

STUDENTS' LEARNING INDEPENDENCE IN ISLAMIC RELIGIOUS EDUCATION LEARNING DURING THE COVID-19 PANDEMIC

¹Karlina Damayanti¹, ²Aqil Arkanuddin, ³Muhamad Taufik Bintang
Kejora

^{1,2,3}Universitas Singaperbangsa Karawang, Indonesia

¹karlinadamayanti1@gmail.com, ²aqil.arkanuddin@yahoo.co.id,

³muhamad.taufik@fai.unsika.ac.id

Abstrak

Kemandirian merupakan salah satu aspek dari sifat seseorang, maka dalam mempelajari konsep kemandirian harus dilihat dari kepribadian individu itu sendiri. kemandirian belajar merupakan kemampuan siswa dalam mewujudkan keinginannya tanpa bergantung kepada orang lain. tujuan dalam penelitian ini ialah untuk mengetahui kemandirian belajar siswa terhadap pembelajaran PAI pada masa pandemic covid-19 dikelas VIII SMPN 2 Teluk Jambe Timur. penelitian ini menggunakan metode survei. Penelitian survei ialah penelitian yang mengambil sampel dari satu populasi serta menggunakan angket sebagai alat pengumpulan data. meliputi 3 aspek: (1) kesadaran dalam mengikuti pembelajaran, (2) tanggung jawab dalam mengerjakan tugas, (3) motivasi dalam belajar PAI, (4) metode pembelajaran *video based learning*. Analisis data dilakukan dengan menggunakan analisis persentase. kemandirian belajar peserta didik terhadap mata pelajaran PAI tergolong sudah baik. karena pada ke 4 aspek tersebut banyak responden lebih banyak menjawab setuju.. dengan hasil penelitian tersebut maka dapat dikatakan siswa telah mampu beradaptasi dengan penerapan pembelajaran daring saat ini. Namun guru juga harus selalu mendampingi peserta didik dalam proses pembelajaran agar siswa bisa lebih memahami materi yang dipelajari dan dapat meningkatkan kemandirian belajar khususnya pada mata pelajaran PAI.

Kata kunci: Kemandirian Belajar, Mata Pelajaran PAI, Covid-19.

Abstract

Independence is one aspect of a person's nature, so in learning the concept of independence must be seen from the individual's own personality. Learning independence is the ability of students to realize their desires without depending on others. The purpose of this study is to find out the learning independence of students towards PAI learning during the covid-19 pandemic in grade VIII of SMPN 2 Teluk Jambe Timur. This research uses a survey method. Survey research is research that takes samples from one population and uses questionnaires as a data collection tool. covering 3 aspects: (1) awareness in participating in learning, (2) responsibility in doing assignments, (3) motivation in learning PAI, (4) *video based learning* methods. Data analysis was carried out using percentage analysis. students' learning independence in PAI subjects is considered good. Because in these 4 aspects, many respondents answered in agreement. With the results of this research, it can be said that students have been able to adapt to the current application of online learning. However, teachers must also always accompany students in the learning process so that students can better understand the material learned and can increase learning independence, especially in PAI subjects.

Keywords: Learning Independence, PAI Subjects, Covid-19.

Introduction

Islamic Religious Education is one of the materials that aims to improve noble morals and spiritual values in children. This shows that Islamic religious education plays an important role in carrying out character education in schools. Therefore, religious education is one of the compulsory subjects in elementary, secondary, and tertiary schools. Therefore, schools must be able to organize religious education optimally by applying religious values in the school environment which is carried out by all teachers and students together. Especially for teachers of Islamic Religious Education (PAI). Following the current conditions and situation of the Covid-19 pandemic, guidelines are needed in fostering Islamic religious education. This leads to teachers' efforts in carrying out the teaching and learning process to foster students' learning independence.[1]

In general, students will understand the learning material if the learning process is carried out face-to-face or by interacting directly with the teacher. However, the current situation is that students have difficulty interacting directly with teachers.

The *covid-19* pandemic has had a significant impact on various aspects of life, so people are required to react quickly to this. The right solution is needed to stop the spread of *covid-19* so that activities can run normally.[2] The process of online education is a change from face-to-face education to distance learning which certainly has very difficult opportunities and challenges.

In order for online learning to run smoothly, it is necessary for students to have an effective ability to learn, namely the ability to learn independently. Student learning independence is very important and must be a source of concern for parties involved in the world of education. With learning independence, students can manage and have the ability to control their feelings without the influence of others. Learning independence plays an important role in improving student achievement. A person who has learning independence does not depend on others and takes the initiative to solve the problems he faces himself without expecting the help of others.[3] In addition, learning independence is the ability that a person has to carry out learning activities independently.

Based on the above explanation, it can be said that learning independence is one of the attitudes needed by students, especially during a pandemic like today. However, the results of interviews and observations on PAI learning in the classroom show that learning independence at SMPN 2 Teluk Jambe Timur Karawang is still very lacking. This proves that action needs to be taken as an effort by PAI teachers to improve students' learning independence.

