



ONLINE IRE LEARNING DURING THE COVID-19 PANDEMIC IN YOGYAKARTA BETWEEN OPPORTUNITIES AND CHALLENGES

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Abstract

This article aims to determine the process and impact of online IRE (Islamic Religious Education) learning in Yogyakarta. This study uses a qualitative descriptive method with research subjects consisting of principals, teachers, students, and parents. The results of the study revealed that students can be categorized into three, namely those who like (1) face-to-face learning, (2) online learning, and (3) offline and online learning. However, among the three categories, the highest number is found in students who do not like online learning. A phenomenon was found that revealed that parents were bored with online learning and were unable to guide their children to study at home. The inhibiting factors for teachers include students being less active in learning, the difficulty of finding the right method so that students do not get bored quickly, and student assessments using family accounts. Parental barriers consist of parents who cannot teach their children during online learning, taking turns using mobile phones with their children, and parents who are busy working. While the supporting factors are learning quota assistance, the availability of computer laboratories, and parents always coordinating with teachers. Online learning has been shown to have an impact on students' economic, social and psychological conditions.

Keywords: Online Learning, IRE, COVID-19 Pandemic, Educational Psychology

Abstrak

Artikel ini bertujuan untuk mengetahui proses dan dampak pembelajaran PAI online di Yogyakarta. Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek penelitian yang terdiri dari kepala sekolah, guru, siswa, dan orang tua. Hasil penelitian mengungkapkan bahwa siswa kondisi dapat dikategorikan menjadi tiga, yaitu yang menyukai (1) pembelajaran tatap muka, (2) pembelajaran online, dan (3) pembelajaran offline dan online. Namun diantara ketiga kategori tersebut, jumlah tertinggi terdapat pada siswa yang tidak menyukai pembelajaran online. Ditemukan fenomena yang mengungkapkan bahwa orang tua bosan dengan pembelajaran online dan tidak mampu membimbing anaknya untuk belajar di rumah. Faktor penghambat guru antara lain siswa kurang aktif dalam pembelajaran, sulitnya mencari metode yang tepat agar siswa tidak cepat bosan, dan penilaian siswa menggunakan akun keluarga. Hambatan orang tua terdiri dari orang tua yang tidak bisa mengajar anaknya saat pembelajaran online, bergiliran menggunakan handphone dengan anaknya, dan orang tua yang sibuk bekerja. Sedangkan faktor pendukungnya adalah bantuan kuota belajar, ketersediaan laboratorium komputer dan orang tua selalu berkoordinasi dengan guru. Pembelajaran online terbukti berdampak pada kondisi ekonomi, sosial dan psikologis siswa.

Kata Kunci: Pembelajaran Online, Pendidikan Agama Islam, Pandemi COVID-19, Psikologi Pendidikan.

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INTRODUCTION

Law No. 20 of 2003 concerning the National Education System explains that learning is a process of interaction between teachers and students, as well as learning resources that take place where learning activities occur. Learning is a planned activity, has a purpose, and is managed, resulting in a better change and settling in a person.¹ The learning process refers to a learning activity using the curriculum in educational institutions to achieve the specified learning objectives.² It can also be interpreted as an interaction carried out by teachers and students at the place where the learning takes place, with the aim of changing information into knowledge, skills, and changes in attitudes as the output of learning.³ In addition, the learning process is also defined as all activities related to learning and teaching designed to provide lessons for students.⁴

Online learning is a learning activity carried out remotely by utilizing the internet and electronic equipment, and it is different from face-to-face learning.⁵ Online learning is a general learning delivery activity using digital media via the internet.⁶ UUSPN No. 2/1989 article 39 paragraph (2) states that religious education is required at every level of education. One of the efforts to instill faith in students related to religion is the holding of religious subjects. In the same journal, Ahmad explained that Islamic education is an effort to develop students to understand better, appreciate, and carry out the teachings of Islam.⁷ Moreover, Islamic religious education, as defined by Azyumardi, refers to a person's process of achieving glory based on Islamic law and using his leadership spirit to achieve happiness in the world or the hereafter.⁸

