Learning Islamic Religious Education by Utilizing Online Media in Junior High Schools

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Abstract. This study aims to analyze the planning, implementation, and evaluation models of the use of online-based learning media in Islamic Religious Education (PAI) learning at SMP Sunan Kalijogo Jabung. This type of research is qualitative with a phenomenological approach. Data collection uses observation, interviews, and documentation. Data analysis techniques use data reduction, data presentation, and drawing conclusions/verification. The results of the study show that in planning, PAI teachers pay attention to student conditions, facilities and infrastructure, and the school environment before compiling objectives, teaching materials, methods, media, and evaluation techniques. The application of online media involves the use of learning videos from YouTube which are analyzed by students and reinforced with direct explanations. Teachers also involve students in creating learning video content to be uploaded to YouTube. Evaluation is carried out through the Project-Based Learning (PjBL) approach by assessing the creativity, activeness, and suitability of learning videos made by students to the material being taught.

Keywords: Learning, Online Media, Islamic Religious Education

1   Introduction

1.1   Background

The spread of information through electronic media or online media is very fast, in seconds information will be easily spread widely and its use in the world of education is also widely used as a learning medium. As in this study, electronic media in the form of WhatsApp and also Youtube media as learning media, in its use of course also requires preparation of a teacher in carrying out learning. Technology in basically it is created to make human life easier, so that humans can complete their work more quickly, effectively, efficient and also optimal. The world of education is not regardless of getting the great influence of the occurrence of very rapid technological developments that fast [1].

Of course, education must also adopt the development of technology as a medium or tool to convey information so that recipients of information can understand a material more quickly and effectively without being limited by space and time. Currently, information technology has changed the thinking of education, where teachers used to be

the main source and classes as a means used for learning, but now due to the pandemic yesterday, education can be done online (online) which is connected to the internet as a learning medium [2].

Media is an object or tool in any form to facilitate the distribution of messages in achieving learning objectives. One of the components that needs to be held in the learning process is the existence of learning media, because its position is not only as a teaching aid but also an inseparable part of the learning process. In addition, media also has unique potential in helping students to learn.

Online media is a learning media in which there are activities to distribute learning activity information using internet media, so that face-to-face meetings are not needed in a learning class [3]. Online media also makes it easier for students to interact and learn with teachers, because online media is not limited by space and time [4]. In addition, online learning media is also one of the important things in the development of the Industrial Revolution 4.0 [5].

The openness of Islam to the use of technology as an effort to guide the eyes, heart and hearing has also been explained in the meaning of the essence of QS Al-Isra': 36 [6]. In the interpretation of Ibn Kathir by al-Imam Imaduddin Abu al-Fida Al-Hafizh al-Muhadits asy-Syafi'i , the letter al-Isra verse 36 explains about controlling human senses such as hearing, sight and heart, so that it is not easy to give false testimony about what is happening, therefore controlling these senses is very necessary , because these senses will be asked to account for them in the Hereafter.

By interpreting this argument, we can examine more deeply that the use of online media is a positive direction towards human responsibility in utilizing the eyes, heart and hearing that Allah has bestowed. In utilizing learning media properly, the Prophet Muhammad SAW has also given an example of this as explained in Hadith No. 6054 which is narrated from Imam Bukhari [7]. In the explanation of the Hadith, the Prophet once gave a description to his companions about the journey of human life using pictures, this proves that in Islam, the use of media in the learning process is very necessary to clarify a material.

Based on field observations and interviews with one of the Islamic religious education subject teachers, Mr. DK, as an informant in the field. According to him, education today is different from the past, everything has changed with the development of information technology and has become a medium of delivery for education. This statement is related to research in the field regarding learning models that utilize online media as a tool for student learning.

Technology is expected to be utilized in learning as a learning medium. The media that is often used today is online media that is connected to the internet, namely in the form of several online applications such as WhatsApp, Google Form, Zoom, Blog, Google Class Meet, Google Class Room, Youtube Live Streaming, Skype, Facebook, and so on. Some of these media have become a necessity for students. With the pandemic yesterday which makes it difficult and risky if forced to meet face to face, students are required to be able to use existing online media for learning, it is hoped that online media will be one of the solutions in distance learning.

