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# Problem-based learning in Islamic Education subject to build students' morals in online learning (pandemic experiences)

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**Abstract:** Moral education as one of the critical elements in the educational process for students must be carried out under all circumstances. When there is sufficient technological infrastructure in place, online education is one of the most logical options during a pandemic. Educators must prepare learning steps as the correct strategy for learning when implementing online learning, including those who teach Islamic Education. Therefore, a systematic literature review employing the PRISMA Protocol was conducted for this study. Two objectives are presented: how online learning during a pandemic can be carried out, and how problem-based learning strategies can be used to influence students' morals in the context of online learning during a pandemic. The results of this study indicate that, in the context of a pandemic, educators must first prepare themselves for the online learning process, beginning with a comprehension of learning management system or internet-based education sites and progressing to the development of learning strategies. Second, educators can take advantage of problem-based learning which is operationally simple to implement during the pandemic, to shape the students' morals. The author recommends further research on the implementation of PBL for fostering students' critical thinking in Islamic Education subjects.

**Keywords:** Islamic Education; learning model; online learning; problem-based learning.

## A. Introduction

The Covid-19 pandemic that has been present in Indonesia since the beginning of 2020 has become a challenge for the world of education at every level (Winarti et al., 2022). The educational process must then adapt to extant conditions for the health of all sectors of society, necessitating innovation in its implementation. As an essential aspect

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of this nation, the education system must continue so that the caliber of the nation's children can continue to improve. Therefore, government regulations for implementing education in Indonesia, from face-to-face learning to online learning, have emerged. This is as stated in a circular from the minister of education issued on March 24, 2020 (Surat Edaran Nomor 4 Thaun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Coronavirus Desease (Covid-19), 2022). The following year, a new rule allowing limited face-to-face and distance learning (PJJ) came into effect. This is as stated in the joint decree of the four ministers issued on March 30, 2021 ( Keputusan Bersama Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan, dan Menteri Dalam Negeri Republik Indonesia Nomor 03/ KB/ 2021; Nomor 384 Tahun 2021; Nomor HK.01.08/ MENKES/ 4242/ 2021; Nomor 440-717 Tahun 2021 Tentang Panduan Penyelenggaraan Pembelajaran di Masa Pandemi Coronavirus Disease 2019 (Covid-19), 2021). This regulation was rolled out to assist the government in reducing the number of transmissions by preventing people from congregating and mandating social distancing.

Even though various educational institutions have been instructed to resume face-to-face learning in full, the learning experience during the pandemic has had a profound impact on the world of education in Indonesia. Particularly on the ability of each educational environment to adapt to various circumstances. As a result of the presence of the Covid-19 pandemic, every educational institution must modify its human resources in order to utilize digital technology as the safest, most effective, and most efficient learning environment. Online learning, in which pupils study in a virtual environment, is a term that is now well-known to the general public. It was coined as a result of the emergence of digital technology. Various digital platforms, both free and paid, have been made accessible by the government and independent educational institutions for the benefit of this learning. Thus, the follow-up action is on each educator who is directly related to the learning process (Azizah, 2020). An educator must be able to develop appropriate learning strategies for their students so that the learning process can maximize their students' potential. Obviously, the developed strategies must be able to accommodate the learning characteristics of students in order for learning to be directed and successful.

The online education and learning process cannot be separated from problems, ranging from the lack of readiness of some teachers and schools, teachers' understanding

of the online learning process, the lack of readiness of parents to help their children learn at home, the saturation of online learning reality, ineffectiveness of online learning for learning. practice, the capital required is not small to complete the required technological equipment, as well as the need for internet access that is difficult to obtain (Ihwanah, 2020). One of the major issues with online learning is the distance between teachers and students, which prevents teachers from interacting with or observing the development of their students. This issue also contributes to the teachers' difficulty in molding the morals of their students. When learning is conducted online, teachers will find it difficult to observe the moral changes in their students. Though morality is essential to the education and learning process (Suparwati, 2021).

