MANAGEMENT OF ONLINE LEARNING IN ISLAMIC HIGHER EDUCATION: CHALLENGES AND PROSPECTS

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Abstract

During the Covid-19 pandemic, the implementation of online learning at Islamic universities faced numerous challenges and required opportunities for improvement. Based on the perspectives of students at universities that combine synchronous and asynchronous models, this study aims to analyze the challenges and prospects for improving the management of online learning using Google Classroom and Zoom. This study is a qualitative case study of the course of Islamic Education Learning in Schools for sixth-semester students in the Islamic Education study program. In July 2021, the researchers conducted interviews with 53 men and women. This study discovered that students face online learning challenges such as being unmotivated, undisciplined, losing concentration, feeling burdened, difficult to understand, noninteractive, disturbed by domestic work, unmanageable time, unmanageable team, and a lack of internet signal. This study, on the other hand, discovered opportunities for improving online learning implementation, such as increasing personal motivation, developing self-discipline, ice breaking and quizzes, simple tasks, note-taking and listening, learning media variation, effective communication with parents, time management, small group instruction, and lecture recordings. The limitation of this research is that the researchers did not discuss the prospects for the online learning process in the post-Covid-19 Era. The next research recommendation is to focus on the prospects for online-based learning in the post-Covid-19 Era. The findings of this study are useful in improving the implementation of online-based learning in tertiary institutions, especially if a pandemic occurs again in the future.

Keywords: prospects, challenges, improvement management, online learning

Introduction

Many challenges remain in the implementation of online learning (Chandrasiri & Weerakoon, 2022). According to several studies, many countries face challenges in implementing online learning at universities. Students and teachers in Palestine continue to face the challenge of inadequate information technology skills and inadequate infrastructure (Farrah & al-Bakry, 2020). Students in Malaysia who live in remote villages such as Sabah face similar challenges, as internet signals do not support them, and students' motivation to study decreases (Lim, 2020). Nigeria, like other countries, is facing more complex challenges, such as those in IT infrastructure, sociocultural, and socioeconomic issues (Abdulmajeed, Joyner, & McManus, 2020). Indigenous Australian students in remote communities face the additional challenge of a lack of supporting technology for adequate internet use (Anthony & Keating, 2013). Nursing students in Australia are still not technologically savvy (Kenny, 2002) and this is also true for nursing students in Poland who are not adept at using information technology (Bączek, Zagańczyk-Bączek, Szpringer, Jaroszyński, & Wożakowska-Kapłon, 2021) Some unexpected challenges in online learning in Italy include teachers' and students' low ability to use technology, low student motivation to learn, and low parental support (Ferri, Grifoni, & Guzzo, 2020).

Several studies on the challenges of online learning have also been conducted in Indonesia. According to one study, the use of the Learning Management System (LMS) in university mathematics classes was less interactive (Irfan, Kusumaningrum, Yulia, & Widodo, 2020). Another issue in Indonesia is that the approach to implementing the virtual classroom principle, particularly in vocational colleges, is still insufficient (Aditya, Nurhas, & Pawlowski, 2019). According to other research, low teacher control over students is a challenge in the application of online learning (Saleh, Sari, & Alim, 2021). Another challenge in the world of education, including higher education, is a lack of social interaction and student discipline (Hermanto & Srimulyani, 2021). One study in Indonesia discovered the need to improve the student learning environment in online learning by using Microsoft Teams (Rojabi, 2020). Another way to address the challenges of online learning is to increase internet instability and implement face-to-face learning for practical activities (Fatonia et al., 2020).

Islamic tertiary institutions also face challenges during the Covid-19 Pandemic (Cahyadi, 2020). One related study is related to the mental health of students in higher education. Online learning that is carried out continuously in Islamic tertiary institutions

during the Covid-19 Pandemic had made students experience academic pressure, isolate and face uncertainty so that these things have an impact on the mental well-being of students (Supriyatno & Kurniawan, 2020), and even teachers experienced stress, anxiety and depression (Hossain et al., 2022; Moawad, 2020). Students during the Covid-19 pandemic really needed psychological guidance and support to strengthen their minds. Another research at Islamic tertiary institutions during the Covid-19 era was that researchers found that the implementation of full-fledged learning had made it difficult for students to gain hands-on practical experience (Junaedi, Nasikhin, & Hasanah, 2022). Even though students in certain subjects who used laboratories or direct interaction with the community could not be replaced with online learning.

