Experience and Expectation During E-Learning of Islamic Religion Education: The Students' Response

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ABSTRACT

The COVID-19 pandemic has set the stage for alterations to people's living in all aspects, including the education aspect. There is a change from traditional learning to e-learning. The changes in learning occur fast and seem sudden in the midst of student mental pressure and lack of preparation. It may cause the expectations of their future learning experiences. The experiences of Islamic Religion Education (PAI) students using e-learning have been the focus of recent quantitative survey-based studies. This study was developed with two objectives: first, to learn about their experience with e-Learning-based Islamic Religion Education (PAI) and then, to reveal their expectations for e-learning. Both were approved using quantitative research that involved disseminating an online poll with 14 closed questions on two questions posed. The sample was purposively selected on 205 out of 1025 students from the Islamic Religious Education Study Program at Ibn Khaldun University Bogor (UIKA) Bogor as respondents by purposive sampling. Because it states the %age of students participating in e-learning, the simple %age approach was chosen as 153 respondents to examine the results. The results showed varied learning experiences in PAI-based e-learning, and they expressed the desire that this e-learning learning may continue even in everyday situations. This research can be used as a reference in improving e-learning to increase students' ability to understand the material taught and give convenience in following the learning process.

1. Introduction

Islamic religious education aims to develop a religious person with a proper grasp of religion and the ability to apply the religious teachings in everyday life to shape noble character (Rohman & Hairudin, 2018). Self-formation is a lengthy process that requires patience because it cannot be finished quickly. In addition to duration, the method is crucial in delivering Islamic religious education since a suitable and effective approach makes the objectives and subject matter simpler to comprehend (Tambak, 2014). The precision of the procedure will help boost students' enthusiasm for and drive to participate in the experiences of Islamic Religion Education or *Pendidikan Agama Islam* (henceforth: PAI) learning process. Education is of poor quality due to a lack of innovation in learning and learning media, especially when creating a skilled generation for their sector. A good learning process will impact educational quality, as one of the causes of low academic quality is the poor quality of student learning.

On the other hand, educators are vital to the ongoing PAI learning process. Sapitri & Maryati (2022) state that the educator determines the success of the process. It takes an educator who can effectively manage the PAI learning process, is creative and innovative, and can adapt to changing times and technology changes (Budiyono, 2020). Teachers must be able to assess student requirements, develop, design, locate, generate, and utilize various learning tools. It is envisaged that the PAI learning process will achieve the objectives with these competencies. Designing a learning approach – methodology and delivering learning media becomes a solution. ICT-based learning media is one kind of learning media that is thought to impact education positively.

With the Covid-19 pandemic, the situation has radically changed (Nurkamiden, 2021). Then an effort to prevent the transmission of Covid 19, face-to-face learning was replaced by remote learning based on information technology and a prohibition on crowding.

During a pandemic, e-learning is the best option since it allows learning to adapt to changing events and conditions (Adha & Darmiyanti, 2022). E-learning is defined as online learning supported by computer technology. Teachers can improve their skills by incorporating technology into education by generating learning media in the fourth industrial revolution era, which stresses digital patterns.

On the one hand, e-learning provides a solution for learning continuity during this pandemic; on the other hand, the convenience of internet access, the delivery of online and quickly accessible information, and the absence of students are all part of the learning pace. On the other hand, e-learning creates a slew of complex issues, including an unevenly distributed internet network in all regions, educators and students who are unprepared and unaccustomed to online learning, the limitation of students' understanding of the material, and reduced interaction between students and educators. This problem can be found in any education level, from kindergarten to college. Of course, it becomes a worry for the world of education because education is obligatory, after all, to achieve the aims that have been stated since the institution's inception.

Meanwhile, learning evolves at a rapid pace and with little forethought. The Islamic Religious Education Study Program at Universitas Ibn Khaldun through the same thing: internet access limitations, students from various regions, and lecturers' readiness to deal with the abrupt shift from face-to-face to online learning became part of the dynamics that have to be dealt with for the learning process to continue under the study program vision and mission. However, as the Covid-19 pandemic subsides and face-to-face learning becomes permissible, it is necessary to undertake a study on the existence of the e-learning process that has been held for the previous two years.

