

Online Learning Problems of Al-Qur'an Hadith In 8th Grade at SMP Muhammadiyah 5 Surakarta: Challenges and Solutions

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ABSTRACT

Online learning has become an important alternative in education, including in Qur'an and Hadith learning. However, online learning often faces a number of problems that affect the smoothness of the learning process. This study aims to: (1) assess the implementation of Al-Qur'an and Hadith learning in online learning class VIII at SMP Muhammadiyah 5 Surakarta; (2) identify problems that arise in online Al-Qur'an and Hadith learning class VIII; and (3) develop strategies to overcome existing problems. This research uses descriptive qualitative method with observation, interview, and documentation techniques. The research findings show that: (1) Online learning is conducted through e-learning and WhatsApp application; (2) Problems encountered include environmental constraints, limitations of students and teachers in the use of technology, and student motivation problems; (3) Some efforts made to overcome these problems include improving information technology (IT) skills for teachers and students, financial assistance for students in need, and stricter supervision by parents.

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INTRODUCTION

The Coronavirus is spreading worldwide, sometimes referred to as Covid-19. This virus is a pandemic, according to the World Health Organization (WHO), that can harm the respiratory system and cause severe pneumonia, which can potentially be fatal. Furthermore, COVID-19 affects every aspect of life, from politics, social, economic, and most importantly, education.

Distance learning, often known as online learning, has evolved from the original direct learning techniques. Now, learning takes place virtually through devices such as computers, iPads, laptops, and phones, rather than in traditional classrooms. Interactive internet-based models and Learning Management Systems (LMS) are used in online learning. Examples include applications like Google Classroom, Zoom, Google Meet, and others (Bilfaqih & Qomarudin, 2015). In this situation, this also becomes a significant challenge for teachers and students, who in addition to having to master technology, are also required to master it. A flexible learning system is needed to meet the demands of students during this COVID-19 pandemic, in order to fulfill the objectives of the Islamic Education curriculum, particularly the Al-Qur'an Hadith subject. Online learning platforms are one way to meet the learning objectives of Al-Qur'an Hadith (Yamin, 2007).

Al-Qur'an and Hadith is one of the subjects in Islamic Religious Education. For the teachings of the Qur'an and Hadith to be practiced in daily life as a manifestation of faith and devotion to Allah SWT, these teachings are intended to inspire, understand, guide, and implement them. Nevertheless,

it cannot be denied that online learning has several weaknesses, including that not all teachers understand information and communication technology, and the infrastructure and facilities that support the learning process are inadequate, and not all teachers live in areas with adequate internet networks.

However, online learning in the Al-Qur'an Hadith subject requires special attention, given the importance of deep understanding and practice that must be carried out by students. As in SMP Muhammadiyah 5 Surakarta, in teaching Al-Qur'an Hadith to 8th grade during a pandemic like this, online learning becomes the only alternative. However, in its implementation, it does not continue according to plan, because there are many obstacles both from students who have difficulty accessing the internet, lack understanding of the material presented, or from educators who deliver material monotonously.

Seeing the context of these problems, the author wants to further examine the problems in online learning of Al-Qur'an Hadith for 8th grade at SMP Muhammadiyah 5 Surakarta.

METHODS

This type of research uses a qualitative approach. The qualitative method uses various scientific techniques to describe phenomena experienced by research subjects in a specific natural environment using words and language to understand it holistically (Moleong, 2007). This research uses observation, documentation, and interviews as data collection methods. According to Arikunto (2002), researchers use various techniques to collect data for their research. The methods considered are interviews and documentation studies. In this research, interviews were conducted using semi-structured interviews with the Al-Qur'an Hadith teacher, Mr. Nurul Huda. Observation was carried out during PLP activities, from July 26 to September 3, 2021, at SMP Muhammadiyah 5 Surakarta. The documentation technique was used to collect additional data from teaching materials, learning implementation plans, and notes related to the online learning process.

FINDINGS AND DISCUSSION

Implementation of Online Learning of Al-Qur'an Hadith for 8th Grade at SMP Muhammadiyah 5 Surakarta

Online learning is a learning method that utilizes various digital technology tools, including computers, laptops, mobile phones, and internet-based applications or websites (Gusty et al., 2020). Islamic Religious Education subjects include Al-Qur'an Hadith learning. In order for students to demonstrate faith and devotion to Allah SWT in daily life, this material aims to provide guidance, inspiration, competence, ability, and respect for the contents of the Hadith (Ahmad & Mudzakir, 1998).

The implementation of online learning for Al-Qur'an Hadith for 8th grade at SMP Muhammadiyah 5 Surakarta was conducted using electronic learning resources such as WhatsApp and Google Classroom (Arsyad, 2005). Online learning through Google Classroom was carried out by sharing materials in the form of audio PowerPoint presentations or by sharing explanation videos that had been uploaded to YouTube and then shared to Google Classroom. Students were then asked to listen to and understand the shared materials. Next, students were allowed to ask questions related to things they did not understand, after which they were given evaluation assignments in the form of essays to assess their understanding of the information that had been taught. Meanwhile, WhatsApp was used for submitting memorization assignments according to the Al-Qur'an Hadith material being taught, making it more effective than Google Classroom, as teachers could interact directly with students, albeit virtually through video calls.

Problems with online learning of Al-Qur'an Hadith for 8th grade at SMP Muhammadiyah 5 Surakarta

The change in the learning process from face-to-face to virtual and online learning, commonly called online learning, is a new modification that all stakeholders in the education process must implement, like it or not. All teachers and students suddenly had to use technology and internet

networks as a result of this online learning procedure. This is not an easy thing; besides providing positive impacts such as time efficiency, online learning also has negative impacts such as problems that arise during the implementation of online learning, like difficulties with internet access, no guarantee that the material presented will immediately be absorbed into students' minds, and so on (Romadona & Arif, 2021).

