



## Enhancing Accessibility to Islamic Studies Education through E-learning

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### Abstrak

Sistem pendidikan E-learning memungkinkan siswa memperoleh aktivitas belajar tanpa gangguan melalui bantuan perangkat teknologi. E-learning sebagai proses penerimaan pengetahuan melalui transmisi elektronik, dapat menjadi alternatif metode belajar mengajar. Oleh karena itu penelitian ini menganalisis e-learning: cara yang kondusif untuk membuat pembelajaran lebih mudah diakses di kalangan studi Islam sekolah menengah atas. Jenis penelitian ini adalah penelitian kualitatif. Metode pengumpulan data yang dilakukan antara lain wawancara dan FGD. Kemudian analisis data menggunakan analisis kualitatif. Temuan penelitian mengungkapkan bahwa integrasi e-learning meningkatkan proses pembelajaran yang efektif dan efisien. Selain itu, penelitian ini mengungkapkan bahwa siswa dengan antusiasme belajar yang sangat rendah mungkin merasa sulit untuk memanfaatkan e-learning dan sifat internet yang tidak bersahabat di Nigeria membuat siswa enggan untuk mengadopsinya. Oleh karena itu, penelitian ini menyimpulkan bahwa e-learning merupakan media alternatif untuk mencapai tujuan pendidikan dan sarana yang dapat diandalkan untuk meningkatkan proses belajar mengajar yang efektif dan efisien di abad ke-21 ini.

**Kata kunci:** Accessible, Kajian Islam, Kondusif, Kurikulum, Pemanfaatan TIK.

### Abstract

The E-learning system of education allows students to acquire uninterrupted learning activities through the aids of technological devices. E-learning as a process of receiving knowledge through electronic transmission, can be an alternative teaching and learning method. Therefore, this study analyzes e-learning: a conducive avenue for making learning more accessible among senior secondary school Islamic studies. This type of research is qualitative research. The data collection method is including, interviews and FGDs. Then data analysis uses qualitative analysis. The finding of the study revealed that the integration of e-learning enhances the effective and efficient learning process. Also, the study revealed that students with very low enthusiasm for learning may find it difficult to utilize e-learning and the unfriendly nature of the internet in Nigeria discourages students from adopting it. It is, therefore, concluded in this study that e-learning is an alternative medium for achieving educational objectives and a reliable means to enhance effective and efficient teaching and learning processes in this 21st century.

**Keywords:** Accessible, Islamic Studies, Conducive, Curriculum, ICT Utilization.

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## 1. INTRODUCTION

The unstable nature of life had called education stakeholders' attention to be proactive in terms of unforeseen tribulation for effective and continuous teaching and learning at all levels of education in Nigeria. The covid-19 pandemic, social distancing and newly developed policy on subsidy removal supported the necessity of being proactive in the education industry to achieve educational objectives in Nigeria (Bahago, 2022; Ogolodom et al., 2022; Sanni et al., 2021). However, during the occurrence of unforeseen circumstances in the nation, education may suffer if we failed to design and adopt alternative ways to impart knowledge to the learners. E-learning as one of the processes of receiving knowledge through electronic transmission, may be an alternative method of teaching and learning in Nigeria. E-learning makes learning continuous at any given time and individual convenience (Papadakis et al., 2020; Rosmandi et al., 2021). According to previous study this system of learning is designed to allow students to acquire desirable knowledge at their convenient time and place (Etim et al., 2016).

E-learning is an educational process that involves the acquisition of knowledge via information and communication technology devices between the teacher and the students who are not in the same place (Alhalafawy & Zaki, 2019; Okoye, 2014). Similarly previous study defined e-learning as the process of using e-technologies to access educational curricula (Alabi, 2021). In the same vein, other study described e-learning as the system of implementing educational curriculum through the use of network technology to form, create, deliver and facilitate teaching and learning (Adebayo & Balogun, 2019). There is also study further explained that e-learning would help to sustain students' achievement, reduce the dropout rate and increase students' social connectives (Sari et al., 2020). Previous study also mentioned that this form of learning is facilitated through the aids of ICT tools such as computers, iPhones, internet, CD-ROM, USB and others for easy sending, storing and receiving messages from the teachers to the students and vice visa (Ali & Maksum, 2020; Lampropoulos et al., 2019).

