Online Islamic Religious Education Learning During Covid-19 Pandemic

Nurdin Nurdin[1], Nurliana Nurliana[2], Saepuddin Mashuri[3]

[1][2][3]Postgraduate Studies of Islamic Education, Universitas Islam Negeri Datokarama Palu

ABSTRACT	ARTICLE INFORMATION
The Covid-19 pandemic has forced schools to carry out online learning. This study aims to determine the implementation of online learning and the challenges for teachers, students, and parents. This study uses a qualitative research method with a case study approach. Data were collected through observation, interviews, and written document studies. The data were analyzed using data reduction techniques, presentation, and verification. The results of this study indicate that the implementation of online learning at State Junior High School 1 Pasangkayu is less effective. The learning media used is the WhatsApp application with the assignment method in photos, documents, videos, and links. The problems faced by teachers in online learning are students' low interest in learning and lack of mastery of Information Technology. Meanwhile, the problem for students is that they cannot afford the internet quota and do not have an internet quota. They are bored, and their learning concentration is disturbed, they do not understand the material, the internet network is not stable. Problems for parents are low economic ability and low education level. The implication of this research is the need to apply online learning creatively and innovatively in presenting learning materials. In addition, it is also necessary to combine online and offline learning so that students who do not have an Android cellphone and a stable network can participate in learning during the pandemic.	

1. Introduction

The Covid-19 pandemic became a virus that shocked the world at the beginning of 2020. The virus was very feared and made human life all over the world. The Covid-19 virus has forced humans to change their daily life habits that were previously done manually into activities carried out online. As a result, the government made a policy to enforce health protocols. Several countries affected by Covid-19 have imposed lockdowns or restrictions on human interaction, including Indonesia. This impacts the world of work, namely by implementing work from home for most employees. The work-from-home policy also applies in education, such as schools and colleges.

Learning activities carried out by distance are called online learning, where each student learns online at home[1]. Teachers also teach from home online to suppress the spread of Covid-19. There are no more activities at school, and all learning activities are carried out at home through online learning. The policy is based on the Circular Letter (SE) of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Emergency Period for the Spread of Covid-19.

The ministerial regulation includes providing an appeal for the implementation of online distance learning. One of the government's efforts to stop the spread of Covid-19 is to shift all learning activities in schools to online learning done at home. Online learning is carried out so that the teaching and learning process does not stop during the COVID-19 pandemic. During the COVID-19 pandemic, online learning became a new trend in education. Online learning is done face-to-face through internet facilities through platforms such as *Zoom*, *WhatsApp*, *Instagram*, *Google Classroom*, *Google Meet*, etc[2].

The online learning process can make it easier for teachers and students to learn because they do not have to meet in person in the classroom[3]. However, students can learn without thinking about the limitations of time and space with the learning materials of interest. Based on previous research, online learning can provide benefits but also can cause harm to students, teachers, and parents at home[4]. The sudden transformation of learning makes stuttering for all actors in the world of education. For example, many

[1] Picciano, A. G. (2002). Beyond Student Perceptions: Issues of Interaction, Presence, And Performance in an Online Course. *JALN, 6*(1), 21-40.

[2] Nurdin, N., Pettalongi, S. S., Askar, A., & Hamka, H. (2021). E-learning Adoption and Use Hype Cycle during Covid-19 Outbreak (A Longitudinal Survey). *IJIE (Indonesian Journal of Informatics Education), 5*(2), 68-78.

[3] Fritz, J. (2011). Classroom walls that talk: Using online course activity data of successful students to raise self-awareness of underperforming peers. *The Internet and Higher Education, 14*(2), 89-97. doi:https://doi.org/10.1016/j.iheduc.2010.07.007

[4] Daniel, S. J. (2020). Education and the COVID-19 pandemic. *PROSPECTS, 49*(1), 91-96. doi:10.1007/s11125-020-09464-3

teachers are not ready for online learning methods, there are still many teachers who are not experts in Information Technology, and students do not have Android phones.

Then many parents do not have the money to support their children's internet data network needs to support online learning. There are demands for learning outcomes, educational standards, and the quality of learning outcomes that are not the same[5], so educators must be creative in delivering material learning through online media.