Many studies on e-learning have been conducted using diverse approaches, ranging from elementary schools to postsecondary institutions. This study focuses on the relationship between e-learning and learning outcomes. According to the study's findings, learning outcomes are significantly influenced by the usage of e-learning, the difficulty of practice questions, and learning motivation all at once (Rofiah & Bahtiar, 2022); the influence of e-learning on mental.

Moreover, according to the study's findings, there are several challenges to implementing e-learning, including a lack of learning interaction, adequate facilities and equipment, and a lack of human resource preparation (HR). As a result, it affects how interested students are in their academic work, including whether they enjoy, are interested in, are paying attention to, or are actively engaged in their studies (Sati, Setiana, & Amelia, 2021), the role of parents in e-learning, that the success of e-learning can be significantly influenced by good parenting, (Jadid, 2022) or implementation of e-learning in learning, The Moodle approach to online learning has contributed to the success of e-learning (Audiva & Rini, 2022). There has been no research into the perspectives of Islamic Religious Education students on e-learning. The Moodle approach to online learning has contributed to the success of E-learning. The findings of this study can be used as evaluation material for university leaders and directors of study programs in policy development, as well as input for lecturers to improve the quality of innovative and creative learning aimed at meeting learning objectives.

1.1 Research Question

Learning is a process of transforming knowledge and forming student character carried out by the teacher to students apart for two years. At the end of the pandemic, it is allowed to carry out face-to-face learning, or this model enables it to be continued outside the pandemic period after the implementation of e-learning on all subject matter during the previous two years at various levels of education, which was unavoidable due to the emergence of COVID 19. However, studies are related to problems and various matters related to e-learning. The previous learning must be studied as a source of information for the subsequent learning. This study will investigate how students function as learning objects in e-learning. The framework for our investigation was as follows:

1. What is the PAI-based online learning experience?
2. What are the requirements for PAI learning based on e-learning?

2. Literature Review

2.1 Islamic Religious Education Learning

Islamic Religious Education is a type of education that focuses on Islamic teachings/ The main purpose of this education is to generate religious human beings (Putry, 2019). According to Law Number 20 of 2003, which stipulates that the purpose of national education is to construct people who fear Almighty God, the growth of religious people matches the objectives of Islamic education and the purposes of national education. (Aprilia, Ring, Selatan, & Yogyakarta, 2021) As a result, religious education serves the primary purpose of moulding pious, noble people and honing their capacities to comprehend, appreciate, and apply spiritual teachings. The emphasis on aspects of action is a hallmark of Islamic religious education (Adha & Darmiyanti, 2022), namely, the Islamic knowledge used in their daily lives.

The most crucial aspect of PAI is the success of students who understand and practice religion in society and the development of a moral character (Muslimin & Ruswandi, 2022). When it comes to PAI learning, the emphasis is mainly on applying what is

learned in real-world situations. As a result, understanding the teaching topic provides the foundation for the application.

Dimensions of faith, dimensions of understanding, dimensions of appreciation, and dimensions of practice are the last goals of Islamic religious education. Those are correlated. The goal is not achievable in a short period, but it can be accomplished in stages. As a result, Islamic religious education begins with the birth of Islam and continues until death (Zaini, 2018). Without any limitations for each individual. The educational resources are divided into three categories: aqidah, worship, and morals. Become a cohesive whole in the development of personal and societal purity. The ultimate goal and this perfect content can not be provided casually and carelessly; rather, it calls for a plan to get students to the end and help them grasp the subject. Lack of a sound approach will result in failure to achieve the goal, but a suitable strategy will appeal to students and make learning effective and efficient (Fahrozy, Iskandar, Abidin, & Sari, 2022).

In PAI learning, the method is then tailored to the subject matter, the status of the students, situations, conditions, and available facilities. The teacher is essential to the success of the PAI learning process in this scenario. The more creative and innovative the teacher is in the process, the more students are interested in learning. This passion will indirectly push students to absorb the taught subject (Arsana, 2020). The ability to create a new product or adapt the existing teaching techniques is creative in this context. The teacher is supposed to function as a teaching organizer, a student learning facilitator, and, in technical terms, to lead student learning in connection to the instructor's efforts to boost student learning motivation (Supriadi, 2018). As a result, understanding how children learn is crucial to the effectiveness of the student learning process. (Fakhrurrazi, 2018).