E-learning makes students learn independently and participate actively in the online teaching and learning process. E-learning would not be viable in some parts of Nigeria due to the unavailability of networks and unstable or unavailable electric power in those areas and this will affect the academic achievement of students who live in those areas. E-learning to be effective basic infrastructures needed to be procured in many institutions and even at homes in Nigeria (Adebayo & Balogun, 2019; Papadakis et al., 2020). Thus, the inability to procure adequate tools necessary for e-learning might render the service ineffective. Previous study suggested that with the implementation of distance learning, physical contact between student-student as well as student-teacher interaction may be totally or partially absent and that interaction adds numerous values to teaching-learning effectiveness (Kusmaryono et al., 2021; Wisudawan et al., 2022). E-learning promotes teacher and student classroom interaction through the application of social networks.

E-learning significantly enriches students' academic performance and boosts their self-reliance. Students that are conversant in e-learning performed better, more effectively and highly productive than conventional face-to-face learning commonly practiced in Nigeria (Lapitan et al., 2021). Similarly, previous study found that students prefer e-learning to the face-to-face system of learning because e-learning is less rigorous (Armstrong, 2011). On the contrary, students prefer a conventional system of face-to-face learning to e-learning. E-learning on the academic achievement of students in private schools and the study revealed that e-learning had a positive impact on the academic achievement of students in private schools (Jelatu et al., 2019; Papadakis et al., 2020). Therefore the aim of this study is to study analyze e-learning: a conducive avenue for making learning more accessible among senior secondary school Islamic studies.

## 2. METHODS

This type of research is qualitative research. Qualitative research aims to understand, describe and interpret complex and contextual phenomena. In the context of this research, qualitative research was used to gain an in-depth understanding of various aspects related to the implementation of e-learning in Islamic education (Creswell, 2012). This includes an understanding of the challenges faced by educators, their attitudes towards e-learning, the benefits they have observed, and students' experiences and suggestions regarding e-learning.

The researchers conducted interviews with Islamic studies teachers to gather their perspectives on the implementation of e-learning in Islamic education. These interviews aimed to explore the challenges faced by educators, their attitudes toward e-learning and the potential benefits they observed. To complement the quantitative data, focus group discussions (FGDs) were conducted. The FGDs aimed to gain deeper insights into students'

experiences with e-learning, their suggestions for improvement and any additional barriers they encountered. Data analysis uses qualitative analysis. Interviews were used to identify patterns, themes, and other qualitative aspects that emerged from teachers' perspectives (Xu & Zammit, 2020). Qualitative analysis may involve techniques such as content analysis, thematic analysis, or other approaches that explore the meaning of interviews and FGDs.

### **3. RESULTS AND DISCUSSION**

#### **Results**

#### **Factors Necessitating the Integration of E-Learning in Nigeria System of Education**

Nigeria as a country has been witnessing a series of security and economic challenges that in one area or the other affect teaching-learning activities at all levels of education. Prevailing hardship in terms of living in Nigeria nowadays has conditioned many students in secondary schools to either drop out or practice truancy which soon or later may hurt their academic pursuit. The E-learning system of education in Nigeria facilitates teaching-learning in many areas such as accessibility to uninterrupted series of lessons that will help teachers cover the syllabus and achieve instructional objectives. The introduction of e-learning in secondary school education in Nigeria would bring about the following benefits to the education stakeholders. Students would have access to scheduled class work activities at their convenient time and place. Teacher-students relationship would be more effective than the conventional method where the population of students in the class is very large. E-learning would enhance students' knowledge and skills in computers and the internet. Moreover students would be able to identify a series of techniques in teaching and suitable resources. Then students' self-esteem would be improved through an e-learning system of education. Students' ambition to learn and understand new things would increase. Students' commitment to school work would be increased. Security risk and transportation costs would disappear and adaptability to e-learning devices. Therefore students' obtain effective and efficient use of technological devices in learning.

