

Distance Learning Materials For Islamic Religious Education Students In The Covid-19 Pandemic

Sutisna¹, M. Dahlan R^{2*}

^{1,2} Fakultas Agama Islam
Universitas Ibn Khaldun Bogor

* Corresponding author:

Email: dahlan@uika-bogor.ac.id

Abstract.

The COVID-19 pandemic has acted as a catalyst for change in a variety of areas of life, including education. Education, which was previously conducted solely in the classroom, has evolved into technology-based distance learning, posing challenges for students at all levels of the educational process, including students. This study aims to analyze Islamic Religious Education students' knowledge, problems, and efforts to improve course understanding. A semi-structured questionnaire and the probability snowball sampling approach were used to conduct an online survey. The responders were from the second semester of eight classes, and a total of 180 statements were accepted. Distance learning expertise During distant learning, 63.71 percent stated they comprehended the process, and 42 percent said they felt their parents' attention. Students cited slow learning, excessive costs, and not ideal as problems in this survey, with 51.2 percent, 63 percent, and 63.3 percent, respectively, expressing their dissatisfaction. 74.4 percent of students reported that they were making significant efforts to improve their comprehension of studying and listening courses, with 43 percent of students attempting to ask questions and 90.6 seeking for references in order to better their understanding of the course.

Keywords: *The covid-19 epidemic, knowledge, problems, and initiatives*

I. INTRODUCTION

Today, distant learning has become a model that has been carried out for the past year, along with the appearance of a fantastic covid-19[1] and become a world pandemic, all humans are focused on stopping the spread of this virus, which has claimed many lives in various regions of the world. According to WHO data (9/7/2021), more than 4 million people have died from COVID-19 since its appearance and it is predicted that this will continue to increase. This condition necessitates all sectors to engage in various forms of prevention, such as avoiding crowds and limiting communal activities, and even lockdown [2.3] is used in numerous nations [4]. While some countries have managed to escape the virus's atrocities [5], others are still fighting it. This situation undoubtedly causes changes in numerous sectors of activity and a shift to innovation in carrying out activities, including in the field of education [6]. Education is a process of knowledge transfer, mental development, and the creation of attitudes and behavior between instructors and pupils. Students and educators interact face to face or directly in the classroom throughout the process. However, since the Covid-19 epidemic, education has evolved along with the rest of the industrial world, shifting from direct to indirect instruction, sometimes known as

distant learning. Distance learning is a knowledge transfer process carried out during a pandemic using technology, various technological media are used as a tool for the learning process in the hope that the declared educational goals will not be neglected by the change in the learning method.

Prior to the pandemic, learning at various levels of education was done offline or at a slow speed in the classroom; however, during the epidemic, learning was done online in order to stop the spread of covid-19 [7]. Even though technology has become increasingly sophisticated and easy to access and use, online learning does not always make learning easy, but the readiness of educational resources that still rely on traditional learning and must migrate quickly and suddenly to a new system characterized by networks is something that is difficult to do and get used to [8]. This, of course, has an impact on students' ability to comprehend and accept learning in the classroom; this condition is felt by all students from elementary school to college, and they constantly strive to make distance learning provide them with a better understanding of the material being taught. There is a paucity of research that examines the challenges of these students' circumstances at Ibn Khaldun University, Bogor, despite the fact that it is vital to study their conditions. In light of the foregoing, the purpose of this study is to assess the knowledge, challenges, and efforts made by Islamic Religious Education students in remote learning to improve understanding of lecture material during the covid19 pandemic.

II. METHODS

This study used a cross-sectional approach, with observations taking place at Ibn Khaldun University in Bogor. Using the snowball method of data collecting, an online questionnaire was created using a Google formula and delivered to the class committee chairperson via WhatShap. Students in the fourth semester of the Islamic religious education study program at Universitas Ibn Khaldun in Bogor took part in the study. Data will be collected beginning June 20, 2021 at 8 a.m. and ending June 28, 2021 at 12 p.m. The online questionnaire was divided into three sections that are all connected to distant learning knowledge, challenges, and efforts to increase understanding of instructional materials in distance learning during the epidemic. There are 10 statement items linked to distance learning knowledge, 6 statement items related to distance learning challenges, and 6 statement items related to efforts to increase understanding; all items are rated on a 3-point Liker scale: agree, sometimes, disagree. The mean and standard deviation were used to estimate the results, and descriptive statistics were employed to interpret the findings.

