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## The Impact of Online Learning on Students' Learning Interest in Islamic Religious Education Subjects

### *Dampak Pembelajaran Daring Terhadap Minat Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam*

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#### Abstract

**Keywords:** Learning Interest, Online Learning, Islamic Religious Education

This study discusses the Impact of Online Learning on Students' Learning Interest in Islamic Religious Education Subjects at SMP Negeri 4 Parepare. Research problem (1) How are the online learning methods applied by educators to Islamic religious education subjects?, (2) What is the learning interest of students in online learning in Islamic religious education subjects?, (3) What is the impact of online learning on students' interest in learning Islamic religious education subjects. This research method is qualitative research. The results of the study (1) The online learning method applied by educators to Islamic religious education subjects is still not optimally applied due to the content of the material that emphasizes more on practice and skills as well as the cultivation of moral and social values that are difficult for students to master, (2) The learning interest of students in Islamic religious education subjects during online learning tends to decline due to several symptoms such as lack of active participation in participating in learning, boredom and boredom in following the learning process, lack of interest in participating in learning, and lack of focus and attention during learning, (3) Impact of online learning on students' interest in learning: First, the negative impacts include decreased enthusiasm for learning, reduced attention to the learning process, and loss of motivation to learn. The positive impacts include students being able to learn from home and gather with their families, saving time and energy to go to school, helping in mastery and understanding in the use of technology, not being constrained by time and place, feeling more comfortable in expressing ideas and questions, and being able to motivate the growth of students' learning independence.

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*Abstract*

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**Kata Kunci:** Minat Belajar, Pembelajaran Daring, Pendidikan Agama Islam

Penelitian ini membahas Dampak Pembelajaran Daring Terhadap Minat Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Negeri 4 Parepare. Permasalahan penelitian (1) Bagaimana metode pembelajaran daring yang diterapkan pendidik pada mata pelajaran pendidikan agama Islam?, (2) Bagaimana minat belajar peserta didik dalam pembelajaran daring pada mata pelajaran pendidikan agama Islam?, (3) Bagaimana dampak pembelajaran daring terhadap minat belajar peserta didik pada mata pelajaran pendidikan agama Islam. Metode penelitian ini adalah penelitian kualitatif. Hasil penelitian (1) Metode pembelajaran daring yang diterapkan pendidik pada mata pelajaran pendidikan agama Islam masih kurang maksimal penerapannya dikarenakan muatan materi yang lebih menekankan pada praktik dan keterampilan serta penanaman nilai-nilai moralitas dan sosial yang sulit untuk dikuasai peserta didik, (2) Minat belajar peserta didik mata pelajaran pendidikan agama Islam selama pembelajaran daring cenderung menurun disebabkan beberapa gejala seperti kurangnya partisipasi aktif dalam mengikuti pembelajaran, jenuh dan bosan dalam mengikuti proses belajar, tidak adanya ketertarikan dalam mengikuti pembelajaran, serta kurangnya fokus dan perhatian selama pembelajaran berlangsung, (3) Dampak pembelajaran daring terhadap minat belajar peserta didik: Pertama, dampak negatifnya antara lain menurunnya antusias dalam belajar, berkurangnya perhatian terhadap proses belajar, serta hilangnya motivasi belajar. Dampak positifnya antara lain peserta didik dapat belajar dari rumah dan berkumpul bersama keluarga, menghemat waktu dan tenaga untuk pergi ke sekolah, membantu dalam penguasaan dan pemahaman dalam penggunaan teknologi, tidak terkendala waktu dan tempat, terasa lebih nyaman dalam mengemukakan gagasan dan pertanyaan, serta dapat memotivasi tumbuhnya kemandirian belajar peserta didik.

## INTRODUCTION

Education plays an important role in the survival of human life for the better. Its survival is like security, peace, well-being and happiness of human beings themselves. Until now, education is still believed as a medium that is able to build intelligence as well as personality and can lead humans in a more civilized direction. Education is also one of the fundamental aspects that are the driving factors for the advancement or backwardness of a civilization. If the education provided is

of high quality and according to the needs of the community, then the resulting civilization has a great chance towards better progress and vice versa.

