

## OBSTACLES TO DISTANCE LEARNING IN PAI LESSONS AT SDN TAMANAN

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### **Abstract**

*The purpose of this study is to explain what obstacles occur during the learning process during the COVID-19 pandemic at SDN Tamanan, Bantul. The method in this research is field research or field research which is then integrated with various related sources. The results of this study faced several obstacles in distance learning, such as: the ability to master technology, infrastructure, internet coverage, and the lack of budgetary provision from the government. The conclusion is that distance learning should be a learning solution in the future. However, for now it is felt by many parties that it is not feasible to implement it, especially in areas that lack proper internet access*

**Keywords:** Obstacle Learning, Covid-19 pandemic, Distance Learning.

### **Abstrak**

*Tujuan dari penelitian ini adalah untuk menjelaskan hambatan apa saja yang terjadi selama proses pembelajaran di masa pandemi COVID-19 di SDN Tamanan, Bantul. Metode dalam penelitian ini adalah field research atau penelitian lapangan yang kemudian diintegrasikan dengan berbagai sumber terkait. Hasil dari penelitian ini menghadapi beberapa kendala dalam pembelajaran jarak jauh, seperti: kemampuan penguasaan teknologi, infrastruktur, jangkauan internet, dan minimnya penyediaan anggaran dari pemerintah. Kesimpulannya adalah pembelajaran jarak jauh seharusnya menjadi solusi pembelajaran di masa depan. Namun, untuk saat ini dirasa oleh banyak pihak belum memungkinkan untuk dilaksanakan, terutama di daerah yang kurang memiliki akses internet yang memadai.*

**Kata Kunci:** Hambatan Pembelajaran, pandemi Covid-19, Pembelajaran Jarak Jauh.

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## INTRODUCTION

By the end of 2019 the coronavirus had already begun to reveal itself, and by the beginning of 2020, it had thrown the world into complete chaos as it progressed so rapidly that it was considered an epidemic. In his estimation, Covid-19 came in Wuhan, Hubei Province. Outbreaks like this have actually hit the world. Some of them are Ebola, Bird Flu, MERS, HIV, and so on. It was recorded on January 30, 2020 that WHO announced to the public that covid-19 was a World Public Health Emergency. (Rosali, 2020: 21-22).

This is due to the number of cases of the virus which is quite rapid in a very short time. In his record, there have been 216 countries affected by this virus in about six months. The Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 on March 24, 2020, regarding the implementation of the education Covid-19 socialization policy in emergency situations. The policy adopts the principle that "the health and safety of students, educators, educators, families, and communities is the top priority in determining learning policies". (Rosali, 2020:23)

Being affected during a pandemic is an inevitability, meaning that everyone is a victim in a pandemic. As we know, all sectors are affected by the pandemic, both in the short and long term. All sectors are affected, including the education sector. Especially schools, which include the entire academic community, both students and educators. But on the way, education is still carried out even though it uses distance learning or online (A A Khoirurrizki, 2022).

With distance or online learning, both students, teachers and lecturers have the flexibility of time in its implementation. The platforms that can be used in this distance learning include: Google Classroom, Goggle Meet, Zoom, WhatsApp group and others. (Abidin et al., 2020: 132). However, distance learning is not without obstacles, adaptation is one of these obstacles (M. Zainudin, & Fatah, D. A. (2022).

Moreover, psychologically, people's anxiety levels increase. Not to mention that the main requirement for distance learning is infrastructure. Meanwhile, as we know that the infrastructure in Indonesia is still not good evenly. All schools in Indonesia have been affected by the COVID-19 pandemic and so far no evaluation has been done regarding online learning.

The lack of access to technology or fast and reliable internet access is felt by students in rural areas and from disadvantaged families. Lack of access to technology or good internet connectivity is an obstacle to continuous learning, especially for students from underprivileged families. (Firdaus, 2020:221).

The curriculum for implementing distance learning has not been tested on a massive scale, because this condition has never happened before. Therefore, many schools are confused in the implementation of this PJJ because of the limited infrastructure, especially in remote villages. The long- term impact is that inequality between rural and urban communities is increasingly visible. (Aji, 2020: 396). In the evaluation process, obstacles must be unraveled first, then followed by making concrete solutions, because the pandemic is likely to run longer than expected. Therefore, this article will review the obstacles that occurred during the learning process during the Covid-19 pandemic.

