Analysis of Online Learning and Student's Level of Understanding in Islamic Education Subjects

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Abstract

Online learning has the potential to make students unable to understand the material presented by the teacher. This study aims to see the relationship between online learning and students' understanding of Islamic education subjects. The method used is correlation using a quantitative approach. The number of samples is the same as the total population, which is 28. After testing the instrument and collecting data, followed by data analysis using product moment correlation, the results of the research are that there is a positive relationship between online learning and students' understanding of Islamic education subjects. The positive relationship between online learning and students' understanding of this subject is 0.386. This relationship is good even though there are other factors that affect students' understanding of this online learning process.

Keywords: *Online Learning, Student Understanding, Islamic Education.*

INTRODUCTION

At this time the world was shocked by the outbreak of a disease caused by a virus called corona or known as covid-19 (corona virus diseases-19) (Tabroni, Munajat, Uwes, & Rostandi, 2022). The existence of this lockdown regulation, of course, greatly affects community activities in various fields, one of which is the inhibition of the learning process (Imam Tabroni, Ismayanti, & Diaz Budiarti, 2022). The government's decision to cancel or move the teaching and learning process from schools/madrasas to be at home (TABRONI, ERAWATI, MSPIAH, & SA'ADATUNNISA, 2022). This shift in learning methods forces various parties to follow the path that can be taken so that learning continues, and the choice is to use technology as a learning medium, one of which is internet technology (Imam Tabroni, Husniyah, Sapitri, & Azzahra, 2022).

There are two kinds of ways to interact online, namely Synchronous Instruction (Learning with direct communication with students) is to communicate directly with students, with the aim of: 1) presenting face-to-face offline classes in online learning, namely using communicative learning strategies with involve students actively in learning, 2) use learning topics that are relevant to the lives of students, so that when they learn they can connect with solving problems in everyday life, and 3) use critical learning strategies, where the method used by students is educators can inspire students to have creative ideas in generating solutions to existing problems (Imam Tabroni & Rahmania, 2022). While Asynchronous instruction (learning with indirect media, for example videos sent to students, teaching materials in the form of modules, power points, or using voice recordings, etc.) (Susanti, 2021), (Imam Tabroni, Putra, Adawiah, & Rosmiati, 2022), (Karim & Hartati, 2020).

In online learning, there are constraint factors, namely external factors and internal factors (Tabroni, Imam, Romdhon, n.d.-a). The external constraints are mostly dominated by the internet network which does not support it or its slow condition (Siti Nurjanah, Syarah Fakhrunnisa Imam Tabroni, n.d.). For example, some areas do not have supporting tools or facilities such as gadgets or personal internet, so they are forced to rely on internet cafes to carry out online learning (Nurpita Sari, Rita Ratnasari Tabroni, n.d.). There are also many internal factors, ranging from parents who admit that they have difficulty in learning the material given to students with this new method and from students who think that online learning is like a normal holiday (Yahya, 2021), (Tabroni, Imam, Romdhon, n.d.-b).

Islamic Religious Education is changing individual behavior in personal life, society and the natural surroundings, by way of teaching as a basic activity and as a profession among basic professions in society (Riska, 2016). Islamic education is one of the sciences that is very important for everyday life (Tabroni & Purnamasari, 2022), (Tabroni, Munajat, et al., 2022), (Imam Tabroni, Rendy Afrizal, Elsa Nurmawati, Siti Nurlatifah, & Siti Nurlatifah, 2021). Islamic Religious Education lessons are always seen

as lessons that are difficult to understand, in PAI lessons there needs to be creative and innovative teacher efforts in increasing student understanding. Efforts to improve understanding of learning are not easy in the midst of the covid-19 pandemic through the online learning process (Tabroni, Nasihah, & Bahijah, 2021), (Tabroni, Bagus, Uwes, Drajad, & Bahijah, 2022). In improving students' understanding, especially on Islamic Religious Education subjects, it is necessary to choose the right strategy, the learning process is not monotonous (TABRONI et al., 2022).