Although Islamic Religious Education in the Classroom is an instructional activity at educational institutions that relies on teachers and students, it is a never-ending learning process. In the implementation of learning, the interaction between educators and students to discuss instructional materials with students and achieve learning objectives becomes a factor in learning success (Tae, Ramdani, & Shidiq, 2019).

Because PAI learning not only develops the students' cognitive abilities but also affects their attitudes and behaviours, the growth of Islamic Religious Education necessitates active and dynamic participation by parents, students, educators, and other staff. The success of PAI education is judged by the number of graduates with excellent moral character and a broad knowledge base.

2.2 Learning Experience

People have learning experiences due to their learning (Wahyudiati, 2021). The term "learning experience" refers to various student activities undertaken to acquire new knowledge and skills per the goals to be attained. The term "learning experience" describes how a student interacts with the outside factors in his surroundings. It refers to learning through students' active conduct, precisely what they do when they are learning rather than what the teacher does.

Students gain more experience the more concretely they learn academic topics. In contrast, students will earn less experience the more abstract they become. The experience pupils gain directly from their actions is referred to as direct experience. Students engage in and feel first-hand every aspect of goal achievement. Students engage with the study item directly, without the aid of a middleman. Through learning opportunities, teachers may raise the standard of instruction, make it more engaging, and help students reach their full potential.

The features of the subject being taught, students' readiness to participate in learning and learning facilities are the three aspects that impact the learning experience. Even the type and kind of an individual's interest in an object represents a personal experience that may differ greatly from others. The learning experiences gathered through learning will give birth to potential in pupils. Experience can significantly impact how one's potential changes and develops(Lestari & Siswanto, 2015). However, the ability to draw lessons from past mistakes is essential for the development of this potential. Additionally, one of the concepts for the development of student preparation is that experience can impact one's physical and spiritual development.

2.4 E-learning

The utilization of this media plays an essential role in grabbing their attention. Electronic tools are used as a means for providing teaching materials in e-learning because it serves two purposes: as a learning tool and a resource for students. This e-learning also refers to the use of the internet as a supplement and complement to educators' current instructional efforts (Thias, 2022). In contrast to traditional education, which places educators as the primary players, e-learning places the students as the primary actors. In contrast to traditional education, it places educators as the primary players, and e-learning places the students as the primary actors.

Students are accountable for their learning through e-learning, which forces them to take an active role in autonomous learning as the main character. Through e-learning, students are held accountable for their learning, forcing them to take an active role in autonomous learning as the primary character. It is

vital to pay attention to certain aspects of the e-learning process. Certain aspects of the e-learning process must be addressed (Rijal, 2022):1). Students will find it easier to use technology and current menus if the system is created simple. 2) On a personal level, educators must be able to interact with students in the same way that communication is formed in traditional learning. 3) Quickly, students can rapidly access information, appearance, and learning quality, and the speed of reaction to student complaints and demands becomes a benchmark for measuring the continuity of e-learning learning.

Teachers must have three essential competencies to implement e-learning models: a) the ability to design instructional materials following pedagogical principles as outlined in the lesson plan; b) mastery of ICT in learning, namely the ability to use the internet as a learning resource to obtain up to date and high-quality teaching materials. c) Mastery of learning material (subject meter) relevant to the expertise topic.

Essentially, the e-learning learning method offers the following advantages (Denmar, Vivayarti, Setiyadi, & Rahmawati, 2022); 1) flexible, students have the freedom to choose the time and the place for learning; 2) autonomous learning, students have the freedom to choose learning time and the end of the learning h; 3) Cost: The availability of e-learning has a significant impact on financial finance, particularly transportation costs to get to the appropriate education.