Based on the above conditions, Islamic religious education subject teachers try to reflect back on the methods they use in processing learning for students. Through the

selection of learning media using online media that suits the learning needs of students in a pandemic situation, it is hoped that it can foster the learning interest of class 9A students of SMP Sunan Kalijogo Jabung, Malang Regency. Creative steps need to be taken so that students can actively participate in the learning process in a conducive, comfortable and enjoyable learning atmosphere. Based on the description and research above and the very rapid development of technology and the expectation of online-based learning, the researcher wants to perfect and test how a teacher prepares online media as a learning tool, as well as how the learning implementation process utilizes online media as a learning medium, and how the evaluation is carried out.

2   Method

This study uses a qualitative approach with a phenomenological research type. Qualitative research focuses on natural and descriptive observations, prioritizing processes over results, and using inductive analysis to understand meaning. Phenomenological research emphasizes direct observation of phenomena through in-depth interviews to understand the interaction between the subject and object of research. In this context, the study focuses on the use of online media in Islamic Religious Education learning at SMP Sunan Kalijogo Jabung during the COVID-19 pandemic.

The presence of researchers is very important as direct observers and research instruments. Researchers collect data through observation, in-depth interviews, and documentation. Primary data is obtained from interviews with the principal, curriculum vice principal, teachers, and students, while secondary data is in the form of documentation such as photos, notes, and learning documents. Data collection techniques used involve participant observation, structured interviews, and document analysis to provide accurate and valid data.

Data analysis was conducted based on the Miles and Huberman model through three stages: data reduction to summarize important information, data presentation in narrative or chart form, and drawing conclusions and verification to ensure the validity of the findings. Data validity was tested by triangulation of techniques and sources to compare data obtained from various different methods and sources, thereby increasing the credibility of the research results.

The research stages include pre-field, data collection, data analysis, and report writing. The pre-field stage includes planning, location exploration, and informant selection. The data collection stage involves direct observation, interviews, and documentation. The collected data is analyzed systematically to find patterns and themes. Finally, the research results are compiled in a structured scientific report according to established procedures.

3 Result and Discussion

3.1 Result

Planning in Using Online Media as Learning Media

In studying the things that need to be considered in planning a teaching program. The preparation of the teaching program aims to make the implementation of teaching run more smoothly and the results are better. The curriculum is the main reference in the preparation or planning of the learning program, but the condition of the school, the surrounding environment, the condition of students and teachers are important things that also need to be considered. SA mentioned in the interview.

"That in preparing learning plans, teachers need to pay attention to several things, one of which is the curriculum, in addition, teachers must also pay attention to the surrounding environment to determine appropriate learning media while still paying attention to the abilities of students and teachers themselves so that teachers are able to carry out the plans made and students are able to receive learning well."

In planning or compiling a teaching program, the first thing that needs attention is the curriculum. The curriculum contains curricular objectives, instructional objectives, topics and teaching hours to teach the topics. In compiling a semester program, the breakdown of topics into sub or sub-sub topics also needs to pay attention to the time available. If there is enough time available, then the sub topics that will be presented can be more, but if there is little time, then the sub topics are limited. Likewise, when compiling details of teaching materials in lesson units, the breadth of the material and the number of learning activities need to be adjusted to the time available.

By compiling the main details of learning, teachers can determine the learning media used both online and offline, in this study the researcher focuses on learning using online media as a learning resource for students. After the teacher determines the learning media used to achieve the desired results, and what kind of implementation model is also described by the teacher in compiling the learning plan.

After considering the curriculum to plan the teaching program, teachers also need to pay attention to the condition of the school, especially the availability of facilities and infrastructure, and teaching aids. These facilities and teaching aids support the implementation of various student learning activities. Teachers cannot carry out teaching and learning activities using a sandbox if there is no sandbox in the school. Likewise, teachers cannot ask students to observe plants if there is no garden in the school.

The principal also said that in using learning media that utilizes online media, it should not burden students, because the purpose of learning media is a tool that makes it easier, not more difficult for students. The researcher dug up information from Islamic Religious Education subject teachers to find out what kind of online media or technology is used to deliver a material, in this case Mr. DK provided information that in utilizing this modern media or technology, he uses YouTube as a learning resource which media can be accessed by all groups, making it easier for students to learn it.

"The online media that I use are YouTube, WhatsApp and Google Form as online media that I can utilize and children can also access easily. For example, in learning

to slaughter animals, I invite students to watch together a video tutorial on slaughtering animals on YouTube. Then I determine the group to make a group for me to give assignments in the form of observing the video that I have shown and after that I invite students to practice directly and make a video of the implementation of the practice for me to upload on YouTube."