Many learning strategies were offered during the Covid-19 period by webinars carried out during Covid-19[6]. However, many disadvantaged areas do not yet have an Internet network, so communication technology in remote areas cannot be carried out optimally. The same thing happened in several junior high schools in Central Sulawesi, many of which are still not connected to the internet, so they have not been able to carry out learning well. Many schools already connected to the internet can carry out online learning, but the

learning still faces challenges such as low skills in using technology.

This problem is a challenge in implementing online learning, especially in Islamic Religious Education subjects. In addition, parents of students also do not support the implementation of online learning because they feel economically burdened. As a result, the implementation of online learning cannot be carried out optimally by the teacher. The lack of parental assistance in the teaching and learning process is also a problem. Therefore, students are not disciplined in participating in learning.

This phenomenon motivates researchers to examine the online learning process in depth to improve the quality of Islamic religious education learning during the COVID-19 pandemic. Furthermore, research into the effectiveness of Islamic religious learning during the COVID-19 pandemic has not been widely carried out, even though such research is needed to prevent a decline in the quality of Islamic religious education learning in various junior high schools. This paper is expected to provide a good understanding of implementing online Islamic religious learning during the Covid-19 pandemic at State Junior High School 1 Pasangkayu.

2. Literature Review

2.1 *Learning Islamic Religious Education*

Families are responsible for their children's learning before they can

[5] Allais, S. (2012). Claims vs. practicalities: lessons about using learning outcomes. *Journal of Education and Work, 25*(3), 331-354. doi:10.1080/13639080.2012.687570

[6] Al-Ahmari, A. N., Ajlan, A. M., Bajunaid, K., Alotaibi, N. M., Al-Habib, H., Sabbagh, A. J., . . . Baeesa, S. S. (2021). Perception of Neurosurgery Residents and Attendings on Online Webinars During COVID-19 Pandemic and Implications on Future Education. *World Neurosurgery, 146*, e811-e816. doi:https://doi.org/10.1016/j.wneu.2020.11.015

become independent. Schools only add, complement, but do not replace the role of parents. Furthermore, after the child reaches puberty, they can be responsible for their education. After becoming a student and starting to mature, the responsibility for learning is on the students themselves. "Learning is a deliberate effort to involve and use the professional knowledge possessed by teachers to achieve curriculum goals" [7]. According to Law no. 20 of 2003, learning is a pattern of relationships between students and educators and learning resources in the same learning environment.

Learning is a two-way communication carried out by the teacher as an educator, while students are learning[8]. Furthermore, Lage, M. J., Platt, G. J., & Treglia, M.[9] also said that "learning is a component consisting of students, instructors or teachers, learning materials and the learning environment". All components in the

learning endeavor to create conducive conditions for a good learning process for the students themselves.

Learning in English is called "instruction," which means an effort to teach a person or group of people with various strategies, methods, and approaches toward the goals to be achieved[10]. *Learning* is also defined as a system consisting of components of an instructional system, which consists of people, messages, materials, techniques, equipment, and the environment.

Ahmad Tafsir said that Islamic Religious Education is a direction given by educators so that an individual develops optimally according to Islamic teachings. Islamic education is also understood as guidance for becoming a Muslim as much as possible[11]. A teacher of Islamic religious education is a teacher who provides knowledge and forms students' attitudes, personalities, and skills in teaching Islamic teachings. In addition, humans can use Islamic religious education as a view of life.

Baidhawy[12] also said that Islamic religious education is an effort made

---

[7] Hiebert, J., Morris, A. K., & Glass, B. (2003). Learning to Learn to Teach: An ``Experiment'' Model for Teaching and Teacher Preparation in Mathematics. *Journal of Mathematics Teacher Education, 6*(3), 201-222. doi:10.1023/A:1025162108648

[8] Dowden, T., Pittaway, S., Yost, H., & McCarthy, R. (2013). Students' perceptions of written feedback in teacher education: ideally feedback is a continuing two-way communication that encourages progress. *Assessment & Evaluation in Higher Education, 38*(3), 349-362. doi:10.1080/02602938.2011.632676

