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Implementation of Online Learning in Aqidah Akhlak Lessons

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ABSTRACT

This article aims to identify and describe the planning, implementation, and evaluation of online learning on *Aqidah Akhlak* subjects at a Madrasah Tsanawiyah in Palembang. This article uses a type of qualitative research with a case study approach. Researchers' data collection techniques are by conducting participant observation, documentation, and interviews. This study's data sources include the vice-chairman of the madrasa curriculum, teaching teachers of moral *aqidah* subjects, and several students involved in research on online learning of moral *aqidah* subjects. The results of the discussion of this article are 1) Online learning planning using the 2013 curriculum and preparing lesson plans (RPP) with online designs. 2) Implementation of online learning, educators emphasise using exciting learning media such as video displays and power points related to learning materials. There are sharing activities carried out after learning takes place, 3) Evaluation of online learning is carried out based on taking daily test scores, semester exams, and assessment of the cognitive, affective, and psychomotor domains.

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1. INTRODUCTION

To prevent the spread of Covid-19, WHO appealed to stop activities that could cause crowds to gather. Therefore, face-to-face learning that gathers many students in the classroom is reviewed for implementation. Education must be carried out with scenarios that can prevent physical contact between students and teachers and students with students. According to (Dhawan, 2020), using digital technology can enable students and teachers to carry out the learning process even though they are in a different place, namely the online learning process.

The form of the learning process that can be used as a solution during the COVID-19 pandemic is online learning. According to (Moore et al., 2011), online learning uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Online learning can bring together students and teachers to carry out learning interactions with the help of the internet (Ilmi et al., 2021). At the implementation level, online learning requires the support of mobile devices such as smartphones or android phones, laptops, computers, tablets, and iPhones that can access information anytime and anywhere. Online learning has become a demand in education in the last few years (Habibi et al., 2021).

Online learning has advantages and disadvantages. The advantage of online education is that the time and place are flexible. For example, learning can be done in the room, living room, and so on, and the time is adjusted for the morning, afternoon, evening, or night. While the drawbacks that occur in online learning are that it is difficult for children to focus on learning because the home atmosphere is not conducive. Limitations of internet quota or internet or wifi packages are the link in online learning and interference from several other things (Putria et al., 2020; Mehall, 2020).

As a result of the online learning policy, some teachers still have difficulty implementing online learning and only give assignments at home (Elianur, 2020). Teachers need to implement and accommodate policies well to implement various online learning platforms (Hussein et al., 2020). Firmansyah's online learning research through WhatsApp shows that teachers have effectively implemented online learning through WhatsApp. They need to hone their various teaching methods and use learning via video calls (Firmansyah et al., 2021). This article will explain applying online learning to Aqidah Akhlak subjects from planning, implementing, and evaluating.

Based on the results of interviews with Aqidah Akhlak teachers at MTs Al-Kahfi Palembang, researchers received information that the school had implemented online learning as a learning solution during the COVID-19 virus outbreak. On average, all teachers use online learning when face-to-face learning cannot be done. And at this time, no research has been conducted to examine the planning, implementation, or evaluation of online learning at MTs Al-Kahfi Palembang.

This research focuses on planning, processing, and evaluating the learning of Akhidah Akhlaq subjects. The purpose of this article is to find out and explain the planning, implementation, and evaluation of online learning in the Aqidah Akhlak subject at MTs Al-Kahfi Palembang.

2. METHODS

This article uses qualitative field research with a case study approach (*single case*). A unique phenomenon is how Aqidah Akhlak teachers conduct online learning by adjusting the applicable standards. The teacher innovates so that the student's character is still formed—data collection techniques with direct interviews and a combination of zoom and google meet. Interviews were conducted in an unstructured and informal manner using an interview guide. Observations were carried out simultaneously with participant observations, namely seeing directly and following the online learning process via zoom. Documentation is carried out for evidence to strengthen research in curriculum, archives, and teacher learning plans.

Informants in this study were school principals, Aqidah Akhlak teachers, students, and picket teachers. The data analysis technique followed (Yin, 2003), namely by pattern matching after conducting interviews and transcriptions, making explanations for analysing problems and implementations carried out by Aqidah Akhlak teachers, and verification. The discussion analysis is strengthened by implementation theory, including planning, performance, and evaluation. According to (Apriliani & Justitia, 2021; Mulyasa, 2008), the implementation of learning is a unified whole from the planning of education, the learning process, and the evaluation of learning.