In compiling or planning a teaching program, the student component also needs attention. The teaching program, whether a semester program or a weekly program, can be viewed as a scenario of what students should learn and how to learn it. In order for the materials and learning methods to be in accordance with the conditions of the students, the preparation of the lesson plan needs to be adjusted to the abilities and development of the students. The breadth and depth of the teaching materials and learning media also need to be adjusted to the abilities and development of the students. The learning activities planned by the teacher also need to pay attention to this. In general, students in one class are divided into three groups, namely the smart or fast learning group, the average and the slow or slow learning group. The largest part is the average. Because this average group is the largest, the preparation of materials should use average criteria. To overcome variations in student abilities, teachers need to use various methods or forms of teaching activities.

Implementation of Online Media Learning in the Islamic Religious Education Learning Process

After the teacher determines the learning plan that will be used, the next stage is the application to the learning process, in this case the researcher gets to see directly the learning process in the class that is implementing PAI learning taught by Mr. DK. During the research, the teacher delivered material in the form of a video on YouTube in the form of a video tutorial on slaughtering sacrificial animals along with material related to the material on slaughtering animals.

Before the teacher shows the learning video, he first creates several groups to follow up on the showing of the learning video. After that the teacher shows the learning video that has been prepared and here the researcher sees the enthusiasm of students who are quite high in watching the learning video. After the learning video is finished showing, the teacher provides a reflection on the material that has been delivered by asking questions to several students to see how far the students understand the material, after it is felt that the students' understanding is sufficient The next step is to give assignments to each group to make conclusions about the material that has been observed previously, the results of these conclusions are worked on individually as additional value for students.

After this process, the teacher gives the task to the students to make a simple video about slaughtering sacrificial animals, but in making the learning video the students practice slaughtering a chicken because if there is a mistake in slaughtering it will not harm many people, and in the practice of slaughtering they are also accompanied by their teacher. in this case Mr DK. The above is in accordance with the explanation from Mr. DK.

"I invited the children to practice slaughtering, but before that I showed several videos about slaughtering animals in Islam, after I felt they understood enough, I invited the children to practice straight away. At the same time, I also divided several groups to make learning videos about slaughtering animals, in my example show a video of slaughtering sacrificial animals in practice directly. I use chickens because there are concerns that there will be mistakes in slaughtering if you use animals that are too big. My target is understanding the procedures for slaughtering and their prayers. understand."

In addition to using YouTube media, teachers also use WhatsApp media as a medium for learning, WhatsApp is used to send various additional materials to students so that they can be studied wherever they are, because by using this online media, learning is not limited by space and time, not only providing material or assignments but WhatsApp also functions to supervise students when they are outside school. Mr. Didik also often delivers assignments to students via WhatsApp media in the form of learning video links on YouTube and some news about the material presented so that students can observe directly the existing problems. This is reinforced by the explanation of a 9th grade student at Sunan Kalijogo Jabung Middle School in an interview

"Usually Mr. Didik delivers material in the form of YouTube links to us in the WhatsApp group, besides the link, there is usually also news that is in accordance with the material being discussed which is also often sent by him in the group".

Evaluation of Islamic Religious Education learning in the use of online media
Education today is faced with increasingly sophisticated technological advances, all lines of life become easier with the existing technology. This is a challenge for education today to prepare the next generation as well as possible. Therefore, after the researcher conducted in-depth interviews with several informants, the researcher found an evaluation model used by Islamic religious education teachers after implementing learning that utilizes online media as a learning tool, in this case Mr. DK used the Project Basic Learning (PjBL) evaluation model. Goodman And Stivers [8]defines Project Based Learning (PjBL) is a teaching approach that is built on learning activities And task real Which give challenge for participant educate Which related with life daily For solved in a manner in groups.

According to Afriana [9], learning based on project is model student-centered learning and providing experiences Study Which meaningful for participant educate. Experience Study participant educate andconcept is built on products produced in the learning processproject-based. In Islamic Religious Education learning at SMP Sunan Kalijogo Jabung, this PjBl evaluation model is one of the evaluation models used to measure the success of learning in achieving learning objectives, with the products produced, students can gain new experiences from the projects created. As stated by the Islamic Religious Education subject teacher, Mr. DK in an interview.

