

Teacher and Student Responses to Online Learning and Face-to-Face Learning in Islamic Religious Education Subjects at SMP IT Nur Al Rahman

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Abstract

This study aims to determine the effectiveness of online and face-to-face learning at SMP IT Nur Al Rahman. Data were obtained through interviews with Islamic Religious Education (PAI) teachers, principals, and student representatives. The results of the study show that online learning has both advantages and disadvantages. The advantages are that it can be done anywhere and anytime, and the material can be repeated as many times as needed. The disadvantages are the lack of interaction between teachers and students, and the fact that many students do not pay attention to the teacher when explaining. Face-to-face learning is considered more effective by both teachers and students. The advantages are the interaction between teachers and students, the closeness between teachers and students, and the creation of learning manners. Based on the findings of this study, it can be concluded that face-to-face learning is more effective than online learning.

Keywords: Teacher and Student Responses, Online Learning, Face-to-Face Learning



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INTRODUCTION

Education is an important aspect in character formation and improving the quality of human resources. In the current digital era, online learning has become a significant alternative in the educational process, especially during the global pandemic period which limits physical interaction between teachers and students. This also applies to Islamic Religious Education (PAI) subjects at the Junior High School (SMP) level. SMP IT Nur Al Rahman, as an educational institution committed to improving the quality of education, has faced challenges in adapting online learning as a solution during the pandemic. In this context, this research aims to compare the effectiveness of online learning and face-to-face learning in PAI subjects at SMP IT Nur Al Rahman. Apart from that, this research also aims to identify the advantages and disadvantages of the two learning methods and provide recommendations for improving the quality of PAI learning at SMP IT Nur Al Rahman, both in the context of online and face-to-face learning. With a deeper understanding of teacher and student responses to online and face-to-face learning in PAI subjects, it is hoped that the results of this research can make a positive contribution to the development of learning strategies in the future, as well as improving the quality of religious education at SMP IT Nur Al Rahman and other schools in general.

RESEARCH METHODS

This research uses a phenomenological method with a qualitative approach. The phenomenological method in this research was used to reveal the experiences, perceptions, responses and meanings held by teachers and students at SMP IT Nur Al Rahman regarding face-to-face learning and online/pjj learning. The population or sample that the researchers conducted was 27 people consisting of 3 PAI teachers and 24 students. The researchers conducted this on Thursday 13 June 2024 at SMP IT Nur Al Rahman. Data collection was carried out by means of interviews and questionnaires with 27 populations or samples.

RESEARCH RESULTS AND DISCUSSION

Research Result

- a. Response. Response comes from the word response which means answer, reply, or response (reaction).¹ In the Big Indonesian Dictionary it is stated that a response is a response, reaction and answer to a symptom or event that occurs.² Meanwhile, according to the complete dictionary of Psychology, it is stated that a response is any muscle or gland process that is elicited by a stimulus, or means an answer, especially an answer to a test question or a questionnaire, or it can also mean any behavior, whether clearly visible or external. or hidden or disguised.³ According to Soerjono Soekanto calls the word response the word response, namely behavior that is a consequence of previous behavior. He defines response as in the following quote: "interaction with individuals or groups of people, seen from actions and reactions and containing stimuli and responses."⁴ From the opinions above, it can be concluded that a response is a reaction, answer or response that is open and tends to come more quickly and directly to a symptom or event that occurs. The response is formed from the stimulation process or the cause and effect of the stimulation process.
- b. Online learning. Online learning is a topic that is currently trending in various countries, is one of the current methods, is developing rapidly throughout the world and is becoming an important part of education in schools. Countries around the world are actively looking for effective ways to educate students via the internet and many great examples of online education are emerging, resulting in many valuable experiences in online education.⁵ The teacher's role is no longer the only source of information. Therefore, in learning teachers must be able to utilize technology and the internet to improve students' performance and activities in everyday life. This is in line with what is expected in education in the era of the industrial revolution 4.0, namely a generation that is internet and technology literate.⁶ For teachers who are not yet technologically literate, it will be difficult to learn, even though teachers are required to be prepared to face any situation that occurs in the world of education.⁷ The use of online learning will be very effective if it fulfills the essential components in learning, namely discursive, adaptive, interactive and reflective with elements that will be very good if integrated with the learning environment so that it can become online learning that is integrated with the environment or fulfills the components of the digital learning ecosystem because can accommodate students' learning styles, flexibility and learning experiences so that they can generate positive feelings.⁸ Many learning media have utilized Information and Communication Technology (ICT) to support online learning, such as the media (platforms) Google Classroom, Edmodo, Zenius, Zoom Meeting and others. The media (platform) is used as a means for teachers or lecturers to carry out the learning process instead of face-to-face in class. The sophistication of communication technology has become an optimal medium for delivering material/concepts, periodic assignments,