## **METHODS**

The study was conducted at SDN Tamanan Bantul. The study time was Tuesday, December 15, 2020. The interview lasted 74 minutes. The subjects of this study were PAI teachers, and some students of SDN Tamanan Bantul. Through the description of the research topic, data and hypotheses are synthesized with related research. Field research was chosen based on various considerations and suggestions from various parties. Data collection is done on the spot. This research falls into the qualitative category, or it can be said that this research is thorough to understand the environment (such as behavior and phenomena)

experienced by the object of research through description. In a special natural environment, various scientific methods are used. The implementation of the research begins with the submission of a research application and continues with the acceptance of the subject under study. Then by mutual agreement determine the appropriate place and time. Communication between various parties, especially research subjects and sources, is a major factor that must be considered.

## **RESULTS**

### **1. Distance Learning Concept Definition**

The current pandemic conditions require educators, in this case teachers, to innovate to change face-to-face learning patterns into learning patterns without face-to-face. Zhafira, Ertika, and Chairiyaton, cited by Andri, explained that there are other learning models that can be used by teaching staff as a medium for delivering knowledge, namely online learning and blended learning (a combination of two learning methods, namely face-to-face and online learning). The online learning method does not require students to be present in class. Students can access learning through internet media (Anugrahana, 2020: 283).

According to Hanum, online learning or e-learning is one form of learning model that is facilitated and supported by the utilization of information and communication technology. E-learning can be defined as a form of information technology applied in the field of education in the form of cyberspace. The term e-learning is more precisely intended as an attempt to make a transformation of existing learning in schools or universities into a digital form bridged by internet technology. (Hanum, 2013: 92).

Meanwhile, according to Basilaia & Kvavadze quoted by Luh Devi Herliandry, et al, said that distance learning is a transfer of knowledge experience using media such as video, audio, images, text communication, or others through software. (Herliandry et al., 2020: 67). So it can be concluded that Distance Learning is a learning method where educators and students have a distance, then the distance is bridged by information technology that is tailored to the needs and abilities of the academic community in using this technology.

## **Implementation**

According to Roycnhansyah, quoted by Ellly Satiyasih, Public behavior has changed during the pandemic, including: WFH, virtual everything, choice of transmission mode and access control. The use of technology that was once mainly used for additional work support or even for entertainment has been transformed into the main workplace. Covid-19 affects many things, especially the psychological condition of society, which has a broader nature and a longer period of time. (Rosali, 2020: 21). This also has an impact on Indonesia's education system. For example, in the field of education, teachers and students must be familiarized with distance learning interactions. Sujarwo, quoted by Muhammad Nurhalim, states that to develop and preserve the ideals and values of the nation and state, the most important thing is to carry out education as a whole, both in the cognitive (knowledge), affective (attitude), psychomotor (behavior), and personality domains. (Nurhalim, 2011: 339). This means that even though we are experiencing the co-19 pandemic, education must still be carried out

Some experts consider Distance Education (PJJ) to be an innovative solution to the limited distance between educators and students. Distance education is an education delivery system that is characterized by the distance between educators and students. This system has been implemented in Indonesia massively by the Open University (UT) since 1984

Through PJJ, UT is able to equalize educational services to all corners of the archipelago and has produced around two million graduates. (Belawati & Nizam, 2020: 5). This means that distance learning has already been tested (although not as massive as it is now). However, it should be underlined that distance learning has been implemented and successful, at least in terms of quantity. In a pandemic like now, PJJ is a must, agree or not, teachers still have to use PJJ, at least until it is safe. The online learning model that is the first choice, as many as 100% of teachers use WA facilities or often known as WhatsApps, where teachers create WhatsApps groups so that all students can be involved in the group. Assignments are given through WhatsApps. Even if students still do not understand, the teacher will also add by sending videos or making Video Calls with students. (Anugrahana, 2020: 285).

Collecting assignments is also easier for students through WhatsApp messages. Assignments can also be sent via WhatsApps and students usually take a photo of the assignment and send it to the teacher. Even video tutorials made by teachers are also uploaded via WhatsApps. Furthermore, students download the material and study the material from the teacher.

