

Online-Based Islamic Religious Education (IRE) Learning Pattern in Junior High School

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Abstract The educational process in the pandemic era requires it to be carried out online. This study aims to determine the learning process of Islamic religious education, either in terms of strengths, weaknesses, opportunities or threats that occur in educational institutions that implement online learning. The research was conducted at Junior High School (SMP) Negeri 1 Tirtayasa, Serang Regency, Banten. By using observation and interview techniques, it can be concluded that the strength of the online learning process is that it can be carried out with flexible time, does not require a special place to make it easier for students to have discussions with parents. The downsides are the unstable internet network and limited internet quota. Opportunities from online learning are to train students to be independent in learning, to train students' skills and skills in the realm of device skills. Meanwhile, the threats identified included a decrease in students' eyesight, absorption of understanding, and a decline in student's moral due to a lack of supervision.

Keywords: *Islamic Religious Education, Online Learning, Junior High School.*

Abstrak Proses pendidikan di era pandemic mengharuskan untuk dilakukan secara daring. Penelitian ini bertujuan untuk mengetahui proses pembelajaran pendidikan agama Islam, baik dari aspek kekuatan, kelemahan, peluang hingga ancaman yang terjadi pada lembaga pendidikan yang menerapkan pembelajaran secara daring. Penelitian ini dilakukan di Sekolah Menengah Pertama (SMP) Negeri 1 Tirtayasa Kabupaten Serang, Banten. Dengan menggunakan teknik observasi dan wawancara maka dapat disimpulkan bahwa kekuatan dalam proses belajar secara daring yaitu dapat dilangsungkan dengan waktu yang fleksible, tidak membutuhkan tempat khusus hingga memudahkan siswa menjalin diskusi dengan orangtua. Kelemahannya yaitu jaringan internet yang tidak stabil dan kuota internet yang terbatas. Peluang dari pembelajaran daring yaitu melatih siswa agar mandiri dalam belajar, melatih skill dan keterampilan siswa pada ranah keterampilan perangkat. Sedangkan ancaman yang teridentifikasi di antaranya menurunnya daya penglihatan siswa, daya serap memahami, hingga merosotnya moral siswa karena minimnya pengawasan.

Kata Kunci: *Pendidikan Agama Islam, Pembelajaran Daring, Sekolah Menengah Pertama.*

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Introduction

The Covid-19 pandemic that occurred in the current era of disruption has changed the order of people's lives (Abdullah, 2020). Various societal arrangements that were running normally have now become a classic phenomenon among the people (Suprima et al., 2021). The various impacts that occurred in this pandemic era were also felt by various groups in all aspects (Sayuti, 2022). Aspects of the economy, tourism, and even education have also become targets of the ferocity of the pandemic (Masrurroh Lubis, 2020). In this case, the educational aspect is one of the many crucial aspects whose continuity also receives special attention (A'yun, 2021) to keep growing during the pandemic. Therefore, education is the main foundation for national intelligence (Fuady, 2020). The most obvious change from the educational aspect is the learning system (Grace Rifai Lubis, 2020). Learning that was previously carried out face-to-face, now switches the system to learning whose implementation takes place online (Muhammad Sahlan Alhanani Hamid, 2021).

The learning policy that is carried out online is a policy that was acted from the government in line with the implementation of disciplinary measures in breaking the chain of Covid-19, namely implementing physical distancing and always staying at home (Pasaribu, 2021). In its implementation, learning activities carried out online received many rejection responses from the community (Chatterjee & Correia, 2020), but situations and conditions that require us to apply learning patterns with online systems (Rigianti, 2020a). Conditions like this actually provide a choice for parents of their children in carrying out the teaching and learning process. Parents are faced with a tough choice, namely conducting learning at home as a form of effort to avoid the viciousness of the virus, or conducting face-to-face learning which is at risk of being exposed to the corona virus (Khamim Zarkasih Putro, 2020).

Education that takes place online is an educational institution that is geographically in the red zone. The red zone is a critical zone, requiring local people to stay indoors (Widya Addiarto, 2019). Likewise, for students. As happened in Serang Regency which is an area that is included in the red zone category (Khadija, 2021). The implementation of learning that takes place online is an inevitable choice, as the policies issued by both the central and regional governments call for implementing online learning, especially in areas that are included in the red zone. However, for some people who are in the yellow zone area, they can carry out learning offline or face to face (Siti Khomsiyatul Mamluah, 2021), of course by implementing strict vigilance and complying with health protocols. Apart from that, there are also people who are in the green zone, even though they are still in a pandemic situation. Learning activities that occur in the green zone should be carried out face-to-face, but with a lot of consideration and high concern, the learning process in the green zone can also be carried out online (Nurul Fatchah et al, 2021). Thus, the continuity of learning conducted online is not the right choice, but can be a final option in saving the nation's health as well as saving the intelligence of the younger generation so that learning continues.