It is essential to instill moral values from an early age. Not only do parents and teachers cultivate morals at home, but also at school. The role of the teacher as an educator is not only to provide material to students but also to provide values that are useful in shaping character and personality. Then, moral education becomes a means by which humans achieve a degree of glory as human beings. Well-educated morals will manifest in children through their speech, behavior, and thought processes (Fepriyanti & Suharto, 2021; Rahman, 2019). Hence, fostering morals is an important part of the educational process, whether it is conducted in person or online. Especially during the pandemic of online learning, educating morals requires the proper strategy for students to have good morals.

Based on the author's analysis, numerous strategies have been put forward by education experts related to the formation of this character through their research. A frequently described strategy is a problem-based learning strategy. This strategy is considered appropriate to the reality of the pandemic. However, the majority of the previous studies analyzed this learning strategy by perceiving it as a neutral strategy, so few addressed particular topics. While it is still being discussed as a general study and not as its more practical application. For example, the research of Ni'mawati et al., which reviewed the management model of character education in schools during the pandemic, placed PBL as a neutral strategy that could be applied across all subject areas (Ni'mawati et al., 2020). There is also a study conducted by Kurniawati and Abdul Wachid B.S., which

explains in general PBL as a method for implementing online learning (Kurniawati & B.S, 2021).

These two studies only explain the general meaning and function of PBL as a strategy or method of learning, and there is no discussion of how this strategy should be ideally implemented at school or for learning in the pandemic era. Then, it will be hard for the reader, especially educators, and teachers to find the ideal implementation option. Furthermore, neither of these studies pays attention to the moral formation or development, which is one of the most important things of education. Therefore, in this study, we will discuss the concept of online learning during the pandemic, and how PBL for online learning is carried out on Islamic Education subjects in schools to shape the morals of students. This study has two objectives: first, to determine how teachers or educators should ideally conduct online learning in the pandemic era; second, to determine how PBL should ideally be used to develop students' morale on Islamic education subjects through online learning.

## B. Method

This research is library research conducted by examining various scientific literature related to the research focus. Then, the approach of research methodology used in this research is qualitative (Triono, 2022). The kind of method used in this research is a systematic literature review (SLR) following the PRISMA Protocol. There are several key steps in conducting the method: planning the review, conducting, and the last is reporting the review (Adnan et al., 2021).

Things that are the focus of research are related to the learning process during the pandemic and problem-based learning (PBL) aimed at Islamic education teachers in shaping student moral. Therefore, the data in this study is the existing literature related to these two focuses. This study is mainly focused on the concept or application of Problem-Based Learning (PBL), learning during a pandemic, and moral learning through Islamic Education subjects obtained from various scientific sources found on the google scholar site (www.scholar.google.com). So to collect data, this study tries to find many articles on the site using the keywords: Islamic Problem-Based Learning Pandemic. The

year of publication also being limited, that is from 2020 to 2021. The data can be seen in Figure 1 as follow (Haddaway et al., 2022).

