



Management of Online-Based Learning Media in PAI Learning for Students at SDN Wancimekar 1

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Abstract

In this Covid-19 era where learning in schools is required to use distance learning (PJJ), then as teachers are required to be able to adjust the methods and media used so that learning continues to run effectively. So it is no exception to learning Islamic Religious Education (PAI) which must be done online as well. The purpose of this study was to determine the management of online-based learning media that was carried out on PAI subjects in class 6A SDN Wancimekar 1. This study was a qualitative descriptive study, with data collection methods using observation, interviews, and documentation. The subject of the study was an Islamic Religious Education teacher at SDN Wancimekar 1. From the results of the research conducted, it showed that well-managed media had an important role in the implementation of learning, especially during the current Covid-19 pandemic. Aspects of online-based learning media management carried out include planning, implementation, and evaluation. However, there are still some obstacles, such as signal difficulties, limited internet quota, and not all students have their own cellphones. Then the existing solution is that the teacher provides additional time for collecting assignments, and conducting home visits.

Keywords: Management of learning media, Online Learning, Covid-19 Pandemic

Abstrak

Pada masa Covid-19 ini dimana pembelajaran di sekolah diharuskan menggunakan pembelajaran jarak jauh (PJJ) maka sebagai guru dituntut untuk bisa menyesuaikan metode serta media yang digunakan agar pembelajaran tetap berjalan secara efektif. Maka tak terkecuali juga dengan pembelajaran Pendidikan Agama Islam (PAI) yang harus dilakukan secara daring juga. Tujuan dari penelitian ini adalah untuk mengetahui pengelolaan media pembelajaran berbasis daring yang dilakukan pada mata pelajaran PAI di kelas 6A SDN Wancimekar 1. Penelitian ini merupakan penelitian deskriptif kualitatif, dengan metode pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Subjek penelitian yaitu guru Pendidikan Agama Islam di SDN Wancimekar 1. Dari hasil penelitian yang dilakukan menunjukkan bahwa media yang dikelola dengan baik memiliki peran yang penting terhadap pelaksanaan pembelajaran terlebih disaat pandemi Covid-19 seperti saat ini. Aspek pengelolaan media pembelajaran berbasis daring yang dilakukan meliputi perencanaan, pelaksanaan, dan evaluasi. Kendati demikian masih terdapat beberapa hambatan yaitu seperti kesulitan sinyal, terbatasnya kuota internet, dan tidak semua peserta didik mempunyai handphone sendiri. Lalu solusi yang ada yaitu guru memberikan tambahan waktu pengumpulan tugas, dan melakukan home visit.

Kata Kunci: Pengelolaan media pembelajaran, Pembelajaran Daring, Pandemi Covid-19

Introduction

Technological advances today are very rapid and undeniably provide many benefits and conveniences for humans. Many new and modern things are found in the current era, including in the field of education, especially in terms of the use of learning media.

Since 2020 the government has issued new innovations in the economic, social, cultural, health and also in the field of education. This innovation leads to a policy made in order to prevent the transmission of the COVID-19 virus

which since the beginning of 2020 has attacked the world even in Indonesia has taken a lot of victims. Inseparable from that, all aspects of life must adjust to the covid-19 outbreak, which in this case also has an impact on teaching and learning activities which were originally carried out face-to-face in schools, are now carried out remotely or online. Of course, this is a new thing in the world of education in Indonesia at this time and it requires teachers and students to be digitally literate, especially teachers who must be more creative, innovative in providing mentoring materials to students carried out in the network.

In order to restrict direct contact in an effort to break the chain of covid-19, all educational institutions are asked to temporarily suspend learning activities that have the potential to cause crowds. Therefore, face-to-face learning is stopped first because gathering many students in one room needs to be reviewed for implementation (Siahaan et al., 2021). Furthermore, learning is carried out in a way as much as possible to minimize physical contact between students and other students,

As well as between students and teachers. So the use of digital technology is considered effective because it allows students and teachers to stay connected even though they are in different places during the learning process (Milman, N. B., 2015).

Learning Islamic Religious Education is one of the central and important subjects in a school. There are two things that are the basis for Islamic Religious Education, namely the Religious basis and the Juridical basis. The religious basis is derived from the teachings of Islam contained in the Quran and Hadith. The Juridical basis for the implementation of Islamic Religious Education comes from the laws in force in Indonesia which directly or indirectly can be used as a handle to carry out Religious education (Agustina, 2021, p. 128). So during this pandemic, PAI learning at SDN Wancimekar 1 is required to be carried out remotely, be it material delivery or practice.