It is pertinent to mention at this juncture that the e-learning system of education provides overall knowledge and necessary skills to tackle different difficulties that might associate with computer devices and internet networking. Computer-based examinations such as Joint Admission and Matriculation Board (Computer Based Test) and Post Universities Tertiary Matriculation Examination would be very easy for secondary school students during and after the exam.

#### **Factors Inhibiting the Practice of E-Learning in Nigeria**

Numerous factors are observed to contribute to the effective integration of e-learning in the Nigerian educational system. The factors preventing the proper application of e-learning in education are, students with very low enthusiasm for learning may find it difficult to utilize e-learning. Students that have a negative attitude or phobia of the internet and computer operation may not be able to utilize e-learning. Some students may feel demoralized for being far away from teachers, classmates and classrooms. Unfriendly nature of the internet in Nigeria discourages students from adopting it. Unstable electricity to power the computer devices may affect the integration of e-learning. Fluctuating nature of the network in this country might inhibit the system

#### **Discussion**

The policy of fuel subsidy removal had skyrocketed the price of all commodities in the markets including teaching materials. Steps to remove fuel subsidies had affected the cost of transportation, energy, procurement of goods and services and above overall operation system in the schools. Previous study observed that the fuel subsidy removal policy currently

enacted in Nigeria has distorted the financial planning in the family and schools (van Bavel et al., 2019). The policy enhanced adulterated commodities in the markets and increased inequality in services in the system including education.

According to previous study e-learning is facing multi-dimensional challenges such as reluctance to accept the e-learning process the students and parents, inadequate supply of electricity to power the equipment, parental inability to procure the equipment and low level of computer literacy among the students (Wertz, 2022). Similarly, other study observed that parental educational background, income and occupation are among the factors that inhibit the practice of e-learning in Nigeria (Idowu et al., 2014). This implies that achieving educational objectives through e-learning would be difficult in Nigeria due to students' reluctant attitude, parental economic instability and a host of others. There is study that observed that assessment of students' performance, students' assimilation, comprehension and understanding of the subject matter may be difficult to measure using e-learning (Tovar & Council, 2016). This research has significant implications in increasing the accessibility of Islamic Studies education through e-learning. With a better understanding of the implementation of e-learning in the context of Islamic education, educational institutions and policy makers can develop more effective strategies to reach students who are in remote locations or have physical access barriers (Apriliana, 2021; Fahmi et al., 2021). Apart from that, E-learning can be used to improve the quality of Islamic Studies education (Al-Dawood, 2022; Fahmi et al., 2021). The implications of this research include improving the quality of learning materials, access to educational resources, and student engagement in the learning process.

However this research has limitations, research may include perceptions and acceptance of students, educators, or stakeholders towards e-learning. Some may be more reluctant to accept an online learning approach, which may impact the success of implementation. Limitations in this study may be related to the local context in which e-learning is implemented (Lyon et al., 2021; Prestiadi, 2020). Culture, traditions, and other local factors can influence the effectiveness of e-learning. The following are hereby suggested based on the findings of the study, government should create amazing awareness of e-learning. Teachers should mandate students to do some assignments online, and then students should diligently use computer gadgets and the internet to improve their knowledge (Gunawan & Suranti, 2020; Wijaya et al., 2021). Moreover students should be trained on the proper usage of e-learning devices to enhance the effective learning process. And the last parents should try and procure all necessary materials for e-learning for their children.

#### 4. CONCLUSION

It is concluded that e-learning is an alternative medium for achieving educational objectives and a reliable means to enhance effective and efficient teaching and learning processes in this 21st century. E-learning faces challenges such as reluctance from students and parents, inadequate electricity supply, parental inability to procure equipment, and low computer literacy. Factors such as parental educational background, income, and occupation also hinder the practice of e-learning.

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