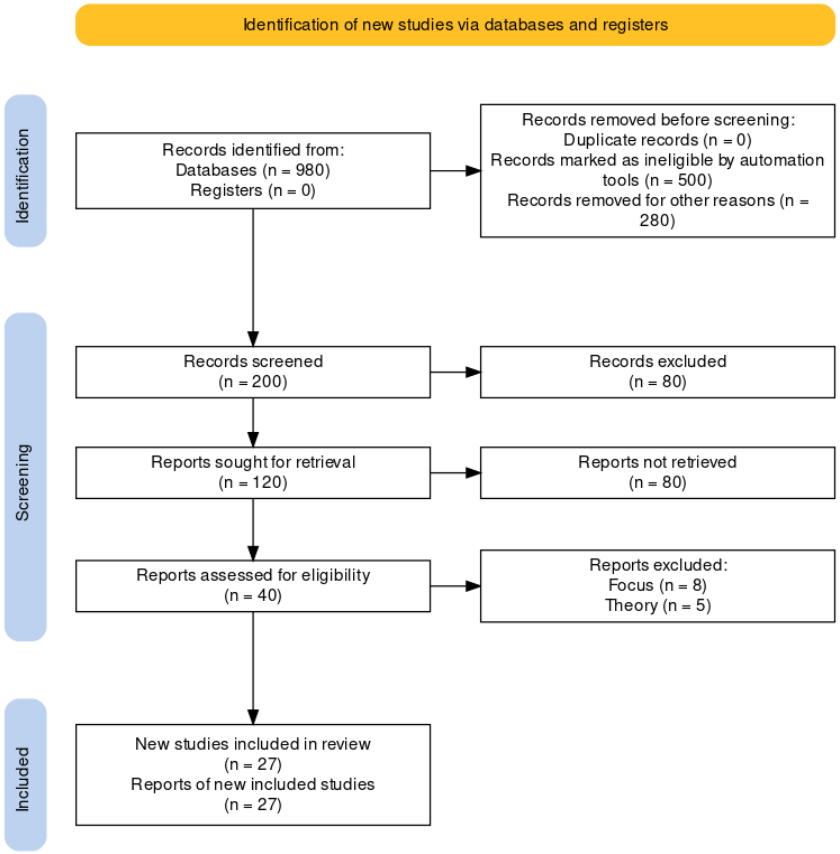


**Figure 1.** PRISMA flow diagram

After the data is collected, the researcher performs data condensation, displays the data, and then draws conclusions (Miles et al., 2014). The analysis of this study resulted in a synthesis of thoughts related to how the operational concept of how the learning process during the pandemic was carried out, as well as how to operationalize the PBL model that Islamic Education teachers could use to shape their students' morals.

## C. Result and Discussion

Education can be interpreted as a conscious and planned effort made by individuals (educators) to obtain maximum learning to educate children so that their full potential can be realized (Nurhayati et al., 2016). This means that the educational process is a process to maximize the child's self-development in the physical, intellectual, and conscience

aspects (Fauzi & Triono, 2021). Therefore education is a crucial aspect of human life. The significance of education makes every element in a country pay attention to it seriously; Indonesia is no exception.

As a vitally essential aspect, the educational process encompasses a vast scope, in which there is a process of transferring knowledge as well as values. Therefore, in the educational process, all teaching processes are included (Triono, 2020b). Education then becomes a process to produce moral, creative, and productive individuals (Fauzi & Triono, 2021). Consequently, the educational process should accommodate human development toward the degree of human perfection. This implies that humans must be thoroughly developed, not only intellectually but also spiritually. Humans must be nurtured so that their spirits can develop principles that belong to the community. Thus, harmony in life can be well established. Education becomes one of the important things to provide so that human morals can be directed in the right direction (Triono, 2020a). This is because humans tend to observe the morals in religious teachings so that when religious teachings are given properly, they will, directly and indirectly, shape their characteristics.

There are various places available to educate morals through religious education, ranging from informal institutions such as families, non-formal such as pesantren, and formal such as schools. One of the institutions where religious education is most commonly sought after by the public is a formal school (Triono et al., 2022). As for the education process in schools, learning is the most effective means of cultivating this human potential. However, there is significant disruption to the education process in schools nowadays. The educational process presented in schools was disrupted by the pandemic, necessitating schools to compromise with the situation. So do not be surprised, if the educational process in schools during this pandemic follows a different pattern than usual. Learning carried out during the pandemic raises challenges in the process of forming students' morals, especially through learning Islamic Education subjects, therefore, the teacher must employ the appropriate strategy. As a result, in the next sub-discussion, the author will describe how the online learning process and problem-based learning strategies (PBL) are utilized in Islamic Education to teach morals.

## 1. Online learning in the pandemic period

Education continues to evolve in the dynamics of human life. One of the real developments happening today is related to the readiness of the education sector to confront a variety of challenging circumstances. For example, the reality of the Covid-19 pandemic that is happening globally in various countries, not in Indonesia, makes the education process unable to run as usual (Lina, 2021). As for Indonesia, distance learning in the early days of the pandemic consisted of home study. As for the application of this pattern, schools utilize a variety of methods, including online instruction, home visits by teachers, etc (Sutarto et al., 2020). This can be different due to differences in the level of readiness and preparedness on the part of the school, teachers, also students and their parents (Giyarsi, 2020). In light of this, a teacher needs to conduct further studies regarding how his learning should be conducted. When the teacher is able to carry out the study effectively, the less effective distance education will be able to function smoothly.