¹ Andini T. Nirmala dan Aditya A. Pratama, Kamus Lengkap Bahasa Indonesia, (Surabaya: Prima Media, 2006), h. 367

² Depdiknas, Kamus Besar Bahasa Indonesia Pusat Bahasa, (Jakarta: PT. Gramedia Pustaka Utama, 2012), h. 1170

³ J.P. Chaplin, Kamus Lengkap Psikologi, (Jakarta: PT. Raja Grafindo Persada, 2006), h. 432 1

⁴ Soerjono Soekanto, Op. Cit., h. 21

⁵ Zhou, L., Wu, S., Zhou, M., & Li, F. (2020). 'School's Out, But Class' On', The Largest Online Education in the World Today: Taking China's Practical Exploration During The COVID-19 Epidemic Prevention and Control As an Example. SSRN Electronic Journal, 4(2), 501-519. <https://doi.org/10.2139/ssrn.355552>

⁶ Yanti, M. T., Kuntarto, E., & Kurniawan, A. R. (2020). Pemanfaatan Portal Rumah Belajar Kemendikbud Sebagai Model Pembelajaran Daring Di Sekolah Dasar. *Adi Widya Jurnal Pendidikan Dasar*, 10(1), 61-68. <https://doi.org/10.1017/CBO9781107415324.004>

⁷ Ayuni, D., Marini, T., Fauziddin, M., & Pahrul, Y. (2020). Kesiapan Guru TK Menghadapi Pembelajaran Daring Masa. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 414-421. <https://doi.org/10.31004/obsesi.v5i1.579>

⁸ Risky O, Riantina F. A. 2020. Efektivitas Pembelajaran Daring Terintegrasi Di Era Pendidikan 4.0 Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan Vol.20 No.2 Tahun 2020 <http://103.114.35.30/index.php/didaktis/article/view/4763/2824>

semester exams, and even in completing final assignments.⁹ However, it seems that teachers, lecturers or students still experience difficulties in using the platform, both in using the platform itself and the facilities and infrastructure to support the use of the platform. In line with the research results, Ni'mah explains further the problems in the distance learning program, including problems with power outages, poor internet network, parents and students who are not committed, children who are slow to learn, and children who are inconsistent with their lesson schedule.¹⁰

- c. Face-to-face learning. Face-to-face learning is a planned device or action based on learning rules in the form of an interaction process between students, subject matter, teachers and the environment so that it is easier for teachers to evaluate students' attitudes.¹¹ Face-to-face learning is a learning process that supports successful learning, an educator cannot assess the abilities of his students without going through a face-to-face learning process.¹²

Discussion



Through interviews conducted by researchers with one of the PAI teachers and the principal of SMP IT Nur Al Rahman, online learning can be said to be effective, but there are also things that are considered less effective, among the effective things said by the principal and the PAI teacher is that online learning is can be done anywhere and anytime, but in reality many learning processes become loss learning, because during the learning process many students do not interact, this can be seen by turning off the camera or turning off the camera during learning, besides that etiquette in learning is also not fulfilled , because students may not wear uniforms while studying, have not showered, while eating, lying down and so on. Apart from that, one of the obstacles encountered during online learning is the internet network, as felt by Mr. Mondari when carrying out the learning process in class 9A, when he was explaining the material suddenly the internet network disappeared or an error occurred, the learning automatically stopped immediately, and When the internet signal started to return to normal, what Mondari felt was that it was difficult to get students back into the Zoom or Google Meet room.