"The assessment that I use refers to the video-making assignment that I assign to the children. By making the learning videos that I assign, my hope is that the learning objectives will be achieved and also new and real experiences, so that they not only understand the material but they also know how to do it, as I said before I convey the material about slaughtering in the form of learning videos and I also invite the children to practice directly and also new experiences such as making learning videos. I do this

so that the children know that Islamic Religious Education lessons are not only in the form of material, but Islamic Religious Education must also follow the development of technology that is currently developing."

The evaluation process of PjBL is carried out by the PAI subject teacher by observing the project creation process and the results of the project, from these results Mr. Didik observes the activeness of students individually and also in groups in addition to his activeness he also assesses the results of the project made by students. The project in question in this case is in the form of creating learning video content which will later be uploaded to the YouTube page. This project-based assessment aims to introduce students to online media that are currently developing in people's lives so that in essence students can understand how to utilize online media as a tool for good learning and students can also become producers of learning.

3.2 Discussion

Islamic Religious Education Learning Planning in Using Online Media

After the researcher read the research conducted by the We Are Social institution, it showed that Indonesian society is a very large resource in utilizing the internet, coupled with the effects of the pandemic which forced the learning process to use electronic media or online media as a means of learning. Phatmantara in his inauguration as a professor also said that "Covid changed the paradigm of education, in the past teachers carried out face-to-face learning for years but now it has changed". The ability of the Indonesian people is quite good in using digital technology. However, its use is still for entertainment. Seeing this phenomenon, it is a good idea for us as educators to utilize digital technology to facilitate learning so that it is no longer conventional.

Starting from a motivational sentence "No matter how sophisticated the technology is, it will never replace the role of teachers, but teachers who do not want to learn technology will be replaced", then this can be a starting point. Teacher can pour out creative ideas to develop digital technology adapted for learning and education. Applications and social media used by the community (in Digital Indonesia data) are certainly familiar in our daily lives. Let's maximize its use for education.

The use of applications and social media for learning cannot be generalized. This is because each learning has characteristics and differentiating indicators that cause certain methods and media to not be generalized. The material taught, characteristics of students, conditions in the field, and educator competence are indicators or bases for analyzing digital technology learning needs. For this reason, a teacher needs to prepare by making a learning plan. This learning plan should be adjusted to the needs of the class being taught, because there is no generic media for various learning situations and conditions.

The Minister of Education and Culture gives freedom or independence for teachers to make learning plans. This freedom is interpreted as the government's trust in teachers to prepare and manage learning. Teachers are learning directors who carry out learning planning. And before teachers make a learning plan, teachers must prepare several stages before determining the plan:

1. Things teachers should know before designing learning plans

   Before planning learning, there are many things that teachers must know so that the preparations made are truly in accordance with the situation and conditions that will be faced, both regarding the condition of the students, school facilities and infrastructure, class conditions, school environment, and so on.

   a. Student Conditions

   Information about student conditions is very necessary for teachers, because after all, the object and subject of learning are students. This means that before teaching, teachers must first know about various things related to student conditions, so that the planning that is made is truly on target. Some student conditions that teachers must know as entering behavior [10]include: a) intelligence level (IQ), b) maturity level, c) mastery level, d) emotional intelligence level (EQ), e) motivation and interest in learning, f) socio-economic background, g) self-concept, and h) attitude.

   Actually we can mention more, but these eight things are relatively dominant to be considered when teachers are going to plan learning. By knowing the average level of intelligence of students who will be taught, we can prepare materials with the appropriate breadth and depth. Likewise, by knowing the average motivation and interest of students in learning, teachers can prepare appropriate methods. All things related to student conditions are very useful in learning planning, because of course it is impossible for us to make grandiose plans but it turns out that they cannot be implemented because they do not match the characteristics of the students who will be taught.

   b. School Facilities and Infrastructure

   Information about what facilities and infrastructure are available at the school where we teach is very important to know, so that if teachers want to apply a method or want to use media, or give assignments to students, they can adjust to the conditions of the available facilities and infrastructure. Don't let teachers give assignments to their students to do a literature review, but it turns out that the available library does not have the books that must be reviewed.