[9] Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment. *The Journal of Economic Education, 31*(1), 30-43. doi:10.1080/00220480009596759

[10] Kumaravadivelu, B. (2001). Toward a Postmethod Pedagogy. *TESOL Quarterly, 35*(4), 537-560. doi:https://doi.org/10.2307/3588427

[11] Saeed, A. (1999). Towards religious tolerance through reform in Islamic education: The case of the state institute of Islamic studies of Indonesia. *Indonesia and the Malay World, 27*(79), 177-191. doi:10.1080/13639819908729941

[12] Baidhawy, Z. (2007). Building harmony and peace through multiculturalist theology-based religious education: an alternative for contemporary Indonesia. *British Journal of Religious Education, 29*(1), 15-30. doi:10.1080/01416200601037478

consciously to improve and nurture students to understand the teachings of Islam properly and correctly and be able to practice Islamic teachings in everyday life, and make Islam a way of life. The hope is that Islamic religious education can create future students who hold tolerant Islamic values (Gunawan, 2013). Thus Islamic religious education will be a provision for humans in carrying out their duties both as personal beings and social creatures of society.

2.2   *Online Learning*

Nurdin, et al.,[13]   define "E-Learning in two types, namely synchronous and asynchronous." Synchronous means that at the same time, the learning process takes place at the same time between students and teachers through online learning media. This means that using the synchronous training method requires students and teachers to conduct online learning simultaneously. Online learning emerged because it was influenced by an electronic-based learning system (e-learning) introduced by the computer Illinois university[14]. Online learning is

learning that facilitates students to learn more broadly, more variedly, and more freely without having to be limited by place, space, and time.

In simple terms, online learning can be interpreted as a system of learning activities that are carried out without meeting directly in class. However, the learning process is carried out through the internet network. This learning utilizes information and communication technology as the medium. Online learning is also a result of systematic integration of learning components while still paying attention to quality and learning resources and is characterized by the existence of learning interactions across space and time.

Online learning materials vary widely, and students are free to determine what subjects they are interested in first to study independently or with teacher guidance. Online learning requires students to be more careful in choosing and receiving information presented online. Considering that the online learning system can provide significant benefits to students, teachers, and researchers, it is necessary to observe and understand it in-depth to maximize the utilization of the online learning system so that it is optimal.

Kerr, M. S., Rynearosn, K., & Kerr[15] describes the characteristics of

---

[13] Nurdin, N., Pettalongi, S. S., Askar, A., & Hamka, H. (2021). E-learning Adoption and Use Hype Cycle during Covid-19 Outbreak (A Longitudinal Survey). *IJIE (Indonesian Journal of Informatics Education), 5*(2), 68-78.

[14] Morales, T. M., Bang, E., & Andre, T. (2013). A One-year Case Study: Understanding the Rich Potential of Project-based Learning in a Virtual Reality Class for High School Students. *Journal of Science Education and Technology, 22*(5), 791-806. doi:10.1007/s10956-012-9431-7

[15] Kerr, M. S., Rynearson, K., & Kerr, M. C. (2006). Student characteristics for online learning success. *The Internet and Higher Education, 9*(2), 91-105. doi:https://doi.org/10.1016/j.iheduc.2006.03.002

online learning in the following sections: (a) Presentation of learning materials in the form of text, graphics, and multimedia elements; (b) Communication can be carried out in two steps, namely simultaneously and not simultaneously, for example, video conferencing, chat rooms, or discussion forums; (c) Used in learning through virtual time and place; (d) Can use various learning elements in the form of CD-ROM in improving learning communication; (e) relatively young teaching materials are updated; (f) Increasing interaction with students and facilitators; (g) Can enable communication in learning formally and informally; (h) Can use various learning resources widely through the internet. Another explanation regarding the characteristics of online learning also includes "Interactivity, Independence, Accessibility, and Enrichment" (eryanti et al., 2017). Online learning must be carried out using distance learning procedures, namely the internet network.

3. Methodology

This study uses a qualitative approach with the object of research is State Junior High School 1 Pasangkayu, West Sulawesi Province/ In this study, the writer took one of the state junior schools to be the case. The school is State SMP Pasang Kayu in West Sulawesi.