The learning process that took place during this pandemic was carried out in various of methods. Starting from online learning using internet-based platforms to create virtual classrooms for teachers and students such as Zoom Meeting, Google Classroom, Google Meet, Edmodo, Geschool, and so on, to the use of social media WhatsApp, Youtube, and many others (Kurniawan et al., 2021; Ru'iya & Masduki, 2022; Setiawan & Hatip, 2021). There are also those who use the pattern of home visits in the area or school conditions and students who do not support learning to use internet access (Prabowo et al., 2021). That is to say, Indonesia is a large nation and not all technological infrastructure is evenly and adequately available throughout its territory. Distance learning is subsequently adapted by each educational institution based on the capabilities and circumstances of the institution and also the users of its educational services.

As a result, the focus of this paper shifts to online learning supported by communication and information tools. The supporting technology in question is that which is minimally or maximally available for the learning process to take place properly. Therefore, there are several things that educators must do in conducting online learning during this pandemic, including the following:

**a. Understanding the learning management systems or supporting applications to be used as classes**

Learning Management System (LMS) is a system specifically designed for online learning processes that utilize access to information and communication technology. LMS is the fruit of technological innovation which is one of the internet-based learning infrastructures, also known as Course Management System (CMS) or Virtual Learning Environment (VLE) (Rhode et al., 2017). This system enables the virtual or remote management of the learning process. Educators carry out the learning process without the need to meet in person, provide learning materials, be cultured virtually with students, and evaluate (measure and assess) learning through assignments and online exams (Yueh & Hsu, 2008).

Therefore, LMS is a software application that is used in education as an infrastructure to assist the digital learning process. Each LMS is equipped with tools that support educators to carry out the online instructional process, interacting and collaborating with other educators and their students, and monitoring and reporting on student participation (Rhode et al., 2017; Simanullang & Rajagukguk, 2020). Consequently, LMS is needed for distance learning during a pandemic like the one we are currently experiencing. The LMS used in the distance education process in schools in Indonesia varies, ranging from Edmodo, Google Classroom, Ruang Guru, Zenius, Moodle, SIAJAR, SEVIMA Edlink, and so on (Fitriani, 2020; Hildayanti & Machrizzandi, 2021).

LMS certainly have different characteristics and usage patterns, therefore educators need to coordinate with other educators in their institutions to conduct studies on various LMS that are possible to use. Then, the desired LMS is determined. As for the LMS selection procedure, an educator needs to pay attention to several things, ranging from the ability of himself, the school, other fellow teachers, and also his students both materially and immaterially in accessing the LMS. When it is possible to use an LMS, the next step is to teach the students and their parents about the operations related to using the LMS. Thus, the selected LMS can be used to carry out effective and efficient online learning.

The use of LMS can also be combined with other learning support applications, such as social media applications and virtual meetings. Starting from a video-based virtual meeting application (video conference application), which can be used as a face-

to-face virtual learning room, for example, Zoom, Microfost Teams, Google Meet, and so on. These applications each have their own benefits, therefore an educator needs to share them with colleagues at school after selecting and evaluating them.

Then, on the application of social media as a means in the internet-based learning process. Social media is currently embedded in the community; consequently, almost all segments of society have become media users both with computers and smartphones (Junawan & Laungu, 2020). As a virtual space, social media can also be used as a study room, for example, WhatsApp, Telegram, Facebook, and so on. On average, the selected application is an application that has access to create groups, because this group becomes a classroom for educators and students in carrying out the learning process. Educators can transmit learning materials in the form of video explanations, audio, text, images, or other files that can be attached through this group (Pustikayasa, 2019). In addition, educators can also interact with their students through group messages as well as audio and video calls, including distribution of assignments and evaluation of student learning.