When asked by the teacher regarding face-to-face learning, he expressed the opinion that face-to-face learning has many benefits and is considered effective, including interaction

⁹ Muhammad M El Iq Bali. 2019. Implementasi Media Pembelajaran Berbasis Teknologi Informasidan Komunikasi dalam Distance Learning. *TARBIYATUNA: Kajian Pendidikan Islam* Volume 3 Nomor 1 Tahun 2019 <http://ejournal.iaibrahimy.ac.id/index.php/tarbiyatuna/article/view/198/>

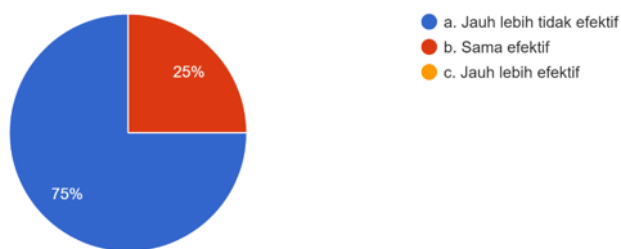
¹⁰ Ni'mah, F. I. 2016. Manajemen Pembelajaran Jarak Jauh (Distance Learning) pada Homeschooling "Sekolah Dolan". Malang: Manajemen Pendidikan Volume 25, Nomor 1, Maret 2016: 112- 119.<http://ap.fip.um.ac.id/wp-content/uploads/2015/05/15-Faiqotul-IzzatinNi%E2%80%99mah.pdf>

¹¹ Oce Payung Limbong, Wisarta Tambunan, dan Mesta Limbong, "Kesiapan Pelaksanaan Pembelajaran Tatap Muka di SMKN 2 Toraja Utara pada Masa Pandemi", *Jurnal Manajemen Pendidikan: Pascasarjana Universitas Kristen Indonesia* Vol 10 No. 1 hlm. 38

¹² Kementerian Pendidikan dan Kebudayaan Direktorat Jendral Pendidikan Dasar Direktorat Pembinaan Sekolah Dasar, *Panduan Teknis Penilaian Di Sekolah Dasar*, 2013, hlm. 8

between teachers and students, closeness is built between teachers and students, besides that face-to-face learning can increase motivation. teachers because they can meet face to face with their students, this closeness is something that cannot be obtained during online learning, clearly conveyed by PAI teachers. The teacher's role is no longer the only source

3. Bagaimana Anda menilai efektivitas pembelajaran online dibandingkan dengan pembelajaran tatap muka ?
24 jawaban



The student representatives said the same thing when they were asked what do you know about online learning? They answered that online learning/pjj is learning that is done online or remotely, and when they were asked about the effectiveness of online learning, they answered that online learning can be done anywhere and at any time, and the material can be repeated at any time. want, they just said that online learning lacks interaction between teachers and students, they feel that when doing online learning many of their classmates don't pay attention to the teacher when explaining, including turning off the camera, etc.



And when they were asked about face-to-face learning, they answered that face-to-face learning was much more effective than online learning. They said that in face-to-face learning they felt there was closeness between the teacher and students, then they could interact directly with their friends. friends in class, apart from that, learning etiquette is created during learning, some of us work together directly when we get assignments from the teacher. And here are the students' statements when they were told about their level of satisfaction with face-to-face learning. From the data below, we can see that students are very satisfied when they do face-to-face learning.

CONCLUSION

From the results of interviews and distribution of questionnaires in this research, it can be concluded that face-to-face learning is much more effective than online/pjj learning. Furthermore, in terms of advantages and disadvantages, online learning is more flexible in terms of time and place, but does not provide direct interaction. directly with students, and also a lack of etiquette in learning. Meanwhile, face-to-face learning develops more interaction between teachers and students in class, learning etiquette is well developed, there is interaction between students and there is cooperation in completing the teacher's assignments.

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