Technological development can be used for online learning during the COVID-19 pandemic; social media and electronic devices are an alternative for learning when the large-scale social restrictions (PSBB) implemented by the government limit activities. Cellphones and laptops are expected to facilitate the online learning process, hoping to increase the creativity of both students and educators. Educators must be creative in carrying out offline and online learning activities by utilizing methods or media in learning, especially during the COVID-19 pandemic.⁹ Data from the Ministry of Education and Culture in 2020 revealed that 28.6 million elementary school students, 13.1 million junior high school students, 11.3 million senior high

¹ (Yamin in Yulianingsih & Lumban Gaol, 2019)

² Alimron Alimron, "Penerapan E-Learning Dalam Proses Pembelajaran Pada Program Studi PAI Universitas Islam Negeri Raden Fatah Palembang," *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* 3, no. 1 (2019): 105–20, <https://doi.org/10.21009/003.1.06>.

³ Nahdatul Hazmi, "TUGAS GURU DALAM PROSES PEMBELAJARAN," *JOEAI* 2, no. 56–65 (2019).

⁴ F Herlina, S Marsidin, and A Sabandi, "Kebijakan Standar Pengelolaan Di Sekolah Dasar," ... : *Jurnal Ilmu Pendidikan* 2, no. 2 (2020): 134–43, <https://doi.org/10.31004/edukatif.v2i2.116>.

⁵ Heriwan dan Taufina, "Analisis Proses Pembelajaran Dalam Jaringan (DARING) Masa Pandemi COVID-19 Pada Guru Sekolah Dasar," *Jurnal Basicedu* 3, no. 2 (2020): 524–32, <https://doi.org/10.31004/basicedu.v4i3.416>.

⁶ (Imana in Rigianti, 2020)

⁷ Desi Susanti, "Pengembangan Pendidikan Agama Islam," *Edureligia; Jurnal Pendidikan Agama Islam* 1, no. 2 (2018): 63–75, <https://doi.org/10.33650/edureligia.v1i2.46>.

⁸ Siti Mustonah, "Implementasi Pendidikan Islam Berbasis Multikultural Di Sekolah Menengah Pertama Kota Cilegon Banten," *TANZHIM Jurnal Penelitian Manajemen Pendidikan* 1, no. 1 (2016): 41–48.

⁹ Marfiyanti, "KREATIFITAS PENDIDIK UNTUK MENINGKATKAN KEMAMPUAN PESERTA DIDIK DALAM PROSES PEMBELAJARAN BACA TULIS ALQUR'AN PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DI ERA PANDEMI COVID-19" *X*, no. 1 (2020): 187–218.

school students, and 6.3 million college students were forced to carry out learning from home due to the impact of the COVID-19 pandemic.¹⁰

The Yogyakarta Special Region Government has implemented online learning for all schools to prevent the spread of COVID-19. Quoted from Suarajogja.id schools in Yogyakarta were opened at the latest, and learning activities for the new academic year 2020/2021 began in July using an online learning system. Following the contents of the circular issued by the government regarding learning during the COVID-19 pandemic, SMP Muhammadiyah Kasihan also applies online-based learning. Google Classroom has been utilized as the learning media for students in this school. The implementation of this online learning aims to prevent the spread of COVID-19 in Yogyakarta, which has recently been increasing.