3. FINDINGS AND DISCUSSION

In this section, the researcher will describe and explain the discussions and findings obtained from the results of observations, interviews, and documentation at Madrasah Tsanawiyah Al-Kahi Palembang. Moreover, the researcher will discuss further by linking the theory and research results.

The theory of the results of this research is regarding the implementation of online learning in Aqidah Akhlak subjects at Madrasah Tsanawiyah Al-Kahfi Palembang, and this analysis is carried out to find various findings on the meaning of the essence that underlies the focus of research and answers to the formulation of the problems that have been found.

Online Learning Planning in Aqidah Akhlak Lessons

Learning planning is one part of the learning program that contains a unit of discussion to be presented in several meetings which are used to prepare lesson plans so that it can serve as a reference for teachers to carry out learning and teaching activities so that they are more focused and run efficiently and effectively (Finch & Crunkilton, 1999; Savage, 2014).

The definition of planning itself is a design prepared by an educator before entering the learning class. Then the design prepared by the educator contains material that follows the curriculum applied to the concerned educational institution. This is done to provide more understanding to students so that students fully understand the material before carrying out a series of learning activities in the classroom (Hatch & Clark, 2021; König et al., 2020, 2021).

Following the understanding already mentioned, Philips Coombs (Syifa & Nusantari, 2021) explained that learning planning is an application step that has a rational nature that comes from the analysis. In addition, the educational planning process has a goal so that the learning process carried out by students is more efficient and effective under the conditions, objectives, and needs of students and the community. The statement from Mrs DH stated,

"I can find out the level of enthusiasm and activity of students when online learning takes place, so I observe which student comment, answer, and submit assignments. Although some students are slow in carrying out the learning process."

Aqidah Akhlak learning runs optimally and in harmony with the learning plan during the establishment of online learning, so in planning the online learning model at Madrasah Tsanawiyah Al-Kahfi Palembang, especially in Aqidah Akhlak subjects taught by Teacher, guided by the curriculum emergency prepared specifically by Madrasah Tsanawiyah Al-Kahfi Palembang, and valid during the Covid-19 Pedami for the 2020/2021 academic year.

All teachers on duty at Madrasah Tsanawiyah Al-Kahfi Palembang have been given training and workshops related to an online media application, especially in google classroom, google meet and zoom. According to learning needs, teachers must continually innovate related to learning plans routinely triggered in new teachings. The planning is also directly supervised by the head of the madrasa. A continuously updated project shows the professionalism of a teacher in teaching.

As for implementing the curriculum and learning media during the implementation of the online system, the madrasa will continue to use the 2013 curriculum or the emergency curriculum during the COVID-19 pandemic. As for learning media, the madrasa encourages all teachers to use Google Classroom, and Google meets, Zoom, and WhatsApp media. Because based on an interview with Kasmiadi as the deputy head of the Madrasah Tsanawiyah Al-Kahfi Palembang curriculum who revealed that "*the media is considered to be very complex and very supportive of the online learning process*". However, in the process of Aqidah Akhlak subjects, I have also used other applications than Google Classroom so that the learning process runs more optimally. However, the students objected based on DH's statement because the internet quota was considered too wasteful. The teacher returned to using Google Classroom as a learning medium.

In general, the learning implementation at Madrasah Tsanawiyah Al-Kahfi Palembang during the COVID-19 pandemic reduced the learning time to be shorter, from 45 minutes to 30 minutes per learning hour. However, there is no time limit for collecting assignments so that all students or students can manage all their work because not all students have cellphones and a supportive network. To make the curriculum program successful, Madrasah Tsanawiyah Al-Kahfi Palembang prepares e-learning as a medium in the learning process. Another preparation that supports learning planning is realised by providing a learning quota of 20 GB per month for students and 50 GB for educators.

Meanwhile, in planning the online learning model at Madrasah Tsanawiyah Al-Kahfi Palembang, it is formulated that learning is carried out based on the following principles: 1) Learning activities are carried out to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion. 2) Learning occurs according to their respective conditions, including considering the gap in learning facilities at home. 3) Learning is developed creatively and innovatively in optimising students' critical, creative, communicative, and collaborative abilities. 4) Learning carried out from home focuses more on life skills education, for example, understanding overcoming the COVID-19 pandemic, strengthening character or moral values, and skills in worshipping in the family. 5) Evidence or products of learning activities from home are given qualitative and helpful feedback from the teacher without giving quantitative scores (Zami & Suyanto, 2021).