   In fact, with the implementation of the 2004 Curriculum, it is expected that teachers will be able to create various simple learning resources that can be easily obtained in everyday life. However, not all teachers are able and willing to think, because creating something new that can be a source of learning is not an easy job, but teachers are required to explore their own abilities or develop their professionalism. Maybe by sharing with friends in the same field of study, or reading a lot of books and opening the internet they can find it. The 2004 Curriculum does hope that teachers will be able to follow the development of science and technology, so that they can improve the quality of learning better.

   c. Class Condition

   The class conditions in question include the number of students in the class and the facilities in the class, such as the blackboard, tables, chairs, ventilation, and others. Why do teachers also need to know the class

conditions before teaching? The class conditions greatly affect students' concentration in learning. Let's imagine, if there is a narrow classroom with a crowded number of students, while there is no ventilation, the blackboard still uses chalk, then both teachers and students must be very uncomfortable in the learning process. Teachers need to think about conditions like this to find or find ideas that can change the classroom atmosphere to be fun for students. Don't let the classroom atmosphere be hot, stuffy, full of flying chalk dust, stuffy, coupled with monotonous and uninteresting learning, will make students feel stuffy and uncomfortable in the class.

One way to overcome such a situation is for teachers to plan learning that invites students to do a lot of activities outside the classroom. A different atmosphere will be able to attract students' attention. Learning can also remain in the classroom, but students are often invited to learn while playing, or lectures are interspersed with humor that can liven up the atmosphere, so that students forget about the fatigue in the classroom.

d. School environment

The school environment here is not limited to the condition of the yard, field, or garden in the school, but also includes how students interact with teachers, the Principal, employees, and students with other students. Regarding the environment related to beauty, it is a factor that influences student learning achievement, although not directly. This is because a beautiful yard, a garden that is beautiful to the eye will have a positive impact on students, at least they feel at home at school. The relationship between fellow human beings in the school greatly helps students' comfort at school. Information about which students are easy or difficult to get along with is very necessary for teachers when they experience problems.

2. Determining Learning Planning with Online Media

Teaching preparation is one part of the teaching program that contains discussion units to be presented in several meetings / face-to-face. Teaching preparation can be used as a basis for compiling a learning plan and at the same time as a reference for teachers in implementing learning activities so that they are more focused and run efficiently and effectively [11]. The learning components that teachers must prepare include:

a. Learning objectives

As a teacher, the objectives to be achieved must be prepared as early as possible before implementing learning in the classroom. Teaching requires clear objectives that will guide the direction in which learning will be taken. Without clear objectives, teachers will walk without knowing the direction and will not be able to know whether the learning is successful or not. As expressed by the Vice Principal, in designing a learning, the learning objectives to be achieved are first determined. Therefore, the Islamic Religious Education teacher, Mr. DK, in preparing the planning also determines the objectives of the material to determine the learning methods and also which online media are appropriate to support student understanding after seeing several conditions in the field.

In setting and formulating learning objectives, teachers must pay attention to the components involved in learning, such as materials, methods, and evaluation. For example, the objectives formulated must be in accordance with the breadth and depth of the material that has been planned. Often we see a teacher teaching a material superficially, but when conducting an evaluation it turns out that what is required is a very deep understanding of the material because the questions are made to suit the objectives that have been formulated, or conversely the teacher explains too deeply it turns out that the questions are only about a shallow understanding of the concept. Therefore, preparing and planning learning objectives must be done correctly and precisely.

b. Teaching materials

The key to successful learning is the teacher's mastery of the teaching material to be delivered. Although teachers can ask students to take notes in class, we can avoid this habit as much as possible, especially if the main reason is due to unpreparedness in teaching. At least the teacher reads the teaching material the day before teaching as preparation, even though the material has been memorized by heart. Rereading causes the teacher to think about preparing other things related to the material. For example, if the previous semester only taught the concept of the Periodic System through lectures, then when the teacher is prepared, creativity will emerge in varying the way he teaches. It is possible that an idea will arise to apply a new method or prepare more varied practice questions based on previous experience that the concept often appears in the UAS. With preparation, when delivering the material it will be more solid and systematic.

In addition to mastering the material, PAI teachers are also faced with challenges where teachers must also master the use of online media as a tool to support learning. The existence of this online media greatly helps teachers, because in accessing information related to the material quickly so that students in receiving the material can be broader and also concrete.

c. Teaching Methods

According to Pasaribu and Simanjuntak [12], the good or bad of a learning method is very dependent on the teacher's skill in choosing and using the method. The method user gives color and value to the method used. The use of the right method can increase student learning motivation. However perfect the curriculum, however complete the facilities and infrastructure, all of that needs to be supported by the role of the teacher as the spearhead of educational reform. According to Masyunis [13], research in Japan shows that the excellence of learning in Japan is mainly due to the role of teachers who are able to choose effective teaching strategies including choosing teaching methods .