Regarding the selection of the aforementioned virtual meeting applications and social media, it must be based on adjustments to the circumstances of the teachers and students as well as the available technology infrastructure. It is also necessary to communicate with students and parents regarding the application's usage. Thus, the learning process will run well as expected. Apart from being a supporter, it turns out that social media applications and virtual meeting applications can also be used as a substitute for LMS when they do not support the use of the LMS with various obstacles. This is what the author refers to as a minimum requirement of supporting technology for the online learning process. This implies that learning should persist despite technological devices limitations.

**b. Preparing for learning: Developing learning strategies adapted to the pandemic context**

The preparation of the teaching and learning process is something that must be done by a professional teacher. This is a necessity so that the learning process can be effectively managed by the amount of material and learning time as well as the desired objectives. As part of the preparation process, what an educator needs to do include:

compiling learning materials that are short, solid, clear, easy to reach, and interesting for students; designing or using interesting learning media (Sutarto et al., 2020); choose various methods according to the material and learning media to be taught, and develop a learning evaluation plan. This is the process of formulating strategies in the learning process (Triono, 2020b).

Basically, in developing learning strategies, we are compiling patterns to be carried out in learning activities and actions so that goals can be achieved (Mawati et al., 2021). Therefore, in the context of a pandemic, educators must prepare learning strategies that are undoubtedly distinct from those used during normal times. This is related to the existence of virtual classes that differ from real-world classes. Educators must consider the material and characteristics of their students when formulating learning strategies, both during normal and pandemic times, so that student development can still occur in accordance with the expected learning objective (Azizah, 2020).

One of the learning strategies that should be considered for use by educators during the pandemic with their distance learning system is the problem-based learning (PBL) model. This learning is more oriented toward active student participation (Ahmar et al., 2020). Therefore, PBL is a model that accommodates the principles that exist in constructivist understanding for the learning process. PBL allows students to be able to utilize previously acquired knowledge, carry out collaborative learning and requires them to actively participate in the learning process (Seibert, 2021).

Problem-based learning (PBL) can then be used as a general strategy. This means that PBL can be applied to any subject when the material to be taught can be designed with this learning model. Therefore, the success or failure of learning with the PBL model depends on the teacher's preparation to learn and implement it in the learning process. A well-prepared material will greatly support the learning process, it can also give the experiences and impressions that will affect changes in student behavior and knowledge

## 2. Problem-based learning (PBL) in shaping students' morals through Islamic Education learning in online schooling

Moral education is the responsibility of every educator regardless of the subjects they teach. Schools must incorporate moral education into their curriculum and co-curriculum (Zakaria & Nawi, 2020). Even so, one element of education that plays a major role in shaping morals is the teacher of the Islamic Education (Mujiono et al., 2022). Therefore, one must be creative and innovative in developing learning strategies, especially for students. Islamic Education in schools has a curriculum scope including the Qur'an, Hadith, Akidah, Morals, Fiqh, and Islamic History (Dute, 2021). In madrasa, the six scopes are separated into separate subjects, but in public institutions, they will be combined into one subject, Islamic Education and Character Education. Aside from being a process for students to master various Islamic studies, this subject also presents experiences and knowledge that can be used in the daily lives of students in their community (Nurjanatin, 2021).

Based on the preceeding explanation, every Islamic teacher needs to understand the reality of the pandemic with all its advantages and disadvantages for the implementation of learning. Educators in this field are to be able to provide knowledge related to Islam as well as the values that are the foundation for social behavior. The content of religious material that is used as learning material is closely related to people's lives in Indonesia, where cultural and stately philosophy holds religion as a way of life in society. Simply stated, it is the responsibility of Islamic teachers or instructors of Islamic religious subjects to instill good morals. They determine how to do good and effective learning so students can acquire Islamic knowledge and understanding or implement Islamic morals (Zakaria & Nawi, 2020).

However, the reality of the pandemic that has shaken the world of education will have an impact on the learning patterns carried out. The distance learning system must then be made to run effectively and efficiently with few obstacles. One solution to these obstacles is to seek appropriate learning strategies (Ansori et al., 2021). In this case, PBL is the best approach to take (Niam & Daimah, 2021).