The results of previous studies uncovered that teachers and students have challenges and opportunities in online learning, the ability to master technology, extensive learning references, and easy access to learning. In addition, challenges that must be solved include less optimal learning objectives, the impact of increased learning costs, and an unstable network.¹¹ However, it is different from China, which has the “School’s Out, But Class’s On” program—one of the largest online schools in the world. China utilizes advanced technology to enter remote villages in implementing online learning. “School’s Out, But Class’s On” is the first step to becoming an educational solution during the COVID-19 pandemic. This program also unifies the task of reforming the learning and learning system during the COVID-19 crisis to take better steps in school education.¹² A study on the initial teacher education program in Chile unveiled that from 27 foreign language teachers as the study subjects, the virtual teaching experience during this pandemic would positively impact their careers and professions within a certain period, and some recommendations for providing ITE programs to teachers are opportunities in online learning.¹³ Therefore, this study aims to examine the online learning process of IRE during the COVID-19 pandemic at SMP Muhammadiyah Kasihan. As one of the Yogyakarta residents impacted by the COVID-19 pandemic, the author wants to know about the process and impact of online IRE learning during this pandemic.

METHODS

This study is qualitative research with a descriptive approach. This research was conducted at SMP Muhammadiyah Kasihan Bantul. The data were obtained through documentation, observation, and interviews. The informants consisted of the principal, the deputy principal as the deputy head of the curriculum, the teachers as the supervisor in each

¹⁰ Asep Priatna Acep Roni Hamdani, “EFEKTIFITAS IMPLEMENTASI PEMBELAJARAN DARING (FULL ONLINE) DIMASA PANDEMI COVID- 19 PADA JENJANG SEKOLAH DASAR DI KABUPATEN SUBANG,” *D&S* 53, no. 9 (2020): 1689–99, <https://doi.org/10.1017/CBO9781107415324.004>.

¹¹ Azmil Hasan Lubis and Muhammad Darwis Dasopang, “Online Learning during the Covid-19 Pandemic: How Is It Implemented in Elementary Schools?,” *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran* 11, no. 1 (2021): 120, <https://doi.org/10.25273/pe.v11i1.8618>.

¹² Xiaoqiao Cheng, “Challenges of ‘School’s Out, But Class’s On’ to School Education: Practical Exploration of Chinese Schools during the COVID-19 Pandemic,” *Science Insights Education Frontiers* 5, no. 2 (2020): 501–16, <https://doi.org/10.15354/sief.20.ar043>.

¹³ Theophile Nsengimana et al., “Online Learning during COVID-19 Pandemic in Rwanda: Experience of Postgraduate Students on Language of Instruction, Mathematics and Science Education,” *Contemporary Mathematics and Science Education* 2, no. 1 (2021): ep21009, <https://doi.org/10.30935/conmaths/10788>.

subject, and students of the SMP Muhammadiyah Kasihan as perpetrators of online learning activities. Data analysis was carried out through three stages, encompassing data reduction, data presentation, and conclusions. Data reduction was conducted by summarizing data, selecting data to be processed, focusing on essential data, and eliminating anything deemed unnecessary. Data presentation was performed by grouping the data obtained in a description or narrative, later used as a conclusion. This conclusion section summarizes the data described to obtain meaning from the description of the data reduced and presented.

Results and Discussion

The online learning process at SMP Muhammadiyah Kasihan

The online learning process at SMP Muhammadiyah Kasihan has components or factors that support and influence the online learning process carried out. The first is the curriculum section. UUSPN No. 20 of 2003 article 1 paragraph 19 explains that the curriculum is a plan regulating the delivery of teaching materials, content, and learning objectives useful as a reference in performing learning activities to achieve learning objectives.¹⁴ Online learning conducted by SMP Muhammadiyah Kasihan utilized an essential or emergency curriculum. This essential curriculum is a simplified curriculum 13 in terms of learning materials, basic competencies, and learning time. The use of this essential curriculum was associated with IRE learning time in normal learning activities. IRE subjects had nine hours per week. While using this essential curriculum, they became four hours a week.

The second is the online learning application. Online learning is inseparable from the use of media or learning applications. The interviews revealed that the applications used in the online learning process encompassed Google Classroom, WhatsApp, Instagram, and Quizizz. SMP Muhammadiyah Kasihan decided to employ the Google Classroom application because it provided many features facilitating teachers and students to carry out online learning. The online learning process began with the teachers uploaded material or assignments before the learning hours started. After that, students followed the instructions given by the teachers, and students could upload the finished assignments in Google Classroom.

