

## Implementation of Online-Based Islamic Religious Education Learning at SDIT Darussalam Hadonah Ponorogo

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### *Abstract*

This research aims to determine the effectiveness of online-based Islamic Religious Education learning as well as supporting and inhibiting factors. The research method used in this research design uses descriptive qualitative methods. The assessment method from data that has been collected through observation, interviews and documentation is by reducing all the data obtained then displaying the data and finally drawing conclusions and assessments from the data. In response to this update, educators reorganize the syllabus that will be used, as well as the RPS, SK, KD, teaching materials and methods for assessing learning outcomes. Among the inhibiting factors in its implementation are the lack of parental supervision and the child's lack of enthusiasm for learning. However, there are supporting factors such as gadget ownership, good internet network and parental motivation for their children. Overall, the implementation of online learning can be considered effective and students can carry out their learning quite well. Although there are still several obstacles in its implementation that must immediately find solutions and solutions.

**Keywords** : Implementation; Online Learning; PAI.

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### *Abstrak*

Penelitian ini bertujuan untuk mengetahui efektifitas pembelajaran Pendidikan Agama islam berbasis daring serta faktor pendukung dan penghambatnya. Metode penelitian yang digunakan dalam rancangan penelitian ini menggunakan metode kualitatif deskriptif. Metode penilaian

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dari data yang telah dikumpulkan melalui observasi, wawancara dan dokumentasi yaitu dengan mereduksi semua data yang didapat lalu melakukan display data dan terakhir pengambilan kesimpulan dan penilaian dari data tersebut.. Menanggapi pembaharuan ini pendidik Menyusun ulang silabus yang akan digunakan, begitupun dengan RPS, SK, KD, materi ajar dan metode penilaian hasil belajar. Adapun diantara faktor penghambat dalam pelaksanaannya adalah kurangnya pengawalan orangtua dan kurangnya antusias anak dalam belajar. Namun demikian ada faktor pendukungnya seperti kepemilikan gadget, jaringan internet baik dan motivasi orang tua bagi anaknya. Secara keseluruhan implementasi pembelajaran secara daring ini dapat dinilai efektif dan peserta didik dapat melakukan pembelajarannya dengan cukup baik. Walaupun masih ada beberapa kendala dalam pelaksanaannya yang harus segera ditemukan solusi dan jalan keluarnya.

***Kata Kunci:*** Implementasi; Pembelajaran Daring; PAI.

### **A. Introduction**

Online learning is a program that organizes online learning to reach a wide target group. Online or Web Learning is an acronym for "on the organization" which is a movement carried out by utilizing an internet framework that utilizes the web. Where the method is not carried out face to face but perhaps for all intents and purposes and learning exercises can be carried out anywhere. Online learning is certainly a new challenge for Indonesian society, especially for

teaching staff and students. Not a few schools experience difficulties and encounter various obstacles in its implementation. However, online-based learning is the most appropriate alternative to answer the challenges of education in Indonesia during the Covid-19 pandemic.(Dewi, 2020)

Online learning began to be implemented in Indonesia after the spread of the Covid virus at the end of 2019 which first appeared in Wuhan. This pandemic has forced all aspects of human life to be restricted to stop the

spread of this virus. The Indonesian government itself has implemented a ban on the public from leaving the house during the spread of Covid-19 and urges them to implement health protocols properly. With this prohibition, the Ministry of Education and Culture issued circular letter no. 4 of 2020 in which direct face-to-face learning at schools was replaced with online learning at home.(Penddidikan, 2020)

Online learning and its use of the internet is a way to get teaching strategies for learning during the pandemic. Applications such as Zoom, WhatsApp and so on make it easier for students to connect and interact online with teachers. This approach is an educational asset for responding to different learning challenges. After all, the success of educational and learning institutions depends on the characteristics of students.(Isman, 2017)

The application of online learning can be carried out anywhere and at any time without being hampered by place and time. With electronic media and an internet connection,

online learning feels like face to face. For this reason, the use of online platforms, especially in the world of education, will become a necessity for Indonesian society in the future due to increasingly modern technological advances.(Syarifudin, 2020)

From the description above, the author will discuss how to implement online-based Islamic religious education learning at SDIT Darussalam Hadonah. Next, the author will examine the extent to which the implementation of online learning has been successful in Indonesia, especially during the Covid-19 pandemic. And what factors support and hinder its implementation.

## **B. Research Methodology**

The research method used in this research design uses descriptive qualitative methods. This research aims to obtain detailed information and understanding about the phenomenon or topic being studied. Overall, this research will explain the circumstances, characteristics and processes of a phenomenon using qualitative data which will be collected using several

instruments such as interviews, observation and document analysis. The efforts made by researchers using this qualitative approach are to study in depth the object of study being researched so that they can describe the phenomenon being studied in a complex manner (Sugiono, 2010)

This research aims to provide descriptive information about the implementation of online learning which is a challenge for education during the pandemic. The first data collection method is by conducting observations at SDIT Darussalam Hadonah which is located in Joresan village, Mlarak. The condition of the school, the condition of the classes and corners of the school that are spared from maintenance and use for teaching and learning are the researchers' attention in describing the school. The ongoing online learning from home delivered by teachers to students via electronic media was also observed by researchers. Second, researchers conducted interviews with several educators, namely teachers, school principals, student guardians and

teachers. Collecting data through interviews is considered the most important because the data is obtained directly from teaching staff and student guardians who have experienced the implementation of online learning directly and its validity can be confirmed. Third, data collection is carried out through documentation. In the form of photos of schools, homes and places where the online teaching and learning process takes place. Images of teaching materials via social media, how to give assignments, evaluation of learning outcomes and curriculum files, RPS, KD, SK which have been changed in the form of online learning.

