



## IDENTIFICATION OF CHALLENGES AND OPPORTUNITIES IN ONLINE LEARNING OF ISLAMIC MATERIAL IN DAYAH-BASED SENIOR HIGH SCHOOL

Muhammad Rizal<sup>1</sup>(✉), T. Zulfikar<sup>2</sup>, Syabuddin<sup>3</sup>, Iskandar<sup>4</sup>

<sup>1,4</sup> Universitas Almuslim Bireuen, Aceh, Indonesia

<sup>2,3</sup> Universitas Islam Negeri Ar Raniry Banda Aceh, Aceh, Indonesia

---

### Article History:

Received: May 2023

Accepted: June 2023

Published: June 2023

---

### Keywords:

Challenges, Opportunities, Online Learning of Islamic Material

---

### (✉)Correspondence to:

abizal@umuslim.ac.id

**Abstrak:** The purpose of this study was to examine the implementation of online learning-based Islamic Religious Education (Islamic Material in high schools in the Dayah environment. This research use descriptive qualitative approach. The subjects of this research were Islamic Material teachers at junior and senior high schools in the Dayah area. Data were collected through observation, interviews with Islamic Material teachers and students, and documentation using descriptive-analytic analysis techniques. The research was conducted in the 2022/2023 school year November-February 2023. The results of this study underlined the opportunities that occur in Islamic Material learning in the Dayah environment, namely (1) ability to use technology applications, (2) development of teacher competence in ICT, (3) maintain students' interest in learning Islamic Material. Meanwhile, the challenges faced by elementary school teachers and students in online learning at Dayah are (1) difficulties in accessing technology facilities, (2) Dayah rules which prohibit independent use of technology facilities, (3) Limited funds for operational implementation of digital schools, (4) loss learning so that it is easy to access negative things. The gains from online learning opportunities cannot be overlooked either. The accumulation and formulation of a number of opportunities and challenges presented above will be a positive synergy for the development of technological developments and the forerunners of modernization of the next Dayah education system.

---

## INTRODUCTION

Dayah is a typical Acehnese educational institution where the position of this institution was originally as a center for the cadre of scholars (Sauri, 2020). Its presence as an Islamic educational institution in Aceh could be estimated to be almost as old as Islam in Indonesia (Kahar, 2021). Of course, if Dayah internalizds Islamic religious education in her learning curriculum. The Dayah learning system still used the traditional learning system. So that online-based learning as a form of innovation that has been carried out in schools outside

Dayah has not yet been implemented in schools within the scope of Dayah education (Abidah & Khusairi, 2021).

Based on observations on learning activities at schools in the Dayah environment in Aceh, both at the junior and senior high school levels in Pidie and Pidie Jaya districts, the learning process still used books and other guides as the main source. Such as using books as material for studying islamic material subject matter, so that students' insights and abilities were only based on the study and the book. This was because these students have been indoctrinated with book study during the evening recitation with the Dayah teacher. As expressed by one of the islamic material teachers at a high school in Dayah, he stated that they have not been able to apply the learning process using an online learning platform. This was because the location of the school had been in the Dayah area.

In addition, teachers at Dayah had indoctrinated the values of moral education to their students. Of course the implementation of this could not be separated from the role of leaders in managing educational institutions so that Dayah's vision remains under control. However, if online learning was applied to schools in the Dayah environment, there would be various imbalances in the norms carried out by the santri, and they do not even focus when doing remote learning. For example, when learning using internet facilities, there would be lots of distractions that interfere with the learning process. The temptation to watch YouTube, access social media, and read news content impulsively was often carried out without any prior planning.

Another problem, there was the competence of islamic material teachers in using online learning which is still an obstacle in various Dayah school environments. Learning Islamic Religious Education still used conventional methods such as lectures, question-and-answer, and other teacher-centered methods. Even the presence of technological facilities in several schools within the Dayah area was still a pending agenda.

It's time in this 4.0 era, to make all of this happen with the need to involve and pay attention to all stakeholders such as Dayah leaders, santri guardians, the business world, that are very ready to facilitate online-based learning (S. Rahayu & Kejora, 2022). The rapid development of technology could facilitate human relations (*hablum minan nas*). Likewise with education issues, where teachers and students would be facilitated and expand learning references because the learning process could be done anywhere and anytime (Hartono et al., 2022). The facts found from the observation process were found to describe the condition of each teacher in the Dayah teaching environment freely using digital applications in learning. Such as using the WhatsApp application, the Zoom application, the Google Meet application, the Google Classroom application, and email, so that the learning process was interactive, inspiring and fun. Online learning could also support the activation of student understanding through audio-visuals.