The learning method is one component of the learning system that is under the control of the teacher. Therefore, the teacher must prepare the application of a method in learning a concept. A teacher who often attends seminars or often shares with fellow subject teachers will gain a

lot of additional knowledge, including knowledge about newly developed learning methods in the world of education.

Before planning to implement a new method, teachers should consider its suitability to the material to be taught, including the smoothness of its implementation by reviewing the available time allocation and existing supporting facilities and infrastructure. Do not let it happen that when implementing a new method it exceeds the available time or there is equipment that cannot be met, because all of this will result in the failure of the implementation of the method. In fact, the purpose of implementing the method is to help students' understanding, not the other way around to confuse students.

It should be noted that although lectures are a conventional method, it does not mean that lectures should be abandoned, because several studies show that the lecture method is still relevant to be used to teach theoretical materials. It's just that in its use, the lecture method needs to be combined with other teaching methods to eliminate student boredom.

d. Instructional Media

In general, media are all forms of intermediaries used by the disseminator of ideas/concepts so that they reach the recipient. According to Briggs [14], learning media are all physical tools that can present messages and stimulate students to learn. The use of media in education is primarily intended to improve the quality of learning activities.

Conventionally, any form of aid used by teachers as learning resource material is included in the media category. Teachers as the main source that provides stimulus to students to learn, are expected not only to provide teaching materials by reading without interspersed with the use of learning aids [15]. This is in accordance with Edgar's opinion that 75% of human learning experiences are obtained through the sense of sight, 13% through the sense of hearing and 12% through other senses. This opinion means that learning with media can not only attract students' attention but also students gain learning experiences through the sense of sight.

Simple media can be created by the teacher's willingness to be creative in learning which aims to clarify the learning material delivered and prevent verbalism in students [11]. According to Oemar Hamalik [16], the use of media functions to arouse students' interest and motivation to learn, clarify understanding, and provide a comprehensive experience. Meanwhile, John D. Latuheru [13], the advantages obtained by using media include: being able to translate abstract ideas into more realistic forms, easy to use, can be used in all types and levels of education, and saving teachers' time and energy.

The use of media in the learning process is very necessary to prepare considering that learning media in the form of physical tools are not automatically available in the classroom. Teachers who usually teach as is , are usually lazy to try various media, even though there are actually many learning media that teachers can apply in order to help students understand a concept. Moreover, today's media can be online media

which teachers can get very easily and quickly, for example in this study the PAI teacher used online media in the form of learning videos on YouTube, getting it is very easy and fast without having to make it for days, besides being practical, online media also attracts students to be more enthusiastic because they get to know something with a new model, this was explained by Mr. DK as a PAI teacher.

e. Evaluation
According to Sukanti [17], in general there are two types of evaluation, namely process evaluation and outcome evaluation. Process evaluation aims to assess the extent to which learning can provide learning experiences in accordance with the objectives set, while outcome evaluation aims to assess whether the learning outcomes achieved by students are in accordance with the objectives. Viewed from the objectives, evaluation must be carried out if we want to know whether the learning that is being or has been implemented is successful. Therefore, evaluation is carried out as feedback on the success of learning, so in preparing and planning the evaluation must be truly in line with the objectives to be achieved. The more often teachers conduct evaluations, the more feedback the teacher will get as material to improve the learning process.

The evaluation model used by Islamic Religious Education teachers after implementing learning that utilizes online media as a learning tool, in this case Mr. DK uses the *Project Basic Learning* (PjBL) evaluation model. Goodman And Stivers [8]defines *Project Based Learning* (PjBL) is a teaching approach that is built on learning activities And task real Which give challenge for participant educate Which related withlife daily For solved in a manner in groups.

According to Afriana [9], learning based on project is model student-centered learning and providing experiences Study Which meaningful for participant educate. Experience Study participant educate andconcept is built on products produced in the learning processbased on this project. This project-based evaluation, in addition to assessing student under-standing, also fosters learning experiences in utilizing online media. If we pay attention, the five components that must be prepared are actually interconnected with each other, meaning that in preparing the objectives we must look at the other 4 components, and so on. Thus, there must be a format that can cover the five components so that they become a single unit that is easy for teachers to use as a guideline for implementing learning. The format in question is the Lesson Unit and Learning Plan format.

