaching materials, teaching aids, and learning media from objects and the surrounding environment. The implementation of learning activities in all schools throughout Indonesia, especially at the primary and

secondary education levels, is carried out as mentioned in the circular letter (Busri et al., 2022; Kementerian Pendidikan dan Kebudayaan, 2020).

The implementation of online learning is not without problems. Many factors hinder the implementation of online learning. The biggest factor is related to infrastructure and internet network that is not evenly distributed. Another factor is the limited facilities and infrastructure to support online learning at home and school.

Technology and interface characteristics are other factors that hinder the implementation of online learning. Course interface can significantly impact, not only the quality and the quantity of the interactions between peers, students, and instructors but also between the students and content (Swan, 2004; Vonderwell & Zachariah, 2005).

Another important factor is the readiness of students to participate in online learning. Nindia Taradisa and her colleagues in their research found some surprising facts about the obstacles they faced in implementing online learning during the Covid-19 pandemic at Madrasah Ibtidayah Negeri 5 (MIN 5) Banda Aceh. One of the obstacles is the lack of understanding of students in learning through the online learning process. It

is because the students do not understand the lessons taught by the teacher. After all, they do not meet face to face, so it makes it rather difficult for teachers to monitor the students learning progress (Taradisa, Jarmita, & Emalfida, 2020).

This research was conducted to analyze the impact of implementing online learning from home during the Covid-19 pandemic, especially for Islamic Education. The term Islamic Education refers to the subjects at the primary and secondary education levels. The teaching of this subject is meant to teach the students about knowledge and skills as well as to develop the attitudes and personalities of students in practicing the teaching of Islam. The purpose of Islamic Education is to prepare students to have a religious spirit and be obedient in carrying out their religious orders. The emphasis of teaching Islamic Education at the Junior Secondary Education level is to direct the students not only to become better believers but also to carry out righteous deeds according to their respective abilities (Handayani, Ruswandi, & Arifin, 2021). The scope of Islamic Education covers seven main elements, namely: the Qur'an-Hadith, faith, shari'ah, worship,

muamalah, morals, Islamic history, and culture.

## **RESEARCH METHOD**

This research is a case study method using a qualitative approach. A case study is an intensive, detailed, and in-depth study of an organization, institution, or phenomenon (Arikunto, 2002). The symptom being examined is the effectiveness of the implementation of online learning for Islamic Education during the Covid-19 pandemic. The term effectiveness of online learning here is related to the ability of online learning to deliver learning content and facilitate communication between teachers and students who are in separate places. A qualitative approach was implemented to explore and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually and in groups (Sukmadinata, 2011)[24]. The researcher uses a qualitative approach with descriptive methods. This means that the research procedures produce descriptive data in the form of written or spoken words from the people and actors being observed, directed from the background of the individual as a whole (holistic) without isolating the individual and his organization in the variables but view it as part of a whole.

The research was conducted in SMP Islam Terpadu Insan Madani 8 Tangerang Selatan one of the Islamic Junior Secondary Schools at Jurangmangu Barat, Pondok Aren, South Tangerang. The reason for conducting this research at this school is that this school was established to facilitate education around the Jurangmangu area at an affordable cost for the average population in the area. Thus, it can be said that the school represents the condition of the majority of people in West Jurangmangu.

Data collection was carried out using in-depth interviews with informants and questionnaires. Interviews were the main tool to explore in-depth information about the effectiveness of online learning during the Covid-19 Pandemic in Islamic Education instruction. While questionnaires were used to collect more in-depth information from students and were used as a comparison data from interviews. Both forms of data collection are carried out online using the WhatsApp and Google Form applications. This method was chosen because the Covid-19 pandemic situation was still uncertain at the time the research was conducted.

The data collected through interviews can be divided into 3 groups according

to the focus of the research, namely: (1) the mechanism for implementing online learning for Islamic Education during the Covid-19 pandemic at SMP Islam Terpadu Insan Madani 8 Tangerang Selatan, (2) the effectiveness of the application of online learning for Islamic Education during the Covid-19 pandemic at the school, (3) the constraints and solutions of conducting online learning for Islamic Education during the Covid-19 pandemic at the school.