Comprehension in learning is the level of ability that expects someone to be able to understand the meaning or concepts, situations and facts that they know (Imam Tabroni, Alya Siti Nurhasanah, & Vina Maulidina, 2021), (Imam Tabroni & Nurarita Nurarita, 2021). In this case, he does not only memorize verbally, but understands the concept of the problem or fact in question, so that his operations can distinguish, change, prepare, present, organize, interpret, explain, demonstrate, give examples, predict, determine, and make decisions (Fatoni, 2014), (Imam Tabroni, Jamali Sahrodi, Ulfiah, & Lindawati, 2022), (Imam Tabroni, Alvioni Nadea Fikriah, Dida Nurbaida, & Fadila Qoulan Sadida, 2022). Understanding can be divided into three levels: 1) Understanding translation, namely the ability to understand the meaning contained in it, 2) Changing interpretations, for example distinguishing two different concepts, 3) Understanding extrapolation, namely the ability to see behind what is written, implied and explicit, predicting something and broaden your horizons (Abuddin Nata, 2009), (Erdawati, Darwis, Rachmat, & Karim, 2021).

SDN 2 Sukajaya, Sukatani District, Purwakarta Regency, where researchers observe and conduct research there. In the midst of the Covid-19 pandemic situation which requires students to do learning at home using online methods, it requires students or parents to always be ready with their smartphones because most teachers send teaching materials and assignments via WhatsApp Messenger, which is then collected via whatsapp Messenger or email. With online learning methods like that, of course it becomes a burden for students in understanding a learning material, students find it difficult to do assignments because the material is not understood.

Seeing this phenomenon, the researcher intends to research online learning as a solution that can be used in learning Islamic Religious Education at home during the covid-19 pandemic, according to the background above, to determine whether there is an influence of the online learning process on students' understanding of Islamic Religious Education subjects.

METHODS

In this study, the researcher used a quantitative type of research. Quantitative research is structured research and quantifies data to be generalized. In this study, the researcher used a non-probability sampling technique (saturated sampling), which is a sampling technique if all members of the population are used as samples (Gempur Santoso, 2005). This is often done if the population is relatively small or small, namely less than 30 people, or research that wants to make generalizations with relatively small errors (Suharsimi Arikunto, 2010). So the sample used in this study is one class, namely SDN 2 Sukajaya with a total of 28 students, 11 male students and 17 female students.

Techniques that can be used by researchers to collect primary data include observation, interviews, discussions and questionnaires. Secondary data can be obtained from various sources such as the Central Bureau of Statistics, books, reports, journals, and others. In this case, secondary data is obtained from documents or reports that are already available at SDN 2 Sukajaya (Creswell & Guetterman, 2020), (Sugiono, 2018).

RESULTS AND DISCUSSION

Table 1. Correalitons Product Moment

Correlations

		Belajar Online	Pemahaman Siswa
Belajar Online	Pearson Correlation	1	.386
	Sig. (2-tailed)		.093
	N	20	20
Pemahaman Siswa	Pearson Correlation	.386	1
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From the output table above, it is known that there is an effect of 0.386 between online learning on students' understanding of PAI subjects. Based on the interpretation table of the correlation coefficient, the correlation coefficient found is 0.386 which means that there is a low influence between online learning and student understanding of PAI subjects.

Table 1. Coefficients Determination

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.529	11.986		3.215	.005
	Belajar online	.736	.414	.386	1.776	.093

a. Dependent Variable: student understanding

Based on the SPSS Coefficients output above, it is known that the value of Sig. Variable X is 0.093. Because the value of Sig. 9.093> 0.05 probability, it can be concluded that the hypothesis is rejected, which means that there is no influence of online learning on students' understanding of PAI subjects.

Table 1. Simple Reggresion

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.529	11.986		3.215	.005
	Belajar online	.736	.414	.386	1.776	.093

a. Dependent Variable: student understanding

Before being used for prediction purposes, this regression equation must meet the requirements of the significance test and linear test. To determine the degree of significance and linearity of the regression, a regression test was performed. Formula for linear regression equation: $Y = a + b X$

Based on the results of the SPSS calculation of significance and linearity tests in the table above, it can be seen that the regression $Y = 38,529 + 0.736 X_1$. This means that when online learning is improved, students' understanding of PAI lessons tends to increase by 0.736 points at a constant 38,529.