However, it seems that there have been several pros and cons studies regarding online learning that have been carried out before. Prasetyo et al. (2020) stated that when viewed from the psychological aspect of students, various

impacts emerged from online learning including weakened immunity, reduced effectiveness in learning, reduced interaction with the environment. Weakened immunity caused the focus of learning to decrease and the achievement decreases from before. While other research from Anggung & Prasetyo (2020) explained that online learning (online) has flexibility in its implementation and is able to encourage the emergence of independent learning and motivation to be more active in learning. Usman & Hadi (2021) also stated that the e-Learning system is absolutely necessary to anticipate current developments with the support of information technology where everything is heading to the digital era, both mechanism and content.

The previous studies above were some of the many studies on online learning. While this research would carry a different concept from other studies. This research would focus on the adaptation of Senior High School in the Dayah environment which faces great challenges and opportunities in the teaching and learning process. Of course it was interesting, this research would be a novelty in the field of Islamic education in Aceh which can describe a picture of the courage of stakeholders to take the attitude of implementing online learning even in islamic material subjects and regarding the identification of what could be threats and opportunities for their learning. .

Based on the descriptions and facts mentioned above, the authors wanted to make this research the only research on Dayah education that introduced challenges and opportunities to the online learning used. So the authors formulated the purpose of this study to more specifically examine the opportunities and obstacles in using online learning platforms in the islamic material subject in schools within the Dayah environment.

## **RESEARCH METHODS**

This research was a qualitative descriptive study. This study described and analyzed the opportunities and challenges faced by teachers and students when implementing online learning in islamic material learning in senior high schools in the Dayah environment. The research subjects were islamic material teachers and high school students in the Dayah environment of Pidie Regency. The technique of determining respondents with purposive random sampling technique. The teachers who were used as research subjects were islamic material teachers who taught class X and had the ability to carry out online learning in the New Normal with a minimum of 5 years teaching experience. Setting these criteria to meet the needs of research data because this research requires data from teachers who have the ability to carry out online learning. In addition, the students were also from class X high school and have attended online learning previously in junior high school.

Data collection through the process of observation, interviews with research instruments in the form of interview guidelines and documentation. Interviews were used to obtain information about the opportunities and challenges faced by teachers and students in undergoing the online learning process in New Normal. Documentation techniques are used to obtain data on

student learning outcomes during classroom learning. The data obtained was qualitative data which was analyzed by triangulation of source data.

## RESULTS AND DISCUSSION

Learning in the complex of Dayah educational institutions has long been known by using a traditional system (Maktumah & Minhaji, 2020). This was done to maintain the blessing in acquiring knowledge, so that the system also applies to Dayah who have formal schools, both junior high and high school levels by maintaining a traditional learning system. This became the pros and cons in building a new paradigm shift in learning within the scope of the Dayah institution (Usman & Hadi, 2021).

However, information for changing learning patterns has been urgently needed so that class dynamics are more effective and student interactions are created in such a constructive way (Marhayati et al., 2020). The paradigm that was developing today was changing the pattern of teaching into learning with Kurt Lewin's field theory approach which illustrates a person's behavior that can be influenced by the surrounding environment and Piaget's constructive theory which emphasized that the acquisition of intellectual skills from the process of balancing knowledge and experience possessed (Abidah & Khusairi, 2021). If the teacher was able to use this model, it was certain that there will be social interaction, building and organizing the knowledge learned can develop exploratively. With the patterns taught, students were expected to learn independently (Mahmud, 2019).

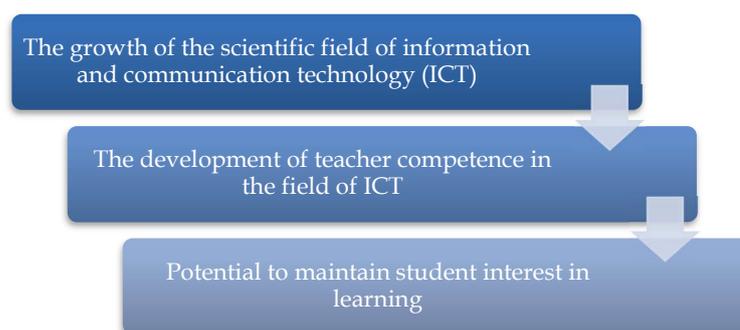
Along with the changing times that continued to increase, technological developments cannot be avoided. The human needed for online-based technology has become competitive, so if there was a school education institution that does not keep up with the times, it will be left behind by other school education institutions. (Rozi & Jannah, 2022). Moreover, today's schools were competing to get students, so that technology was the main source for introducing schools to the outside community (Elcullada Encarnacion et al., 2021).