Firdaus' research in his research shows that the problems of Learning From Home (BDR) are related to learning independence, because students are reluctant to learn, do not carry out the assignments given by the teacher, and even some students cannot understand the materials that have

been delivered. Similar research was also conducted by Sulastrini and Muslihati explaining that the obstacles faced were from independent learning. Almost all teachers and parents said that there were obstacles in distance learning. Teachers say that distance learning is less effective, there is a lack of a sense of responsibility for students in learning.

The research conducted by Rahma Fitriani from the results of the research said that the learning independence of students in doing assignments at Madrasah Aliyah Negeri 2 is in the "independent" category. This can be seen from four indicators of learning independence, namely indicators of discipline in doing tasks, responsibility for tasks, confidence, and being active in doing tasks. Based on the results of the researchers' observations at SMPN 2 Teluk Jambe Tim, Karawang, grade VIII students are indeed classified as independent. However, there are still students who are passive, embarrassed to ask questions, and there are even some students who do not participate in learning perhaps due to limitations in online learning. This shows that some grade VIII students have low learning independence. Conditions like this, if left unchecked, will have a significant impact on learning, the worst impact is that students cannot achieve the learning goals that have been set.

The efforts made by PAI teachers in grade VIII at SMPN 2 Teluk Jambe Timur are by applying the Video Based Learning method. Video Based Learning is used to design a knowledge or skill obtained through video. Video in this case has two components, namely audio and visual, audio is used to describe information orally while visual is the content of presentation in writing or images. Video media is a type of audio-visual media and can reflect an object moving together with the appropriate sound. Videos present information, the process of explaining, describing, summarizing or extending time, managing skills and making changes in attitudes.[5]

Independence in learning does not mean without the intervention of parents and teachers, but independence in learning emphasizes more on the peserta didik in regulating themselves. If in face-to-face learning students are directly noticed by the teacher, then not with distance learning, there is no teacher to supervise them so that students are free to do anything. Even more so if the parents of the students do not supervise their children intensely.

Research Methods

The research method used in this study is descriptive qualitative research.[6] It is argued that "qualitative research is research to understand the phenomena experienced by the research subject. For example, behavior, motivation, behavior, perception and others holistically. And by describing in the form of words in a special natural context".

The descriptive approach is to describe the facts in the field based on the researcher's information. This research was conducted at SMPN 2 Teluk Jambe Timur Karawang Jalan. Bharata raya Perumnar block J, village. Sukaluyu, sub-district. East Jambe Bay, Regency. Karawang. This location was chosen because this school implements an online learning system. Furthermore, this study uses a survey research type. Survey research was conducted in collecting data by making questions asked to respondents.[7]

The population in this study is all grade VIII students of SMPN 2 Teluk Jambe Timur Karawang with a total of 106 students. while the sample of this study is classes VIII E and VIII I with a total of 39 students. The instrument used is a questionnaire. The questionnaire is basically a list of questions that must be filled in by the respondent, with this questionnaire can be known related to their personal data, attitudes, experiences, and opinions. According to Arikunto[8], the questionnaire can be reviewed into two, namely: (1) An open questionnaire is a questionnaire that is prepared without any choice of answer so that the respondent is free to express his opinion according to his will and circumstances. (2) A closed questionnaire is a questionnaire that is prepared by providing answers, so that respondents are only asked to choose answers that are in accordance with the predetermined choices. This research uses a closed questionnaire, students only need to choose the answers provided. In its implementation, the distribution of questionnaires is carried out directly because it is related to students. The measuring tool used was a percentage analysis which was modified into 4 alternative answers. After the data has been collected according to the desired amount, the next process is data analysis. The data analysis used uses percentage analysis. The stages of analyzing data according to Arkunto [8] the percentage technique is used to process and interpret data that is systematic. Types of analysis using percentage analysis using the formula: $P = \frac{F}{N} \times 100\%$

Discussion

The source of this research is grade VIII students at SMPN 2 Teluk Jambe Timur Karawang. The study discusses students' learning independence from PAI learning during the Covid-19 pandemic in grade VIII of SMPN 2 Teluk Jambe Timur Karawang. The subject of the study can be seen in the Table below:

Percentage data in grade VIII of SMPN 2 Teluk Jambe Timur.

Yes	Gender	Sum
1.	Woman	28
2.	Man	11
	Sum	39

Based on the table, the number of respondents taken was 39 students who were the research sample, namely 28 female students and 11 male students. In addition, the researcher also interviewed students who took part in online lectures during the Covid-19 pandemic. Analysis of students' independence in PAI learning during the covid-19 pandemic in grade VIII SMPN 2 Teluk Jambe Karawang as described in the data: (1) awareness of participating in PAI learning, (2) application of the Video based Learning method, (3) responsibility in doing assignments, (4) PAI learning motivation.