Education is an important thing in the life of the nation. Education is the benchmark for the progress of a nation. A developed nation is a nation that pays attention to and develops the field of education. Education is the dignity of a nation because the progress of the nation lies in the progress and quality of its education. The ease of obtaining and

sharing information is an impact of the digital era. Education is the process of maturing students by guiding, directing and educating adults so that students have a good personality, education as an effort to mature and develop students, develop potential, competence and ability to realize students who believe in and fear God Almighty, have good morals, have knowledge, capable, creative, physically and spiritually healthy, have independence. Today's education needs to integrate literacy skills, knowledge proficiency, skills, attitudes, and mastery of technology (Fitriani, 2023). Pupu (2019) stated that learning is an effort to create conditions for the creation of a learning activity that allows students to obtain an adequate learning experience. In general, strategy can be defined as an outline of the course of action to achieve the set goals. Teaching and learning strategies as a general pattern of student teacher activities in the realization of teaching and learning activities to achieve goals (Kasmawati et al., 2022).

From the end of 2019 to the beginning of 2020, it can be said that it was a year full of surprises due to the emergence of an outbreak of a disease called Covid-19 which initially began to develop in Wuhan, China. The Government of Indonesia announced two cases of patients who tested positive for Covid-19 for the first time on March 2, 2020. The outbreak spread very quickly. So that many efforts have been made by the government to break the chain of the spread of the virus. One of them is to appeal to the public to practice physical distancing, namely by maintaining distance. Through the Circular Letter of the Minister of Education and Culture of the Republic

of Indonesia. No. 3 of 2020 concerning the Prevention of COVID-19 in Education and Culture Units, contains the implementation of distance learning in accordance with the conditions of each university. Of course, the implementation of this distance learning system has its own advantages and disadvantages. In addition to stopping the spread of Covid-19, distance learning is expected to be an alternative in overcoming various problems of learning independence that allows students to improve and access a wider range of knowledge (Baharuddin, et al).

The government implements *social distancing* for the entire community, which results in problems for the world of education. The learning system must change from face-to-face to online learning. Online learning can run well with the development of increasingly advanced technology, which is currently widely used, including google class applications, e-learning, whatsapp, zoom, and other media that use the internet network. Many countries have decided to close schools, higher education and universities, including Indonesia (Ria, 2020). Online learning is an educational innovation that involves information technology in learning. Online learning can be held through a web network with an unlimited number of participants using various technology media (Putria, 2020). Online learning aims to meet educational standards through the use of information technology so that students and lecturers can be interconnected, so that through the use of this technology the teaching and learning process can still be carried out properly. The development of information and communication technology is quickly

accepted by the millennial generation and generation Z, young people born in the late 20th and early 21st centuries. This generation is synonymous with technology, almost all affairs are done with and from technology-based media. Society is now heading towards the era of the Information Age or Knowledge Society. The pattern of education in the era of globalization uses technology-based learning media (Hotmaidah, 2022).

The learning process that is usually carried out in schools with face-to-face cannot be done during this pandemic. Students are required to learn from home, for that educators are also required to prepare learning tools that allow students to learn from home independently. This condition makes educators have to change their teaching and learning strategies. The use of appropriate teaching methods as well as educators' behaviors and attitudes in managing the teaching and learning process are needed in the learning process during the learning from home program. All of this is done to provide unlimited access to learning space and time to students during the *Covid-19 emergency period*.

Interest in learning is a feeling of liking or also being interested in something and learning activities without anyone telling you to learn. Interest in learning is also a driving factor for students in learning which is based on the interest or pleasure of the student's desire to learn. Interest in learning is an attitude of obedience in the learning process activities, both regarding the planning of the study schedule that he has and his own initiative to make the effort seriously in learning. In an effort to maximize educational efforts to achieve goals,

educators are required to be able to be a good spark in building students' enthusiasm and interest in learning. The ever-changing situation and environmental conditions, the unstable state of students, and even national education regulations or policies can be factors in the success and/or failure of education. Educators' creativity is needed in creating an interesting learning environment situation so that students can take an interest in following the learning process.