The implementation of online learning gives the impression that it is practical and makes it easy for the perpetrators (Berton Bostang Hamonangan Silaban, 2020), but the facts that occur in the field show a lot of resistance to its application. The rejection that occurred was born from the community, most of whom were parents of students. The reason is, they feel difficult and burdened by implementing online learning patterns during the pandemic (Ayuni, 2020). Inevitably, a teacher who applies an online learning pattern encounters many obstacles and difficulties so that he considers it something new (Al Salman et al., 2021; Armstrong et al., 2022), this is because while studying in college, they always carry out face-to-face learning (Hidayat et al., 2022). So that the application of online learning patterns can be carried out not optimally. As with the condition of parents, parents and students are always presented with face-to-face learning every day, but along with the arrival of the pandemic, parents and students will find it difficult and most students are not ready to carry out the online learning process (Unique Fepriyanti, 2020).

Implementation of learning in the current pandemic era is certainly a new experience for most teachers (Aniq Amalia, 2020), so that the teacher as the controller as well as the spearhead of achieving learning must provide maximum presentation (Poncojari Wahyono, H Husamah, 2020), who are more creative in modifying the learning process in producing effective, efficient learning in the pandemic era. This is because not all learning activities that are usually implemented offline or face-to-face can be carried out online. As well as in implementing an activity in which to develop a learning strategy (Chatterjee & Correia, 2020), organizing learning administration to carry out an evaluation as a form of benchmark for student learning success (Syarifudin, 2020).

In addition, not all subjects are suitable for online learning in learning activities (Thity Ayu Nengrum, 2021), as well as subjects that require practice in their implementation. Subjects that require practicing are considered unsuitable if they are held online (Saman, 2021). This of course will give birth to results that are far from optimal.

SMP Negeri (State Junior High School) 1 Tirtayasa, Serang Regency is a school that applies an online learning pattern. This happens because the geographical location of this educational institution is included in the red zone category. The red zone requires that all community activities and activities take place inside the house (Rismawidiawati, 2021) including school activities. The problems that occur in the continuity of the online learning process stem from the unpreparedness of parents and students in carrying out online learning. The large number of parents who protested against this online learning policy resulted in weak online learning process activities, especially in Islamic religious education subjects. This is because most parents assume that online learning, especially in Islamic religious education subjects, is very unsuitable and irrelevant. This is reinforced by the reason that the subject of Islamic religious education is a subject that is crucial, which determines the morals, ethics, manners of adult students in the future (Parhan et al., 2022).

Based on the results of interviews conducted by researchers with the principal of SMP Negeri 1 Tirtayasa, Mr. Jaimudin, M. Pd, explained that the online learning pattern was implemented in this school. He explained that the online learning pattern that was held at SMP Negeri 1 Tirtayasa was a form of responsibility for teachers in educating students during a pandemic. Furthermore, he explained that the implementation of online learning during a pandemic was not an easy matter, due to the many controversies that occurred in its implementation. Online learning carried out in the pandemic era is a learning pattern that is still considered new among students (Pohan, 2020), so that it requires a lot of time and adaptation in its continuity and implementation process.

The interview also explained that online learning that takes place at SMP Negeri 1 Tirtayasa raises pros and cons. The reason is, most people refuse to apply this learning pattern. This is due to parents' concerns that the sustainability of the online learning process is not optimal, resulting in not optimal achievements for students. On the other hand, economic factors are a consideration for implementing online learning (Baety, 2021). This is because the economic level of the students' families who are in the SMP Negeri 1 Tirtayasa environment is different. While conveying that education that applies an online learning pattern requires additional costs for its students, so that the teachers and teaching staff in the SMP Negeri 1 Tirtayasa environment really understand the conditions and conditions of the community or guardians of students.