Several varieties of e-learning exist, including learner-led e-learning (intended to encourage independent learning), instructor-led e-learning, assisted e-learning, embedded e-learning, telementoring, and e-coaching. In E-Learning, there are two basic delivery models: synchronous and asynchronous. Students and instructors meet at a predetermined time to complete the learning process through synchronous delivery. Students use completed materials provided on the website to be used every time in asynchronous delivery. As a result, students can access the material whenever they need it. With e-Learning, kids can attend school at home or in a location not far from home, enhancing their safety and comfort while also allowing them to use the time they would have spent walking to and from school for studying or other activities. E-learning classes should be similar to face-to-face classes in terms of content. An effective classroom should be able to: 1) provide students with the necessary equipment; 2) instil the expectation in students by creating a positive learning environment; 3) foster a sense of community among teachers and students by allowing them to freely experiment, test their knowledge, complete assigned tasks, and, if it is possible, applying the theories discussed or read; and 4) allow students to freely experiment, test their knowledge, complete assigned tasks, and, if it is possible, apply the theories they have discussed or read. 5) Establish or establish

mechanisms for assessing capacities; 6) Provide a safe and pleasant environment for the learning process.

E-learning creates an authentic learning revolution, resulting in improved infrastructure, higher human resource quality, higher educational quality, and lower educational costs (Sudarsana et al., 2018). Although e-learning as a new discourse is thought to be more suitable for students who possess specific characteristics, such as critical thinking already have a method of learning, the ability to collect and apply knowledge, and a proclivity to continue their studies, e-learning as a new discourse is thought to be more suitable for students who possess certain characteristics, namely those who possess critical thinking, already have a method of learning, and have a proclivity to continue their studies. Furthermore, e-learning is in line with the characteristics of students with limited time, limited locations to study, geographical distance separation, and a desire to study in their environment.

3. Method

The study was centred on expectations and experiences with PAI learning based on e-learning. This study used a quantitative descriptive approach and a survey method to collect data for e-learning learning evaluation materials. This study was performed by the Islamic Studies Program of UIKA Bogor. It was chosen because it enables researchers to determine the certainty and the accuracy of online learning effectiveness. The sample was purposively selected, and there was 1025 students of the fourth semester and students of the class of 2020 with a total of 205 individual. The data were collected using a google form questionnaire with three instruments in the indicators of learning experience and expectations during the e-learning implementation. The questionnaire was written in 14 statements and disseminated to WhatsApp groups worldwide. The questionnaire was distributed on 5-28 April 2022 to all students in the fourth semester of the 2020 batch who responded to answering the questionnaire were 153 students. The information collected was used, and the validation was carried out through peer debriefing. After that, the data were analyzed using basic %ages.

4. Result

Learning makes students have a great experience in their lives. Students can learn new things because of e-learning in PAI learning during the Covid-19 Pandemic. Research conducted at the Islamic Studies Program, Ibn Khaldun University, Bogor. The research is based on students' experiences, concerns, and expectations of e-learning-based Islamic Religious Education. The results can be seen in   the table below:

4.1 Distribution of Respondent Data

Table 1. Distribution of respondents for each class

No	Class	Total	%age
1	4A	28	18,3%
2	4B	29	19%
3	4C	31	20,3%
4	4D	24	15,7%
5	4E	25	16,3%
6	4F	16	10,5%
		153	100%

Table 1 shows the number of respondents in each class in the fourth semester; there were as many as 28 students (18.2%) in class A, 30 students (19.5%) in class B, 31 students (20.1%) in class C, 24 students (15.6%) in class D, 25 students (16.2%) in class E, and 16 students (10.4%) in class F.

4.2 Experience in E-learning

1) Statement 1: Is e-learning easy to get teaching materials?

Table 2. Student responses to statement 1

Statement	Respond	%age
Yes	52	34%
No	71	46%
Sometimes	30	20%
Total	153	100%

Table 2 showed that 46% of students said it was hard to accept the teaching material. 34% said otherwise, and 20% stated that sometimes it was easy to accept and sometimes hard to accept teaching material. These data showed that the teaching materials provided in E-learning were difficult to accept

2) Statement 2: Is e-learning making you more independent in your learning?

Table 3. Student responses to statement no 2

Statement	Respond	%age
Yes	99	65%
No	43	28%
Sometimes	11	7%
Total	153	100%

According to table 3, 65 per cent of students believe that e-learning made them more independent, while 28 per cent disagreed. Some students stated that it sometimes made them more independent, although only by 7%.