Implementation of Islamic Religious Education Learning Using Online Media

Online media is one of the learning models using information and communication tech-nology, especially the use of electronic goods. Online media or can be said as E-learn-ing comes from the word "e" which is an abbreviation of electronic and learning which means learning. So online media can be interpreted as learning through electronic

media, the important focus of online media is as a learning aid. The implementation of learning with online media is a combination of video, audio and other communication devices. Online media has characteristics including: a) having content that is in line with the objectives of the learning material, b) Using instructional methods, c) using various media to deliver material, d) focusing direct learning on teachers or designed for independent learning, e) building understanding and skills related to learning objectives.

Online learning is learning based on information and communication technology such as computers and mobile phones. So that in the teaching and learning process, students and teachers do not need to be in the same place and time, but simply use the internet as a medium. In the current conditions that are full of restrictions in education, online media is present as one of the means of saving education during the Covid-19 pandemic that has occurred in recent years. Teaching and learning activities in schools were stopped for some time to reduce the transmission of Covid-19. Directly, Covid-19 has had a major impact on education, this situation requires teachers and students to use online media as a means of learning. At the beginning of learning, teachers and students may have to adapt to the use of new digital media in the world of education. But when viewed from another side, online media is a savior in learning without any spatial limitations.

In implementing the learning, teachers only need to upload learning materials on online media sites, the uploaded materials can be in the form of files or videos. If there are students who do not understand, they can ask through the discussion forum, in the discussion forum students can ask each other and answer each other. If they still cannot understand the material presented, students can suggest holding a virtual meeting, this meeting can use the help of communication applications such as Zoom, Google Meet, WhatsApp, and others.

After going through the process of preparing learning plans by considering several things in making good plans, the teacher applies the online media in learning that is in accordance with the planning. The use of online media as learning has undergone significant development . The presence of this online media provides various educational innovations, where conventional learning that is rigid and monotonous will be replaced by learning using online media which is considered more practical, flexible, not limited by space and time. Mr. DK explained that in the process of implementing learning he invited children to be creative in utilizing online media as a learning tool.

Youtube is a website that presents various videos allowing users to watch, upload and share videos. Youtube is one of the popular media and certainly many students can use it. Therefore, youtube is one of the considerations in media for learning. Youtube is one of the learning resources for teachers and students that can be accessed at any time. In line with the statement of PAI teacher Mr. DK in an interview, students can study various materials that have been uploaded by teachers or vice versa students can give presentations via youtube and be watched by teachers, youtube also allows students to expand their knowledge, because youtube will present various information they are looking for.

Youtube as a learning media plays a very important role in providing educational materials, because youtube has various values in education, is practical to use and can be used by various groups, can be accessed anywhere, provides various information, and youtube is free. This statement gives us an idea that youtube plays a very important

role in helping children learn various skills and is useful in facilitating understanding, children because youtube provides a variety of videos that make children more focused and more comfortable during learning.

By using YouTube media we get benefits: a) As a good learning resource , b) Students are more creative in making video reports or presentation videos , c) Making learning more practical, efficient and fun, because YouTube makes children more focused in paying attention to the material presented through interesting and interactive videos , and d) YouTube can be accessed anywhere, as long as there is an internet connection. Videos from YouTube are a complete media that includes visuals, audio and audio visual, so that students can understand the lesson well and have the same and correct perspective on an object. In learning can see the image or example becomes more real by using multimedia or images with beautiful sound effects. So that it can evoking the world of theory with reality.

Selection and use of learning media that can enrich Students' knowledge and experience need to be taken into account to realize achieving learning success effectively and efficiently. If students require additional information related to the material when studying, students can watch video clips that have been prepared by teacher first. Using videos from YouTube as media learning really helps students in their learning process. In other words Students are greatly helped to obtain additional information other than books. which are in the library or student textbooks and explanations from teachers. Availability of up to date information about various kinds of developments in science and technology that occur in various parts world. So that the knowledge and insight gained by students will increase extensive and has exceeded the planned target. And as a comparison of information put forward by the teacher, enriching knowledge, and searching something that requires in-depth explanation and understanding.