The use of qualitative methods is based on several considerations. First, adjusting qualitative methods is easier

when dealing with multiple realities[16]. Second, it can directly present the nature of the relationship between researchers and informants [17]. Third, this method is more sensitive and adaptable to the many sharpening of the common direction and the patterns of values encountered.[18]

Based on the results of the visit, field observations, and interviews with school principals and teachers in the state SMP Pasang Kayu, the chosen subjects for the study of pluralism was prominent.

Data were collected using observation techniques, in-depth interviews, and studies from shared written documents[19]. While the data analysis is done using reduction and verification techniques with various

[16] Nurdin, N., Pettalongi, S. S., & Mangasing, M. (2021). Implementation of Geographic Information System Base On Google Maps API to Determine Bidikmisi Scholarship Recipient Distribution in Central Sulawesi Indonesia *Journal of Humanities and Social Sciences Studies, 3*(12), 38-53.

[17].Nurdin, Nurdin, Stockdale, Rosemary, & Scheepers, Helana. (2014a). Coordination and Cooperation in E-Government: An Indonesian Local E-Government Case *The Electronic Journal of Information Systems in developing Countries, 61*(3), 1-21.

[18]Nurdin, Nurdin. (2018). Institutional Arrangements in E-Government Implementation and Use: A Case Study From Indonesian Local Government. *International Journal of Electronic Government Research (IJEGR), 14*(2), 44-63. doi: 10.4018/ijegr.2018040104

[19] Handayani, A. M. S., & Nurdin, N. (2021). Understanding Women's Psychological Well-Being in Post-Natural Disaster Recovery. *Medico Legal Update, 21*(3), 151-161.

data sources[20'21]. The reduced data is then analyzed by claiming to the theoretical concepts used in this study.

4. Results And Discussion

4.1 Implementation of online learning during the COVID-19 pandemic

Preparation for online learning carried out by State Junior High School 1 Pasangkayu was carried out by inviting the parents of the students to hold a coordination meeting. This is done to convey to the guardians of students to support the implementation of online learning from home. Then the teachers prepare online learning activities by making online Learning Implementation Plans following online learning needs. According to information from one of the Islamic religious education teachers, the lesson plan only contains a brief online learning process at each meeting.

Online learning is done by sharing learning materials via the internet or computers. The use of the internet network in implementing online learning during the pandemic is essential in limiting the direct interaction of teachers and students in the teaching and learning process. This

is done to suppress the spread of the coronavirus so as not to infect each other. The online learning policy at State Junior High School 1 Pasangkayu prevents the spread of the virus during learning. The platform used is the WhatsApp group. WhatsApp is an option because it can also save students' internet quota, besides being easy to use. Another reason is that some students live in areas that have less stable internet networks.

Mobile learning methods make it easy for students to learn material that is not understood anywhere and anytime. *Mobile Learning* is a learning media that utilizes cellular phone technology (Yuliana et al., 2020). In addition, mobile phones are a standard communication tool owned by students at the school. Therefore, the online learning process at State Junior High School 1 Pasangkayu uses cell phones even though some students do not have cell phones and have to use their parents' cell phones.

The use of mobile phones by utilizing the WhatsApp group application is the right choice of media and online learning methods at State Junior High School 1 Pasangkayu. From the results of the study, researchers obtained information that Islamic Religious Education teachers at State Junior High School 1 Pasangkayu teach in the following ways: a) Giving assignments by sharing photos of material contained in textbooks and sent via WhatsApp group, b) Giving assignments in the form of videos that distributed to the WhatsApp group, c) Giving assignments in the form of Questions and Answers packaged in the form of

[20] Askar, A., Adawiyah, A., & Nurdin, N. (2021). Understanding Students' Psychological Distress Complaints through Online Academic Advising Support. *Medico Legal Update, 21*(3), 162-167.

[21] Nurdin, N. (2021). Employing Online and Offline Qualitative Interpretive Case Studies in Understanding E-Procurement Effectiveness. *International Journal of Quantitative and Qualitative Research Methods, 9*(1), 23-41.

power points, d) Giving assignments in the form of memorizing via video, e) Giving notes that must be completed within the allotted time.