It showed that E-learning was able to build student learning independence.

3) Statement 3; Is there any benefit to using e-learning?

Table 4. Student responses to statement 3

Statement	Respond	%age
Yes	84	55%
No	69	45%
Sometimes	153	100%

According to table 4, 55% of students believe that e-learning provided insight, while 45 per cent believe it did not provide insight. This data shows that E-learning provided different insights compared to face-to-face learning.

4) Statement 4: Is e-learning cheaper than coming to campus?

Table 5. Student response to statement 4

Statement	Respond	%age
Yes	114	75%
No	39	25%
Total	153	100%

The data in table 5 showed that 75% of students stated that e-learning was cheap learning at cost 75% and was declared not cheaper by 25%. These results showed that E-learning did not require expensive costs.

5) Statement 5: Does e-learning disrupt social relationships?

Table 6. Student responses to statement 5

Statement	Respond	%age
Yes	60	39%
Sometimes	4	3%
No	89	58%
Total	153	100%

The table showed that e-learning did not interfere with social relations, 39% said it was disturbed, and 3% said it was only occasionally. These data showed that social relation was well maintained during E-learning.

6) Statement 6: Is it difficult to find book references in e-learning?

Table 7. Student responses to statement 6

Statement	Respond	%age
Yes	58	38%
Sometimes	15	10%
No	80	52%
Total	153	100%

Table 7 revealed that 52 per cent of students found it easy to locate book references, 38 per cent believed it was difficult to obtain book references, and 10% said it was difficult and easy at others. The results showed that most students felt easiness to find references book.

7) Statement 7: Is it difficult in e-learning to discuss teaching materials?

Table 8. Student response to statement 7

Statement	Respond	%age
Yes	112	73%
Sometimes	6	4%
No	35	23%
Total	153	100%

The table above showed that 73% said it was difficult to discuss the teaching materials given, 23% said no, while sometimes only 4% found it challenging. This data proved that most students had difficulty exploring the teaching material received.

8) Statement 8: Is e-learning interfering with your social life?

Table 9. Student responses to statement 8

Statement	Respond	%age
Yes	128	84%
No	25	16%
Total	153	100%

84% of students said they felt disturbed by the interaction, and 16% said they did not feel disturbed during e-learning.

The learning process cannot be separated from social interaction. The limitation of the interaction between teachers and students and between students and students makes the students cannot develop the teaching materials provided by the teacher in learning—most students consider E-learning to be a barrier in their social interactions.

10) Statement 10: What %age of you get knowledge in e-learning?

Table 10. Student responses to statement 9

Statement	Respond	%age
20% - 50%	62	40%
60% - 70%	56	37%
80% - 90%	35	33%
Total	153	100%

The table above illustrates the breadth of tethering knowledge acquired during e-learning. The data showed that most students received the knowledge taught below the minimum average. Forty per cent said they learned between 20 and 50 per cent, 37 per cent said they learned between 60 and 70 per cent, and 33 per cent said they learned between 80 and 90 per cent.

11) Statement 11: Do you find adapting to the provided LMS system difficult?

Table 11. Student responses to statement 10

Statement	Respond	%age
Yes	85	56%
No	68	44%
Total	153	100%

The data above showed that 56% of students said that they had difficulty adapting to the LMS, while 44% said they did not have difficulty adapting.

The institution responded to the change from face-to-face learning to e-learning by creating an internet-based internal learning system (LMS), but the fact showed LMS is still difficult to use for students.

12) Statement125: Do you find it difficult to filter out unnecessary things during e-learning?

Table 12. Student response to statement 11

Statement	Respond	%age
Yes	81	53%
Sometimes	6	4%
No	66	43%
Total	153	100%

Table 13. Student responses to statement 1

Statement	Respond	%age
Giving additional quota	35	23%
Lecturer materials and presentations are clearer	18	12%
More effective in the use of time	15	10%
Make it easier to submit assignments	10	7%
Attendance is doubled	10	7%
To be better in the process	37	24%
Replaced offline	5	3%
Etc	23	15%
Total	153	100%

Table 13 shows that 24 respondents expect to be better in the process, 23% of students expect additional quotas, 12% expect lecturers to be clearer in presenting the material, 10% expect more effective use of time, and expect to be given convenience in sending assignments and double attendance. 7% and 23%, respectively, expect mixed expectations.