According to previous research, there are still research gaps that focus on online learning challenges and opportunities for improvement in Islamic higher education, particularly in the course of Islamic Education Learning in Schools, which is used synchronously via the Zoom application and asynchronously via Google Classroom. The uniqueness of this study is that researchers interviewed more than 50 students who live in several regions in Indonesia which quite reflect the diversity of participants in Indonesia. This study aims to analyze the challenges and prospects for the online learning process at an Islamic university during the pandemic and post-pandemic periods where the online learning process will not be completely abandoned in the future. In several studies, online learning will become a learning process trend in the future (Iyer, Bharadwaj, Shetty, Verma, & Devanathan, 2022), where then there are those who put forward the basis of gamification in online learning (Behl et al., 2022) and cloud-based e-learning systems (Alam, 2022). As a result, the findings of this study have proven to be valuable for the application of online learning in Indonesian higher education. This study could provide valuable recommendations for students, lecturers, parents, universities, and the government in promoting the efficacy of online learning, especially in the course of Islamic Religious Education Learning in Schools where the entire learning process was carried out online during the Covid-19 Pandemic.

Research Methods

This study analyzes the perceptions of undergraduate students who have been taking the course of Learning Islamic Religious Education in Schools about the challenges and opportunities for improvement in implementing online learning. These students as participants in this study have experienced the learning process offline, but

this research focuses on their experiences in undergoing online learning during the Covid-19 pandemic. This research uses case studies in qualitative research. The case study method itself has been widely used in social studies and educational social studies (Lowe, Chiu, & Oreszczyn, 2018). In-depth interviews were used to collect data, and this method was used to gain a broad understanding (Foley, Timonen, Conlon, & O'Dare, 2021). Participants agreed that the results of the interview process were used as research data. This study was conducted at the Islamic University of Indonesia in Yogyakarta, Indonesia. Because the research was only conducted at one university in Yogyakarta, of course this research still has limitations, therefore it could not be immediately generalized to all Islamic tertiary institutions in Indonesia.

The participants in this study were 53 sixth-semester graduate students consisting of women and men. However, there were only 49 participants from relevant interview data and were analyzed in this study. The participants were selected by purposive sampling method. Purposive sampling is a subjective method in which the researcher selects participants based on the understanding and knowledge of the researchers according to the needs of a population in the study (Etikan & Babtope, 2019). The researchers chose the students who currently live from several regions in Indonesia to minimize bias in this study, where they come from Aceh, Sumatra, Java, Bekasi, Kalimantan, Sulawesi, Bali, East Nusa Tenggara, and Papua. When the interviews were conducted online in July 2021, most undergraduate students were in their respective regions, with only around 10% in Yogyakarta. This research was conducted while the Covid-19 pandemic was still occurring, and learning was carried out online using the Zoom application and Google Classroom learning media. The learning process has been carried out synchronously for fourteen meetings via the Zoom application, but the learning media has also been integrated with the Google Classroom application where course materials and quizzes have been posted before and after virtual synchronous meetings.

The researchers compiled a research instrument to analyze student perceptions in undergoing the online learning process which has been affected by the pandemic. The research instrument had been arranged in several semi-structured questions to get in-depth and detailed answers.. The research questions focus on two major themes, namely the challenges and processes of online learning that combines synchronous learning via Zoom and asynchronous learning via Google Classroom. The researchers used the instrument to get an in-depth description of student perceptions through in-depth

interviews. The researchers explored how the understanding and experience of students in Islamic tertiary institutions underwent the process of distance learning.

Data was collected by in-depth interviews. In-depth interviews are a data collection method commonly used by social science researchers to get words from participants regarding participants' understanding and interpretation of certain issues (Knott, Rao, Summers, & Teeger, 2022). The recorded interviews were then thoroughly transcribed for later analysis. Participants who were interviewed were those who were willing to be involved without being coerced by the researchers. The names of participants in this research report are written with pseudonyms or not with their real names to maintain confidentiality and also to protect sensitive information.

To organize the research findings, the researchers used thematic analysis (Campbell et al., 2021). Thematic analysis is used to categorize the themes of this research related to challenges and opportunities for increasing the implementation of online learning during the Covid-19 pandemic. The thematic analysis method is useful in capturing patterns across the raw interview data and organizing them into meaningful themes (Thompson, 2022). The researchers in this study categorized 10 main themes related to challenges and 10 main themes related to learning prospects from the perspective of students. The selection of the main themes was based on the consensus of the researchers.