The learning model carried out by the teacher is by sending videos using WhatsApps group. The common form of learning videos sent via WhatsApps group class contains greetings to students and is continued by explaining the subject matter and tasks to be done that day. Furthermore, the assignments given can be sent in the form of videos, Student Worksheets (LKS). The way students do the assignment is by doing the assignment manually by writing in the book then the photo of the

assignment results is sent via WhatsApps chat.

WhatsApps utilization is used by teachers as a means to collect assignments. The reason teachers choose to use WA is that it is more practical, easier for children to understand, more effective because it does not require a lot of quota in the learning process. Another reason is that it is easier and all parents can use it and it is not a foreign thing.

Currently, WA is easier and can be reached by many people. The advantage of using WA is that it is easier to operate and easier to send questions and materials. If you want to conduct a virtual meeting, the teacher can immediately use the WA Video Call feature. WA is simple, effective and also efficient in its use.

The second preferred learning model is supporting applications in WhatsApps, as many as 15% or 10 teachers. The application models used are Google Class, Google Drive or Google Form. The use of Google Form is used for assignments and conducting evaluations. Another addition is Youtube, namely by uploading videos so that students can watch them. In this study, there were 3 teachers using this facility (Anugrahana, 2020: 285).

Teachers also use Zoom and Google Classroom applications which are only done once a week because many parents are still working and not all students have personal devices. The form of assignments given to students varies, not only academic but also non-academic tasks. Forms of non-academic tasks such as independence tasks include washing clothes, sweeping, making simple vegetables / side dishes, making beds and washing dishes.

The third choice of application is Google Form as many as 12% or 8 teachers. The utilization of Google Form is for student worksheets. The fourth choice of application used is Youtube (uploading learning videos) which is used by 7% or 5 teachers. Short videos related to the material taught with a duration of 10-20 minutes. The video is available on YouTube for a long duration.

The fifth application is the Zoom Cloud Meeting application which is used by 3% or 2 teachers to explain new material that is considered difficult. Through this application, teachers explore children's knowledge, provide direct feedback, and monitor student activities. Another goal is for children to be more enthusiastic about learning because they are motivated by their friends who are present, it can also help reduce boredom in learning alone. (Anugrahana, 2020: 286).

## **Procedure**

The first advantage of online learning is that it is more practical and relaxed. Practical because it can give assignments at any time and report assignments at any time. Second, it is more flexible and can be done anytime and anywhere. Online learning causes more flexible time for guardians who work outside the home and can adjust the time to accompany students to study. Third, it saves time and can be done anytime. All students can access it easily, meaning it can be done anywhere. (Anugrahana, 2020: 287).

Information delivery is faster and can reach many students through WA Group. Fourth, it is more practical and easier to take knowledge scores, especially when using Google Form. If using Google Form, the value can be known immediately so that students are more interested in doing the assignment. In addition, students are also facilitated in doing it. Students only need to choose the answer choice that is considered correct by clicking on the answer choice in question. The fifth advantage is that students can be monitored and accompanied by their parents. The sixth advantage is that teachers and students gain new experiences related to online learning. The role of parents in accompanying students is more.

Online learning is useful for classroom instruction, namely as: (1) Supplement, as a supplement if students have the freedom of choice, whether to utilize online learning materials or not, in this case there is no obligation for students to access online learning materials.

(2) Complement, as a complement if online learning materials are programmed to complement learning materials received by students in the classroom. Online learning materials are programmed to be enrichment or remedial materials for students in following conventional learning activities. (3) Substitution, as a substitute if the online learning material is programmed to replace the learning material received by students in the classroom. (Waryanto, 2006: 12-13).

Adapting Tung's opinion, Sayekti said that online learning has several characteristics, including:

- 1) Teaching materials are presented in the form of text, graphics and various other multimedia;
- 2) Simultaneous communication, such as video conferencing, chat rooms or forums,
- 3) time and place using cyberspace "land",
- 4) Various learning elements can be used, such as: CD-ROM to improve learning communication,
- 5) relatively easy to update textbooks,
- 6) increase interaction between students and facilitators,
- 7) allows formal and informal forms of learning communication,
- 7) You can use various learning resources available on the Internet (Mustofa et al., 2019: 154).