The method of assessing data that has been collected through observation, interviews and documentation is by reducing all the data obtained then displaying the data and finally drawing conclusions and assessments from the data. (Acep hermawan & izzuddin mustof, 2018)

### C. Result and Discussion

SDIT Hadonah is an educational institution launched by Asatidz's wife at

Pondok Modern Darussalam Gontor. Based on their desire to strengthen cadre formation, a school was finally founded to provide the best education for their sons and daughters. This wish was welcomed by the leadership of the Darussalam Gontor Modern Pondok, so that the Education and Playground Group organized by Asatidz's wife was inaugurated on Monday 11 August 2003 by the chairman of the lodge, namely, KH. Abdullah Shukri Zarkasyi, KH. Hasan Abdullah Sahal and KH. Imam Badri. (*Panca Jangka Pondok Modern Darussalam Gontor*, 2013)

The widespread situation of the 2019 coronavirus disease (Covid-19) pandemic in Indonesia since February 2020 has caused changes in almost all fields, and one of the big changes felt is the impact on the education sector. As long as these conditions occur, the education system will change significantly and all face-to-face teaching and learning activities in schools will be stopped and temporarily carried out at home (study from home). This needs to be done to reduce group

physical contact in order to break the chain of spread of the virus.

During the Covid-19 pandemic, schools experienced many significant changes. This situation forces all schools to follow government regulations which prohibit classroom learning activities and replace them with online learning at home. Nothing other than to break the spread of the corona virus, which is increasingly spreading. The circular letter from the Ministry of Education and Culture containing the order to implement an online learning system is a new challenge for the world of education in Indonesia. Educators are asked to prepare teaching materials and learning methods that are efficient and effective so that students can continue their learning well even via the internet. (Roni Hamdani & Priatna, 2020)

All efforts prepared starting from changing the contents of RPS, SK, KD and teaching materials are carried out by educators by considering the quality of delivery of the material to students. Educators are asked to find effective innovations in conveying their material

to students. A method of delivering material that is varied and not boring is one way to ensure the success of the online teaching and learning process. In this way, educators can realize their learning programs and designs for students in accordance with the SK and KD that have been determined. (*Peraturan Pemerintah, Nomor 19 Tahun 2005, Standar Nasional Pendidikan, Bab IV Pasal 20, n.d.*)

However, educators' concerns about the results of online learning often become problematic. Not a few students find it difficult to participate in online learning. Monotonous content delivered by educators is one of the complaints that students convey to their parents. In the end, this problem will have an impact on student learning outcomes that are not good.

For this reason, parents as educators have an important role in implementing online learning. The presence of parents during the teaching and learning process influences the smooth delivery of material by teachers to students online. Supervision and

supervision when using electronic media is very necessary, so that students can participate in learning and digest the material presented by the teacher seriously and not abuse the function of electronic devices.

The obstacle found is that quite a few parents have jobs and other obligations that must be carried out and are unable to supervise and accompany students while studying online. In the end, children escape supervision and misuse gadgets by playing games or opening social media inappropriately. Of course, this is detrimental for educators and also for students. For this reason, it is hoped that parents can at least accompany and provide good control to their children so that they can participate in online learning well.

The internet with all its convenience will really help the online learning process. Learning that initially took place in class can now be done online at home. This of course cannot be separated from the order of the Ministry of Education and Culture which requires the world of education to carry out online learning to prevent

the spread of the corona virus.(Hilna Putra et al., 2020)

In implementing online learning, educators and students often encounter problems with the use of electronic media. The main problem is that internet connections are not evenly distributed in all places, which is an obstacle to the online learning process. This is felt by many students who are located far from internet reach. So many of them are left behind in learning material because they cannot follow the lessons smoothly.(Wibawanto, 2017)

The minimal availability of internet quota requires parents to provide additional quota independently. It seems that the subsidies distributed by the Ministry of Education and Culture are not sufficient for the student quota requirements for one month of study. However, this can be overcome by having WiFi available at home or other accessible places.

The use of gadgets for some students is also a problem in online learning. Lack of knowledge in operating online applications hinders the smooth teaching and learning

process. In this case, students and parents in particular are required to immediately master the use of electronic devices/gadgets. Because this media is the main tool in implementing online learning. Teachers are also asked to provide directions and how to use electronic devices to students and parents who have not yet mastered them well.

#### **D. Conclusion**

Based on the research and discussion above, the implementation of online learning can be considered effective. In general, educators and students can learn quite well. Although there are still several obstacles in its implementation that must immediately find solutions and solutions. However, teachers as students can answer educational challenges during the pandemic. All efforts have been made to ensure the success of the teaching and learning process so that students can continue their learning despite various obstacles experienced during its implementation. The delivery of varied and efficient material is an effective



formula for learning that makes students enthusiastic about learning online as if they were face to face in the classroom (offline).

Parents who accompany and supervise students at home have an important role. Their presence in the teaching and learning process facilitates learning programs and designs that have been designed by teachers/educators. In this way, students can feel the results of their learning during the pandemic.

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