The delivery of material carried out by teachers in online learning is quite varied. However, it is still less attractive in delivery because it is only a link that lacks explanation. Giving assignments that lack explanations make students less understanding of the material presented by the teacher. Here are some screenshots of the learning process during the pandemic through the WhatsApp group:

Figure 1. Source: Mrs. Samsiar's Document

The screenshot above shows the teaching and learning process of Islamic Religious Education, which is carried out by Mrs. S, namely by giving assignments through the WhatsApp group. Furthermore, students work on assignments and are collected through WhatsApp groups both in documents and in the form of videos.

Learning Islam with practice can be done through video calls or videos shared in WhatsApp groups. As done by teachers in teaching the practice of memorizing verses of the Qur'an. By presenting learning through video, it can foster confidence in their ability to communicate directly through video. The following is a screenshot of the learning video carried out by the US in Islamic religious learning.

The success of a learning evaluation process can be determined by preparing a good lesson plan. A learning process is said to be successful if the learning objectives that have been prepared in the lesson plan can be achieved. The achievement of learning outcomes can be seen from the evaluation results carried out by teachers to their students.

The evaluation process at State Junior High School 1 Pasangkayu during the covid-19 pandemic was carried out in several ways, namely: first, the assessment was carried out by students through working on assignments at each meeting. Second, giving daily tests by giving assignments to students. Third, semester exams are carried out offline while still paying attention to the Covid-19 health protocol.

Obstacles teachers face while evaluating learning during the COVID-19 pandemic are: first, teachers cannot directly assess students based on their behaviour. Second, the teacher cannot ensure that the assignments given to students result from students' efforts or only take examples through Google. Third, the number of students who did not complete the given task.

4.2 Challenges for Teachers and Students in Online Learning

1) *Lack of student response*

Students' response in the active learning process of Islamic education can be seen from the slowness of collecting assignments, especially filling in absenteeism which rarely reaches 80% of the number of students in 1 class. Based on the results of teacher interviews, it was found that it was not easy to gather students in every online learning meeting. Only a few were actively participating in the online learning process.

Assignments that should have been collected based on the allotted time were collected long after the lesson, and some students did not even collect assignments at all. This happens because there is a sense of saturation caused by too many tasks that must be done independently. Even though the teacher has made variations in learning by sending videos and voice recordings, students still do not follow the lesson.

Figure 2. Documentation: Kamila Putri

Looking at the picture above, it can be concluded that students' learning interest is very less. The attendance sent by the teacher at 08.47

was not filled in until 12.30, so the teacher had to re-confirm to the students to immediately fill in the attendance that had been prepared. Students' interest in learning is still a problem during online learning.

The solution to this problem is that teachers need to receive training so that the quality of resources is better in creating interesting content in online learning. Presentation of interesting material will increase interest in learning during the pandemic by creating creative, entertaining and educational content.

2) *Low mastery of technology*

In online learning, not all teachers are skilled in using technology. It can be seen that the use of one of the WhatsApp platforms is not optimal. For example, the video and sound recording features are rarely used because they only use documents. Teachers' creativity in teaching is also very lacking, so the delivery of learning materials seems monotonous.

The use of WhatsApp Groups during online learning in the form of assignments makes students bored, and they cannot deliver material optimally, which is boring. Even though technology can be maximized in helping teachers and students learn during the pandemic. The results of this study are in line with the research of Muh. Bashar Kafi & Muslima that it is necessary to increase mastery of technology both for teachers and students by conducting training first (Basar, 2020).

3) *Less Effective Learning Activities*

Online learning is also considered ineffective, and this can be

seen from the evaluation results. Some students do not deposit their daily tests, so the teacher gives grades based on the scores in the previous semester. An Islamic Religious Education teacher explained this in grade 8. Online learning has limited learning objectives because the online learning process requires students to be more independent in studying at home with the material presented in the WhatsApp Group.

Students must have time management by making good time management, making a learning schedule of what will be done in one day, and having targets to be achieved. Making a clear learning schedule encourages students to discipline themselves in following it. In addition, parents must remind and assist students in participating in the online learning process so that students feel supervised and get attention.