## 2. Purpose and Scope of Islamic Education Learning

Islamic education is essentially the development of all human potential and the structuring of their behavior based on Islamic values, ownership of a positive spiritual soul, emotional stability, moral awareness, sufficient insight, and skills relevant to life to help solve problems and become fully human beings who fulfill the task of khalifah fi al-Ardl. (Maragustam, 2018:8). In line with that, Islamic Education according to Azyumardi Azra It is about everything that exists in Islam. hence the purpose of Islamic education is also as an indicator of being a khalifah in the world and the hereafter. (Azra, 2012: 8). Therefore, education is indeed the core of the basic human foundation in living life because with education, humans can develop all the potential that exists in themselves. (Wahdaniya and Malli 2021: 159)..

Fundamentally, Islamic education is to foster and develop the potential of mankind in order to achieve its goal of appearing as a human being in the world as much as possible, while realizing the mission of Khalifah Allah. This potential is the potential that exists in humans since they were created, which is physical and spiritual in nature. (Mappasiara, 2018: 147).

So it can be concluded that the purpose of education in Islam is a reflection of the task of srbagai khalifah, namely seeking the pleasure of Allah, both actions related to themselves or others. Therefore, to realize the goals of Islamic Education in a kaffah manner, effective and efficient efforts are needed. One thing that can be done is to use a humanistic approach so that the potential of each individual is truly explored and honed to the maximum.

The spearhead of achieving these educational goals is the teacher who does have the task of teaching. A task that is quite crucial because it is at the cutting edge of the education system. Therefore, teachers are expected to prepare teaching materials well so that in its implementation, appropriate learning can occur. (Rohman and Nugraha 2020: 162).

In the education process, students are not only the object but also the subject. Students should be involved in the preparation of learning, and learning should be based on student character. Aspects that educators must understand include: (1) needs, (2) dimensions, (3) intelligence, (4) personality. (Ramaylus, 2008:78-79).

In line with that, Syamsul Nizar quoted by Ramayulis describes the character of students in accordance with humanistic theory: (1) Students are not miniature adults who must be equated from the way of thinking to the purpose of life. they have the right to decide their own ideals; (2) Students are like humans in general who have a continuous phase of development; (3) Students are still human beings, who have the potential to do various things dynamically; (4) the biological body of students is like humans in general who have a body structure and also a spirit. (Ramaylus, 2008: 8-9).

Islamic education understands learners based on an understanding of the nature of human beings, making them noble creatures of God. The nobility of man must be respected, and he must be treated differently from other creatures. If there is no education and guidance that truly encompasses physical

and spiritual development, physical, physical, and spiritual, it is impossible to realize the glory itself through self-control.(Muhaimin 2004).

The scope of Islamic education includes all Islamic teachings integrated in creed, worship, and morals that influence the process of thinking, feeling, behavior and personality formation which is ultimately reflected in the human form as a Muslim. (Mappasiara, 2018: 159). The scope is expected to be able to lead students to master general and religious knowledge that can be applied in everyday life, and become a sufficient sharpening tool to form an Islamic personality. (Hidayati, 2021: 114).

Islamic education refers to the potential of human existence. This potential in the view of Islam is called fitrah. Or if it is clarified, it can be said that this potential is everything that already exists in human creation, which can develop if it is developed. This can be very useful for solving problems faced by mankind and used as a tool of devotion which is characterized as ma'rifatullah. Therefore, fostering the development of fitrah must lead to a clear direction.

### **3. Barriers to Distance Learning at SDN Tamanan**

Obstacles in learning or learning are something that must exist. In fact, all things or activities also have obstacles. In distance learning, these obstacles are felt by students, parents, and even teachers. As mentioned above, Distance Learning has many advantages.

In addition to cutting down on distance, distance learning also makes assessment easier. However, not all agree with the benefits of Distance Learning. According to Arsyad quoted by Andri, distance learning is a medium to support learning and not a substitute for face-to-face learning. (Anugrahana, 2020: 283). The fact in the field is that there are many obstacles in the implementation of this online method. These obstacles include:

#### **A. For learners**

Apart from being considered effective by some people, the distance learning model is also inseparable from the obstacles it faces. The obstacles faced by students in Distance Learning are as follows: First, Availability of network quota, sometimes the network is not stable. As is known that the absolute requirement in distance learning is the network. The quota required is not small. In fact, not all students have enough economic ability to just buy internet quota to participate in learning. Not all learners also have a smooth signal capacity. Not a few complained about the signal, because there were some learners who lived in areas where the signal was difficult, so when learning was carried out using applications such as zoom, google meet, or other teleconference applications, the learners could not follow it smoothly. The availability of internet quota and sometimes unstable networks also cause learners to be late in sending assignments. The information provided is also not always immediately received by students, causing delays in receiving information.