Assignments for each IRE subject had different times, such as the Al Qur'an Hadith and Fiqh subject providing one week of work time, while the *Aqidah Akhlak* subject demanded the task to be completed on the day it was given, but the teacher gave tolerance of two to three days to finish it. However, in the *Tarikh* subject, the teacher did not give time to work on the assignment.

The activeness in participating in online learning determined the scores of students. Those active in online learning received additional scores. In addition to activeness in online learning, students' assessments were obtained from assignments and materials given by the teacher following the instructions. The teacher also gave the attitude score regarding students' honesty in doing assignments or questions related to learning materials.

So far, the evaluation of online learning at SMP Muhammadiyah Kasihan Bantul was associated with student involvement in online learning. Several students had not followed the time set by the school. Mrs. ST also explained that the teacher had prepared a place for

¹⁴ Tri Wahyudi Ramdhan, "Kurikulum Pendidikan Islam Multikultural" I, no. 2 (2019): 121–36.

discussion in Google Classroom, supported by other applications, either via WhatsApp or Zoom. Unfortunately, the students encountered problems, either from inadequate internet quotas or cellphones still taking turns with parents.

Regarding other evaluations, such as material, the teacher gave assignments to make videos based on the material delivered. Then, the videos were sent via Google Classroom and evaluated by the teacher based on the subject matter. The use of Google Classroom was strengthened by research conducted by Nurasi, Uswatun, and Mulia, explaining that Google Classroom could ease teachers and students in the learning process as it could be used anytime and anywhere. Moreover, it also facilitates teachers to evaluate the learning carried out by their students.¹⁵

WhatsApp is a communication application in the form of texts, videos, photos, and sounds commonly used by the public.¹⁶ WhatsApp has been employed in the online learning process of IRE at SMP Muhammadiyah Kasihan Bantul as a medium to communicate with students or their parents. In addition, it was utilized as a medium for student consultations with teachers, explained by Mr. WS, a teacher of the Al Qur'an Hadith subject, by stating, "WA is used to ask questions, so the consultation is done through WA because the Classroom is not always active".

WhatsApp was also used to monitor students when doing online learning at home. With telephone and video call features, it assisted the school in monitoring less active students in online learning by listing them and contacting their parents through homeroom teachers to ask about the obstacles they experienced. The school had a home physical program aiming to monitor the condition of students by visiting inactive students in online learning. Besides, WhatsApp was a second option for students to collect their assignments. A study examining the "Ngajar on the Road" program discovered two results. The negative impact of this program caused traffic violations, the ineffectiveness of the learning process, and not being an excellent example for students. Conversely, the positive impacts were the flexibility of learning both in terms of time and place as well as learning activities carried out during the pandemic using the YouTube, Zoom, and WhatsApp group applications.¹⁷

Moreover, WhatsApp was also used by SMP Muhammadiyah Kasihan as a medium of coordination between the school and parents of students related to school information through the group feature. Online IRE learning at SMP Muhammadiyah Kasihan in the *Aqidah Akhlak* subject had innovations using Instagram and Quizizz. The learning carried out began with the teacher giving the task of making a story on each of the students' Instagram accounts based on the material's theme. After that, the story posts were tagged on Instagram account @AqidahAkhlak and @smpmuhammadiyahkasihan. The teacher's innovation for learning using Instagram could be followed by many students. The teacher gave a gift of credit of 10,000

¹⁵ Luthfi Hamdani Maulana Najila Indah Nurani, Din Azwar Uswatun, "ANALISIS PROSES PEMBELAJARAN MATEMATIKA BERBASIS DARING MENGGUNAKAN APLIKASI GOOGLE CLASSROOM PADA MASA PANDEMI COVID-19" 6, no. 1 (2020).

¹⁶ Ni Komang Suni Astin, "Pemanfaatan Teknologi Informasi Dalam Pembelajaran Tingkat Sekolah Dasar Pada Masa Pandemi Covid-19" 11, no. 2 (2020): 13–25.