III. RESULT AND DISCUSSION

This survey is related to knowledge, problems and efforts to improve understanding of teaching materials in distance learning during a pandemic, conducted on the student population of Islamic Religious Education at Ibn Khaldun University

Bogor, as many as 180 gave responses. All participants are active students in the class, among participants 25% are male students and 75% are female students. Participants came from 8 classes; 11.1% of class A, class B 11.1%, class C 15.6%, class D 11.1%, class E 14.4%, class F 11.7%, class G 15% and class H 10 %.

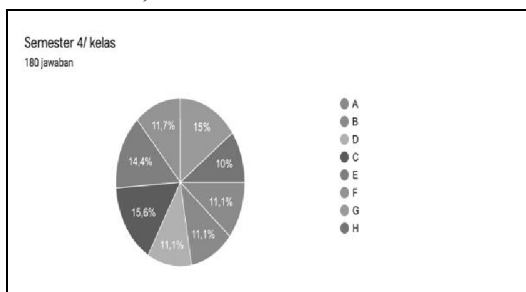


Fig. 1. Distribution of samples in each class

Part 1: Knowledge Distance learning during a pandemic.

Most of them know the process of distance learning, this can be seen from the picture 2. Of the total participants, 42% answered that with distance learning they were more concerned about their parents; only 19.4% ignored parents' attention during distance learning, the majority (63.71%) stated that they understood distance learning.

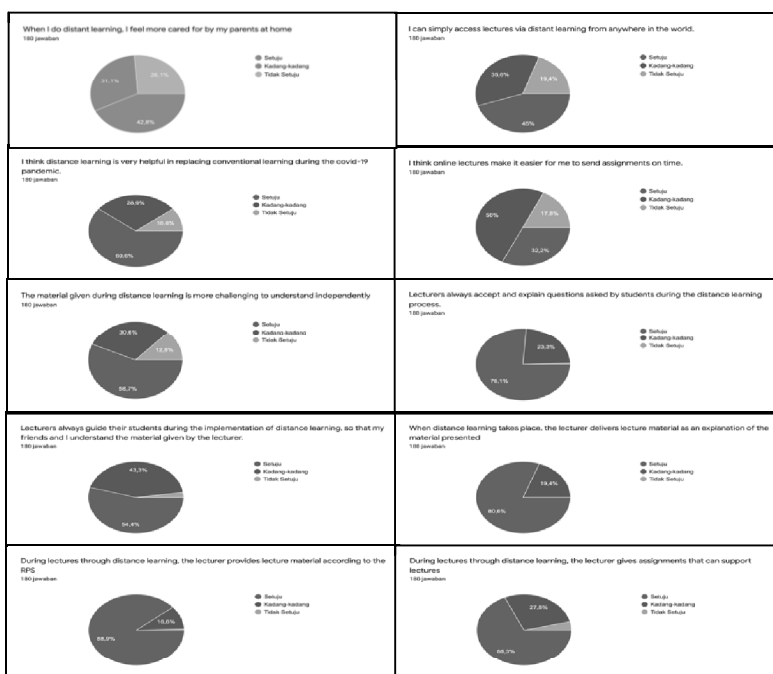


Fig. 2. Distance learning knowledge

Part II: Problems in distance learning

Students feel various kinds of problems as shown in Figure 3. While 51.25% of students feel lazy to study with distance learning, 63% think that distance learning

costs more, almost half of students (49.5%) feel that distance learning is not optimal and 63.3% find it difficult to communicate teaching materials with friends.



Fig. 3. Problematic distance learning for PAI students

Part III: Efforts to improve understanding of teaching materials.

In improving the understanding of teaching materials, students have tried to do various things, as shown in Figure 4. Most (74.4%) students sometimes study and listen seriously in order to understand the teaching materials, and only a small part (21.1%) who seriously, 43% of students try to ask questions in order to understand the teaching material, and 53.9% of students try to find references from books and 90.6% look for digital references. Most of the committees (72.2%) communicated with the lecturers before starting the lesson.