Concerning online learning planning, of course, there are five main components, including:

The design of the lesson plan (Indonesia abbreviated as RPP) in the subject of moral aqidah using RPP 1 Sheet is following the policies that have been issued in the circular letter of the Ministry of Education and Culture No. 14 of 2019. In the documentation obtained by researchers in the form of RPP files given by DH already under the description of the specified lesson plans including The preparation is designed in a simple, effective, and efficient manner according to the needs of students in learning; RPP content includes three main components consisting of objectives, learning activities, and assessments.

Teaching Materials: Following the understanding of the teaching materials themselves, teaching materials are information, tools, or texts that become a set of materials arranged to create active and fun learning and students gain knowledge from them (E Mulyasa, 2011; Sirojuddin, 2016). Teachers provide teaching materials that allow students to access them easily. Some of the teaching materials offered by Madrasah and the teacher are in the form of package book files and learning videos that are easy for students to understand and adapt to online learning conditions (Ma'arif et al., 2022).

The learning method is a strategy for delivering material and implementing learning by focusing on learning objectives, student characteristics, and obstacles to realise effective online learning. Under the theory, the learning method used in online learning by Aqidah Morals teachers is in the form of lecture and discussion methods (Sari et al., 2021; Shanti & Aziz, 2021).

Learning media are all devices that support the learning process. The criteria for selecting this online or online learning media model can be based on the opinion of Rudi Susilana in his book in the form of access. Students can reach the media selected by the teacher, although sometimes it is hampered by signals and data packets (Gustami, 2020). 1) Cost for the selected media does not require an expensive fee, especially if there is assistance from the government in the form of free internet. 2) Technology, the media chosen is media whose use is based on accessible technology. 3) Interactive, the teacher chooses media that helps two-way learning. 4) Organizations and schools support joint learning using online learning media. 5) Novelty, the selected media, is new to use because the learning is also with a new system (Syakur et al., 2020).

Aqidah Akhlak's teacher, DH, in this case, chose several learning media that were considered suitable and followed online learning. Ease of access is also considered one of the criteria for selecting media in this online learning model. The media chosen by the Aqidah Morals teacher are as follows: 1) Multimedia, combining various types of media in 1 kind that can be used simultaneously based on technology, such as WhatsApp (learning process: opening, core, and closing activities), and Google Classroom (process learning: media uploading materials, discussions or quizzes, absenteeism, UTS, and UAS). 2) Audio-Visual, such as videos from YouTube, both the work of the Aqidah Akhlak teacher himself or others. So that the learning runs smoothly and is easy to understand. 3) Text, in the form of textbooks from school, power points. This learning media is used by Aqidah moral teachers because it is easy to use in any learning. 4) Audio, from the voice note of the Aqidah Akhlak Teacher on Whatsapp, is used when Google Classroom learning cannot be carried out. Thus, the importance of preparation and planning in a learning process, especially in the online system, requires teachers to be more creative in determining plans so that learning runs optimally.

Implementation of Online Learning in Aqidah Akhlak Lessons

Implementation of learning has an understanding related to all activities of educators and students. The process of learning activities occurs naturally and is abstract. This is because the implementation of learning is more inclined to activities in the psychomotor, affective, and cognitive domains that students carry out. Therefore, a learning implementation process can only be observed if there are subtle changes in students' actions and differences from before (Mustakim et al., 2021; Sajidah et al., 2020).

The learning process is better known as a learning communication process carried out by students with their environment so that it has an impact on changing personality for the better (Mulyasa, 2013). Based on previous observations and interviews conducted by researchers from several students and educators, it was shown that the transition from face-to-face learning to online learning that was carried out continuously caused students to feel bored, thereby reducing enthusiasm in participating in the online learning process (Purwanto et al., 2020; Saleh et al., 2021; Serpil, 2017). Coupled with the Aqidah Akhlak subject matter, most of which contains material on explanation and understanding, thus causing demands to memorise and understand more of these events. This makes students feel bored in following the lesson. Therefore, to create a series of behaviours better in line with the theory described, educators always strive to create online learning that can attract students' attention. So that students are always enthusiastic and enthusiastic in participating in the learning process.