The problems in this study are (1) How are the online learning methods applied by educators to Islamic religious education subjects?, (2) What is the learning interest of students in online learning in Islamic religious education subjects?, (3) What is the impact of online learning on students' interest in Islamic religious education subjects

## RESEARCH METHODS

Qualitative research is an approach in conducting research that is oriented towards natural symptoms. Qualitative research has a fundamental and naturalist nature, qualitative research focuses on providing a deep understanding of a problem, using a natural paradigm based on phenomenological theory to conduct research on social problems in terms of the background and perspective of the object that is the focus of the research as a whole (Zuhri, 2021). Qualitative research has a special characteristic, namely exploring problems and developing a detailed understanding of central phenomena (Creswell, 2015). Qualitative research is research that is

descriptive and tends to use analysis with an inductive approach (Rukin, 2018). Qualitative research is research in which data is collected in natural circumstances, researchers as the main tool for data collection, data collection is carried out descriptively.

The source of data in this study is the subject that is the source of the data obtained. Primary data sources, namely data obtained directly by researchers from their first source (Sumadi, 2014). The data is collected by the researcher directly from the first source or where the object of the study was conducted. Data obtained directly from the source is then observed and recorded for the first time. The main data sources in this study are educators of Islamic religious education subjects and students. Secondary data sources or supporting data, namely sources that do not directly provide data to data collection, for example through other people or documents (Sugiono, 2015). Secondary data is a type of additional data that is obtained not from the primary source, but has gone through the umpteenth source. Secondary data sources in this study are literature, articles, journals, as well as internet sites and documentation results related to the research.

The data collection technique in this study includes (1) *non-participatory* observation that the researcher is purely an observer, the key to the success of observation as a data collection technique is very much determined by the researcher himself as an observer,

because what the observer does in this observation is to see, hear and conclude from the observed research object, the observation process in this study will later be carried out directly by the researcher. (2) The interviews used are planned and incidental interviews, the researcher prepares core questions to be developed according to the information obtained. (3) The documentation used can be in the form of writings, drawings, works and so on, the data collected in the documentation are images at the time of the interview between the researcher and the informant and photos of other activities related to the research. Data analysis can be carried out through three stages, namely data reduction, namely after the data is collected, namely related to the problem of the impact of *online learning* on students' learning interests, especially in Islamic religious education subjects, then important and relevant ones are selected and focused on the subject of the research, the presentation of data aims to facilitate understanding of the variables being researched and this research can be continued immediately Based on the presentation that has been understood and the drawing of conclusions to reveal findings in the form of descriptions or descriptions of an object that was previously unclear and as it is then researched to become clearer and conclusions are drawn, this conclusion is to answer the formulation of the problem formulated at the beginning.

## RESULTS AND DISCUSSION

### 1. Online Learning Methods Applied by Educators in Islamic Religious Education Subjects at SMP Negeri 4 Parepare

Since the establishment of the Circular Letter of the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education No. 1 of 2020 concerning the prevention of the spread of *Covid-19* in the world of Education, the implementation of the *online learning system* at SMP Negeri 4 Parepare has also begun to be implemented. Regarding the learning methods used during online learning, educators can use school facilities such as computers, internet networks, and quota assistance from the government. The methods used can also vary according to the needs and mastery possessed by educators.

The results of an interview with one of the educators in the subject of Islamic Religious Education, Mrs. Sitti Aminah, regarding the implementation of *online learning*, she explained that "*Online learning* is carried out at their respective homes, both teachers and students with the guidance of their respective parents. For the school itself, coordinate with teachers related to *online learning*, such as preparing infrastructure, recording students who already have *smartphones* or laptops, and finding solutions if there are students who cannot connect to *online learning*."

The statement shows the initial steps taken by schools in following the directives for the implementation of online learning. Coordinating with educators in schools is the right step to maximize the achievement of learning goals. Collecting data on students regarding the readiness of supporting

infrastructure in the implementation of *online learning* also needs to be done so that the continuity of learning can run well. As a new learning method or model, of course, there are obstacles that can be experienced by educators and students. As stated by Mrs. Sitti Aminah as follows, "The implementation of *online learning* was initially a bit difficult to implement, because this method was only implemented for the first time in schools. Teachers still have difficulty determining what kind of learning model should be used. The lack of insight into the online learning mechanism is a factor that hinders the implementation of this learning properly."