There are many problems during E-learning regarding facilities and teacher readiness, the internet quota needed, and the delay in sending an assignment. Therefore students expect additional %ages given by both parties. In institutions and by the government, it is expected that every teacher can use their time effectively and maximally. They are given enough time to submit assignments because not all areas are accessible on the internet.

2) Statement 2: Do you think this e-learning should be continued?

Table 14. Student response to statement 3

Statement	Respond	%age
Yes	78	51%
No	75	49%
Total	153	100%

The table above showed that 53% of students found it difficult to filter out unnecessary things, 43% said no, and 4% said sometimes. The results of the data above illustrated that this e-learning-based PAI Learning provides a diverse student experience.

4.3 E-Learning Holds Out Hope

1) Statement 1: What are your hopes for the future in e-learning?

The table above revealed that students elected to continue with e-learning varied from 78 students, or 51 per cent, to 75 students, or 49 per cent.

E-learning learning with various problems did not make students give up, but the experience leads to the expectation that this learning can be continued even under normal circumstances.

5. Discussion

5.1 Experience in E-Learning

E-learning-based Students regarding Islamic Religious Education were difficult to accept; the table showed that 46 per cent of students (71) believed this. It is due to a variety of circumstances, including both internal and external disturbances such as the loss of the internet network. With the breakdown of communication channels, Infrastructure readiness that had not fully supported the use of ICT generally because while infrastructure readiness is the most significant factor in the implementation of E-learning, not all locations are accessible with the internet (Surahman, Santaria, & Setiawan, 2020) not to mention the human resource readiness both professors and students who are used to traditional classroom learning Students, on the other hand, they believe that E-learning makes them more independent, as expressed by 99 people (or 65%).

Further, student independence is awakened when they are required to hunt for and study the teaching materials provided, and they can repeat the teaching materials as needed. Motivation becomes a must in this process, and students who lack motivation struggle to comprehend the materials (Gumilar & Hermawan, 2021). Motivation for learning comes from some sources, both within and outside the classroom. Students' motivations include a strong desire to grasp the content and a drive to be smarter than their peers. While the external motivation such as being ashamed if they cannot answer the lecturer's question about material reviews, being worried about not being able to achieve good grades, and having the desire to make their parents happy with flawless grades. Those are examples of external motivation. Because learning motivation is essential for success, the teacher must be able to instill the students' motivation so that they are inspired to study (Emda, 2018).

Even though teachers find it difficult to motivate the students in the e-learning learning process because they felt l unsupervised, both parents work, and no one helps them to study, the learning process is held from morning until afternoon (Basar, 2021). When talking with the students one-on-one, it becomes easier to provide incentives. The Students' independence in seeking references and understanding ICT is a separate insight for students in E-learning learning that is felt by 84 people, or 55 per cent of students. E-learning allows students to improve their senses besides the main knowledge in the classroom but can be active in learning to acquire additional knowledge for them by using the computers and networks (Sagita & Nisa, 2019). A digital talent that kids must have is using digital technologies appropriately. Because all learning activities in e-learning are digital-based, digital skills encompass all abilities connected to technology, ranging from basic skills to literacy.

Moreover, E-learning learning also eliminates the need for students to come to campus, reducing the amount of pocket money and expenditures spent by their parents. One hundred fourteen students, or 75 per cent, felt the savings because of e-learning. E-learning is less expensive than face-to-face learning. It is cost-effective and more efficient in time because they can collect assignments online without having to go to school. Wijayanto, Nafi'ah, & Pratomo (2021) state that face-to-face learning methodology necessitates high implementation costs in both the short and long term. While the online learning model has a high upfront cost, it has a reduced ongoing cost, at least in terms of human resource expenditures and infrastructure upkeep (Anggrawan, 2019) Although, according to another study, learning from home is expensive due to the necessity to meet the needs and learning facilities completeness (Setyorini, 2020).