Informants or participants being interviewed are the school Principal or Vice-Principal for Curriculum, 2 Islamic Education teachers, 3 grade VII students, and 2 parents. The Head/Vice-Principal of the Curriculum Sector became an informant regarding data on the mechanism for implementing online learning for Islamic Education. Islamic Education teachers are a source of information about the implementation of online learning in Islamic Education and the obstacles faced during the implementation of online learning for Islamic Education. Class VIII students are also a source of data regarding their responses to online learning applied in Islamic Education. The last informant, parents of class VIII students, are a source of information related to the pattern of cooperation



between teachers and parents in controlling the implementation of online learning for Islamic Education.

The collected data was then analyzed so that the patterns can be found to answer the research questions. Data analysis was carried out through an analysis technique suggested by Miles and Huberman consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification (Miles & Huerman, 1994). By going through these three steps of the analysis process, the data obtained in the field can be processed into information so that it can be compiled into a research report presented in the form of this journal article.

## **RESULT AND DISCUSSION**

### **Research Finding**

Since the stipulation of the learning from home policy in March 2020, this school has directly implemented it in the teaching and learning activities, including for Islamic Education. Students and teachers are no longer needed to come to school for teaching and learning activities. Instead, teachers started implementing online learning activities for each subject. Online learning activities in schools follow the direction of the Minister of Education and Culture following

Circular Letter No. 4 of 2020 and Circular Letter No. 15 of 2020. The learning approach used by schools is online-based distance education.

### **The mechanism for implementing Islamic Education through online learning at SMP Islam Terpadu Insan Madani 8 Tangerang Selatan**

There were eight steps taken by the school principal in implementing the learning from home policy set by the government. The eight steps are (1) establishing a model for managing the school during distance learning, (2) forming a Covid-19 emergency alert team in schools, (3) developing a learning continuity plan, (4) determining the learning methods and interactions used in online learning, (5) conducting teacher training to improve their skills in managing online learning, (6) providing guidance and monitoring to teachers through weekly reports, (7) creating parenting programs to support parents in assisting students in learning, and (8) socializing parenting programs to parents so they can assist guide, and direct children to learn through online. These eight steps can be implemented, although some are somewhat less than optimal due to various obstacles that cannot be fully controlled by the school principal.

For the implementation of this online learning, the principal established a policy that becomes a reference for all parties in carrying out the online learning. The policy regulates school attendance, the time and duration of learning online, the methods and applications used, and the involvement of parents in facilitating students learning from home. All these policies are socialized to all parties involved, including students, teachers, and parents.

To ensure this policy worked properly, the school principal formed a Covid-19 Emergency Team at the school. This team consists of a health team and a public relations team. The team's job was to urge teachers and the school community to comprehend the importance of 5Ms, namely: wearing masks (*memakai masker*), washing hands (*mencuci tangan*), maintaining distance (*menjaga jarak*), staying away from crowds (*menjauhi kerumunan*), and reducing mobility (*mengurangi mobilitas*).

Following the provisions set by the government, the school implemented the work from home and study from home policies. Basically, everyone should work and study from home. However, since there are still many issues to be resolved that require school attendance, the principal took a

policy of regulating the attendance of school leaders and teachers. Only the Principal, Vice Principal for Curriculum, and Vice Principal for Public Relations came to school every day to serve all school needs and monitor online learning activities. In addition, teachers who are involved as members of the Covid-19 Emergency Team were also present alternately at schools.

The time for online learning activities was also set differently from ordinary learning activities. Online learning activities were carried out every day for 5 days a week from 06.30 to 10.00 with a duration of 40 minutes per meeting unit. For Islamic Education subjects, it was set to 60 minutes per week or equivalent to 1.5 lesson hours. Regarding the methods, media, and learning resources, it was up to the policies of each teacher to regulate them. The school only determines the learning outcomes to be met for each grade level. The curriculum used is also following the direction of the Minister of Education and Culture, namely the Curriculum 2013 with minor adjustments to accommodate the changes that occur.