In connection with the information above, the implementation of *online learning* at SMP Negeri 4 Parepare is still premature. In the sense that the mechanism and method of *online learning* are still temporarily studied by most educators so that their application has not been maximized. On the other hand, students who are still relatively new in facing the online learning environment have not been able to show a positive response. Some students who are not able to afford it also experience special difficulties such as the absence of devices that can be used to access online learning.

Regarding the learning model, especially in the subject of Islamic Religious Education, Mrs. Sitti Aminah explained that "During the implementation of *online learning*, teachers are free to choose the learning method and media they want to use. There are no guidelines for *online learning*, because distance learning exists due to the conditions faced during the pandemic, but there is indeed a

difference in learning hours in a day of only 2-3 subjects, and one subject is only one hour of learning. The effort is made so as not to burden the students' duties."

As stated by Mrs. Sitti Aminah above, in the implementation of *online learning* itself there are no special guidelines. It's just that the division of the learning schedule is a little different because there is a reduction in learning hours. In accordance with the government's recommendation that learning hours should not be full like during face-to-face learning so as not to burden the assignments on students not to feel pressured.

Especially in the subject of Islamic Religious Education, the use of electronic media such as *WhatsApp*, *google classroom*, *google form*, and *google meet*, is the choice of several educators. In addition to being easy to access and control, these media are quite effective to use. Mrs. Sitti Aminah stated that "In the learning process, we usually use several *online applications* such as *WhatsApp*, *google classroom*, *google form* and *google meet*. Each has its advantages in its use. *WhatsApp* can be used to send documents in the form of reading texts, educational images, practicum videos or just sending assignment information, it can also be used to control the activeness of students in participating in learning. *Google forms* and *google classrooms* are also effective in providing quizzes or routine assignments for students. Meanwhile, *google meet* is commonly used as a means of establishing emotional relationships with students even through online media."

In the implementation of *online learning*, especially Islamic Religious

Education subjects, educators' efforts to find out the level of understanding of students can be seen from their activeness in the question and answer procession and from the tasks collected. Mrs. Sitti Aminah said, "Student learning evaluations are always held every week. Starting from giving written assignments via *WhatsApp*, filling out multiple-choice answers and essays on *google forms*, or when using *google meet*, a question and answer session was held before the subject matter was closed."

During the implementation of *online learning*, educators must be faced with the fact that there are still obstacles that hinder maximum learning. These obstacles can be motivated by several factors, both from educators and students. As explained by Mrs. Sitti Aminah as follows, "During online learning, in addition to the new system, there are also other inhibitions that are influential. There are still some teachers who are not used to using online media. However, to overcome the problem of *online learning*, the school held training for teachers. In addition, in online learning, teachers have not been able to make targets as desired because notifications are only online, if students are indifferent, teachers can do nothing."

In line with the above, students also experience some difficulties in participating in online learning. Starting from inadequate devices, limited network *quota*, and many other activities while at home so that students' focus is divided. This is as stated by Ratu Balqis as follows: "Online learning is actually very good because it can save energy. We don't have to go to school to take lessons. However, sometimes our

learning is disrupted if the tissue is damaged or unstable. In addition, there are still some friends who do not have cellphones that support online learning. The problem of *internet quota* also sometimes hampers because it can run out at any time.

In addition to inadequate network conditions and quotas, other obstacles were also experienced by Musdalifa and Naufal Fayyaz, following their statement "When studying at home, parents cannot accompany their studies because they are busy with homework and work. In fact, often we are asked to help them. So we can't focus on learning completely.

The application of *online learning* in Islamic Religious Education subjects also experiences special obstacles, especially in the part of mastering competencies that students should master. Starting from material that emphasizes more on practice and skills, interaction between educators and students that is hampered, and the cultivation of moral and social values that are difficult for students to master. This was emphasized by Mrs. Sitti Aminah as follows: "*Online learning* is not suitable for Religious Education subjects, because in Islamic Religious Education subjects there are many materials that are more about students mastering skills. Maybe for practical materials it is less effective, but for non-practical materials there is no problem. In addition, we cannot be sure whether students are serious about learning or not."

From some of the descriptions above, researchers can draw conclusions that the online learning methods applied by educators in Islamic Religious Education subjects at SMP Negeri 4 Parepare are still not

good. The use of technology and the use of innovative learning facilities in a fairly new situation requires high skills for educators. Proper planning functions, good management, and supervision and control from educators are needed for the smooth and effective implementation of online learning.