¹⁷ Mardianto Mardianto and Muhammad Shaleh Assingkily, "'Dosen Ngajar On the Road': Persepsi Mahasiswa Tentang Fenomena Pembelajaran Era Covid-19," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 1 (2021): 526–38, <https://doi.org/10.31004/obsesi.v6i1.1374>.

and promoted the student's Instagram account through reposts from the account created by the teacher. The students' response to learning using Instagram was relatively good, as conveyed by Mr. HW, a teacher of the *Aqidah Akhlak* subject, by stating, "Through such a promotion, students are finally active on Instagram".

Another application supporting Google Classroom at SMP Muhammadiyah Kasihan Bantul was Quizizz, used by teachers in online IRE learning. This application has game themes as well as audio, providing entertainment to students when learning is done.¹⁸

Learning using Quizizz at SMP Muhammadiyah Kasihan Bantul was more effective and interesting because students were more enthusiastic about learning. In using this application, the teacher gave questions and working time on each item. Moreover, Quizizz was also more challenging because of the additional scores for students with speed and accuracy in answering questions. Previous studies revealed that online learning applications facilitated lecturers in online learning activities, although several obstacles existed in their application. Several universities have developed their learning applications for online lecture activities. Hence, it is essential to develop learning applications in line with the development of existing technology.¹⁹

Students' Response

Students' response to online IRE learning at SMP Muhammadiyah Kasihan was related to learning methods based on the results of interviews; some students believed the method used by their teachers in providing the material was suitable. However, it was still less good because they found it hard to understand the material. Moreover, they also faced problems with the technical tasks assigned by their teachers. Most students preferred face-to-face learning to online learning because they could meet their friends, and the face-to-face learning system gave them more understanding of the material. However, several students preferred online learning for being more flexible in time.

In addition, too many assignments resulted in students quickly getting bored in participating in online learning. Being bored alone caused students to be lazy in doing assignments, but some relieved boredom by doing their hobbies, playing with friends, sleeping, playing games, and discussing if confused about the assignments given. The response of students at SMP Muhammadiyah Kasihan Bantul is the same as the research results by Dwi Hardani Oktawirawan, such as students learned as well as they could, asking each other questions about assignments given, and students having difficulties in technical or how to do assignments.²⁰

¹⁸ Erlis Nurhayati, "Meningkatkan Keaktifan Siswa Dalam Pembelajaran Daring Melalui Media Game Edukasi Quiziz Pada Masa Pencegahan Penyebaran Covid-19," *Jurnal Paedagogy* 7, no. 3 (2020): 145, <https://doi.org/10.33394/jp.v7i3.2645>.

¹⁹ Roy Martin Simamora et al., "Practices, Challenges, and Prospects of Online Learning during Covid-19 Pandemic in Higher Education: Lecturer Perspectives," *Studies in Learning and Teaching* 1, no. 3 (2020): 185–208, <https://doi.org/10.46627/silet.v1i3.45>.

²⁰ Dwi Hardani Oktawirawan, "Faktor Pemicu Kecemasan Siswa Dalam Melakukan Pembelajaran Daring Di Masa Pandemi Covid-19," *Jurnal Ilmiah Universitas Batanghari Jambi* 20, no. 2 (2020): 541, <https://doi.org/10.33087/jiubj.v20i2.932>.

Parents' Response

The interview with Mr. RF as the principal unveiled that students' parents were highly responsive. Parents felt bored in helping their children during online learning as if they were the ones taking it. SMP Muhammadiyah Kasihan has also provided a face-to-face learning program called the learning consulting service (LKP). This program is a solution from the Bantul Regency Government for learning during the COVID-19 pandemic. This LKP was carried out in early November 2020 with student arrivals once a week starting from Monday to Thursday according to the schedule established by the school and by implementing the COVID-19 health protocol. Unfortunately, this LKP was only applied to the subjects tested. However, the school did not close consultation if students wanted to study IRE or general subjects.