So this era of globalization and digitalization instructed schools in the Dayah environment to also be able to apply global (online) learning. Now every teacher who taught freely uses digital applications in learning. Such as using the WhatsApp application, the Zoom application, the Google Meet application, the Google Classroom application, and email, so that the learning process was interactive, inspiring and fun. With online learning media, it displayed learning concepts that are practical, economical, and more interesting with various media formats, be it photos, videos or audio. Of course audio-visual assistance in learning would eliminate students' imaginative concepts and bring up patterns of exploration and higher analysis.

But unfortunately, the learning that was applied by teachers, apparently they experience a challenge and opportunity for them in the world of education. So the following presented the opportunities and challenges experienced and felt by teachers in the Dayah environment.

## Online Learning Opportunities at Dayah-Based Schools

Opportunities for online learning in the current digital era were certainly a demand in all aspects, especially in the educational aspect by making online learning platforms an innovation for every educational institution, both for teachers and students. So, below was a list of opportunities that researchers found among teachers in Dayah-based high school education.



**Figure 1. Identify Online Learning Opportunities**

*First*, the growth of the scientific field of information and communication technology (ICT) was like mushrooms in the rainy season by making the internet the main factor supporting the implementation of online-based learning in all aspects of human needs, including the field of education. The presence of the internet seemed to make the world no longer limited by space and time, the spread of communication and information to audiences is very fast. Thus, the tendency of educational observed to design online learning was absolute and must be carried out by educational institutions, including Dayah-based schools. According to Setiono et al. (2020), through the implementation of online learning, the learning process of students becomed very potential and effective because of the wide opportunities for interaction between students, friends, and teachers online. Students had the freedom to communicate with high flexibility with their teachers at any time without having to go face-to-face in class.

*Second*, in terms of competency, there were many educators in Senior High School in the Dayah environment who are able and able to present innovative learning media that are in line with current technological developments. Even if there were obstacles faced by islamic material teachers, other teachers were ready to facilitate practical and innovative learning media which was one of the main factors in achieving the success of learning objectives. The combination of several existing media such as text, images, video, audio has been prepared long before they are presented in a form of online-based learning.

In addition, this opportunity was obtained from ICT (Information Communication Technology) training carried out by the government and school stakeholders. The participation of teachers in ICT training was an asset for

educational institutions, especially in Dayah-based schools, and ICT was no longer an option, but had become a necessity that must be carried out and used to improve the quality of the process of providing education, especially Islamic education subjects. This was where the need to manage online-based learning in learning Islamic religious education. Thus, it was clear that at the end of learning, the output of online-based Islamic religious education will be superior to traditional ones. Imagine, students could access the library at night after the evening recitation directly from the dormitory where they live, assignments given by teachers can be collected via Google form, school announcements can be accessed without having to go to the school madding, and so on.

Even teachers who teach islamic material subjects in schools had a strong desire to change the paradigm of traditional learning to online-based learning. If schools in Dayah were able to apply online learning, both teachers and students would get even more study references so that they could compare the material studied through fiqh books. Because online learning makes it easy for teachers and students to find learning references. Various good references from the teacher's room, scientific journals can help teachers to develop learning materials. In addition, various references really helped students to understand the material presented by the teacher and the material discussed during the discussion process of learning material. This was because the online learning system is connected to internet devices.

One of the innovations that teachers could do to make interesting learning materials so that students enjoy listening to or seeing the material presented by the teacher. In addition, the teacher collaborated on materials using existing technology, such as making power points that display videos regarding the material provided. Such conditions were very likely to occur in learning at Dayah. This was in accordance with what was conveyed by one of the islamic material teachers at Darussa'adah High School, that as a teacher at school, he was very open in collaborating on islamic material learning materials with the contents of the yellow book by utilizing online applications found in the Playstore. Especially today's students, almost all of them understand online applications, it only remained for the teacher to direct them.