In the implementation of *online learning*, educators, especially Islamic Religious Education subjects, use several online applications and *websites* such as *WhatsApp*, *google classroom*, *google form*, *google meet* and *google 360*. However, on the other hand, there are still several obstacles encountered by educators and students during the online learning process. Especially in the subject of Islamic Religious Education, according to the respondents, online teaching is not suitable because the content of the material emphasizes more on practice and skills as well as the cultivation of moral and social values that are difficult for students to master.

## **2. Students' Learning Interest in Online Learning in Islamic Religious Education Subjects at SMP Negeri 4 Parepare**

Learning interest is the tendency of students towards learning aspects, great interest in its influence on students' learning activities. Students will be interested in a subject or study it seriously, because there is an attraction for them. Students easily recognize and memorize lessons that interest them. Interest is the main motivational tool that can arouse students' enthusiasm for learning in a certain period of time. A student will feel interested in a lesson if the lesson is in accordance with the previous experience and has a connection with him.

Based on the observations that have been made, researchers have found facts in the field that students' interest in learning, especially Islamic Religious Education subjects at SMP Negeri 4 Parepare, tends to decrease. Students' interest in learning also has indicators in it, namely the existence of a feeling of interest and pleasure in learning, the existence of active participation, the tendency to pay attention and great concentration, having a positive feeling and willingness to learn that continues to increase, the existence of comfort during learning and the capacity to make decisions related to the learning process they are undergoing. This is corroborated by the following statement by Mrs. Sitti Aminah, "During *online learning*, there are still many students who are not active in participating in lessons. In addition, in the collection of daily assignments, most students are late in collecting them. That is an indicator of a decline in students' interest in learning."

In addition to the statement from one of the educators above, students also felt the same thing. One of them is what Ratu Balqis said as follows: "Learning online is sometimes also boring, especially when the internet network is disrupted. In addition, we often find material that is somewhat difficult to understand without direct explanation from the teacher."

Distance learning through *online learning* is basically still not effective in fostering students' interest in learning. Some students encounter obstacles in the form of psychological conditions and a less supportive environment while studying at home. It is not uncommon for students to prefer to do other activities that are more fun than actively

participating in learning. As Naufal Fayyaz said, "When studying online, we often do not focus on learning. Learning from home is not directly supervised by the teacher, so we usually play around in learning. Sometimes we prefer to *play online games*, watch on social media or play with friends."

In addition to Naufal, the same thing was experienced directly by Musdalifah who had to divide his study time by helping his parents at home. In an interview, Musdalifah stated that "During online learning, I couldn't focus on studying at home. I had to help my mother to sell at the stall. So the opportunity to learn is reduced. Especially if the stall is crowded, I can only complete the assignment given by the teacher. Meanwhile, when learning is ongoing, sometimes I don't have time to follow it."

Some of the conditions above illustrate that the online learning process is not fully smooth. Some students who are psychologically constrained or less supportive environmental conditions can be a factor in decreasing students' interest in learning.

Interest in learning is one of the most important factors for the success of learning that students have, interest arises from within the students themselves. The role of educators is very important to foster students' interest in learning, one of which is by teaching in a fun way and can provide constructive motivation for students. In addition to the role of educators, support from students' parents is also needed. Through coordination with students' parents, educators or schools can collaborate in fostering students' interest in learning.

Regarding how to foster students' interest in learning, Mrs. Sitti Aminah applies several ways as said in the interview as follows: "The way to foster students' interest in learning is to apply interesting learning methods, such as providing interesting animated videos so that participants are interested in ongoing learning, conveying learning motivation and enthusiasm for learning even though greeting is only virtual, and also pay attention to students as they should be in the classroom. If students do not know or understand about certain material as teachers, we help students in experiencing difficulties so that students understand the material that has been given."

Based on some of the descriptions above, researchers can conclude that students' interest in learning *online* learning in Islamic Religious Education subjects at SMP Negeri 4 Parepare tends to decrease due to several fundamental factors. The psycho-social condition and environment of students is one of the main factors. Psychologically, students experience boredom and boredom when learning takes place, while in terms of the environment, students often prefer to do other activities rather than study. In responding to these problems, educators can do various ways to foster students' interest in learning, such as applying interesting learning methods, providing motivation to students, and giving attention to students as during face-to-face learning.