The online learning method applied at SMP Islam Terpadu Insan Madani 8 Tangerang Selatan is synchronous and asynchronous using the Schoology

application as a virtual classroom media. The teachers have been trained to use this application. In the learning process, teachers have started to use it. Teachers rarely used video conferencing applications because of the many difficulties they encountered in using them. Video conferencing was only used by the homeroom teacher to monitor the situation and condition of students studying from home.

However, after being evaluated at the end of the semester, the school did not use Schoology any longer. Teachers, students, and parents reported many difficulties using this application. Teachers found it difficult to make the learning process interactive using this application. As a result, the learning process becomes ineffective. From the results of the evaluation, it was decided by the school principal to use a simple application, such as WhatsApp that everyone can use it. By using this application, the teacher communicates with his students.

All school policies were also communicated to parents. In learning from home, the task of parents becomes even more difficult. They have the additional task of supervising, facilitating, and assisting their children in learning. The socialization of policy to parents contains online learning materials and

techniques which is carried out with the aim that parents can guide and motivate students to learn online.

Of the eight steps of the mechanism for implementing Islamic Education through online learning mentioned above, three things are running less than optimal.

First, coaching and monitoring of teachers through reports every week was not well implemented. Although schools monitor teachers through meetings every two weeks, schools do not develop teachers comprehensively about their competence in dealing with online-based learning.

Second, teachers training to improve teachers' skills were also not well implemented. Teachers were only trained in using the Schoology and WhatsApp applications for online learning without being accompanied by training on the development of online learning materials, strategies, and methods.

Third, the establishment of parenting programs to support parents in accompanying students learning was also not well implemented. The school did not have a special program to oversee parents in guiding their children to study online at home. The school was only establishing communication with the parents

through the homeroom teachers. As a result, parents do not have sufficient knowledge and skills in accompanying, guiding, and directing their children to learn through online.

### **The effectiveness of the application of online learning for Islamic Education at SMP Islam Terpadu Insan Madani 8 Tangerang Selatan**

Teaching Islamic Education through online learning following the government policy in Circular Letter No. 15 of 2020 and No. 4 of 2020 carried out by school principals, Islamic Education teachers, and parents was well conducted. It is in line with the result of earlier studies that found that online learning which carried out during the pandemic of Covid-19. The study found that online learning conducted during the Covid-19 pandemic is effective but inefficient in some aspect (Asdar, 2020; Bahasoan, Ayuandiani, Mukhran, & Rahmat, 2020). There were 13 indicators being used to measure the success of implementing online learning, namely: (1) schools ensure the availability of facilities and infrastructure owned by teachers in facilitating distance learning, (2) teachers use technology in online learning, (3) use adequate learning resources, (4) use various instructional media in the online learning process,

(5) ensuring the achievement of competencies and learning objectives, (6) ensuring the learning materials is delivered properly, (7) assessment of the Islamic Education taught through online learning using qualitative aspects, (8) involving parents in online learning, (9) guiding and directing students in learning Islamic Education through online, (10) ensuring students play an active role in learning through online, (11) coordinating with parents to supervise the students to do the assignments for the Islamic Education subjects, (12) parents make sure that the students do the assignments for Islamic Education subjects, and (13) parents monitor their children's online learning process on Islamic Education subjects.

Based on the interviews with the informants, it was known that the school has facilitated both teachers and students in implementing online learning for Islamic Education subjects. Schools facilitated the teachers to teach from schools with sufficient internet connection. Schools also distributed internet data package subsidies for teachers to ensure that the teachers can teach online well, both from school and from home.

### **Islamic Education Teachers**

The school facilitates the teachers who do not have internet data packages by

providing Wi-Fi at schools that can be accessed by all teachers. However, because the school does not require teachers to come to school, the school finally subsidizes the teachers with the internet data packages every month.