Almost all teachers who taught at schools in the Dayah environment come from outside Dayah, so the use of online media such as mobile technology has made a major contribution to educational institutions, including the attainment of learning goals online. Such as providing links to material that has been uploaded to Google Drive. The teacher also explained the material in the group, as well as assignments using the Google form platform which can then be distributed to students if the facilities are sufficient.

Then the benefits of this teacher competence were conveyed from the results of interviews with islamic material teachers that the implementation of online-based learning in the school environment was conducive. Teachers who taught online are no longer preoccupied with carrying textbooks and teachers were no longer preoccupied with collecting student books from various

assignments carried out by students, this was what we plan to do so that the school environment is more conducive than current conditions.

A'dadiyyah (2021) stated that this condition can make it easier for teachers to enrich their knowledge by using online media outside of teaching hours. So in situations like this, the role of a teacher in the educational process was to become a subject in learning activities at school, the teacher can directly mingle with his students and play a very vital and important role in all learning activities for the realization of educational goals. Islamic material teachers in the scope of Dayah educational institutions must be able to play a role because Islamic Religious Education lessons were lessons that shape the morals and character of students by associating material with real-life processes accompanied by concrete examples that can be integrated with other online learning media.

Third, based on this context, an Islamic material teacher under any circumstances was required to be able to grow and increase interest in each new subject by imitating the interests he has seen in the learning process with that he will make new innovations in learning. Where in the learning process a Islamic material teacher first prepares learning tools, namely in the form of teaching plans, preparing learning preparations, using learning media and in providing subject matter that was in accordance with the objectives in the curriculum. This aimed to be a teacher's guide in carrying out a directed, effective and efficient learning process. Learning that leads to active learning which refers to the alignment between goals, materials and assessment tools.

Therefore, the essence of using online learning media was as an effort to get out of problems in the world of education to find effective and efficient solutions in improving the quality of education, including educational institutions in the Dayah environment. In a state of passive learning, learning media was an alternative solution to present effective learning.

### **Challenges of Online Learning in Dayah-Based Schools**

Online learning at schools in the Dayah environment provided opportunities and had several positive impacts in this increasingly sophisticated technological era. However, it could not be denied that online learning also provides its own challenges in several aspects. This research showed that there were several challenges to implementing online learning for teachers and students in learning Islamic material in schools in the Dayah environment.

Based on the results of this study, there were 4 things that become challenges for teachers in carrying out online learning as condensed in the following figure.

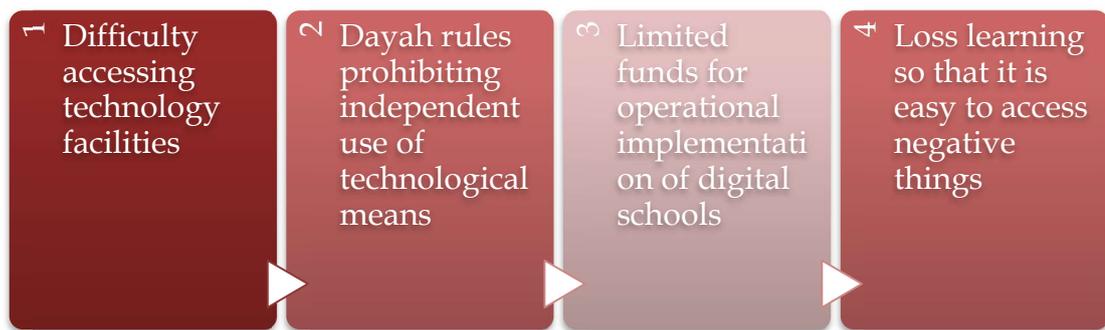


Figure 2. Identify Online Learning Challenges

First, the identification of some of the challenges above was confirmed by the results of an interview with an Islamic Religious Education teacher, who stated that among the challenges as a teacher of both Islamic material and other subjects in implementing online-based learning was the difficulty in accessing technological facilities. Because the Dayah where he taught was the Dayah which was just established in 2015, while the school only started operating in 2017. So the technological facilities that he had were very limited. Technological facilities only existed in the school administrative center and the Dayah administrative center as the main requirement in various reports.