There are many types of online-based learning media offered, such as the use of zoom meeting applications, google meetings, WhatsApp groups, google classrooms, YouTube, and others. However, in this case, the use of online-based media must also be adjusted to the conditions of students. In addition, learning carried out online is considered less effective, which can be seen from the activeness and interest in learning students which is low, this can be seen from the timeliness of students in doing assignments as well as not a few who ignore the material and assignments that the teacher gives. Each media has its own advantages and disadvantages for which teachers need to consider which one is more suitable for use.

SDN Wancimekar 1 is one of the schools that participates in utilizing online-based learning media in the implementation of its teaching and learning. Regarding the management of online media, PAI teachers plan, implement, and evaluate learning.

Therefore, researchers are interested in conducting deeper research on the management of online-based learning media as well as obstacles and solutions in PAI learning for students at SDN Wancimekar 1.

Methodology

1. Type of Research

This research is a qualitative descriptive study (Moleong, 2018), qualitative research is a study that produces descriptive data in the form of a description of words taken from the results of the study.

To facilitate the collection of data, facts and information that reveal and explain the problems in this study, the authors used field research methods (Field Research) and library research (Library Research) which were used to strengthen the analysis and research results.

According to Creswel, qualitative research is a research process to understand human or social problems by creating a comprehensive and complex picture presented in words reporting detailed views obtained from information sources and carried out in a natural setting. (Gunawan, 2013, p. 85)

2. Data Source

a. Primary Data

The primary data used in this study is in the form of notes from interviews and observations to Islamic Religious Education (PAI) teachers regarding the management of online-based learning media in PAI learning at SDN Wancimekar 1.

b. Secondary Data

The secondary data used in the study is in the form of photos, videos, and recordings that can support the acquisition of research information on the management of online-based learning media in PAI learning at SDN Wancimekar 1.

3. Time and Place of Research

This research was conducted at SDN Wancimekar 1 in class 6A which is located in Cariu Karajan Hamlet, Kotabaru District, Karawang Regency, West Java 41373. The timing of the implementation of this study is starting from May 5, 2022 by conducting online interviews with PAI class 6A teachers as well as observations to schools and direct interviews with PAI teachers on May 9-12, 2022.

4. Target/Subject of Research

The subject of this study was an Islamic Religious Education teacher who utilized online-based learning media at SDN Wancimekar 1.

5. Data Collection Techniques

The data collection techniques used by researchers are observation, interviews, and documentation.

6. Data Analysis Techniques

To carry out this qualitative data analysis, it is necessary to emphasize several stages and steps, namely data collection, data reduction, and conclusion or verification.

Results and Discussion

Management of Online-Based Learning Media in PAI Learning

In its application before the implementation of learning using online media, teachers are required to manage media properly by considering teaching materials in the form of material which is then adjusted to the use of technology as the right media during a pandemic such as the use of google classroom, zoom meetings, google meet, whatsapp groups, etc. However, elementary school-aged children still lack the ability to understand technology so teachers must think of ways so that elementary age children can understand the material during the online implementation process. In grade 6A SDN Wancimekar 1 in pai subjects, online learning media is used using 3 media, namely through whatsapp groups, google classrooms, and zoom meetings. This is in accordance with the answer from the PAI class 6A teacher, Mrs. Enah Nurjanah when asked about what online media is used in the learning process, she replied:

"In the current learning in class 6A, only use 3 media, namely Whatsapp groups, google classrooms, and zoom meetings once. because it feels that those three relevant methods are applied."

In its implementation, each learning media has its own function and advantages and disadvantages, for this reason, the use of online media needs to be adjusted to what material will be conveyed so that it is appropriate in choosing the online media used. For example, if you want to practice tayamum, PAI teachers can demonstrate the procedure for tayamum using a zoom meeting or by sending a youtube link link in the whatsapp group about the procedure for praying for students to watch. This is in accordance with Mrs. Enah

Nurjanah's answer when asked about how to use and use each of these media, she replied:

"In its use, it often uses whatsapp groups to share materials, send videos, then if collecting assignments usually using google classroom because in classroom there is a deadline feature in submitting assignments, students become more disciplined."

Aspects of managing online-based learning media include:

Planning

The observation results show that before carrying out the learning process, the teacher prepares all aspects of planning needed in the learning process using online media, the planning carried out by the teacher is as follows:

- a. The teacher prepares the material to be delivered or makes a Learning Implementation Plan (RPP).
- b. The teacher asks the learners to be absent in an existing WhatsApp group.
- c. The teacher sends learning materials (can be text, video, or youtube link)

From the results of an interview with a PAI class 6A teacher, he explained that in planning learning with online media, it is not much different from learning as usual, namely the teacher prepares teaching materials, and the material to be delivered to students, then maybe the difference is if in this online media the teacher must also prepare additional material from YouTube or interesting learning videos so that students are not bored if they only listen to explanations from the teacher.