Result and Discussion

The researchers discovered ten useful themes for online learning challenges and management opportunities in the course of Islamic Education Learning in Schools based on in-depth interviews. During the Covid-19 pandemic, sixth-semester students' perceptions of synchronous and asynchronous learning processes via Zoom and Google Classroom learning media were used to generate these challenges and opportunities. Synchronous online learning was found to be much more massive during the Covid-19 Pandemic than in previous years (Wannapiroon, Nilsook, Jitsupa, & Chaiyarak, 2022). Meanwhile, asynchronous learning has provided numerous advantages in aiding the learning process during the pandemic (Skaraki & Kolokotronis, 2022). The COVID-19 pandemic has had a significant impact on Islamic education where the learning process is carried out online. Islamic education institutions face several challenges where schools are not allowed to implement face-to-face learning, so there has been a surge in demand for online education. Teachers and students in Islamic educational institutions

are getting used to virtual platforms for the learning process. This research also found several challenges in implementing online learning.

Online Learning Challenges

The themes of these online learning challenges are explained in detail below based on the research findings.

Unmotivated

The lack of motivation to participate in the online teaching and learning process was the first challenge that students faced while taking the Islamic Education Learning in Schools course. Daffin demonstrated how online learning reduced learning motivation from day to day. He felt motivated to obey because he was bored of staring at the laptop monitor all day and the lack of variety in the learning process. Daffin occasionally participated in learning via the Zoom application, but he did not listen to the ongoing lessons (Daffin, 2021). In another study it was also found that online learning then influenced the mood of students (Habibi et al., 2021).

Another student, Argani, revealed that he did not value the implementation of online learning, such as learning through Zoom or YouTube applications. In a synchronous group presentation, he sometimes did not pay attention to what his friends were presenting (Argani, 2021). Meanwhile, Janita felt that online lectures were boring because every day she only learned through online Learning media, as opposed to offline learning, where she could read books in the library, study in the park, and study in other fun places (Janitra, 2021). Furthermore, the most difficult challenge that Batari encountered in implementing the course of Islamic Education Learning in Schools via online was a lack of enthusiasm among students (Batari, 2021). This is consistent with Garini's claim that he frequently played mobile phones during online lectures rather than paying attention to the synchronous teaching and learning process (Garini, 2021).

Several students mentioned another reason for their lack of motivation to learn online. Fitri revealed that she was less motivated because she felt her lecturers were very kind and tolerant (Fitri, 2021). This is similar to Aldari's complaint about being lazy because there were no rules for attending synchronous lectures. Lectures could be given under any circumstances, as well as only attending lectures asynchronously via Google Classroom (Aldari, 2021). Another study found that health students were unmotivated during the online learning process (Rumalessin, Sutapa, & Martani, 2022), and Teachers shared the same sentiment (Wicaksono & Setyowati, 2022).

Undisciplined

According to students, the second challenge in the online learning process was a lack of discipline. Haira revealed that the most significant barrier to the effectiveness of the Islamic Education Learning in Schools course was lack of discipline (Haira, 2021). The absence of disciplinary rules from lecturers was one of the causes of students' lack of discipline. Dihyan stated that the lecturers were not strict from the start of the semester, such as the lack of a rule and the ability for students to turn off the camera in synchronous learning via the Zoom application. The starting and ending hours of lectures did not match the existing schedule in some cases (Dihyan, 2021). In other study findings, students were undisciplined in submitting assignments (Hanjani & Mediatati, 2022).

Deconcentration of attention

Another major challenge that students faced in the course of Islamic Education Learning in Schools was a lack of concentration when participating in online learning. Jayanti revealed that she was not focused and did not concentrate when listening to her classmate's presentation, particularly when she listened to the lesson while lying down and felt asleep, and especially when the learning process was carried out at 12.30 pm (Jayanti, 2021). Jayanti's difficulties were similar to those that Adanu faced. Adanu believed that the most difficult challenge was being unable to focus because he only sat in front of the laptop during the online learning process. He only paid attention to the learning process for about 20 minutes before his mind wandered away from synchronous online learning. He taught about his parents, his money, his future, and other topics, for example (Adanu, 2021).