As a result, teachers could (1) conduct the online teaching well, (2) utilize various learning resources optimally, and (3) use various media to support their learning. The learning media frequently used by teachers in online learning are videos, posters, or pictures. Meanwhile, to conduct the teaching-learning activities, the teachers mainly used WhatsApp a lot and send their voice messages via voice notes. With sufficient facilitation from schools, the teachers could also ensure that: (1) their students can achieve competencies and learning objectives, (2) the learning materials are delivered properly, and (3) the learning assessments using qualitative aspects were also conducted. In addition, teachers could also communicate with parents to monitor students learning progress. The teacher also coordinated with parents to ensure that the students can do the assignment well.

From interviews with the school principals, it was also known that the students received internet data packages assistance from schools.

With the provision of internet data packages, there was no reason for students not to participate in online learning from home. With a sufficient internet data package, the student learning activities could also be maintained because they don't have to worry about the costs they have to pay.

### **School principal**

The school has tried to provide the best facilitation, including subsidies for internet data packages for students and teachers as well as Wi-Fi access in schools that can be used by teachers in the implementation of online-based learning.

The Islamic Education learning process during the Covid-19 pandemic at SMP Islam Terpadu Insan Madani 8 Tangerang Selatan was using lecture, question and answer, and discussion methods. The teacher employed various efforts to ensure interaction and communication among students and between students and teacher occur when the online learning process takes place.

### **Islamic Education Teacher**

Mostly, the question and answer method via WhatsApp was used to obtain data and information. For abstract material such as the subject of aqidah morals about faith, the Islamic Education teacher started the teaching

by providing videos/images that were relevant to everyday life. After that, the teacher asked about what wisdom value we can take, relate it then to the verses of the Koran or hadith.

With this effective interaction and communication, the teacher expected a sense of community between students and teachers to grow. Learning activities were carried out using the WhatsApp conversation application. It started with a lecture by the teacher using voice notes, then continued with questions and answers, and discussions using interactive live chat in the WhatsApp Group.

The learning process on Islamic Education during this pandemic went well, although not as well as in the face-to-face meetings. The teacher could convey all the learning materials well with all their limitations. To ensure that the learning materials were delivered well, the teacher used a variety of strategies and learning resources.

Usually, the teacher uses videos from youtube, posters, or pictures for learning activities and uses quizzes and google forms for evaluation at the end of the lesson. But the teacher often sent videos or pictures about the learning materials being taught. Then, the explanation was given using VN

(voice note) to maximize the learning via WhatsApp.

Students also felt that the teacher's efforts to convey the learning materials encourage them to be active in learning. One way to increase the perceived effectiveness of learning by students was the use of various learning resources. Teachers also encouraged the students to ask questions outside of the lesson schedule.

### **Students**

Usually, the teacher delivers the learning materials by using pictures or videos and then explains it using VN (voice note). Often students are asked by the teacher to explain the learning materials using VN (voice note). Although it had been explained several times there are still some learning materials that have not been understood by the students. That's why the Islamic Education teacher usually allows asking questions outside of class hours.

For topics in which learning materials contain affective or psychomotor elements, Islamic Education teachers generally used complementary media such as videos and pictures. Usually, learning began with video shows or presentations of pictures. Then, it is followed by a quiz or question and

answer. It was not uncommon for teachers to give assignments to students in the form of works or projects. One form of assignment, for example, is making posters or videos to explain certain learning materials. The works were then posted by students on their social media. Indirectly, this method can develop students' cognitive and psychomotor skills simultaneously.

Islamic education teachers also often use project-based learning. They assign the students to make works such as posters or videos for learning materials about the story of the prophet, for example. The work is then sent to the social media of each student. This strategy can indirectly train two student competencies at once, namely cognitive and psychomotor.

To ensure that the students learn correctly, especially in doing assignments and practice, teachers usually communicate with parents through the homeroom teacher and ask parents to also supervise and facilitate students in doing assignments. In prayer lessons or memorizing the Qur'an, for example. The teacher asked parents for assistance to supervise and facilitate the students to do the assignment. Parents report their children's

activities at home to the teacher through their respective homeroom teachers.