Parents have provided some input regarding this LKP, such as the implementation should not only be once a week but instead, for a whole week. However, the school has continued to implement it following the regulation from the regency government, once a week. Besides, some parents had difficulty due to the inadequate devices in learning at homes, such as the absence of learning tools such as cellphones or laptops, working conditions of parents, as well as cell phones that had to take turns with parents or younger siblings, either for work or study.

Obstacle Factors

The first inhibiting factor was the students themselves. The obstacles for students in online learning at SMP Muhammadiyah Kasihan were: students did not have cellphones or laptops, and inadequate internet quotas, even though the school and the government have provided free quotas for learning, not all students could get it due to students who constantly changed their phone numbers, the online learning method made it difficult for students to understand the subject matter, students were quickly getting bored in doing assignments, and the difficulty in accessing the network resulting in difficulties for students in collecting assignments.

These findings are similar to the research conducted by Sumarno, describing the obstacles experienced by students when carrying out online learning, such as students not being on time in doing assignments because they did not have gadgets, students getting bored quickly in learning, and making some of them preferred playing games or social media. In addition, students must have quotas for learning, and they preferred face-to-face learning since they were used to learning at school.²¹ Moreover, students were also constrained in collecting assignments on time as they got homework to do. It was conveyed by a student from class 9C, "because I have a younger brother, I have to guide, teach and help him do his assignments first".

The second inhibiting factor was the teachers. In implementing online IRE learning, teachers encountered several obstacles: (1) Students' activeness in participating in online learning; those less active caused trouble for teachers either from the assignment or assessment. (2) Learning methods, in which the delivery of monotonous methods made students bored in participating in online IRE learning. Therefore, teachers must be innovative and creative in delivering learning materials. Both became obstacles experienced by teachers due to the

²¹ Sumarno, "ADAPTASI SEKOLAH DALAM MENGIMPLEMENTASIKAN PEMBELAJARAN JARAK JAUH PADA MASA PANDEMI COVID-19 (STUDI KASUS SMP MUHAMMADIYAH KARANGGENENG KABUPATEN LAMONGAN)" I, no. 2 (2020): 149–62.

confusion of how to convey material with various methods to prevent students from quickly getting bored. Mr. HW, a teacher of *Aqidah Akhlak*, mentioned that:

“The problem is that teachers must keep innovating in every meeting, such as first, second, third, fourth, and so on. For example, making learning materials as interesting as possible. If on the first day until the fourth day we do the same thing, of course, it will be very boring. Well, that is the challenge.”

The third was the less contribution of parents in supervising or reminding their children’s learning time. Mr. WS, a teacher of the Al Qur’an subject, altered that:

“Parents must take part in, for example, asking their children to get up early, because sometimes some of them are used to getting up late because they do not go to school as we suddenly change to online learning.”

Obstacles experienced by parents of students were (1) Busy parents—they could not accompany continuously when their children study at home. (2) Parents did not master certain subjects, confusing them when explaining the subjects to their children. It has become a burden for parents because they had additional work to do at home.

In addition to the student factors, the teacher and parent factors also hindered the online learning process. Regarding learning devices, parents were constrained of cellphones taking turns with their children to carry out learning at home. This problem has impacted children who could not take lessons according to the schedule given by the school. Some students used their parents’ email for the Google Classroom account. It prevented the teacher from correcting student assignments or work because they have to ask for the student’s name in the Google Classroom account. Some of the inhibiting factors experienced in the learning process at SMP Muhammadiyah Kasihan were also experienced by the Islamic religious education teacher group at MAN 1 Yogyakarta, such as the delivery of material hard to understand, lack of technology, and difficulty accessing internet networks, and the students also explained that the teacher cluster of IRE had used active learning.²² Other research also revealed the challenges and obstacles in the online learning process, especially for academics in rural areas, particularly adjustments to technical and educators.²³

Supporting Factors

Some factors supported the online learning process at SMP Muhammadiyah Kasihan, such as the provision of free quotas either from the school or the government. This free quota was a supporting factor in online learning because it was necessary. Second, a wifi network helped both teachers and students constrained by quotas and helped to learn in the school area. Third, the availability of a computer laboratory, helped teachers not bring laptops during learning activities, and the laboratory also facilitated students not having learning tools.