### **3. The Impact of Online Learning on Students' Learning Interest in Islamic Religious Education Subjects at SMP Negeri 4 Parepare**

Online *learning* is still experiencing polemics in terms of the effectiveness of its implementation. *Online* learning, which is expected to be able to be a solution so that learning can continue to be carried out in an emergency, is still constrained by several factors, both felt by educators and experienced by students. Of course, this will have a significant impact on the world of education, including on students' interest in learning.

Based on observations and interviews conducted by researchers, the following are some of the impacts of *online* learning on students' interest in learning in Islamic Religious Education subjects at SMP Negeri 4 Parepare:

#### **a. Declining enthusiasm of students in learning**

A student who has a feeling of pleasure or liking for a subject will be a strong foundation for students to continue learning the knowledge they like. The enthusiasm of students in participating in learning or just independent learning is very influential for the development of students. Regarding online learning, students' feelings of pleasure or liking in learning are likely to decrease. Mrs. Sitti Aminah explained that "Since online learning was implemented in schools, most students began to lack enthusiasm in participating in lessons. This can be seen from some students who initially liked Islamic Religious Education subjects suddenly became less active during learning."

Students who are used to participating in face-to-face learning tend to be less active in participating in lessons. This can happen because of the more complex environmental conditions of students during learning from home. As explained by several

students who had been interviewed. Environmental conditions can interfere with students' focus on learning and interest in lessons.

b. Reduced attention of students to the learning process

Attention plays an important role in the teaching and learning process. A student who has an interest in learning will pay attention to the lesson. On the other hand, not all students have the same attention to a lesson. In line with this, Mrs. Sitti Aminah stated that "Most students do not pay attention to lessons during online learning . Only a small number of students play an active role during the lesson. In addition, at the time of assignment there were several students who cheated. If there are already one or two people who have collected the assignments, the other students just have to imitate the results of their other friends' assignments. This is a real challenge for teachers as well."

From the above case, it can be said that most students do not pay attention to learning honestly and independently at home. The cause is flat in the form of a loss of students' awareness of the importance of learning, students' focus and concentration that are disturbed while at home, as well as other external factors.

On another occasion, Musdalifah also explained that "During online learning , I couldn't focus on studying at home. I had to help my mother to sell at the stall. So the opportunity to learn is reduced. Especially if the stall is crowded, I can only complete the assignment given by the teacher. Meanwhile, when learning is ongoing, sometimes I don't have time to follow it."

In another case, Naufal Fayyaz also experienced a similar thing, his interest in learning at home can be said to have decreased due to his attention and interest in learning being distracted by other activities. Here is the caption: "When studying online, we often do not focus on learning. Learning from home is not directly supervised by the teacher, so we usually play around in learning. Sometimes we prefer to *play online games*, watch on social media or play with friends."

Based on the results of the interviews with educators and students, it can be said that students' attention and interest are very lacking due to environmental factors and the demands of other activities while at home. Some students cannot focus and pay attention to the lesson so that their interest in learning decreases.

c. Loss of students' motivation to learn

Learning motivation is the basis of driving that can encourage students to learn. If students are motivated to learn, they will carry out learning activities on their own within a certain time span. In the learning process, motivation is very necessary because a student who does not have the motivation to learn will find it difficult to carry out learning activities. This is a sign that something to be done touches his needs. So, motive is the basis of driving that encourages students' learning activities so that they are interested in learning a lesson.

In relation to the students' motivation to learn, most of the students at SMP Negeri 4 Parepare lose their motivation to learn. There are several obstacles experienced by participating in *the online* learning process. The network is unstable, saturated and bored, and students cannot focus and think well

with the subjects delivered by educators. This is in accordance with the statement from Ratu Balqis as a student as follows: "Obstacles when carrying out *online* learning really affect our motivation to learn. Because of our limitations in participating in *online* learning, one of them is difficulty understanding learning and networks that are not supportive. We also quickly get bored when *online learning* is carried out."

The obstacles experienced by students can affect their motivation to learn because the subjects received are not explained properly so that students do not understand the lesson. This is due to the limitations between educators and students in implementing interactive learning styles.