Of the 13 indicators of the effectiveness of the implementation of learning, it is known that there were only two indicators that are less than optimal. The first indicator was the use of adequate learning resources. The teacher only used student worksheets, textbooks, and the Quran. Not many teachers use other learning resources because of the limited capacity of students' smartphones. The second indicator that is also less than optimal was the coordination between parents and Islamic Education teachers regarding the assignments during online-based learning. This happened because teachers cannot directly coordinate with parents regarding the implementation of online learning. Coordination must be done through the homeroom teacher. As a result, if there are problems in learning activities, they cannot be addressed immediately.

### **Constraints and solutions of online learning for Islamic Education during the Covid-19 pandemic**

There were several obstacles faced by both teachers and students in implementing online learning for Islamic Education at SMP Islam Terpadu Insan Madani 8 Tangerang

Selatan during the Covid-19 pandemic. These constraints can be categorized into system constraints, human constraints, and learning constraints.

System constraints can be divided into networks, namely: the internet and network access devices such as gadgets. Network constraints occurred due to the unstable quality of the internet, both on the teacher and student sides. For teachers, when teaching from school there was no significant problem because the school facilitates teachers with strong enough Wi-Fi. However, if the teacher taught from home, this problem arises because the teacher accesses the internet using a smartphone. The internet network using a smartphone is not stable enough.

Likewise, with students, there were two obstacles from the students' side regarding this internet. Firstly, the availability of the internet data package. Secondly, the network quality. Regarding the internet data package, it could be said that it can be overcome because schools provide subsidies for both teachers and students. However, when it comes to the network quality, there was not much that can be done because it depends on the quality of services from the internet service provider.

Such conditions greatly interfere with the learning process.

The second obstacle related to this system is the gadgets the students had. Many students of the school come from weak economic circles. Many parents are responsible for the schooling of 2 or 3 children. Before the pandemic, they did not experience too much difficulty because they studied at school without the need for gadgets. When the Covid-19 pandemic came, the situation changed drastically. They had to learn from home and needed gadgets as a means of learning communication. Learning that originally did not require gadgets, now cannot run without the presence of gadgets.

Many families do not have gadgets, or if they have the number is not sufficient to be used to study from home for two to three children. This condition of course prevented these students from studying well. The school seeks to facilitate so that students who come from families whose economies have been affected by the pandemic can take part in online learning. One of the efforts is to reduce tuition fees by 33%, from Rp. 150,000,00 to Rp. 100,000,00. In addition, schools also use online learning platforms that are easy and affordable for students and several



times provide free internet data packages for students and teachers.

Constraints related to humans include learning discipline and psychological conditions. Constraints related to student learning discipline are raised because there is a drastic change in the way of learning. Due to studying at home, students sometimes forget that they are in the study time. Students were often late to attend online classes. Students found it difficult to control their time like normal learning. Students also tend to be more relaxed when attending online learning. To overcome this, the teacher coordinates with the parents to help supervise student learning, including student discipline, through the homeroom teacher.

The second obstacle related to humans was regarding the psychological condition of students participating in online learning. Islamic Education teachers found it difficult to know the psychological condition of students because they do not deal directly with their students. In addition, it was also difficult for teachers to monitor students' overall progress. The concentration and motivation of students when studying at home also decline because of the boredom of talking using gadgets. Not infrequently students who experience

boredom will answer questions carelessly. To overcome this problem, schools rely on the cooperation of parents in providing guidance and supervision of students in learning.

In terms of learning, there were also many obstacles. The biggest obstacle was teaching practical learning materials. Practical learning such as prayer, ablution, and tayammum will be more effective if the learning is conducted in a face-to-face mode. In the face-to-face meetings, the teacher can immediately provide feedback on what movements need to be corrected and what movements are wrong. In online learning, it is difficult to do so. To cope with this problem, the teacher had to find an appropriate method. For example, asking students to close their eyes when reading the Qur'an in front of the camera.