Implementation

From the results of an interview with a PAI teacher regarding the implementation of learning activities using online media, he replied:

"The implementation is the same as face-to-face learning, which is first opening learning then continuing with giving material or just repeating the material that has been delivered and then closing".

During the implementation of PAI learning in class 6A where when explaining teacher material using online zoom meeting media, researchers joined directly in the zoom meeting to observe

activities during the learning process. In this learning activity, the teacher first opens the class by saying hello then while waiting for the other children to enter, the teacher rehearses or just asks about the news from the students. After all enter the zoom, the teacher immediately explains the learning material with the lecture method and then after that the teacher gives the opportunity to students to ask if there is material that is not understood. Waryani (2021) said that professional teachers need to master teaching skills well. Because the teacher determines the direction of his learning, the teacher must be able to master various methods and improve his teaching skills so that his students feel comfortable and not bored especially in today's time, it is not uncommon for teachers to display monotonous learning so that students are saturated and lazy to learn because they feel that they are not monitored by their teachers in this online media.

Evaluation

After the researcher made observations on the evaluation system carried out by Islamic Religious Education (PAI) teachers in class 6A, namely by checking student assignments in Google Classroom or those sent in WhatsApp. Because for the task collection system, both practical and writing assignments, Mrs. Enah Nurjanah uses Google Classroom as a medium. If there are students who have not done the assignment, the teacher will provide information to the students through a WhatsApp group chat. The attendance that has been filled in on WhatsApp, the teacher will recapitulate all the attendance of students, into the teacher's absence book as physical evidence. In the study of Islamic Religious Education (PAI), of course, using several online media will facilitate the assessment process and increase students' understanding, this is in accordance with the answer of Mrs. Enah when asked about the learning outcomes of students when using this online media she replied:

"By utilizing several existing media, of course, learning can be carried out properly and so can the assessment process which is felt to be easier with the help of this online media."

Apart from the ease and practicality of learning carried out remotely (PJJ), of course, there are always obstacles that occur, according to the answer from Mrs. Enah, the obstacles to online learning are:

"There are a lot of students who don't pay attention to the material I provide because judging from those who collect assignments, on average, there are one or two people who have never collected assignments, maybe because also they don't all have their own cellphones and the average elementary school age child is still a parent's cellphone so I understand it and once asked their parents once. There are also those who complain about internet quota the limited and the sometimes poor signal access."

From the results of interviews and observations, it can be said that the obstacles in online learning include not conducive learning because teachers cannot monitor students one by one so in learning there are also those who are indifferent and even do not follow the learning or collect assignments at all, because the cellphones owned by parents are brought to work and elementary school-aged children still rarely have their own cellphones. Furthermore, not infrequently from students complain about unstable signals, this factor occurs when power outages or other things. If signal interference occurs, it has an impact on late delivery of tasks. Then the next obstacle is the limitation of internet quota, because indeed in online learning this is a bit consuming quota that is more than usual usage so not infrequently parents often complain about this internet quota, as a result if today there is a task, it can be three days in the future just sending because they can only open WA and read information.

The existing solutions to these problems regarding the obstacles that exist in online learning according to Mrs. Enah from the interview results said:

" I usually even though there is a deadline in collecting assignments in the classroom still if someone sends more than the set time mom still accepts if she gives the right reason, then about students who don't have cellphones mom tells me to take part in learning with her friend whose house is nearby and once also mom does a home visit."

Based on the interview statement above, researchers can conclude that the solution in overcoming the learning barriers of Islamic Religious Education (PAI) in students in grade 6A SDN Wancimekar 1 is to:

a. Allow additional time on task collection Teachers give additional time to students who are struggling because their cellphones are used by

working parents or who have minimal signal and limited internet quota.

b. Make a Home Visit

Home visit is an effort made by teachers by visiting students' homes to conduct direct learning (Syifa et al., 2020, p. 2)

Conclusion

Based on the results of the research and discussion above, the following conclusions can be drawn:

The management of online-based learning media carried out in PAI subjects in grade 6A SDN Wancimekar 1 includes planning that contains the preparation of materials and media to be used, then the implementation of learning, and evaluations carried out to improve teaching and assess the abilities of students during learning.

Obstacles to online PAI learning are signal difficulties, limited internet quota, and not all students have their own cellphones.

The solution is that teachers provide additional time to collect assignments, and conduct home visits.

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