Second, there is an inequality of facilities for each individual. Not all students have supporting tools such as PCs, laptops, gadgets (cellphones) with the same conditions. (Rosali, 2020: 29). Differences in the features or quality of devices cause differences in accessing learning media. Some can access all media, some can only access some media.

There are also students who use their parents' devices. So that they can only follow the learning when their parents finish working. This causes delays in participating in learning. There are even those who do not have gadgets so they have to borrow them. The inequality of these facilities has caused some parents to steal gadgets just so that their children can participate in distance learning, as reported in several mass media. (Ghani 2020). And that is very concerning for education in Indonesia.

Third, the limited ability of science and technology. The difference in infrastructure in each region causes differences in the ability to master science and technology. In the implementation of distance learning, there are some learners who have not been able to use learning applications. At the beginning of distance learning, some learners cannot even follow the learning because they do not have knowledge about the application. Even the author himself just learned to use zoom, google meet, or other teleconferencing applications when participating in distance learning.

Not only that, parents of students who in this case act as supervisors or companions when distance learning takes place are also not a few who are less familiar with technology. This makes it difficult for parents to accompany and facilitate their children and causes learning to be hampered.

Fourth, students' intrinsic motivation. Another thing that inhibits online learning is the motivation of the students themselves, because it is not uncommon for students to only show up and then engage in other activities that are not related to learning. (Rosali, 2020:29). The concentration and motivation of students learning at home and at school will certainly be different. It turns out that the characteristics of distance learning for some students are not focused because they do many activities at once, such as participating in learning while bathing, helping parents, or doing other activities. This adaptation from face-to-face to online methods causes a decrease in students' understanding of learning. Educators cannot explain comprehensively like when learning face-to-face. Even though face-to-face learning alone many students do not understand, let alone distance learning.

As a result, students feel that they do not understand the material. Not to mention environmental issues. Not all learners live in a conducive environment. There are some who live in a less conducive environment and some even live in a slum environment. Contrary to face-to-face learning where all students are in the same environment.

This causes students to experience boredom and boredom in learning, so that sometimes they answer questions carelessly or even do not work. In addition, because students are at home, there is a choice not to follow the learning or not to do the assignment, different from when at school who inevitably have to listen or do the assignment.

## **B. For Educators**

Not only students, but educators also have several obstacles, among others: First, the limited ability of science and technology. It should be recognized that not all educators have competence in the field of information and technology. There are also some educators who can only use WhatsApp which makes it difficult to do distance learning. It should also be recognized that the average age of educators is late adulthood. At that age, it will be very difficult to be "friendly" with the monitor screen for a long time. Whereas distance learning requires educators to be "friendly" with the monitor screen for a long time.

Second, the limitations of supporting media. This supporting quality also applies to educators, not all educators have adequate supporting media. There are also those who still have standard devices, difficult signals, and so on. So, it is less able to maximize distance learning. Educators also know that each student has different facilities. Some have sophisticated devices, as well as smooth wifi. However, there are also those who still complain about the signal, their gadgets do not support learning applications, or even some do not have gadgets.

This makes educators a dilemma in determining the appropriate learning media for all learners. The quality of learners' devices that are not up to standard also makes it difficult for educators to provide corrections to assignments because sometimes photos of assignments sent to WhatsApp are unclear and difficult to read.

Third, learner control becomes more difficult. Educators cannot directly give warnings when students have not or do not do the assignment due to distance constraints. Learners have the option to delay submitting assignments or even not submitting assignments because they do not meet with educators directly.

Related to the response to the assignment given is the lack of timeliness in collecting the assignment. There are some students who can only collect assignments when their parents are at home because the devices used are their parents' devices, so they can only use or collect their assignments after their parents return from work at night. There are even some children who cannot collect their assignments. As a result, students are often late in responding to assignments, while educators must immediately recap their grades.