The loss of students' motivation to learn during *online learning* turned out to be another problem for educators. Many students are late by the time the learning cycle begins. This is in accordance with the following statement from Mrs. Sitti Aminah, "During the online learning process, more and more problems arise, let alone the loss of student motivation to learn. In addition, other obstacles such as internet quota problems. Although there has been assistance from the government, not all students can afford it.

In addition to the negative impacts above, *online* learning can also have a positive impact on educators and students. Among them, students can learn from home and gather with their families so as to save time and energy to go to school. In addition, students become accustomed to using technology in learning and learning. This is in accordance with the statement by Ratu Balqis as follows: "*Online* learning is actually very good because it

can save energy, we don't need to go to school to take lessons. In addition, we can learn using online learning applications at home."

In line with Ratu Balqis' statement, Musdalifah also felt the positive impact of online learning. Here is his statement: "For me, online learning also benefits me and my family. Previously, I often helped my mother clean up the house and sell when I came home from school. But now I have more opportunities to help Mom at home while studying."

Overall, learners are comfortable with flexible learning. With online learning, students are not constrained by the time and place where they can take lessons from their respective homes or anywhere. The flexibility of time, learning methods and places in *online* learning affects student satisfaction with learning.

In addition, with online learning, some students feel more comfortable in putting forward ideas and questions. Participating in learning from home or without face-to-face makes them not feel the psychological pressure from peers that they usually experience when learning face-to-face. The absence of physical barriers and space and time limitations cause students to be more comfortable in communicating so that they are able to dare to express themselves in asking questions and expressing ideas freely. As said by Naufal Fayyaz as follows, "I like that when I learn *online*, I am no longer afraid to ask questions. Usually when I am in class, I don't dare to ask or answer the teacher's questions. But during *online learning*, I can freely ask questions and not be nervous."

Another positive impact is that online learning can provoke the growth

of students' learning independence. The use of *online* media and good technology can be a means for students to learn independently at home. Here, the role of educators and students is needed so that the motivation to learn independently in students can grow. Ratu Balqis in an interview session said "Usually when I am confused or do not understand the assignment given by the teacher, I *browse* myself through the internet, usually through *youtube* and *google*"

In line with that, Mrs. Sitti Aminah also emphasized that educators must also be involved in fostering the encouragement of independent learning of students at home. Here is his statement "As educators, we are also responsible for the student's active learning at home. We continue to provide guidance to students to continue to study independently at home every time before the subject is closed. In addition, students who can go to school can come to borrow package books to study on their own. Later, when you have entered the meeting, students are welcome to ask questions."

Based on some of the descriptions above, it can be said that the impact of *online* learning on students' interest in learning Islamic Religious Education subjects at SMP Negeri 4 Parepare is not good. There are still important obstacles that can hinder the course of effective learning. Starting from environmental factors that are less supportive, the psychological condition of students, and obstacles to the availability of infrastructure to support *online* learning for students.

On the other hand, *online* learning that utilizes the use of technology also has a positive impact.

Such as not limited to the place of implementation, saving time and effort, and can provoke the growth of independent learning in students.

## CONCLUSION

The online learning method applied by educators to Islamic Religious Education subjects at SMP Negeri 4 Parepare is still unsatisfactory. The existence of certain obstacles from both educators and students is a determining factor for the lack of optimal implementation of online learning. Especially in the subject of Islamic Religious Education, *online learning* is not suitable because the content of the material emphasizes more on practice and skills as well as the cultivation of moral and social values that are difficult for students to master.

The learning interest of students at SMP Negeri 4 Parepare, especially the subject of Islamic Religious Education during *online* learning, tends to decrease. This can be seen from several symptoms in students such as lack of active participation of students in participating in learning, students are bored and bored in following the learning process, lack of interest of students in participating in learning, and lack of focus and attention of students during learning.

The impact of *online* learning on students' interest in learning is divided into: First, the negative impacts include a decrease in students' enthusiasm for learning, a decrease in students' attention to the learning process, and a loss of students' motivation to learn. Second, the positive impacts include students being able to learn from home and gather with their

families, saving time and energy to go to school, helping in mastery and understanding in the use of technology, not being constrained by time and place, students feeling more comfortable in putting forward ideas and questions, and being able to provoke the growth of students' learning independence.

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