Feeling burdened

The fourth challenge faced by students in a synchronous and asynchronous online course in an emergency during the Covid-19 pandemic was the burdensome teaching and learning process. Inka, one of the participants, stated that online lectures were difficult because students had to focus on learning via laptops for an extended period of time. Inka felt that online lectures were still normal at the start of the semester, but online lectures felt heavy after two years. Inka stated that online lectures were a burden because she was already bored with not being able to meet with the teacher face-to-face (Inka, 2021). Adinata, another participant, argued that online learning resulted in a large number of assignments. With so many assignments from various subjects, Adinata found it difficult to organize and prioritize which tasks needed to be completed

(Adinata, 2021). Another study found that students' workload could harm on their mental health (Adedoyin & Soykan, 2020) and Students have reported feeling more burdened (Syam & Achmad, 2022).

Difficult to understand

The fifth challenge identified in this study was student difficulty understanding course content. Indah, one of the participants, stated that she struggled to understand some of the discussions during the online learning process. She needs to read it several times to fully comprehend it. (Indah, 2021). Bakti also expressed a lack of comprehension, stating that he found it difficult to understand the discussion in online lectures. The effectiveness of online lectures was hampered by a lack of understanding (Bakti, 2021).

Ina also stated that she had difficulty understanding the lessons delivered via synchronous lectures via the Zoom application or asynchronous learning via Google Classroom. Ina believed that the explanation of course material should be as detailed and complex as what occurs in offline lectures (Ina, 2021). This was similar to Ina's assessment, where Djani thought the online learning process was difficult this semester. The difficulty, according to Ina, was a misunderstanding of some of the discussions in online lectures (Djani, 2021). Furthermore, another participant, Andaru, stated that the ineffectiveness of delivering lecture material and practice was since all of his courses, including the Zoom application, were online (Andaru, 2021). Students in Hong Kong have also reported difficulty understanding online courses (Yeung & Yau, 2022).

Noninteractive

Less interactive learning was identified as the sixth challenge of online lectures in this study. Participant Bara believed that the most difficult aspect of online lectures was that learning was not always interactive (Bara, 2021). Meanwhile, another participant, Adiratna, revealed that the Zoom application learning process was effective, but learning became ineffective because students did not turn on the camera, making learning less interactive (Adiratna, 2021). Fara expressed hope in another interview that the implementation of learning through the Zoom application would be more active and interactive (Fara, 2021).

Furthermore, Dayahu revealed that the biggest challenge to the effectiveness of the course of Islamic Education Learning in Schools implementation this semester was student participation in passive learning. It did not appear to be interactive during the 14 meetings during synchronous learning (Dahayu, 2021). Dahayus statement was

completed by Airuz, who stated that the challenge in synchronous lectures via the Zoom application was how to turn on the learning atmosphere, particularly the lecturers' inability to monitor each student's activities during online lectures when the camera was not turned on (Airuz, 2021). According to Arga, engaging classes, such as interactive ones, will play a significant role in increasing students' motivation to attend lectures (Arga, 2021). However, Ina argued that one of the reasons why online learning is not interactive is that students are not used to doing social interactions online (Ina, 2021). Another study conducted in universities discovered that interaction in online learning is extremely limited (Hulse, 2021). Nursing students also reported feeling more passive during the online learning period (Siah, Huang, Poon, & Koh, 2022).

Disturbed by domestic work and unsupported parent

The seventh challenge in Islamic Education Learning in Schools was the density of work activities at home and the lack of parental support when participating in online learning. Adriani, one participant, revealed that the effectiveness of online learning was less effective this semester because she was doing chores at home such as sweeping, drying clothes, and others during lectures, so she did not focus on the material delivered in synchronous lectures (Adriani, 2021). It's similar to what Elina said about finding it difficult to divide her attention between online learning and homework (Elina, 2021).

Gadis, another participant, revealed that her parents paid less attention to the lessons she was taking when she studied at home. When a girl used a mobile phone to attend lectures via the Zoom application, her parents assumed or perceived that she was wasting her time (Gadis, 2021). Cahaya faced the challenge of studying at home as well, because her home environment was not conducive to participating in the learning process (Cahaya, 2021). Meanwhile, Danasti felt less focused on the course of Islamic Education Learning in Schools because her house was too crowded with too many family members (Danastri, 2021).