Compliance with facilities and infrastructure was everything that directly supports the smooth running of the learning process, such as compliance with learning media, learning tools, school equipment and so on (A. D. Rahayu & Haq, 2021). While *prasana* was something that can indirectly support the success of the learning process, for example, the road to school, school lighting, restrooms and so on. (Dewi, 2021). The completeness of facilities and infrastructure would assist teachers in organizing the learning process, thus facilities and infrastructure were important components that can influence the learning process (Setyaningrum, 2021). Several advantages for schools that had complete facilities and infrastructure, namely: a) completeness can foster enthusiasm and motivation of teachers to teach; and b) the completeness of facilities and infrastructure can provide various choices for students to study (Sadikin et al., 2020).

Second, was the Dayah rule which prohibits the independent use of technological means. According to a school teacher who had served several years at Dayah, it stated that schools within the Dayah environment must comply with Dayah rules. So that schools and teachers did not dare to overstep the Dayah rules. One of them was not being able to access technology facilities independently by all students, because if students do access it themselves it will result in deviations in usage. According to online learning, it seemed that it was not an easy thing to do like face-to-face learning. Because student learning is not monitored directly and moreover it occurs at the Dayah, so the concentration of learning was divided because the environmental conditions at the Dayah must really be restrained by the rules.

*Third*, there were limited funds for the operation of online-based digital schools. According to the Deputy Head of Nura High School, implementing an online-based digital school requires a large amount of money. Meanwhile, finance at Dayah only came from mandatory monthly education contributions from Dayah students, making it impossible to facilitate online learning needs. Schools only facilitated online learning for students only during the Minimum Competency Assessment.

*Fourth*, it was alleged that there will be loss learning so that it is easy to access negative things. Teachers and Dayah leaders were very synergized in forming student civilization as long as students or students are in the Dayah environment. The point was that the control of a Dayah leader continues to direct the students to remain in the intention of worshipping Allah SWT. Angin et al. (2022) revealed that basically, to make students have morals and character, the most important values of moral education instilled are spiritual values. The aim was for students to be aware of the existence of Allah SWT so as to foster a sense of gratitude and practice the values of Islamic teachings for students. The main foundation that was most important to instill for students in order to build the values of moral education is spiritual values.

Therefore if the learning loss (academic setback) that occurred in students at Dayah is freedom that is not controlled, and this would lead to new polemics in the use of facilities. Such as draining the energy of teachers in Dayah in escorting their students when accessing the internet, and in the end it will take time to study the Koran. Meanwhile, the gains from online learning opportunities also cannot be ignored. The accumulation and formulation of a number of opportunities and challenges presented above will be a positive synergy for the development of technological developments and the forerunners of modernization of the next Dayah education system.

## CONCLUSION

The results of this study, the authors underlined the dilemma of inactive online learning in Senior High School within the Dayah scope between opportunities and obstacles. The opportunities that occur were (1) the ability to use technology applications, (2) the development of teacher competence in ICT, (3) maintaining students' interest in learning Islamic material. Meanwhile, the challenges faced by elementary school teachers and students in online learning at Dayah are (1) difficulty accessing technology facilities, (2) Dayah rules which prohibit independent use of technology facilities, (3) Limited funds for operating digital schools, (4) loss learning so that it is easy to access negative things. The gains from online learning opportunities cannot be overlooked either. The accumulation and formulation of a number of opportunities and challenges presented above will be a positive synergy for the development of technological developments and the forerunners of modernization of the next Dayah education system.