Another solution offered is that teachers must present learning materials in an attractive and easy-to-understand way by using various learning media that utilize various platforms. Using a variety of platforms and presenting interesting material will make students always enthusiastic about participating in the online learning process during the pandemic. In line with research conducted by Erna Pujiasih, who said that applying the online learning system needs to be done in various ways so that students do not feel bored and remain enthusiastic about learning even though it is done online.

a. *Challenges faced by students*

1) *Datacredit and Android*

Online learning problems can be affected by inadequate supporting facilities such as data credit and not having a cellphone. Overcoming online learning problems during a pandemic, the school must be responsible for providing infrastructure and platforms that support the learning process. The lack of a data credit or not having an android cell phone is certainly very hampering because the requirements for implementing online learning are internet data and the availability of cellphones. The results of this study are in line with the results of previous studies that the availability of internet packages is very important in the smooth process of online learning during the pandemic.

Students who do not have cell phones are given the policy to participate in online learning with friends who has a cell phone. Friends will inform the teacher's assignments so that students who do not have cell phones can participate in the learning process. In addition, parents will take turns with their children using cellphones to follow learning at school.

2) *Fed up*

Another problem students face while participating in home learning is feeling bored in doing assignments. Since the pandemic period at the end of 2019 and until now, there has been no sign that the pandemic will end. The transition from studying at school to studying at home for a long time makes students bored because they do not socialize with their peers.

The boredom experienced by these students impacts students interest in learning to decrease. This problem becomes a serious matter as the results of this study indicate that there are very few active students participating in learning. From the informant's information, only five to seven people are loyal to the learning process and actively participating in the online learning process. The rest only occasionally send assignments and fill out absences, and some never send assignments at all and fill out absences.

As determinants in the learning process, teachers must have creative ideas in using learning methods and media to attract the attention of students. If necessary, the learning process is presented in the form of entertainment and education so that students are not bored participating in learning during the pandemic. Thus, students do not become bored following all the learning processes. This learning strategy can be done using the Tik Tok platform, Youtube, FB, IG, etc. The use of a variety of media will produce a variety of presentations so that students do not just do assignments.

3) Disrupted learning concentration

The next problem faced by students is that students learning concentration is disturbed. Online learning is independent learning carried out by students at home. However, from the study results, it was found that learning done at home is not an easy thing for students to do independently. Learning concentration is divided due to environmental conditions at home, for example, students participating in helping parents at home, the amount of content contained in cellphones such as games and content that attracts students' attention. In line with research from Lina Handayani that students have difficulty concentrating in class for a long time (Handayani, 2020).

The importance of parental assistance from students in carrying out the learning process is to avoid distractions that can distract students' concentration in learning. Parents must pay special attention to the online learning process to stay focused on learning at a predetermined time. This parental assistance will reduce the opportunities for students to watch things that distract their learning concentration.

Coaching is still carried out for students who have problems through counselling teachers by creating special WhatsApp groups or homeroom teachers directing problematic students to do coaching through counselling teachers either through WhatsApp or visiting students' homes directly. In addition, teachers are expected to make material presentations by creating creative content to attract students' interest in learning.

4) Lack of understanding of learning materials

Lack of explanation in presenting material during learning during the covid period, students can take advantage of technology to find information related to learning materials provided by the teacher to get other references. This can help students understand the learning

material presented with minimal explanations. Students use import technology as a literacy medium to increase knowledge during the COVID-19 pandemic.

The difficulty in understanding the learning material is also caused by the teacher's presentation of the subject matter with minimal explanation and only in the form of assignments. In line with previous research conducted by Erna Pujiastuti, students did not understand the material given because it was only presented in the form of assignments. Presentation of improvised material will lead to misunderstanding of the purpose of the tasks given to students, which can lead to a sense of laziness in following the next lesson.

This problem can be solved with teachers innovating and being creative in delivering learning materials during the COVID-19 pandemic. The presentation of the material must be light and simple so that students can easily understand it. The learning system must be made personally. The system must be fast in answering questions from the system design results developed in the search for materials.