Jaimudin, M. Pd as the principal of SMP Negeri 1 Tirtayasa in his interview explained that in this era of online learning it certainly requires a lot of innovation, especially innovation that comes from teachers in presenting various forms of learning materials. He mentioned that online learning was also applied to all subjects, as well as in Islamic Religious Education subjects. This is in accordance with implementing government policies in the circular of the Minister of Education and Culture Number 36962/MPK/HK/ Year 2020 concerning online learning activities and carrying out various activities at home in breaking the chain of Covid-19 (Novianti, 2020).

In another interview opportunity with Islamic Religious Education subject teachers at Tirtayasa 1 Public Middle School, Mrs. Hindun and Mrs. Uswatun Hasanah, explained that online learning patterns, especially for Islamic Religious Education subjects, have a special place among students. The implementation process is very popular even though it is carried out online. The process of learning Islamic religious education online uses educational platforms such as Google Meet and uses the WhatsApp application as a form of interaction outside of online class hours. However, what becomes problematic is that a teacher cannot provide direct supervision of students. The reason is that Islamic religious education is a subject that teaches all forms of advice, rules, norms and behavior (Saada & Magadlah, 2021; Tuna, 2022) and behavior in the daily life of students (Nurriqi, 2021).

It is realized that in the implementation of online learning, many problems arise among parents of students, even refusal to carry out online learning, the school principal and his staff provide an initial understanding to the parents of students. In a

socialization forum it was explained that the learning process must continue, therefore the online learning pattern is very appropriate in the current pandemic era. In the socialization, it was conveyed that parents should be able to supervise their children in carrying out online learning as a form of participation and support from the family.

The reality that is happening today, along with the entry into the pandemic era, requires that all entities master and optimize the use of electronic devices, optimize technology in utilizing them and be able to operate them wisely. Both teachers, students, parents and even the government are required to be able to maximize the use of technology.

The current pandemic requires students and teachers to interact through online learning platforms. Learning that takes place online certainly requires adjustments for both students and teachers. Online learning also has many impacts, both positive and negative. Online learning certainly has an influence on entities in its continuity, such as students, teachers and parents who have also been affected by the pandemic which requires learning to be carried out online.

Online learning is certainly different from face-to-face learning. Learning that takes place online is also certainly not imagined before, so in overcoming this pandemic which requires learning to be done online, a teacher should be able to design and design fun learning patterns, so that learning continues normally and material is delivered to the fullest (Budiyanti et al., 2022). Learning design and design should be presented as well and as light as possible. It is intended that the material presented to students with an online learning pattern can be conveyed smoothly without being constrained by any matter (Sari & Agustina, 2021). Therefore, in realizing this learning process, a new breakthrough is needed in compiling an online learning method, especially for Islamic Religious Education subjects. The learning method is one of the many elements of achieving education and learning which in the future can determine opportunities and challenges.

Online learning patterns have many advantages and disadvantages. Therefore, the identification of a problem that was born in the pandemic era, especially in the education sector, should be anticipated as early as possible. Starting from internal and external factors to other factors that have become educational problems during the pandemic. The preparation of this article presents an analysis of the application of online learning patterns at Tirtayasa 1 Public Middle School, which during the pandemic is now implementing online learning systems.

Methods

This research uses SWOT analysis. The approach used in this study is a qualitative approach using descriptive methods. In collecting data using observation and interview techniques. In observations and interviews researchers took accurate samples that knew all kinds of situations and field conditions. This study also explains the internal and external factors that occur in the online PAI learning process at SMP Negeri 1 Tirtayasa which are elements of the SWOT analysis. It also describes strengths,

weaknesses, opportunities and threats (Suhardiyantoro Adhitya Wardhana, Asim, 2017) in the learning process of Islamic Religious Education online.

This research took place at SMP Negeri 1 Tirtayasa which is located at Jl. Sultan Agung Tirtayasa, Tirtayasa District, Serang Regency, Banten. In this study, the sources of information in supporting this research were parties who understood the real situations and conditions that occurred in the field, including school principals, teachers of Islamic Religious Education subjects and several students who could be found on the sidelines of online learning.

Results and Discussion

The learning process that was previously carried out face-to-face is now switching to online learning in the Covid-19 pandemic era. This pandemic has changed all social arrangements as well as the educational aspect to become virtual. The study that was carried out by the author in digging up data about online learning at SMP Negeri 1 Tirtayasa found several positive and negative findings. The findings from the data show that the Covid-19 pandemic, which requires learning to be carried out online, has had a successful impact on students, teachers and even parents. It even has an impact on psychological aspects that influence certain parties. This impact can be felt in the educational aspect directly or indirectly.