Another obstacle related to this learning was the difficulty of parents in supervising their children's learning. Parents often find it difficult to tell whether their child is playing a game or studying. Knowledge of some parents about using gadgets is generally very limited. This was what makes the difficulties for parents in supervising their children using gadgets. The school was aware of the problem. For this reason, the school held socialization on the technical

aspect of online learning to the parents and was carried out with the aim that parents can guide and motivate students to study through online learning.

### **Discussion**

The results of this study indicate that online learning for Islamic Education is an alternative that can be considered in dealing with certain obstacles, especially regarding the difficulty of meeting face to face. However, to be able to apply distance learning requires careful planning by considering many things. The eight keys to success offered by (Khan, 2005) need to be considered.

The selection of the right technology must also be an important concern in the implementation of online learning during the pandemic or in the new normal that will occur when the pandemic ends. This technology has an important role in connecting students with teachers and learning resources. This research has proven that the selected good technology (Schoology) cannot facilitate the online learning process properly because it is not well prepared. This technology even causes difficulties for teachers, students, and parents in using it because they do not understand how to use it properly. The use of simple media such as WhatsApp can facilitate

the online teaching and learning process. The message to be conveyed here is that the technology used must make it easier for (1) teachers to teach, (2) students to learn, and (3) parents to facilitate students learning.

Another thing that is also important to be prepared in the implementation of online learning is the teacher as a learning facilitator. In online learning, the teacher's role has changed to become a driver of the cognitive development process of students which is achieved through computer media which is expected to have high accessibility and adaptability as students, tutors, collaborators, learning materials developers, researchers, and members of the teaching team (Nugraheni, 2009). This study shows that teachers were only prepared to change the way of presenting learning from face-to-face to through media. Teachers were not prepared to become online learning developers who can develop appropriate learning strategies and methods for online learning activities.

Online learning is very different from face-to-face learning. Online learning gives students the freedom to learn from anywhere and manage their way of learning. However, online learning can also create a sense of alienation because in online learning students

learn on their own without friends and teachers beside them. This isolation can make students bored and unmotivated to learn. Many studies found high dropout rates in online courses (Bonk, 2002; Parker, 1999), and many students flounder, becoming confused and even apathetic (del Valle & Duffy, 2009)

To overcome this alienation, an online-learner support system is needed that makes it easy for him to ask questions, consult, collaborate, ask for support, and others. To some extent, the school has created parenting programs to support parents in assisting students in learning and formed a Covid-19 Emergency Team at the school. But this program has not run optimally because it has not been created as an online learning student support system.

## **CONCLUSION**

This study proved that online distance learning can be relied on as an alternative in emergencies such as natural disasters, disease outbreaks, or other emergencies. It might be used as a substitute for face-to-face learning that is difficult to hold in an emergency. It could also be used to serve students who for some reason find any difficulty to come to school. In the future, the distance learning approach could also be used as a

complement to conventional learning, especially for topics that do not require face-to-face meetings.

This study also shows that the results of distance learning during the Covid-19 pandemic are quite good, although not as good as face-to-face meetings in class. At least, cognitive material was somewhat easier to convey to students than learning materials that contain behavioral and psychomotor skills. The readiness of teachers and students is the key to the success of implementing this online distance learning in addition to technology and networks. The assistance provided by parents helps a lot to fill the gaps in this online learning.

In order for distance learning to run well, sufficient preparation should be done. The preparation of infrastructure, technology, and interfaces is important to ensure the learning process can take place. Teachers' readiness also plays a key role in the success of online distance learning. Teachers as facilitators, tutors, motivators, collaborators, and learning materials developers must also be prepared carefully. If all of this can be well prepared, the idea of making distance learning an alternative or a complement to face-to-face learning can be realized.

## **AUTHORS' CONTRIBUTIONS**

The authors confirm their contribution to the paper as follows: study conception and design: Rusjdy S. Arifin, Nazela S. Wihda; data collection: Nazela S. Wihda; analysis and interpretation of results: Rusjdy S. Arifin and Nazela S. Wihda; draft manuscript preparation: Rusjdy S. Arifin and Nazela S. Wihda. All authors reviewed the results and approved the final version of the manuscript.

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