STUDENTS' PERCEPTIONS ON THE USE OF OFFLINE-BASED LEARNING METHODS: LECTURE AND GROUP PRESENTATION IN ISLAMIC EDUCATION COURSE AT UNTAG SEMARANG

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Abstracts

The application of a learning method in the learning process has an impact on students' acceptance. This can be seen in the use of offline-based learning methods: lecture and group presentation in Islamic Religious Education (PAI) course at 17 Agustus 1945 Semarang University (Untag) in the 2021-2022 academic year in the odd semester. Students' perceptions of offline-based learning methods: lecture and group presentation in Islamic Education course were studied using a qualitative approach. Data collection techniques were conducted through interview, observation, documentation, and questionnaire. From the result of the interview, which was then related to the result of observation during the learning process and compared with the result of the questionnaire, it was seen that the use of offline-based learning methods: lecture and group presentation in PAI courses caused different perceptions among each student. The application of the lecture method through explaining the material from the lecturer makes it easier for them to understand the material rather than having to learn and explain it themselves. It is proven that 79.8% of students like the offline lecture method compared to group presentations. As many as 52.9% of students chose group presentations. The group presentation learning method can train them to actively discuss and hone public speaking. However, after attending PAI lectures, students gain insight into religious knowledge and will apply it in their daily lives.

Keywords: group presentation, lecture, offline learning, students' perception, teaching method

INTRODUCTION

Religious Education has an important role in realizing the goals of national education in accordance with Law Number 20 of 2003 further in article 37 paragraphs (1) and (2) which states that the curriculum content of all levels of education must include Religious Education.[1] Islamic Religious Education has a very

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[1] Law Number 20 of 2003 concerning the National Education System.

important and strategic role in Higher Education. This is emphasized in Government Regulation Number 19 of 2005 concerning National Education Standards where in the structure of courses in universities, especially public universities (*PTU*), Religious Education is included in the group of general basic courses (*MKDU*)[2] which from 2000 until now has developed into personality development courses (*MPK*). Islamic Religious Education is a compulsory basic subject that must be taken by every student, expected to be able to support the development of character and professionalism as human beings who are not only experts and capable in the academic field according to scientific competence but also have noble morals.[3]

Lectures in the study of Islamic Education courses at Untag Semarang are carried out through theory face-to-face, lecture, presentation, assignments, discussion, and question and answers. Based on the result of interview and the result of initial questionnaire with several students who have carried out learning using offline-based lecture and presentation methods, information was obtained that the presentation learning method makes it easier for them to share with each other about the subject matter. In addition, several problems were also found, that students did not understand and master the material in *PAI* lecture properly and correctly in the application of presentation learning methods. They stated that, by applying the lecture method through material explanations from lecturer make it easier for them to understand the material than having to study and explain it themselves. They also did not understand the explanation of the presentation from other students. Based on the results of the initial interview, it can be seen that the application of lecture and presentation learning methods carried out offline in the Islamic Religious Education course that took place at UNTAG Semarang cause different perceptions in each student. Based on this background, the researchers intends to review the research "Students' Perceptions of Offline-based Learning Methods: Lecture and Presentation in Islamic Religious Education Learning at UNTAG Semarang". The purpose of this study is to examine students' perceptions of offline-based lecture and presentation learning methods in the Islamic Religious Education course. The results of this

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[2] Government Regulation Number 19 of 2005 concerning National Education Standards.
[3] Deni S. Hambali, Abas Asyafat. *Implementation of Islamic religious education learning in higher education vocational.* SOCIO-RELIGION: Journal of General Education Studies. Vol. 18 No. 2 of 2020. pp. 8–19. In Associationwith ADSPENSI p-ISSN 1693-1793 e-ISSN 2656-3622.

research are expected to provide solutions to significant problems through scientific procedures and become a reference to further improve the learning methods of Islamic Religious Education.

2. METHOD

2.1. Research Design

This research uses a qualitative approach that practically reveals students' perceptions of Off-line based presentation and lecture methods in the Islamic Education course at the University of 17 Agustus 1945 Semarang. Data sources are obtained through records of observations in lectures, in-depth interview transcripts, questionnaires and related documents during lectures.

2.2. Subject of the Research

The subject of the research in this study were taken from students of English, Japanese, Education of *Kepercayaan Terhadap Tuhan Yang Maha Esa* at the Faculty of Languages and Culture, State Administration Study Program at the Faculty of Social and Political Sciences, and Students from the Faculty of Agricultural Technology. Data is taken in the implementation of lectures method in online and offline learning. Other supporting documents were obtained from the results of students' questionnaires containing the implementation of *PAI* lectures, students' perceptions of offline-based learning methods: lecture and presentation in the Islamic Religious Education Course. As well as the result of interviews with the Head of Study Program, Lecturers, and students regarding the implementation of learning Islamic Religious Education courses.

2.3. Instruments

A. Data Collecting Techniques

Data collection is obtained from data in the field when students carry out the learning process in the Islamic Religious Education Course, as well as data from literature studies on the application of offline presentation and lecture learning methods in the Islamic Religious Education course. The methods used include:

1. Observation Technique

The observations used in this study are non-participant observations to informants by recording and observing students' learning activities in offline Islamic Education learning as a whole.