Along with the development of technology and its supporting infrastructure, so that students are not hampered in the teaching and learning process in the midst of the COVID-19 pandemic, this can be done through the use of technology in a system known as online learning. The online learning process was first recognized because of the influence of the development of electronic-based learning (e-learning)

which was introduced by the University of Illinois. Online learning is a system that can facilitate students to learn more broadly, more, and varied. Through online learning, students can learn anytime and anywhere without being limited by distance, space and time. The learning materials studied are more varied, not only in verbal form, but also in more varied forms such as visual, audio, and motion.

This research was conducted with the aim of knowing the effect of online learning on students' understanding of Islamic Religious Education subjects at SDN 2 Sukajaya Sukatani. After conducting some general tests, the results of the analysis of this study indicate that the condition of the respondents' assessment of these variables is not satisfactory/still not good. This can be seen from the number of disapproval responses from respondents to the conditions of each research variable.

From the results of research that has been done, it shows that online learning has a low effect on students' understanding of Islamic Religious Education subjects as evidenced by the results of the correlation test calculation using SPSS. From the calculation, the correlation coefficient value is 0.386, which means that there is a low influence between online learning on students' understanding of PAI subjects. This is in accordance with the results of the researcher's interview with the fifth grade teacher at SDN 2 Sukajaya, namely Dedeh Mustikasari, on January 3, 2021, which stated that online learning had no significant effect on students' understanding of PAI subjects. student learning tends to decrease, this is due to several factors including network barriers, the absence of infrastructure such as smartphones, and others.

Online learning is often a certainty nowadays (Imam Tabroni & Rahmania, 2022), (Hill, 1990). The Covid-19 virus forces all learning processes to make changes to offline learning patterns (Handayani, Sulastri, Mariha, & Nurhaeni, 2017), (Imam Tabroni, Alya Siti Nurhasanah, et al., 2021), (Imam Tabroni, Alya Siti Nurhasanah, et al., 2021). Government policies in the context of preventing the spread of Covid-19 make all education components plan and create strategies to carry out the learning process in the midst of a pandemic (Imam Tabroni, Rendy Afrizal, et al., 2021), (Noor, 2010), (Astini, 2020). All learning activities switch to online (Erdawati et al., 2021), (Mustakim, 2020), (Imam Tabroni, Ismayanti, et al., 2022). Schools are starting to build their technology infrastructure using platforms such as Google Classroom, Zoom, Google Meet and so on (Kessi, 2019), (Ariani, 2013).

Teachers must be able to adapt to technological developments (Imam Tabroni, Ayit Irpani, et al., 2022), (Matthes & Stoeger, 2018). The ability to use technology and provide a good student-based teaching pattern is a challenge in itself (Prasetya, n.d.), (Rima Trianingsih & Erisy Syawiril Ammah, 2018). Teachers must be able to provide material information that is relevant and can provide development to the potential of students (Tabroni, Munajat, et al., 2022), (Imam Tabroni & Nurarita Nurarita, 2021). Teachers must also be equipped with online learning material skills (Trethewey, 2014), (Imam Tabroni, Erfian Syah, 2022). Planning, implementation, evaluation, and improvement of teaching materials to students must be continuously monitored by the principal (StGeorge & Fletcher, 2012), (Ariani, 2013).

Teachers must also be able to establish communication with parents and those closest to students (Tabroni & Juliani, 2022), (Imam Tabroni & Siti Maryatul Qutbiyah, 2022). Network constraints, students' ability to understand what they see and hear through online media will be limited (Wiyani, 2014), (Imam Tabroni, Rendy Afrizal, et al., 2021), (Imam Tabroni, n.d.). Parents and those closest to them will encourage students to understand Islamic education for their children (Imam Tabroni, Muhammad Naafi'ul, n.d.), (Imam Tabroni, Rini Purnama Sari, Rahmat Apendi, n.d.). Teachers must be able to establish good communication with parents and those closest to students so that students are able to understand Islamic education material optimally (Pavlov, 1928), (Imam Tabroni, 2022).

CONCLUSION

The results showed that there was a positive relationship between online learning and students' understanding of Islamic education subjects. This relationship is confirmed at 0.386. there are other influences on students' online learning. The level of student understanding varies depending on these other factors. Another factor can be the involvement of parents to always guide and direct their children to take part in online learning well. The school needs to consider the involvement of the closest people to establish communication and together direct students to be able to take part in online learning well.

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