E-learning is caused by limited physical contact with friends, peers, instructors, or other individuals outside the home (Husin & Sawitri, 2021). Even though E-learning did not interfere with students social interactions with one another. As many as 52 % of students stated that it did not disrupt their social life with E-learning because they can still communicate using phone, SMS, or WhatsApp (Sudiksa et al., 2020. It is easy to find references for teaching materials as enrichment in learning; as many as 80 students (52%) said it was easy to find connections, even though the references had to be made from books, and with the development of ICT, digital-based teaching materials were very easy to obtain (Silitonga & Purba, 2020). The internet provides advantages in all fields, business, education, organization, etc. With the internet, communication can be done interactively, access to experts, building scientific research and development, data exchange, and collaboration (Sasmita, 2020). The advantage is part of the internet convenience.

Despite the benefits and ease of the E-learning process, students find it challenging to debate the peer-supplied teaching materials provided by lecturers. For 73% of students, referring to the educational materials is problematic. This results from students being dispersed to various Indonesian regions with poor internet connectivity (Mu'awwanah et al., 2021). While the meeting is rare owing to social distance limits, this situation is a challenge and an issue that must be addressed by both the students and their instructors (Fikri et al., 2021). Even though all learning modes have evolved from being taught in a classroom to being conducted online, student obligations have not altered.

All pupils are required to finish their assignments, group projects, quizzes, and semester exams. Students must turn in their assignments within the time limit the teacher has established. Additionally, students must continue collaborating with their peers on assignments, many of which are challenging to accomplish in groups. Student conversations are not always fruitful. Group members will never agree on everything, especially when making decisions and expressing thoughts. Student organizations frequently experience members who refuse to contribute or group leaders who are domineering and force their agenda. Lack of communication, job division inequity, members' treatment disparities, a lack of responsibility sense, and selfishness among group members will exacerbate the situation (Baser et al., 2017). Furthermore, numerous difficulties such as a poor internet connection or trouble reaching other group members exacerbate collaboration. They can generate disagreement among group members, resulting in worse team performance and strained relationships (Nurwulan et al., 2021).

It is also difficult for students to filter the necessary thing, and it becomes a time barrier in the opening process or while tracing references, as 81 students (or 53 per cent) mentioned. The current state of technological sophistication is difficult to predict and will continue to advance as long as humans act. The development of ICT has resulted in the loss of the social and cultural barrier between humans, making it a very open opportunity to penetrate these boundaries. If it is not handled immediately, the access ability for private rooms with numerous interesting delights will impact the students' critical attitude (Syamsuar & Reflianto, 2019). It is undeniable that the internet presence has become more important in everyday life, but removing social boundaries has a significant impact on life, including learning. The time reduction is due to the large amount of advertising content that enters the browsing or not using a search engine, and the concentration of learning is disrupted due to the numerous advertisements. This situation will disrupt behaviour; the emergence of appealing adverts will unintentionally cause students to perform searches and disregard their responsibilities and obligations in school; even learning will be neglected due to this scenario. The negative factors that cause pupils to want to try to see and read less and less are unimportant in learning and contribute to difficulty in comprehending the content (Khairuni, 2016).

Suppose it is intervolved between 20% and 50% of students who improve their knowledge via E-learning. In that case, As many as 62 per cent believe they obtained little knowledge taught by the lecturer. However, some researchers state that e-learning has the same cognitive consequences as face-to-face learning (Maskar, Dewi, & Puspaningtyas, 2020), even if implemented correctly and adequately. However, several parts, especially in the affective domain, need attention in this process. There needs to be an appropriate solution so that e-learning can still generate students capable of cognitive and affective aspects. Because e-learning can lead to boredom because of monotonous learning, no direct interaction, and abundant tasks given by the teacher make the material difficult to understand (Salsabila et al., 2021). This will impact student acceptance of knowledge, both cognitively and affectively as well as psych motorically. The emotive component is a student's fundamental competency determining her social presence.