²² Hasna Nur Ramadhani, “ACTIVE LEARNING PADA PEMBELAJARAN DARING GURU RUMPUN PENDIDIKAN AGAMA ISLAM DAN RESPONS SISWA KELAS BAHASA DAN BUDAYA DI MAN 1 YOGYAKARTA,” *Angewandte Chemie International Edition*, 6(11), 951–952., 21AD.

²³ Zethembe Mseleku, “A Literature Review of E-Learning and E-Teaching in the Era of Covid-19 Pandemic,” *International Journal of Innovative Science and Research Technology* 5, no. 10 (2020): 588–97.

Fourth, communication with the parents of students whose role was a supporting factor in facilitating their children to study at home has been essential. Mr. HW, a teacher of the *Aqidah Akhlak* subject, mentioned that “Parents always supervise their children, they contact the teachers, homeroom teachers.”

Online IRE learning carried out at SMP Muhammadiyah Kasihan Bantul has provided development to students. From a cognitive perspective, students could develop their knowledge through the material provided by the teachers during online learning, which could be power points, videos, and readings. Meanwhile, from the affective point of view, students still received moral education during online IRE learning through assignments and worship habits given by the teachers such as mandatory prayer schedules, dhuha prayer schedules, morning *tadarus*, and the habit of praying before learning. It is in accordance with the duties of IRE teachers explained by Zakiyah Drajat, such as instilling Islamic religious beliefs, providing Islamic religious knowledge, teaching character, and directing children to obey Allah.²⁴

Impacts of Online Learning

Economy Impacts

The impact of the COVID-19 pandemic was felt both by students and their parents. Mr. Rifai raised the economic impact of the COVID-19 pandemic, such as (1) Some parents not working due to the effects of the pandemic have applied for relief and even exemption from their children’s education costs. (2) Learning carried out at home prevented some students from being given pocket money by their parents. (3) Although there have been free quotas for learning, they were lacking because they could only be used for Google Classroom, making students unable to learn using other applications. It resulted in a lack of student pocket money for purchasing quotas, even though some have been facilitated by quotas by their parents.

Social Impacts

The interviews conducted from the social aspect of online learning had impacts such as (1) Learning time was used to play. Mrs. Isti explained that some students used online learning hours to play at their friends’ houses. However, online learning also did not rule out the possibility of students studying together at their friends’ homes, so direct interaction between students still occurred. Mrs. ST conveyed that:

“I once visited children clustered at their friend’s house, not just two, three, or four children. They sometimes did homework together, yet some other time, they also only played during learning hours.”

Secondly, there was a change in students’ sleep patterns. Online learning with flexible time and place has caused students to underestimate study hours. Mrs. ST explained that under normal circumstances, students finished studying at school at three in the afternoon, whereas by implementing online learning, they tended to sleep late at night. Accordingly, they could not wake up early to carry out learning in the morning hours. (3) Large-scale social restrictions have restricted interaction between teachers and students or students and friends at school. Hence,

²⁴ Carona Elianur, “PILIHAN MEDIA PEMBELAJARAN DARING OLEH GURU PAI DI BENGKULU TENGAH Carona” 4, no. 1 (2020): 37–45.

online learning was implemented. The minimal interaction directly affected the seventh graders who did not know each other, even their homeroom teachers. It could result in students tending to be more individual in the learning process. In addition, the results of other studies depicted that the nature and experience of education carried out by students also require adjustments in terms of life, and online learning suddenly applied due to the pandemic.²⁵

Psychological Impacts

Several effects have been felt from a psychological point of view. First, students felt anxious about assignments and materials difficult to understand. It caused them to feel anxious about the score obtained in the learning process. Siska, a student of Class 9 C, explained that “Yes, of course, we are worried about our scores. I mean, we are already in the ninth grade. We are afraid of getting bad scores.”