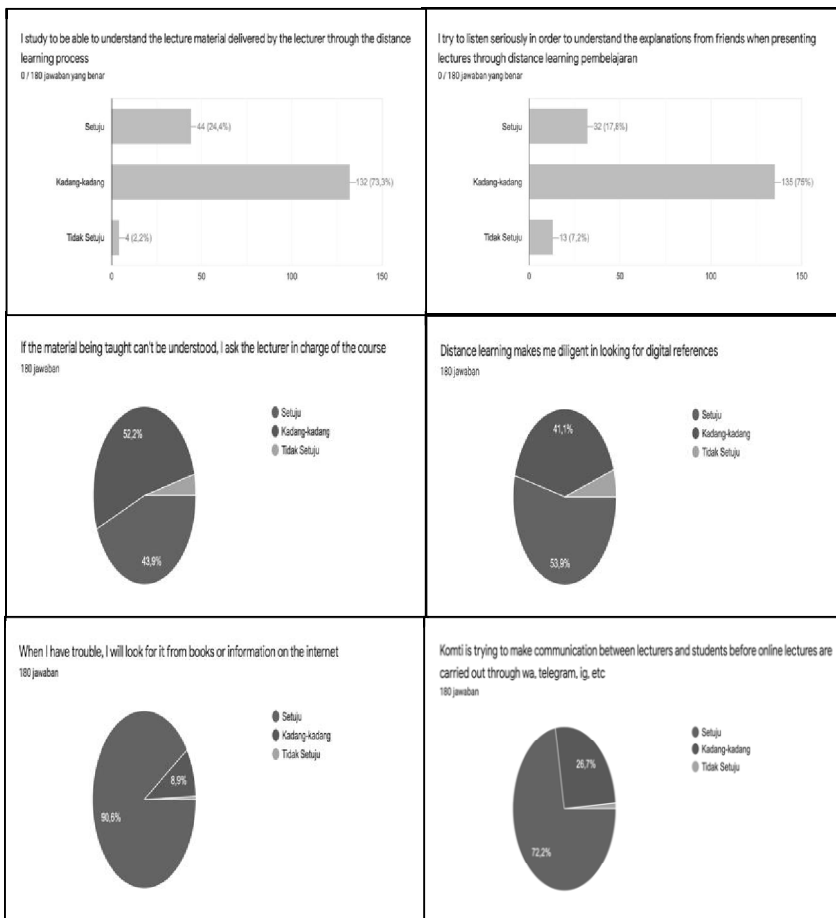


Fig. 4. The efforts made to improve the understanding of the subject

The Covid-19 pandemic has become the forerunner of changes in the world of education and the use of digital technology is an option, many want education to return to the conventional model because it is much easier to improve understanding of teaching materials compared to technology-based education like this [9], this desire sticks out along with with the many obstacles in the learning process and the unavailability of adequate technology in various places [10]. However, this pandemic cannot be predicted until when it will end [11], even the anti-virus has not yet been found, existing vaccines are still being developed along with the mutation of the covid-19 virus into various new variants. Students' awareness of distance learning is a capital to improve their understanding of the lecture material they receive as well as a reference in improving technology-based educational services [12].

During a pandemic like this, everyone from various groups works together to prevent the spread of covid-19, including students who are studying, so distance learning is a model that cannot be avoided. Various problems arise due to the unpreparedness of the facilities and facilities that cause disruption. in remote education [13] become an unavoidable aspect of life and necessitate careful treatment of

numerous factors; government and internet service providers, not a few students find it difficult to participate in distant learning since internet access is still limited. This condition necessitates lecturers being more imaginative [14] in their delivery of educational materials so that knowledge transformation is not inhibited by these flaws.

The various problems of distance learning have been attempted and attempted by students to overcome them, because in fact they also want knowledge to the maximum, they want an understanding of the lecture material given in its entirety in the midst of the limitations that occur. So, communication with lecturers is the most important part in understanding teaching materials, this requires the lecturers to act quickly to respond to communication from students quickly because it is part of the most effective means to bridge student understanding after giving lecture materials, creating communication groups and the discussion must be formed so that it becomes an inseparable part to improve the understanding of teaching materials for students.

IV. CONCLUSION

Most students understand and appreciate distance learning, but they experience challenges that might lead to a lack of motivation to learn. As a result, they endeavor to improve their grasp of the educational materials provided to them.

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