Unmanageable time

The eighth challenge that students encountered during online lectures was the difficulty in managing time. Balin found it difficult to divide his time while studying online; he frequently felt asleep because he was preoccupied with other tasks such as organizing. During online lectures, he was used to not sleeping at night. He slept in it from morning to evening (Balin, 2021). Adhisti, another student, found it difficult to manage her time while studying online. He took part in the government's Campus Teaching class batch 1 program, which was launched during the Covid-19 Pandemic.

Adhisti revealed how to manage time between participating in the online lecture process and teaching activities in schools from the program, Campus Teaching, through program activities (Adhisti, 2021). Ekavira, the next student, faced the challenge of balancing online lecture schedules with homework. His lecture schedule frequently clashed with the work his parents were expected to complete (Ekavira, 2021).

Unmanageable team

In addition to the previously discussed time management issues, the next challenge was a poorly managed study group. Aji claimed that completing group assignments was difficult for him. The reason for this challenge was that there was frequent miscommunication within the team, and almost all courses required group work, where some members of the team were reluctant to participate in completing team assignments (Aji, 2021). Falisha also mentioned that when there was a group project in the course of Islamic Education Learning in Schools, some team members were unmanageable or unresponsive when contacted to participate in contributing to the team (Falisha, 2021).

Lacks internet signal

The tenth challenge that students faced while studying online was a lack of internet signal in their area. Gantari, the first participant, revealed that his biggest challenge was the lack of an adequate internet network, which caused problems when he studied synchronously online via the Zoom application, especially because he lived in an area with poor internet signal networks (Gantari, 2021). Aditya expressed the same sentiment, claiming that the implementation of the Islamic Education Learning in Schools course was less effective because the internet signal in his area was insufficient (Aditya, 2021). Another student, Jelita, stated that due to the unsupported internet network in her remote area, she frequently left the Zoom application alone when her friends gave presentations. This was the challenge Jelita faced every time she participated in online learning (Jelita, 2021).

Another issue that a student named Daffin encountered was the instability of the internet network due to frequent power outages in his area. When the power went out, the internet signal became insufficient (Daffin, 2021). Ina was frequently unable to participate in online learning because her area experienced frequent power outages, resulting in no internet signal (Ina, 2021). Meanwhile, Hanasta discovered it difficult to get a good network connection when taking online classes via Zoom during inclement weather such as rain and lightning (Hanasta, 2021). Meanwhile, Adiguna faced nearly

the same challenges, when he was unable to use the Zoom application because the internet network was not supported, but Google Classroom sufficed (Adiguna, 2021). Darsa complained about the unsupported network when using the Zoom application, despite having purchased a costly internet quota package (Darsa, 2021). Another student, Baupati, faced more complex challenges because there was only one internet network provider in his area, and that provider did not provide an adequate internet signal (Baupati, 2021). This finding was also relevant to another study conducted at several universities in Yogyakarta, which found that the availability of infrastructure, such as internet access, influenced the implementation of online learning (Garad, Al-Ansi, & Qamari, 2021).

Prospects for Improvement Management of Online Learning Challenges

The following are potential solutions to the challenges of online learning in the course of Islamic Education Learning in Schools during the Covid-19 pandemic.

Increasing personal motivation

According to the findings of this study, the first opportunity for students to overcome the challenges of online learning, particularly a lack of motivation to learn, was to increase self-motivation. Motivation is a critical component of the online teaching and learning process (Hartnett, 2016). Students' motivation has a significant impact on their academic performance and cognitive engagement (Aguilera-Hermida, 2020). Daffin, one of the participants, revealed that one way to overcome the challenges of online learning amid low motivation to learn was to increase learning motivation through hard work and consider the future consequences if students were lazy in their studies (Daffin, 2021). Danastri, on the other hand, believes that motivational support should be accompanied by support from parents, lecturers, and friends (Danastri, 2021). According to Djani, motivational sessions by lecturers in class should be increased (Djani, 2021). This motivation to be more active and engaged in the online learning process may be a little forced on students (Andaru, 2021).