Secondly, students were depressed and bored due to too many assignments. It was also felt by students of SMP Muhammadiyah Kasihan Bantul. They felt displeased and bored with many and piled-up assignments. As a result, many students procrastinated in doing assignments and even did not do them at all. A student named AD said, “I do not do anything at all. The assignments are piled up”. These piled-up tasks not only made students depressed and bored but also impacted other subjects. Mr. WS, a teacher of the Al Qur’an subject, explained:

“Some subjects only give assignments, literally every day. Well, it maybe will have an impact on others. Every day, some subjects only provide practice and continuous assignments. So, students will think, they will only be given assignments every day, in the end, they decide not to enter the classroom and not do the assignments.”

Online learning methods are different from standard learning methods. Thus, with psychological encouragement, modern tools or media, and learning methods, education personnel training must be carried out to minimize the negative aspects caused by online learning to create a better online learning system.²⁶ Online learning due to the pandemic has made students lose their motivation to learn. Accordingly, students with low proficiency tended to have difficulty following the English subject learning, causing emotional turmoil.²⁷

Furthermore, learning at home has made students more intensive in using gadgets. The use of gadgets has negatively impacted students, such as exposure to radiation, causing addiction, decreasing learning outcomes, mental disorders, and ignoring the environment.²⁸ (4) Students became addicted to playing gadgets or games. Mr. HW, an *Aqidah Akhlak* teacher, mentioned that several students were addicted to playing games, thereby reducing their sensitivity to the environment. He further explained that “We found a student who kept playing

²⁵ Avi Besser, Gordon L. Flett, and Virgil Zeigler-Hill, “Adaptability to a Sudden Transition to Online Learning during the COVID-19 Pandemic: Understanding the Challenges for Students,” *Scholarship of Teaching and Learning in Psychology*, 2020, <https://doi.org/10.1037/stl0000198>.

²⁶ Nadezhda Almazova et al., “Challenges and Opportunities for Russian Higher Education amid Covid-19: Teachers’ Perspective,” *Education Sciences* 10, no. 12 (2020): 1–11, <https://doi.org/10.3390/educsci10120368>.

²⁷ Sivani Swary Karuppanan and Lubna Ali Mohammed, “Predictive Factors Associated with Online Learning during Covid-19 Pandemic in Malaysia: A Conceptual Framework,” *International Journal of Management and Human Science (IJMHS)* 4, no. 4 (2020): 19–29.

²⁸ Ira Mauladina, “KREATIVITAS SISWA DALAM PENGGUNAAN GADGET PADA PEMBELAJARAN PAI DI MASA COVID-19” 17, no. 2 (2020): 218–26, <https://doi.org/10.46781/al-mutharahah.v17i2.153>.

games. When the school visited his house, he was still playing games. Even when we talked to him, he kept playing games.”

CONCLUSIONS

Online IRE learning at SMP Muhammadiyah Kasihan Bantul during the COVID-19 pandemic went well through the Google Classroom, WhatsApp, and Instagram applications. Moreover, the inhibiting factors comprised students not having learning tools, complex material to understand, inadequate quotas, teachers being constrained by less active students, searching for various online learning methods, and assessing students who used their family's Google Classroom accounts. While parental barriers were busy parents, lack of mastery of specific subjects, and parents being constrained by learning tools. In addition, supporting factors were discovered, such as the provision of free quotas for students and teachers, the availability of a computer laboratory and wifi networks, and parents who always coordinated with teachers at school. Online learning also has impacted students both economically, socially, and psychologically.

Online learning will be maximized if there is direct online monitoring of teachers. The utilization of the LKP program can be used as a means of monitoring and evaluating material by teachers to provide direction to students by adjusting the schedule of the LKP program that the school has determined. Moreover, digital-based learning training also needs to be held by the school to maximize teachers in delivering material through online learning, both IRE, and general subjects.

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