5) *Unstable internet network*

A stable network is a very supportive condition for the smooth online learning process. Some students live in areas with less stable internet access, such as Tanting, Martajaya, Tikke and Baras. The selection of WhatsApp media in learning is easy to use and does not require much internet data, and can adjust to an unstable internet network. The solution that can be done is to activate the data package when online learning time is done by looking for the closest position or area from the student's residence that has a stable internet network to carry out learning.

Suppose it is possible for students who are still experiencing network difficulties to come to school while still adhering to strict health protocols. Can also participate in learning through television broadcasts organized by the Ministry of Education and Culture in collaboration with TVRI to facilitate education during the pandemic.

b. *Problems faced by parents*

1) *Parental education level is low*

Parents are an important component in online learning in supervising students in learning. Parents become continuous teachers at home who will always supervise their children's learning. This is a problem because not all students' parents have done higher education. Many of them feel burdened because they cannot help solve students' difficulties in learning.

Parents only occasionally accompany their children in learning because they do not understand their children's learning material. So, parents remind them that students learn and do the assignments given by their teachers. The number of tasks that students must do makes them complain. Even though parents are the only ones who work, they are also burdened. Parents who have a low level of education and the learning material are different from the previous material. Many parents do not understand, so parents help their children according to their abilities.

Parental support is very much needed for online learning to run effectively. Teachers must cooperate with the parents of students to control the discipline of learning at home. However, the involvement of parents in accompanying children to study at home during the pandemic is still a problem in line with what was expressed by Muh Bashar Kafi & Muslima in previous research that parents do not support distance learning because they are busy working and do not understand the learning material of students.

The solution to this problem can be done by giving parents time to assist students in studying during the pandemic. Suppose students do not understand the existing material. In that case, parents should coordinate or suggest that students ask for an explanation from the teacher through WhatsApp Group. Parents must be alert in helping their children learn at home. No matter how open parents are, it is still important to control student learning. Parents must realize that the responsibility of educating children is done by the teacher and the responsibility of the parents.

2) *Parent's economic level is low*

The economic level of students' parents is still a problem for the smooth implementation of online learning during the pandemic. The pandemic outbreak has reduced the income of the middle and lower class people to face difficulties in meeting their daily needs. This difficulty impacts meeting the learning needs of their children during the pandemic. They cannot facilitate optimally, for example, by meeting their internet data needs and buying them mobile phones to participate in learning.

The busyness of parents working to meet the needs of daily life makes them negligent in assisting their children in participating in online learning. In line with Thursan Hakim's theory that the importance of harmonious relationships between fellow families, the availability of supporting facilities in the home, and adequate family finances in supporting students' learning development. The absence of parental control during online learning allows students to open content unrelated to their learning needs. There is a misunderstanding that all learning processes are the teacher's responsibility, so parents feel they have no obligation to control their children's learning at home.

The solution needs to be done in collaboration, with intense communication between parents and teachers and intense coordination to resolve this problem. There needs to be an understanding to parents of students that educating children is not only the responsibility of the teacher but also the responsibility of the parents in assisting learning at home.

5. Conclusion

Based on the results of research conducted at State Junior High School 1 Pasangkayu, it can be concluded that the preparation for the implementation of online learning is carried out in three ways, namely: first, socialization by inviting parents of students to a coordination meeting about online learning. Second, Islamic religious education teachers prepare

an online Learning Implementation Plan. The WhatsApp application found on Android phones is the media used in online learning during the pandemic. *WhatsApp* is an application used in online learning because it is easy to use and cheap. Some of the methods used to deliver learning materials online are: first, presentation in textbooks. Second, recording learning materials. Third, analyzing videos made by the teacher and finally listening to the material through the links shared on WhatsApp Groups.

The problems faced by Islamic religious education teachers and students in online learning during the covid-19 pandemic at the State Junior High School 1 Pasangkayu that the problems faced by Islamic religious education teachers during online learning are low student interest in learning, lack of mastery of informatics technology, and fewer activities in effective learning. The problems faced by students during the implementation of online learning are data packages and cellphones that are not available, students being tired of studying at home because they do not socialize with peers, disturbed learning concentration, lack of understanding of learning materials and unstable internet networks. The problems faced by parents of students in accompanying online learning are unable to assist students in online learning because they have to work and have a low economic capacity, so they are unable to provide facilities in the form of cellphones and internet data to students.