The impact felt from the pandemic which required learning to be carried out online emerged from teachers who also felt the impact. In a study it was said that most teachers felt comfortable in providing online learning (Hamdani, 2020). However, many studies also say that teachers feel uncomfortable with online learning patterns that require teachers to complete all activities and work from home (Rohani, 2020).

The implementation of online learning essentially gave birth to a controversy among the public. Communities who have excess material values actually easily agree to the application of online learning patterns. Meanwhile, for people with middle to lower economic backgrounds, it will become a burden and become a new problem. The majority of people whose children attend SMP Negeri 1 Pontang belong to middle to lower economic backgrounds. It is no wonder that there are many rejections arising from educational policies carried out online without considering the causes and consequences.

The impact on parents whose children carry out online learning, especially at Tirtayasa 1 Public Middle School, is felt to have led to illogical policies. It is felt that the application of online learning patterns provides an additional burden for parents who have middle to lower economic backgrounds. This is because parents must provide additional devices and facilities to support online learning. This is certainly a consideration for policy makers, both central and regional. Meanwhile, the impact felt for students in online learning is that students experience limitations in their interactions. Both interactions with teachers and interactions with peers. This actually invites students to feel bored and experience stress (Purwanto, A. 2020).

The pattern of online learning at SMP Negeri 1 Tirtayasa, especially for the Islamic Religious Education subject, results in an activity that is different from usual.

It is known together, that the subject of Islamic Religious Education in its implementation is not only limited to theory, but there are practical aspects as a form of daily implementation (Parhan & Sutedia, 2019). In carrying out this practicum, this is the main focus in online learning. The reason is, it was stated that in the process of delivering the material there were no problems, but it was the practical aspects that became a problem in online learning (Results of interviews with PAI Subject Teachers). In addition, in online learning, strengths and weaknesses can be identified for the ongoing online learning process, especially in the subject of Islamic Religious Education at SMP Negeri 1 Tirtayasa. Aspects of strength and weakness are aspects that are born from internal factors. While the external factors identified an opportunity and a threat.

The strength is an effort to advance all elements of education including the quality of education. In this case, for example, strength in virtual (online) learning. Strengths in online learning can be identified as strengths in the aspect of advancing schools and being able to maintain and strengthen strengths that transform into strengths in online learning.

From the perspective of *Strength*, online learning that takes place at SMP Negeri 1 Tirtayasa has resulted in progress in the aspect of using technology, therefore during the current pandemic which requires learning to be carried out online requires students and teachers to be more internal in holding devices or communication tools that support online learning. In addition, what is an aspect of strength in online learning is a flexible learning process that can be carried out anywhere with a mutually agreed schedule, does not require a special location, so that it can provide opportunities for students to do other activities on the sidelines of activities. study online. Besides that, it was also found that in the online learning system the next strength is that if students find difficulties in the online learning process, students can ask parents directly, so that the learning process runs carefully. In fact, the research also stated that one of the strengths in carrying out online learning is to make it more comfortable and students don't get bored doing it accompanied by eating snacks (Amirullah, 2021). In addition to the points mentioned above, it was also identified that the element of effort so as not to be exposed to the Covid-19 virus is also a strength of this online learning.

The weakness is a situation or condition that explains the low capacity and quantity of teachers and students in implementing online learning.

It was identified that the element of weakness in online learning, especially in the subject of Islamic Religious Education at SMP Negeri 1 Tirtayasa, is the difficulty of students in procuring internet quota in supporting the online learning process. It is well known that electronic devices and other devices are supporting elements in the implementation of the online learning process. The results of an interview with one of the students stated that buying quotas used for online learning is considered very expensive, this is of course a problem in the education sector. The family's economic background, which belongs to the lower middle class, is the reason why internet quota is complained about. On the other hand, it was also identified that the weakness in online learning at SMP 1 Tirtayasa was parental control that was not optimal over their

children's learning activities, many students prioritized playing online games rather than following the online learning process. As explained by (Rigianti, 2020) that the learning process with an online system will run smoothly if parents intensely supervise their children's learning activities. Another phenomenon that occurs is that in the first week parents always intensely accompany and supervise their children in online learning, but in the second and following weeks the supervision and assistance of their children begins to decrease. This was identified because the activities of parents began to be preoccupied with other work, such as homework, dividing time at work to supervising children in learning.