## REFERENCES

- A'dadiyyah, N. L. (2021). Dampak Pembelajaran Daring terhadap Hasil Belajar Matematika Siswa Kelas V MI NU Wasilatut Taqwa Kudus Tahun 2020/2021. *Laplace: Jurnal Pendidikan Matematika*, 4(1), 40–49.
- Abidah, & Khusairi, A. (2021). Pendidikan Dayah di Aceh dalam Bayang-Bayang Pandemi Covid-19. *At-Tarbaawi: Jurnal Pendidikan, Sosial dan Kebudayaan*, 8(1), 1–14.
- Anggung, M., & Prasetyo, M. (2020). Model Capacity Building Pada Pesantren Perbatasan Binaan Dinas Pendidikan Dayah Provinsi Aceh. *Jurnal Pendidikan*, 14(1), 71–96.
- Angin, S. P. B. P., Affan, S., & Syahfitri, D. (2022). Analisis Strategi Guru dalam Meningkatkan Peran Aktif Siswa dalam Pembelajaran Akhlak di Era Covid-19 di Kelas X MAS Jam'iyah Mahmudiyah Tanjung Pura. *Edu Society: Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat*, 2(1), 528–543.
- Dewi, A. E. R. (2021). Pengaruh Kompetensi dan Fasilitas Belajar terhadap Pembelajaran Sistem Daring dan Prestasi Siswa SMP Se-Kota Makassar di Masa Pandemi Covid 19. *Indonesia Journal of Learning Education and Conseling*, 3(2), 194–205.
- Elcullada Encarnacion, R., Galang, A. A., & Hallar, B. J. (2021). The Impact and Effectiveness of E-Learning on Teaching and Learning. *International Journal of Computing Sciences Research*, 5(1), 383–397. <https://doi.org/10.25147/ijcsr.2017.001.1.47>
- Hartono, S. D. T., Mansyur, M. H., & Kosim, A. (2022). Pembelajaran Online Pendidikan Agama Islam: Peluang dan Tantangan di Sekolah Dasar. *Jurnal Pendidikan*, 10(1), 27–43.
- Kahar, S. (2021). Sistem Pendidikan Dayah dalam Membangun Karakter Santri. *Continuous Education: Journal of Science and Research*, 2(1), 17–29.
- Mahmud, M. E. (2019). E-Learning dalam Pembelajaran Pendidikan Agama Islam. *Edureligia: Jurnal Pendidikan Agama Islam*, 3(1), 73–80.
- Maktumah, L., & Minhaji. (2020). Prophetic Leadership dan Implementasinya dalam Lembaga Pendidikan Islam. *Jurnal Pendidikan Islam Indonesia*, 4(2), 133–147. <https://doi.org/10.35316/jpii.v4i2.196>
- Marhayati, N., Chandra, P., & Fransisca, M. (2020). Pendekatan Kognitif Sosial pada Pembelajaran Pendidikan Agama Islam Social. *DAYAH :: Journal of Islamic Education*, 3(2), 250–270. <https://doi.org/10.22373/jie.v3i2.7121>
- Prasetyo, M. A. M., Bashori, & Masriani. (2020). Model Capacity Building pada Pesantren Perbatasan Binaan Dinas Pendidikan Dayah Provinsi Aceh. *Inferensi*, 14(1), 71–96.
- Rahayu, A. D., & Haq, M. S. (2021). Sarana dan Prasarana dalam Mendukung Pembelajaran Daring pada Masa Pandemi Covid-19. *Jurnal Inspirasi Manajemen Pendidikan*, 09(01), 186–199.
- Rahayu, S., & Kejora, M. T. B. (2022). Guru Pendidikan Agama Islam dalam Pembelajaran Online di Masa Pandemic Covid 19. *Jurnal Pendidikan*, 10(1), 89–103.

- Rozi, F., & Jannah, F. (2022). Strategi Penilaian Pembelajaran Daring dengan Penggunaan E-Learning di Masa Pandemi. *Fondatia : Jurnal Pendidikan Dasar*, 6(1), 32-51.
- Sadikin, A., Hamidah, A., & Pinang, K. (2020). Pembelajaran Daring di Tengah Wabah Covid-19. *BIODIK*, 6(1), 214-224.
- Sauri, S. (2020). Sejarah Perkembangan Bahasa Arab dan Lembaga Islam di Indonesia. *INSANCITA*, 5(1), 73-88.
- Setiono, P., Handayani, E., Selvia, & A, W. W. (2020). Strategi Guru dalam Pembelajaran Daring pada Masa Covid-19 di Sekolah Dasar. *Juridikdas : Jurnal Riset Pendidikan Dasar*, 3(3), 402-407.
- Setyaningrum, A. A. (2021). Peningkatan Kualitas Pembelajaran Daring di Masa Pandemi Covid-19 Menggunakan Media Sosial Grup Whatsap dan Youtube. *Jurnal Educatio*, 7(2), 520-526. <https://doi.org/10.31949/educatio.v7i2.1121>
- Usman, A. S., & Hadi, A. (2021). Manajemen Lembaga Pendidikan Dayah. *Jurnal Intelektualita*, 10(2), 11-23.
- Usman, A. S., & Hadi, A. (2021). Peran Dinas Pendidikan Dayah dalam Peningkatan Mutu Pendidikan Dayah di Aceh. *Jurnal Intelektualita*, 10(1), 127-139.