REFERENCES

Al-Ahmari, A. N., Ajlan, A. M., Bajunaid, K., Alotaibi, N. M., Al-Habib, H., Sabbagh, A. J., . . . Baeesa, S. S. (2021). Perception of Neurosurgery Residents and Attendings on Online Webinars During COVID-19 Pandemic and Implications on Future Education. *World Neurosurgery, 146,* e811-e816. doi:https://doi.org/10.1016/j.wneu.2020.11.015

Allais, S. (2012). Claims vs. practicalities: lessons about using learning outcomes. *Journal of Education and Work, 25*(3), 331-354. doi:10.1080/13639080.2012.687570

Baidhawy, Z. (2007). Building harmony and peace through multiculturalist theology-based religious education: an alternative for contemporary Indonesia. *British Journal of Religious Education, 29*(1), 15-30. doi:10.1080/01416200601037478

Daniel, S. J. (2020). Education and the COVID-19 pandemic. *PROSPECTS, 49*(1), 91-96. doi:10.1007/s11125-020-09464-3

Dowden, T., Pittaway, S., Yost, H., & McCarthy, R. (2013). Students' perceptions of written feedback in teacher education: ideally feedback is a continuing two-way communication that encourages progress. *Assessment & Evaluation in Higher Education, 38*(3), 349-362. doi:10.1080/02602938.2011.632676

Fritz, J. (2011). Classroom walls that talk: Using online course activity data of successful students to raise self-awareness of underperforming peers. *The Internet and Higher Education, 14*(2), 89-97. doi:https://doi.org/10.1016/j.iheduc.2010.07.007

Hiebert, J., Morris, A. K., & Glass, B. (2003). Learning to Learn to Teach: An ``Experiment'' Model for Teaching and Teacher Preparation in Mathematics. *Journal of Mathematics Teacher Education, 6*(3), 201-222. doi:10.1023/A:1025162108648

Kerr, M. S., Rynearson, K., & Kerr, M. C. (2006). Student characteristics for online learning success. *The Internet and Higher Education, 9*(2), 91-105. doi:https://doi.org/10.1016/j.iheduc.2006.03.002

Kumaravadivelu, B. (2001). Toward a Postmethod Pedagogy. *TESOL Quarterly, 35*(4), 537-560. doi:https://doi.org/10.2307/3588427

Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment. *The Journal of Economic Education, 31*(1), 30-43. doi:10.1080/00220480009596759

Morales, T. M., Bang, E., & Andre, T. (2013). A One-year Case Study: Understanding the Rich Potential of Project-based Learning in a Virtual Reality Class for High School Students. *Journal of Science Education and Technology, 22*(5), 791-806. doi:10.1007/s10956-012-9431-7

Nurdin, N. (2021). Employing Online and Offline Qualitative Interpretive Case Studies in Understanding E-Procurement Effectiveness. *International Journal of Quantitative and Qualitative Research Methods, 9*(1), 23-41.

Nurdin, N., Pettalongi, S. S., & Mangasing, M. (2021). Implementation of Geographic Information System Base On Google Maps API to Determine Bidikmisi Scholarship Recipient Distribution in Central Sulawesi Indonesia *Journal of Humanities and Social Sciences Studies, 3*(12), 38-53.

Nurdin, N., Pettalongi, S. S., Askar, A., & Hamka, H. (2021). E-learning Adoption and Use Hype Cycle during Covid-19 Outbreak (A Longitudinal Survey). *IJIE (Indonesian Journal of Informatics Education), 5*(2), 68-78.

Picciano, A. G. (2002). Beyond Student Perceptions: Issues of Interaction, Presence, And Performance in an Online Course. *JALN, 6*(1), 21-40.

Saeed, A. (1999). Towards religious tolerance through reform in Islamic education: The case of the state institute of Islamic studies of Indonesia. *Indonesia and the Malay World, 27*(79), 177-191. doi:10.1080/13639819908729941