Apart from the internet quota factor and parental supervision, the weakness in online learning at Tirtayasa 1 Public Middle School is that students quickly feel bored, lazy, and even sleep and don't participate in the online learning process. Most students also feel bored because they have isolated themselves for too long without chatting, playing, with their colleagues. Finally, most students are reluctant and put aside learning from and prioritize playing with their surroundings.

It was also identified that in online learning there were many complaints originating from students, ranging from explanations of material that were difficult to understand, to explanations of material that were disrupted by an unstable internet network. The problem of internet connection is indeed a support for success for online learning. The reason is, the connectivity of the internet network in each region is certainly different. So that it becomes a serious concern for policy makers in the success of online learning. In the end, with ongoing online learning that encounters many problems in its implementation, a student will feel lazy and reduce student interest and enthusiasm in learning.

The opportunity of online learning during a pandemic can be concluded as the most important situation which contains profit value in the education sector. It was also explained that opportunity is a favorable situation and condition in the future, especially for educational institutions.

In the aspect of opportunity of online learning at SMP Negeri 1 Tirtayasa this is identified as a form of attitude education towards students so that they grow by having critical values in addressing various things. This is said because the online learning system requires students to study remotely and use devices. Situations and conditions like this allow students to be more active in asking about material that is not understood. Indirectly, these activities train students' speaking power to be more active, especially for students who are rarely active in face-to-face learning. As explained by (Salsabila, 2020). Online learning provides a stimulus to students so as to foster student independence in learning, students who have minimal interaction with their friends tend to be more passive in learning, so that with online learning students are freer to be active in asking questions either via chat through the learning platform application or during the online learning process directly. The next opportunity is the increasingly intense use of electronic devices because online learning should be utilized by students in sharpening their creativity to master various knowledge about

technology. This should be given understanding by teachers and parents so that students are directed in using learning tools.

Furthermore, threats or threats from a learning process that uses virtual or online patterns should receive special attention from parents. This is because the online learning pattern requires students to use their devices for a long time. This certainly makes students experience personal disturbances, such as addiction to using gadgets, the sophistication of gadgets is an alternative way of completing assignments, so that it can affect students' absorption in learning. Therefore, parents should always accompany their children in online learning. As written by Kartini (Kartini, 2021) in his article explains that most children who do the learning process online experience visual impairment, this is because students use their devices for too long without parental supervision. In addition, it was also identified that threats affecting online learning resulted in students experiencing a decrease in understanding lessons, this decrease in understanding was caused by excessive use of devices so that they had a negative impact on their use.

On the other hand, *the threat* that is of particular concern to teachers, especially Islamic religious education teachers, is the aspect of student moral education. In addition, moral education is also a special concern for teachers, especially Islamic religious education teachers (Romli et al., 2021). The learning process that takes place online certainly cannot provide direct supervision of its students, this is what causes high concern about the decline in student morals and morality (Parhan et al., 2021). Nevertheless, the learning process of Islamic religious education is always carried out routinely, but the aspect of direct supervision of student behavior cannot be monitored directly in their daily lives. The lack of supervision of students makes students uncontrolled in their actions, both acting in real life and meeting virtually. Furthermore, what has become a threat in learning Islamic Religious Education online is the learning process in endemic times where previously students felt comfortable and accustomed to the online learning process. This resulted in a decrease in students' interest in learning after the end of the pandemic or the new normal period.

Conclusion

IRE learning activities online at SMP Negeri 1 Tirtayasa have a special place, both among teachers, students and even parents who actively participate in helping the online learning process run in the pandemic era. Online education was initially rejected, but with objective socialization and direction the online learning process can take place. The process of implementing online learning certainly has its positive and negative aspects.

What is a strength of the online learning process is a flexible learning process that can determine study hours according to mutual agreement, does not require a special place, students can establish communication with parents when they encounter difficulties, and of course it is an effort to avoid the Covid-19 virus.

Weaknesses of the online learning process, namely unstable internet connections, students quickly feel bored with the learning process, lack of parental

supervision of children in online learning, uneven distribution of infrastructure facilities and the large number of students who complain because the teacher's explanation is not optimal.

Opportunities of online learning include making students independent in learning, taking advantage of student momentum in processing skills in technology, to training students to be more active in the learning process.

Threats identified from the online learning process include disruption of students' visual function due to too long in front of the screen, decreased concentration and understanding of student learning, to the decline of students' moral and moral values due to lack of supervision or control from teachers and other school authorities. Therefore, in the online learning process, the role of parents is very much needed.

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