PBL is a learning model by presenting authentic problems to students so that they will be able to organize their knowledge independently (Sholekha & Sarjuni, 2021). The problem in question is the scenario used by educators to initiate students to learn a specific thing. This scenario plays at least several roles: to make the learning of the

problem (scenario) presented so that students can activate the knowledge that has been created; to keep students intrinsically motivated to learn; to enable students to establish prior knowledge of the same subject so that that knowledge can be used in the future when needed (Newman, 2005). Therefore, PBL is not solely used to solve problems, but rather how the problems presented in the learning process can improve students' comprehension and knowledge (Wood, 2003).

As for the general steps, the author proposes the following PBL application model to influence students' morals in schools within the context of learning during the pandemic:

a. Educators must study and master the objectives and learning materials of Islamic Education which are correlated with morals comprehensively (Niam & Daimah, 2021). The objectives and subsequent learning materials are related to problems that must be designed by educators so that the problems to be solved serve as the learning's own objectives (Savery & Duffy, 1995);
b. Educators design problems that will be applied to students. The problem must be relevant to students' everyday lives. This is so that students can comprehend and retain the material better when there is a connection between what they are learning and actual life (Delisle, 1997). Existing problems must also provide space for children to work in groups or individually (Schultz & Christensen, 2004). Educators design morality-related problems based on students' real-world experiences, allowing students to connect their theoretical understanding with reality both individually and in groups. The moral material referred to in the problem design process in PBL is highly correlated with real life because morality is a phenomenon that exists in society itself. Then related to the design of this problem, educators can also take advantage of various supportive learning media. An example is a video relating to juvenile delinquency as a manifestation of despicable morals. The video is then analyzed by students with the formulation of the educator-identified problematic issue;
c. In addition to determining the problem, educators also need to determine how to solve the problem, whether in the form of discussion/group work or individually. After that, the teacher must determine the time in the problem-solving process. Due to the fact that classes are conducted remotely during this pandemic, students' problem-solving time must be constrained to ensure efficient learning;

d. Educators clarify the concepts of understanding and knowledge that their students have constructed from the problems provided. This is done so that the educator's design can facilitate the achievement of learning objectives.

As for the construction of the strategy, it is obvious that PBL will not be effective when every material is taught through the PBL concept. Educators also need to look at the various conventional methods that may be utilized (Colliver, 2000). This will make PBL more interesting and less boring for students. Educators in terms of moral formation can combine PBL with demonstrations, lectures, or others so that their understanding of good morals can be acquired, and there will be a change in behavior toward good morals from students. Then, in this model, educators must recognize their role as facilitators and assist students to gain knowledge naturally. Educators must guide students well in the learning process with careful planning and implementation.

## D. Conclusion

Forming students' morals during the pandemic is unquestionably different from normal times. The covid-19 pandemic has demonstrated the difficulties faced by schools and educators. Then, online learning is one of the most possible alternatives available. But, forming students' morals through online learning is also very different from offline learning. However, the formation of morals must be striven as optimally as possible, especially through learning Islamic Education taught by educators. This can be accomplished by educating educators on how online learning should be carried out during the pandemic. Educators must then be able to design appropriate learning strategies for implementing learning in Islamic Education subjects or their derivations once they have gained this understanding. PBL then becomes one of the best strategies for educators to employ in the online learning process. Students will have an easier time remembering and constructing their understanding of the concept of morality if moral character is shaped through the presentation of problem scenarios crafted by educators. Therefore, educators in implementing PBL need to understand the general steps that will bring effectiveness and efficiency to learning during a pandemic, so that the formation of student morals can be carried out optimally.

This research needs to be supplemented with additional complex research. This is because it is discussed more in the context of the conception of the learning (instructional) implementation with PBL as the key learning model. This indicates that there are still numerous perspectives that have not been discussed or elaborated upon. For example, in the realm of evaluation which has not yet been discussed in this study. In addition, this research can ideally be implemented in educational institutions with adequate infrastructure, both from the institutions themselves and their students' perspectives. Therefore, it will be extremely challenging for institutions that, in the context of distance learning, whether due to a pandemic or other reasons, still lack adequate facilities.

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