Cahaya, one of the students, shared her experience with low self-motivation in online learning. He always remembered the original purpose of college and the cost of attending college. Cahaya became more comfortable running online lectures after remembering the purpose of lectures and did not feel burdened (Cahaya, 2021). Another student, Janitra, stated that to increase self-motivation, students should always be grateful that by participating in online learning, they could live with their families and help them. Furthermore, Janitra revealed that the prospect for self-motivation

improvement when students were bored was to aspire as high as possible and try to study harder to make her parents proud (Janitra, 2021). Two other participants revealed that optimizing the use of learning media was a potential improvement for increasing student learning motivation (Aldari, 2021). Dahayu confirmed this, stating that students should be required to turn on the camera when studying in sync via Zoom (Dahayu, 2021).

Gaining self-discipline

The second possibility for increasing student indiscipline is to take several steps. Haira's opportunity for improvement was to discipline herself by understanding the significance of studying (Haira, 2021). Other suggestions for improvement made by students were more practical in terms of improving discipline. Garini prepared ahead of time by taking a shower, eating before the online learning began, and sitting during the synchronous lecture. This effort, he claims, will be more focused on paying attention to the lecture process (Garini, 2021). According to Bahir, students were also required to ask questions or participate in discussions in online classes (Bahir, 2021). Furthermore, if the lecturer gave a quiz, Adira's opportunity for improvement was to complete it as soon as possible without delaying it (Adira, 2021). Meanwhile, another student, Dihyan, suggested improvement to the lecturer to establish strict and logical rules, such as when the learning process was synchronous via Zoom, students should turn on the camera, except for students who were unable to find a suggestion for improvement, such as signal interference (Dihyan, 2021). Fitri agreed with Dihyan that when there were rules, students should respect their professors (Fitri, 2021).

Ice breaking and quiz

There are several opportunities for improvement to address the issue of students not paying attention when taking online lectures, particularly in the synchronous lecture process via the Zoom application. One of the services provided by Airuz students is the facilitation of ice-breaking activities in which each student turned on the camera to actively participate. Furthermore, students who were presenting had to turn on the camera, as well as the microphone (Airuz, 2021). Meanwhile, another student, Adanu, suggested that students try to start from themselves by staying focused on receiving learning even if what was explained by the lecturer or other team was not understood (Adanu, 2021). Furthermore, Adiwilaga suggested that snacks be provided when attending synchronous lectures to maintain concentration in learning (Adiwilaga, 2021).

Another option for students to maintain concentration in online learning was to hold quizzes using the Quizizz application while they were learning. This quiz could be held at least three times per week to improve student focus (Candramaya, 2021). However, quizzes could be administered after the asynchronous learning was completed. Jayanti, a student, proposed an improvement opportunity in which lecturers could assign homework in the form of quizzes after each synchronous lecture meeting. Students could recall the lessons they had learned by administering quizzes. Focusing on strengthening students' memories of learning topics while not burdening students was very effective (Jayanti, 2021). This is also supported by Gantari's belief that every student should complete a quiz on each meeting topic in order to continuously learn (Gantari, 2021).

Simple tasks

The fourth avenue for improvement for students who found it difficult to complete learning tasks included several steps. According to Adinata, the lecturer could improve by giving simpler course assignments because each lecturer in the course also gave other assignments (Adinata, 2021). Furthermore, Ina suggested that the lecturer use the proper method for online learning, such as making difficult materials easier to understand, so that students would feel more comfortable (Ina, 2021). Meanwhile, Abhimanyu's third suggestion for improvement was that the lecturer recognizes that students who were constrained, such as students who had difficulty getting a signal or internet access in their area, required special policies (Abimanyu, 2021).

Note-taking and listening

The fifth opportunity for improvement is to overcome the challenge of low subject matter understanding in online learning. One of the students, Indah, mentioned that she improved her note-taking skills while attending online lectures. Explanations in lecture presentations were recorded for them to gain a better understanding (Indah, 2021). Meanwhile, another student, Embun, used his listening skills to conduct online lectures on the course of Islamic Education Learning in Schools, namely by attending synchronous lectures using a mobile phone so that the lecturers' explanations could be heard even while doing other activities at home. Using a mobile phone was convenient because it could be carried anywhere (Embun, 2021). Another student, Basagita, suggested using a headset when listening to online lectures via mobile phones so that students could be more flexible in listening to lecturers' explanations (Basagita, 2021).