There are two reasons why e-learning misses the emotive dimension. First, as previously said, implementing remote learning to develop character is extremely challenging. Second, according to the study, various obstacles in online learning might be found in contact and media use. (Kurnia & Prawira, 2020) As a result, a clear and firm learning commitment is required from the beginning of the learning process. Students reported a disruption in social interaction. As many as 128 students stated that, despite the fact that,

according to several studies, interaction with E-learning increased because students were braver to ask more questions compared to face-to-face, which is usually dominated by smart and intelligent students— daring to say something (Lubis et al., 2022). This demonstrates that while E-learning is part of the ease of engagement, it does not apply to all students; students with a bad internet network or signal problems will interrupt interaction, and the LMS learning system is hard to accept by students. LMS is tough to adapt to students due to the difficulties of the design model and the often-weak network, which is perceived by 56 per cent of students or 86 individuals. As a result, LMS design should be centred on accessibility (Abidin et al., 2020). Students are concerned about the challenges when investigating the lecturer's teaching materials. Because learning entails not just improving knowledge but also being able to comprehend and develop so that, by comprehending the knowledge gained, he may do something valuable for other humans (Settiawan, 2017)

Learning using LMS as part of learning media in designing gamified learning activities can improve student learning outcomes, provide diverse learning methods and motivations, and offer easy modifications to the learning needs (Alfina, 2020). Each lecturer and student can interact well, distribute materials, make class announcements, collect and return assignments, conduct assessments and evaluations, and perform administrative operations thanks to the LMS's comprehensive application. As a result, the use of LMS learning technology in the classroom is primarily intended to supplement or supplement the face-to-face learning experience. With numerous activities and learning materials offered by the teacher through LMS, students should be able to enhance their knowledge, abilities, and attitudes (Rafi et al., 2020)

However, using a learning management system (LMS) to implement learning does not automatically address real-world issues. Although LMS allows students and lecturers to interact and access online learning (e-learning), there are still several challenges. Several frameworks have been built to see user behaviour using various technologies to solve multiple hurdles in online learning. The Technology Acceptance Model (TAM) is a new educational model focusing on perceived utility and simplicity of use (Hamidy et al., 2021). As a result, the LMS must be a simple-to-use invention that lecturers and students can use efficiently and effectively. During its construction, the LMS must consider the psychological growth of students that is strongly tied to real life, fun, and easy access. The structure of a learning management system (LMS) must be done in accordance with pedagogical concepts to solve various learning difficulties.

5.2 E-Learning Holds Out Expectations

Due to the varied needs for quotas in online learning and the multiple applications used by lecturers and students, 35 students expressed the need for more quotas in the E-learning process. Zoom sessions require 540 MB with a 720P resolution (Handarini & Wulandari, 2020). Students will require a %age of 1.7 gigabytes in one day, 8.6 gigabytes in one week, and 34 gigabytes to zoom for one month if they study for 3 hours 20 minutes with a calculation of 4 credits. It is more than just downloading instructional materials or creating video calls. This situation has been improved with government assistance, campuses, and even some providers providing free services, but refusal to use ICT leads the quota to grow. There needs to be an awareness among professors and students about the segmentation of the use of internet quotas for education so that lecturers and students may use government-issued internet quota support effectively and efficiently, allowing the government's finances to be put to good use. The ability of lecturers and students to use electronic learning is primarily responsible for the rising need for quotas. A range of media and communication technologies, as well as the availability of spaces to support e-learning, are necessary for the availability of qualified human resources and the ability to use technology successfully. Lecturers must be adept at managing classrooms to foster a favourable learning atmosphere, inspire students, pay attention, and even develop greater communication with them. Learning will be more effective and efficient if teachers are allowed to use technology in the classroom, especially while using internet quotas. It is because the educational quota students have does not directly contribute to their study, but it may assist in general with online resources. It becomes the reason for the insufficient internet quota given by the government and institutional t.

6. Conclusions

E-Learning is the best solution during the pandemic. E-learning is a way to maintain learning during the prohibition period for gathering. The presence of e-learning provides a very different experience and expectation. Despite some problems during the proses, the statistic showed the students' positive response somehow highlighted the importance of e-learning during pandemics or after the pandemic. These results showed e-learning in Islamic religious education classes may continue even in everyday situations due to the student's response. This result highlighted that e-learning could be used as a platform in the student day to day process to help understand the learning of Islamic religious education material if face to face learning platform is less-effective or dynamically hand in hand with it in a hybrid situation.

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