SMP Muhammadiyah 5 Surakarta occurred due to various factors, namely, the educator factor (Wahab, 2016). The educator factor is one of the factors for the success of education, because educators or teachers are the ones who transfer knowledge to students. Although in this digital age, students can search for whatever they want while browsing the internet, they will still need a teacher figure to provide deeper explanations about the learning material. In this online learning, it is undeniable that there are some teachers who are still technologically illiterate, so the learning process is less than optimal. Then, the method used by teachers in teaching Al-Qur'an Hadith learning is monotonous, causing students to get bored easily. This is because teachers only conduct learning through Google Classroom by just sharing audio PowerPoint presentations without showing their faces. In addition, the limitations of teachers in supervising students in online learning is also a factor causing problems in Al-Qur'an Hadith learning for 8th grade at SMP Muhammadiyah 5 Surakarta.

Student factor. Students are also an important factor in education. Because if there are no students, the learning process cannot take place. Besides educators, students are a factor causing problems in online learning at SMP Muhammadiyah 5 Surakarta. When the Qur'an and Hadith are taught online, some students find it difficult to connect to the internet because not all of their locations are in places where internet networks are available. As a result, some students fall behind in their lessons. Therefore, not all 8th grade students at SMP Muhammadiyah 5 Surakarta have mobile phones or other devices to access online learning. There are some students who use their siblings' or parents' email, which causes ineffectiveness in online learning. For example, during assignment submission, because they don't use their own email and there is no identity, the student's name cannot be known. In addition, the lack of student literacy in online learning, such as assignment timing, even though instructions were given before doing the assignment, because students are lazy to read, makes the assignment instructions different from the results of their work. Like when assigning tasks to find the tajwid rules of al qamariyah and al syamsiyah in Q.S. al-Furqan: 63. Due to lack of literacy, students looked for these tasks in other chapters.

Environmental factor. Environmental factors are also a cause of problems in online learning of Al-Qur'an Hadith for 8th grade at SMP Muhammadiyah 5 Surakarta. The success of online learning will not only be determined by educators and students but also environmental factors such as the role of parents in monitoring their children's teaching and learning activities and the play environment. Not all parents of students work from home. Even during a pandemic, there are certainly jobs that require parents to work outside. So during online learning, not all parents monitor their children's learning activities. This makes children relaxed and ignore online learning, even falling asleep when online learning schedules are conducted because neither teachers nor parents monitor them during online learning. In addition, the influence of the play environment—if a child is in a play environment where children are diligent in studying and always doing school assignments, it also has a good impact on them. But not all play environments are good, so when a child is in a play environment where children are lazy about school, it also has a bad impact on them. As a result, some children, even half of the number of students, do not submit assignments. Therefore, that is the importance of parental monitoring of their children during online learning and also the play environment.

Efforts made to overcome the problems of online learning of Al-Qur'an Hadith for 8th grade at SMP Muhammadiyah 5 Surakarta

Effort is a way to minimize or overcome problems that occur. Similar to the efforts that can be made in overcoming the problems of online learning of Al-Qur'an Hadith for 8th grade at SMP Muhammadiyah 5 Surakarta, including improving mastery of IT utilization, where teachers do not only provide material in the form of audio PowerPoint presentations. Teachers must design learning

videos as attractively as possible so that students do not get bored easily (Andrasari et al., 2022). This can be done by creating learning videos that not only display material slides but also include our faces in the video, making the learning process feel more engaging even though it is done online.

In addition, providing access to underprivileged students to get assistance facilities. This can be done by selecting students who truly do not have media for online learning, making it easier for students to participate in online learning. For students who have difficulty accessing the internet because their location is in an area where internet networks are difficult to reach, this can be overcome by replacing SIM cards with networks that are easily accessible at their residence. And for students who do not have data quotas or internet access, this can be overcome by tethering to other family members, or if they have data quotas, turning them on only when used in online learning, thus saving internet quotas.

Intensive supervision from parents during online learning is very much needed by students, because teachers also have limited ability to monitor students (Rimah Dani et al., 2023). Therefore, parents, as the closest people to students, must be able to spare their time to accompany their children to study. If there is parental work that requires them to be outside, then it can be overcome by returning home immediately when the work is finished. Even if they cannot monitor during online learning, at least there is a role for parents to accompany children when doing their assignments. It can also be done by creating groups among parents of students. So when missing information about children's assignments, it can be asked through the group. Because not all parents of students work outside the home, they can share information with others.

CONCLUSION

The implementation of online learning for Al-Qur'an Hadith for 8th grade at SMP Muhammadiyah 5 Surakarta was conducted through Google Classroom for materials and WhatsApp for memorization exercises. Problems that emerged include limitations in teaching methods, teachers' IT capabilities, and students' internet access. Environmental factors also had an influence, such as lack of parental supervision. Efforts made to overcome these problems include improving teachers' IT skills, providing facility access for underprivileged students, and more intensive supervision from parents.

This research makes a real contribution in strengthening the empirical basis of online-based Islamic Education learning, especially in the subject of Al-Qur'an Hadith at the junior high school level. Using a qualitative approach, this study identifies the real challenges faced by teachers and students in the context of distance learning, including limited mastery of technology, infrastructure constraints, weak student motivation to learn, and the lack of supervisory role from parents. More than just mapping the problem, this research also contributes concrete and applicable solutions, such as developing more interactive learning media, providing access to facilities for students from underprivileged backgrounds, and increasing parental involvement in children's learning process.

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