The problem as stated above also occurred in class VII Madrasah Tsanawiyah Al-Kahfi Palembang when learning *Aqidah Akhlak* online. Based on the researchers' observations when online learning took place at the beginning of the start of learning, the teacher announced through the WhatsApp media regarding the time and class code that would be used in the online learning process activities. At the beginning of learning, students are lazy to follow the material to be delivered because the Aqidah Akhlak subject is located in the afternoon at 10:30. This can be seen from the lack of comments written by students in the column provided in the Google Classroom application. To attract students' interest in participating in online learning, Ms DH carried out several online learning strategies, such as sharing interesting videos and pictures related to the material before online learning began. Several times the teacher sent pictures and videos, and then students were required to view and comment on the videos and images sent, of course with different and varied comments. That way, students begin to be enthusiastic about commenting on the material presented for fear of not answering questions and not getting grades.

After the online delivery shop, Mrs DH always took the time to do sharing activities. It was at helping provide a solution to solving problems for students. In addition, he assumes that these activities and knows what problems and obstacles are felt by students during the online learning process so that teachers can find out how to increase success in learning even with the establishment of online learning.

The process of implementing online learning is carried out based on the lesson planning (RPP) made. The stages in the implementation consist of introduction, core activities and closing activities. These forms of implementation can be seen when researchers make observations in online classes, and the results are as follows:

Preliminary activities

Preliminary activities are activities where the teacher opens the lesson. The teacher carries out this activity to create a conducive classroom atmosphere or condition, where students who will be taught have mentally prepared and focused on the material to be conveyed. Opening a lesson usually consists of several stages. The teacher gives instructions and conditions students to focus on learning time. The teacher motivates students to be physically and spiritually intact in class and ready to receive learning.

In this case, the teacher of Aqidah Akhlaq, Mrs DH, has carried out the stages following the reference for the preliminary activities. As stated in Permendiknas number 41 of 2007, regarding the standard process for primary and secondary education units, it is explained that at least in the preliminary process the teacher provides (Aminov et al., 2021; Anwar, 2017): 1) Prepares students as a whole to take part in the learning process, both physically and psychologically. 2) Perform

apperception, review, or review and relate the lessons studied previously. 3) Explaining the objectives of learning activities and basic competencies that must be completed. 4) Provide direction regarding the scope of material to be delivered by the syllabus and lesson plans prepared.

The results of implementing this online learning model are considered quite conducive and fun. Although on the other hand, there are some obstacles from some children who experience signal disturbances, and the range of learning time is very short. So, sometimes when the conditioning of the opening activity does not run smoothly through Google Classroom, the explanation is transferred to WhatsApp.

Core Activities in Learning

The core activity in question is the learning and teaching process itself. Here the teacher is one of the main components in the process. The teacher tries to be a facilitator and a person who conveys knowledge to students (knowledge transfer). Teachers must be able to explain the subject matter to students professionally using learning methods, media, and learning resources relevant to learning objectives (Nuñez Enriquez & Oliver, 2021).

Classroom management is one of the skills that teachers must possess to maintain a stable atmosphere and conducive and enjoyable learning conditions. Good classroom management creates a pleasant learning climate, where teachers can create and direct students to work together to create a comfortable and pleasant classroom atmosphere. This was done by the *Aqidah Akhlak* teacher, DH, in the form of paying close attention to students, providing affirmation, and being responsive to students' questions, suggestions, and responses. Give rewards or prizes to students who complete assignments on time. The form of rewards given is not in the form of goods but value points, and sometimes he gives feedback in the form of reviews related to the question.

Of course, regarding the process of core activities, the learning method is one of the teacher's skills. A good method in teaching practice is a method that varies or allows a combination of several teaching methods. This variation of learning methods is intended so that students do not experience boredom in learning activities. As for the *Aqidah Akhlak* subject, as one focused on the formation of morality and character in general, several approaches are commonly used (Manegre & Sabiri, 2020).