Evaluation of Islamic Religious Education Learning in the Use of Online Media

One way that can be done to find out the results that have been achieved by educators in the learning process is through evaluation, both evaluation of learning outcomes and evaluation of learning. Tyler in Arikunto [18]defines that learning evaluation is a process of collecting data to find out to what extent, in what way, and which part of the educational goals have been achieved. When the learning process is viewed as a process of changing student behavior, the role of evaluation and assessment in the learning process becomes very important. Assessment in the learning process is a process of collecting, analyzing, and interpreting information to determine the level of achievement of learning goals. So, learning evaluation is the process of collecting, analyzing, and interpreting information systematically to determine the achievement of learning goals. The goal is to collect information that is used as a basis for knowing the level of progress, development, and achievement of student learning, as well as the effectiveness of teacher teaching.

Learning evaluation includes measurement and assessment activities, which in the process go through three stages, namely planning, implementation, and processing of results and reporting. These three stages must be in line with the general principles in learning evaluation that must be met to obtain better evaluation results, namely the

principles of continuity, comprehensiveness, fairness and objectivity, cooperation, and practicality.

In this study, the evaluation process using the PjBL (*project basic learning)* evaluation model based on online media, PjBL is used as a technique to measure the success of learning in the form of assignments to create a product that is in accordance with the material taught in the form of learning videos and also to bring out creativity and new experiences in using this online media as a tool for learning. This was emphasized by the teacher Mr. DK in the use of online media for learning I use project-based learning techniques for evaluation, I do this to foster learning experiences in students. And the findings in the field of the learning process that utilizes online media as a learning tool, especially PAI subjects, use project-based evaluation techniques.

According to Rais in Lestari [19]the steps of the Project Based Learning learning model are as follows:

1. Opening the lesson with a challenging question (*start with the big question*) Learning begins with a *driving question* that can assign students to do an activity. The topic taken should be in accordance with real world reality and begin with an in-depth investigation.
2. Design *a plan for the project*. Planning is done collaboratively between educators and students. Thus, students are expected to feel ownership of the project. Planning contains rules of the game, selection of activities that can support in answering essential questions by integrating various supporting subjects, and informing the tools and materials that can be used to complete the project.
3. *Create a* schedule. Educators and students collaboratively create a schedule of activities to complete the project. The project completion time must be clear, and students are given direction to manage the available time. Let students try to explore something new, but educators must also remind them if their activities deviate from the project objectives. The projects carried out by students are projects that require a long time to complete, so educators ask students to complete their projects in groups outside of school hours. When learning is carried out during school hours, students only need to present the results of their projects in class.
4. Monitor the progress of the project (*monitor the students and the progress of the project*). Educators are responsible for monitoring the activities of students during the completion of the project. Monitoring is done by facilitating students in each process. In other words, educators act as mentors for student activities. Educators teach students how to work in a group. Each student can choose their respective roles without neglecting the interests of the group.
5. Assessment of the resulting product (assess the outcome). Assessment is carried out to help educators measure the achievement of standards, play a role in evaluating the progress of each student, provide feedback on the level of understanding that has been achieved by students, and help educators in developing the next learning strategy. Product assessment is carried out when each group presents their products in front of other groups in turn.

Evaluation (evaluate the experience). At the end of the learning process, educators and students reflect on the activities and results of the project that has been carried out.

The reflection process is carried out both individually and in groups. At this stage, students are asked to express their feelings and experiences while completing the project.

4 Conclusion

This study concludes that Islamic Religious Education learning planning using online media is carried out systematically by considering the curriculum, student conditions, facilities and infrastructure, class conditions, and school environment. Teachers prepare plans that include learning objectives, teaching materials, teaching methods, media, and interrelated learning evaluations. In its implementation, teachers use YouTube as the main media, utilizing learning videos displayed via LCD projectors to be analyzed with students. Afterwards, students are invited to make products in the form of learning videos as part of the process of strengthening understanding.

Learning evaluation is carried out using the Project-Based Learning (PjBL) model, where students create video content that practices the material that has been learned. The evaluation process includes an assessment of the suitability of the video to the material, creativity, and student activity during the creation process. In addition to increasing learning motivation, this evaluation provides a new experience in using online media such as KineMaster, VivaVideo, and TikTok. Teachers monitor student activities from the beginning of learning to completion of assignments to ensure that learning objectives are achieved.

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