Learning media variation

The sixth area for development is how to overcome non-interactive online learning. Bara's suggestion for improvement was to use more diverse learning media so that lecturers and students could interact more extensively (Bara, 2021). Argani provided some examples of learning media variations, such as how for synchronous online learning, lecturers could use the Zoom application's Break Room facility by dividing into several groups so that students could engage and use the Quizizz and Kahoot applications. According to Adiratna, for learning to be interactive, quizzes on the subject matter that had been discussed were still required (Adiratna, 2021). When no one asked a question during a group presentation in online learning, the lecturer could take over and directly ask questions, making the learning environment more interactive (Dahayu, 2021).

Schoology could be used for synchronous online learning to make learning media more interesting and less boring (Argani, 2021). As a result, Erina recommended that lecturers constantly develop and update their skills in using online learning media (Erina, 2021). Bakti proposed that to design alternative learning environments, innovations from the dean level to the university chancellor be required to improve the interactive environment in online learning (Bakti, 2021). Another student, Adiwilaga, proposed making the learning process more interactive by combining 50 percent online learning and 50 percent face-to-face learning (Adiwilaga, 2021). However, according to Ekavira, universities needed to improve their offline study plans strategies and management during the Covid-19 Pandemic, such as the success of the vaccination program and arranging the departure of students from their residence area to the university area (Aradhana, 2021).

Effective communication with parents

The seventh area for improvement is effective communication with parents in order to overcome the challenges of a lot of work at home and a lack of parental support when attending online lectures from home. One of the students, Ekavira, had the opportunity to improve because she informed her parents ahead of time that she would be doing no work at home while participating in online learning (Ekavira, 2021). Another student, Gadis, had the opportunity to improve by providing understanding and communicating well and politely with parents. Gadis explained to her parents that she was studying lecture material on her phone rather than playing or doing useless activities (Gadis, 2021). Meanwhile, Adriani's experience when taking online learning

at home, she informed his parents about the college schedule, so that if there was homework that needed assistance, it could be postponed until the online lecture process was completed, or recommended his work to others (Adriani, 2021). According to Elina, the most important thing was to learn how to manage emotions so that she could complete lecture assignments and work at home one by one (Elina, 2021).

Time management

The eighth area for improvement is the importance of time management in taking online lectures for those who are less capable of managing time. Gadis, a participant, stated that students should be able to regulate themselves to situations and conditions that arise while attending online lectures. One of the steps involved managing time or prioritizing everything that had become a requirement (Gadis, 2021). Adhisti advised students to divide their time wisely between taking online lectures from home and participating in government-sponsored activities at the Teaching Campus to avoid time conflicts (Adhisti, 2021). As a result, students should be able to organize themselves. Garvita, another student, described how she balanced her study time with homework. According to Garvita, one of the steps was finishing his homework before attending lectures, informing his parents about the class schedule, and attending lectures to the fullest without the distraction of homework (Garvita, 2021).

Detail team instruction

The ninth area for improvement is how to provide detailed instructions to the team when working on group projects. This prospect for improvement could be a prospect for improvement to the challenges of poorly managed team assignments. Group assignments were part of collaborative learning, which was an important factor in online learning (Siklander, Kangas, Ruhalahti, & Korva, 2017). Dahayu, one of the students, suggested that lecturers could see the results of student group work by monitoring the role of each individual in working on group assignments, such as by using the Google Docs application, which allows lecturers to see who has contributed to the work of each team of students (Dahayu, 2021). Falisha taught that the prospect for improvement that could be implemented to make the team more effective was to give each team clear instructions about what needed to be done (Falisha, 2021). However, for another student, Gantari suggested that assignments be completed individually so that the assessment could be objective and precise, as opposed to group assignments, which were typically completed by only one person (Gantari, 2021).

Lecture recording

The tenth area for improvement is to record the learning process in online lectures to overcome the limitations of the internet signal in the student's home area. Jelita revealed that when the internet signal was weak, she saw lecture recordings in Google Classroom. Jelita hoped that lecturers could record lectures during synchronous lectures using the Zoom application to assist those who were experiencing signal issues, allowing them to continue studying and listening to the online learning process (Jelita, 2021). Hanasta also frequently played recorded videos uploaded by lecturers in place of missed meetings (Hanasta, 2021). Cempaka believed that lecture materials should be shared through the Google Classroom application (Cempaka, 2021). Aditya believed that having accessible reading reference facilities was critical for effective online learning (Aditya, 2021). Darsa believed that a facility for providing free internet quotas was required (Darsa, 2021). Daniswara deemed the existing internet quota assistance from the Ministry of Education of the Republic of Indonesia insufficient (Daniswara, 2021). Furthermore, Baupati provided opportunities for advancement in developing infrastructure in remote areas to support the availability of adequate internet (Baupati, 2021). Finally, according to Batari, lecturers should understand the conditions that students face (Batari, 2021). Students have benefited from lecture recordings because they could access them at any time (Yeung & Yau, 2022).