Aspects of Independence

1. Self-Awareness

Based on the aspect of awareness of participating in PAI learning, there are indicators of students showing that there is an initiative in participating in learning in question number 13 which is negative. With the highest percentage, namely 17 respondents with 43.5% answering strongly agree. Because some students really agree to learn without being ordered. In question Number 2 which is negative, the highest percentage is 22 students with a percentage of 56.4% answering yes. Because some students are required to supervise during the online teaching and learning process.

If a person has a sense of self-awareness of his important role in life, then it is enough to have a purpose in life and students will try to realize these goals.[9] Students who are aware of having a goal will try to realize it by realizing that school is one of the ways to realize their goals.

2. Application of Video Based Learning Method

Furthermore, in the aspect of applying the Video based learning method, there is an indicator that students can understand PAI learning materials through the Video Based learning method in question number 10 which is positive. The highest percentage was obtained, namely 17 students with a percentage of 43.5% answering yes. Because students understand the meter explained by the teacher through *the video-based learning method*. Meanwhile, based on negative question number 18, the highest percentage number was 20 students, 51.2% answered strongly in agreement. Because teachers always evaluate student learning outcomes by assigning assignments, the goal is to find out the extent of their students' abilities.

3. Want to Ask

Then based on the indicator of students not being ashamed to ask the teacher when there is something they do not understand in question number 1, the highest percentage was obtained which was 17 respondents with 43.4% answering yes.

4. Responsibilities to Duties

Based on the aspect of responsibility, with the indicator of collecting tasks on time in question number 10. There were students who answered yes, namely 19 students with a percentage of 61.5%. Because when the student is late in collecting the assignment, the teacher will give a punishment, namely a reduction in the student's grade.

Conclusion

This study confirms that learning independence is an essential aspect in the development of students' personalities, especially in the learning of Islamic Religious Education (PAI) during the Covid-19 pandemic. The results of a survey of grade VIII students of SMPN 2 Teluk Jambe Timur show that the learning independence of students in general is quite good. The four aspects studied, namely awareness of participating in learning, responsibility in completing tasks, learning motivation, and experience with *the video-based learning* method, received a positive response from the majority of students. This proves that students are able to adapt to online learning patterns and show an adequate level of independence despite facing limited face-to-face interaction.

These findings make an important contribution in strengthening the understanding that online learning models, if designed appropriately, are able to foster learning independence in students, especially in PAI subjects that emphasize cognitive, affective, and psychomotor aspects. However, the study also underscores that the role of teachers remains a key factor. Teachers not only function as facilitators, but also as companions who are able to provide direction, guidance, and motivation so that students can internalize the subject matter while fostering an independent attitude in learning.

Thus, it can be concluded that the Covid-19 pandemic is also a challenge and opportunity for the world of education. On the one hand, online learning demands quick adaptation from students and teachers; On the other hand, this condition encourages the creation of stronger learning independence. In the future, teachers are advised to continue to optimize the use of learning technology, especially video-based methods, while providing personal support to students. With this strategy, students' learning independence in PAI subjects can not only be maintained, but also improved as a provision to face the increasingly digital learning era.

Bibliography

- [1] M. S. Djaelani, "peran pendidikan agama Islam dalam keluarga dan masyarakat," *Ilm. WIDYA*, vol. 1, no. 2, pp. 100–105, 2013.
- [2] Sobana, "dampak pandemi covid-19 terhadap pendidikan dan pelatihan aparatur," *Pendidik. Indones.*, vol. Vol.1, no. No. 1, pp. 166–175, 2020.
- [3] R. Efendi, A. R. Ningsih, and M. SS, *Pendidikan Karakter di Sekolah*. Penerbit Qiara Media, 2022.

-
- [4] J. U. Fery Muhamad Firdaus, Nirmala Arum Pratiwi, Sri Riyanti, “meningkatkan kemandirian belajar peserta didik sekolah dasar menggunakan model SOLE saat pandemi covid-19,” *J. Foundasia*, vol. Vol.12 No., no. 1, 2021.
- [5] V. A. Melinda, Y. S. Degeng, and D. Kuswandi, “pengembangan media video pembelajaran IPS berbasis virtual field trip (Vft),” *Tarbiyatuna*, vol. 5, no. 1, pp. 1–14, 2020.
- [6] Lexy J. Moleong, *Metode Penelitian Kualitatif*. Bandung: Rosdakarya, 2012.
- [7] A. Tersiana, *metode penelitian*, Ke-1. Yogyakarta: Anak hebat Indonesia, 2020.
- [8] A. Rukajat, *Pendekatan Penelitian Kualitatif*. Yogyakarta, 2018.
- [9] Sudarmono, Apuanor, and E. H. Kurniawati, “Pengaruh Kesadaran Diri terhadap Kedisiplinan Belajar Siswa kelas IX SMPN 9 Sampit,” *Paedagogie*, vol. 5, no. 2, pp. 79–85, 2017.