Closing Activities in Learning

Closing activities are activities carried out by teachers to close learning activities. Mrs DH has carried out this activity by the reference of the Minister of National Education Number 41 of 2007 as follows: 1) Concluding together with students, 2) Reflecting on the learning activities that have been carried out, 3) Responding to the learning process, can be in the form of feedback such as suggestions or criticism questions, 4) Planning follow-up activities, giving assignments, or enrichment from the teacher to students. 5) Deliver the lesson plan for the next meeting.

Therefore, how important the various teaching skills and creativity of a teacher are. To be able to dialogue with students, provide reinforcement, conduct variations of learning, and open, explain, and close learning. To be able in creating creative and fun learning in any situation. So that learning materials can be accepted by students with enthusiasm and a high sense of enthusiasm.

Evaluation of Online Learning in Aqidah Akhlak Lessons

Assessment related to learning outcomes in the implementation includes process assessment, class assessment, basic ability tests, and final assessments. The assessment stage aims to provide information input related to student learning outcomes, both during learning and learning outcomes (Mulyasa, 2013).

The form of cognitive assessment includes a series of summative tests and formative tests throughout the semester, which are carried out to determine the level of success regarding the learning process. The test material tested is based on the learning objectives of each material and a description

of the material. Formative tests include oral tests and individual and group assignments (Phillips et al., 2020).

Regarding the reference in the value provisions and the media used by teachers in online learning, it still refers to the minimum completeness criteria and policies that have been determined. Using evaluation media during online learning, Madrasah Tsanawiyah Al-Kahfi Palembang uses Google Classroom media in evaluating learning. This statement is by what was conveyed by Mr KS, who stated.

“Madrasahs do not apply the PTS system because this is following curriculum regulations, while in the implementation of PAS the online application that madrasahs use during online learning is the Google Classroom application.”.

A cognitive assessment that Mrs DH has carried out as a teacher of *Aqidah Akhlak* subjects in online learning using Google Classroom media, educators observe the level of activeness of students by looking at the responses given by students from several stimuli in the form of videos, pictures related to the material and learning themes that are presented and sent by educators during online learning using Google Classroom media.

Then on the assessment of the affective domain to measure the ability of competence, which includes, among others, the level of response and response. This assessment is carried out to measure the achievement of student learning outcomes. These assessments include self-assessment, portfolio-based assessment, mid-semester test, and end-of-semester test, as well as national examination (Mulyasa, 2013).

In assessing the affective domain, Mrs DH, a teacher of *Aqidah Akhlak* subjects in online learning using Google Classroom media, educators measure students' learning abilities by holding a series of written or oral tests or exams based on KD collected in the Google Classroom. This is done so that educators and students can find out how far students' level of understanding in mastering the material.

In the assessment of the psychomotor domain, the assessment aims to determine and measure the appearance, performance, and skills that have been mastered and possessed by students and are related to exercise in learning observations (Dorji et al., 2020; Muslimin & Kartiko, 2020) Toto achieve a material that contains psychological values, educators usually hold learning experiences in the form of practice, imitation, play, and movements that are controlled by educators (Güngör & Geçikli, 2021).

4. CONCLUSION

In planning the online learning process for *Aqidah Akhlak* subjects at Madrasah Tsanawiyah Al-Kahfi Palembang related to the curriculum, the school still uses the 2013 curriculum. Teachers use Google Classroom media. Because the media is considered to be complex and very supportive of the online learning process. Implementing the online learning process on *Aqidah Akhlak* subjects is based on Google Classroom at Madrasah Tsanawiyah Al-Kahfi Palembang. Educators carry out several learning strategies, such as summarising and discussing related teaching materials delivered. The use of innovative learning techniques impacts good student learning outcomes. This can be seen from the student report cards with an average value exceeding the minimum completeness criteria determined in the madrasa. In addition, there are sharing activities carried out by the teacher in learning. This activity aims to assist students in solving problems both inside and outside school. It is also useful for knowing the problems felt by students, especially during online learning, so that teachers can find out how to increase success in learning. In evaluating online learning on the *Aqidah Akhlak* subject based on Google Classroom at Madrasah Tsanawiyah Al-Kahfi Palembang, the teacher assessed three domains, namely the domains of attitudes, knowledge, and skills. However, in the realm of skills, the teacher uses a different assessment from the assessment before the establishment of online learning, namely by assigning students to make video presentations related to the material that has been submitted and then collected through Google Classroom media.

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