Based on this research, the following is a comparison of the challenges and opportunities for improvement in the implementation of the online learning process in universities. However, the findings related to the 10 challenges and prospects for improvement found in this study still have limitations where the data was obtained from one university so that it cannot be generalized for the wider Indonesian region.

Table 1. Comparison of the Challenges and Prospects for Improvement

Challenges	Prospects for Improvement
Unmotivated	Increasing personal motivation
Undisciplined	Gaining self-discipline
Deconcentration of attention	Ice breaking and quiz
Feeling burdened	Simple tasks
Difficult to understand	Note-taking and listening
Noninteractive	Learning media variation
Disturbed by domestic work and unsupported parent	Effective communication with parents
Unmanageable time	Time management
Unmanageable team	Detail team instruction
Lacks internet signal	Lecture recording

According to the table above, many challenges were encountered by students while carrying out the online learning process at universities during the Covid-19 Pandemic in the course of Islamic Education Learning in Schools, but there are opportunities for management improvement in ensuring the quality of learning. Prospects for management improvement include students, teachers, learning methods or strategies, and facilities. These improvements should be worked on continuously to ensure that the quality of the teaching and learning process continues to improve and that students are satisfied with the implementation of learning during the Covid-19 pandemic. Furthermore, educational institutions should always be prepared to grow in all aspects to implement online learning (Aydin, 2022). After the Covid-19 era, curriculum and teacher training in Islamic education institutions should also be designed to prepare teachers to be skilled in carrying out online learning processes so that teachers can teach flexibly with a blended learning model.

Conclusion and Recomendation

This study identified the ten most significant challenges encountered by students in the course of Islamic Education Learning in Schools during online learning, both synchronous and asynchronous. This research was conducted during the Covid-19 Pandemic and was conducted at a university in Yogyakarta with students scattered in several regions in Indonesia, therefore these findings cannot be generalized to the learning process in all Islamic tertiary institutions in Indonesia. First, there is the lack of student motivation to participate in online teaching and learning. Second, the second challenge in online learning is lack of discipline. Third, students lack of concentration or focus when participating in online learning. Fourth, students consider online lectures to be a time-consuming activity. Fifth, students struggle to comprehend course material. Sixth, online learning is rarely interactive; Seventh, students are bothered by other work at home and a lack of parental support; Eighth, students are less adept at time management. Ninth, less well-organized group projects; Tenth, there is a lack of support for internet signals to attend synchronous online lectures.

In addition, the researchers identified ten areas for improvement in overcoming the challenges of online learning. To begin, increasing self-motivation in learning, which is aided by motivation from lecturers, parents, and friends; Second, boosting student self-discipline. Third, learning should be interspersed with icebreakers, and quizzes should be provided at each meeting. Fourth, student assignments should be

simplified or simplified. Fifth, students use their note-taking and listening abilities. Sixth, change up the learning media. Seventh, when participating in online learning from home, use effective communication with parents; Eighth, organize their time so that they could effectively attend online lectures. Finally, the lecturer provides detailed instructions for the group assignment. Tenth, recording lectures is a possibility for improving students' limited internet signal.

Students also should continue to try to increase motivation and discipline, take notes, communicate effectively with parents, and manage their time well, according to the study's recommendations. Meanwhile, lecturers should continue to motivate students, vary their learning, provide icebreakers and quizzes, create detailed group assignment instructions, and document the online lecture process. Rectors and deans at universities should develop innovative policies to support the effectiveness of online learning, both synchronous and asynchronous. The government should also improve infrastructure, particularly the provision of adequate internet signals and uninterrupted power.

Future studies could focus on themes related to the challenges and prospects of online learning combined with the offline learning process in the post-pandemic period where the learning process in the education sector is no longer entirely online learning as during the Covid-19 Pandemic, where learning was fully carried out online. Online learning that has been carried out by many Islamic universities before could at least help the effectiveness of offline learning such as in the implementation of learning using the flipped classroom or blended learning model.

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