Fourth, assessment. Because learning happens at home, it is difficult for educators to provide assessments that cover all aspects. In face-to-face learning, educators can assess students' crafts in class, assess whether they pay attention to learning or not, assess how they relate to fellow friends, or how they worship at school. Whereas when distance learning, educators can only receive the product. This causes the essence of learning that prioritizes the process cannot be observed.

The end result is the only thing that can be monitored by the educator. It should also be recognized that the product received by the educator has a low level of validation. Because when at home, educators cannot supervise learners in doing assignments. And no one can guarantee that learners do the assignment by themselves, most likely learners do the assignment assisted by parents, siblings,

or even tutoring institutions.

From the obstacles experienced during online learning above, the demands on educators become more. First, students feel bored, educators must think of strategies on how to get children out of their boredom zone. Educators must also be creative in creating interesting learning. Second, sometimes parents of students complain that they cannot explain in detail to their children. So that educators must repeat explanations and take the time to receive consultations for parents of students. Third, working hours increase. After providing materials and assignments, educators must correct the students' work. It is not uncommon for educators to have to stay up late to wait for students who are late sending their learning results. Learners who are late usually do not have their own devices, so they have to wait for their parents to come home from work.

The problems that exist in distance learning if summarized include (Aji, 2020: 397-398): 1) The ability of educators and students to master information technology is limited. The situation of educators in Indonesia has not fully understood technology, as seen from educators who were born before the 1980s. The limitations of information technology limit its position in distance learning. As with students or parents, the condition of a student's guardian is almost the same as an educator. 2) Inadequate Facilities and Infrastructure. Technical support equipment is obviously expensive. Many educators in Indonesia are still in severe economic conditions. The welfare of educators and students makes them unable to fully enjoy the information technology facilities and infrastructure that are urgently needed by the Covid-19 disaster. 3) Uneven internet coverage. The internet is still unevenly distributed throughout the country. Not all educational institutions, including primary and secondary schools, can use the Internet. If so, some Internet networks are still not suitable for distance learning. 4) Lack of budget provision. Cost is also an obstacle, because the welfare of educators and students is still far from expectations. Moreover, when they become PJJ, they need to buy internet quota and appropriate equipment. When the Minister of Education and Culture encourages productivity to advance, there is a dilemma in the use of online media, but on the other hand, the skills and financial capabilities of educators and students do not move in the same direction. The state has not fully participated in the cost of convenience.

So it can be concluded that distance learning has been implemented, albeit with some obstacles. Distance learning is also perceived by most educators and learners to be less suitable when compared to normal learning. Sometimes poor communication makes it difficult for some students to understand and ask questions during the learning process. This poor communication makes the material difficult to understand especially for courses related to practice. This coupled with some recognition from students means that educators pay more attention to assignments than materials. In addition, the geographical location and location of students in different places can sometimes cause a poor internet connection, which can interfere with the display or visualization of audio and teaching materials on the device.

In addition, some informants consider online learning to be less efficient because certain applications sometimes waste quota. (Rosali, 2020:28). The success of an online learning system depends on several learning components, including educators, students, learning resources and information technology. These components must be integrated and linked together in order to produce quality learning outcomes.

Keep in mind that no one wants this kind of learning, it is only a temporary solution during a pandemic. So it is not permanent. Of course, when the pandemic ends, learning will continue with offline or face-to-face methods like learning before the pandemic.

The Ministry of Education and Culture issues emergency courses or issues courses in a special period, because in the current crisis situation, learning cannot run normally, so it is necessary to relax and adapt to learning. So this covid period curriculum focuses on relaxation of adaptation not on the whole concept. Learning indicators are also limited and simplified, not having to be completed so as not to burden students.

## **CONCLUSION**

Distance learning has been implemented well, although it cannot be denied that there are many obstacles when implementing this learning. Some obstacles for students are: the level of understanding of students decreases, inequality of facilities for each individual, and a less conducive environment. Then for educators are: the dilemma of determining the media, limitations in science and technology, and assessment.

Distance learning should be the learning solution of the future. However, for now, many parties feel that it is not feasible to implement, especially in areas that lack proper internet access. The ability of teachers and students to operate technology also needs to be evaluated so that distance learning can be fully implemented.

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