2. Interview

In the early stages of the interview process, it is carried out in an unstructured and structured way to specialize and focus on the acquisition of data and information in accordance with the research focus. The informants in this study were students, lecturers, and heads of study programs at the University of 17 Agustus 1945 Semarang. In addition to interviews, this study also used the questionnaire as a support in the process of collecting data related to the problem under study. The initial interview was conducted with *PAI* Lecturers, Heads of English and Japanese Study Programs on Monday, February 21, 2022 in the Lecturer room, as well as with 3 students in semester 1 of the English, Japanese, and Education of *Kepercayaan Terhadap Tuhan Yang Maha Esa* Study Programs on Wednesday, February 23, 2022.

3. Documentation

Documentation technique is implemented to complete unnetted data through observation and interview techniques. Documentation techniques collect various official documents, geographical data, monographic data, maps of districts, and sub-districts. The documentation technique in this study uses documents in the form of images, such as photos in Islamic Religious Education lecture activities at the University of 17 Agustus 1945 Semarang in online and offline learning. The study of documents is a complement to the use of observation and interview methods in qualitative research. Research results from observations and interviews will be more credible or reliable if supported by personal history in school or college.

B. Data Validity

In this study, the validity of the data was obtained from observations, interviews and documents used to triangulate the data.

2.4. Data Analysis

Data analysis techniques in this study used interactive model data analysis (Miles and Huberman, 1992). Qualitative analysis was conducted based on the result of data from interviews, direct observations and observations, the result of visual images and shooting, as well as some institutional data related to all this research material. Qualitative analysis itself can be: descriptive and comparative by analyzing and comparing data: document data and literature that supports research, especially about the application of offline presentation and lecture learning methods in Islamic Religious Education course.

3. FINDINGS AND DISCUSSION

3.1. Findings

Based on the results of interviews and questionnaire data, information was obtained that students like the application of the group presentation method compared to the lecture method given by lecturers. It was proven that as many as 57.9% of students chose the group presentation method, the remaining 42.1% of students chose the lecture method. Most students who prefer the application of the group presentation learning method rather than the lecture method in offline Islamic religious learning. It is because, according to them, the application of the offline presentation group method can train students' courage for public speaking and increase confidence, insight, motivation, and knowledge. The group presentation method can train cohesiveness in the group and active interaction with other students. In addition, the application of the presentation group method can develop the potential and ability of students to better understand the material to be delivered. In the discussion, question and answer session, they can exchange ideas and points of view. Learning becomes more exciting, interactive, so that it arouses student motivation and is not sleepy during lessons. The application of this group presentation method is considered to add variety to learning. Students must be willing to learn to be responsible in their duties. They must find and prepare material that must be presented appropriately in lectures.

The advantages of the offline group presentation method include students becoming more enthusiastic so as not to make students sleepy. Offline learning is

easier to understand than online. Students can work with their members in finding and preparing materials. They can easily exchange opinions in making ppt templates, greeting materials and answering questions. The presentation group method can train *public speaking*, so they become more confident when appearing in lecture forums.

The obstacles faced by students in applying the presentation group method include student explanations sometimes less clear and complete, thus making students less understanding. Time is less effective, because sometimes students like to joke during presentations. There were several student questions in the discussion forum that could not be answered by the presentation group on duty, so they were finally answered and explained by the lecturer. Students who prefer and choose the application of the lecture method stated that they felt more understanding, comfortable and easy in diving into the material and interacting with each other. The interactive method makes them even more enthusiastic. They stated that the explanation from the lecturer really helped them in understanding the study of lecture materials from the *PAI* Course Module. The lecturer also gave many explanations about the stories of daily life and the history of the Prophet's life. The advantages of the interactive lecture learning method delivered by lecturers include, the material can be understood directly and if there is material that is not understood by students, they can ask directly. The obstacles faced by students in applying the lecture method in PAI lectures include students sometimes sleepy, bored, and hesitant when they want to ask the lecturer because the material presented is too much, so it takes a long time.

3.2. Discussion

Based on the findings obtained above and subsequent analysis so that the data is more meaningful and understandable, the authors analyze the research findings and explain the findings as follows:

In the implementation of learning Islamic Religious Education Courses, each student has a different understanding. Most students prefer to use the group presentation method rather than the lecture method applied by lecturers. Because, according to them, the use of offline group presentation methods can train students' courage when speaking in public, increase self-confidence, and increase insight, motivation, and knowledge. The group presentation method can be used to practice

cohesiveness in groups and positive interactions with other students. In addition, the group presentation method allows students to develop potential and skills to understand more deeply the material presented. In the discussion, question and answer session, students can exchange opinions. So, to make learning more exciting, interactive, increase student motivation, and prevent sleepiness while learning. This is in line with the purpose of interactive presentations in online learning, which is to create a comfortable and not boring atmosphere for training and further education participants (Steviani, 2020).

The use of group presentation method is considered a challenge in learning. Inevitably, students must learn to carry out their duties responsibly. They must find and prepare material that will be well presented in lectures. The advantage of the offline group presentation method is that student enthusiasm increases and does not get bored easily. Offline learning is easier to understand than online. Students can work with members to find and prepare materials. They can easily exchange opinions on creating power point templates, teaching materials, answering questions, etc. The offline group presentation method can be used for *public speaking* training and helps participants gain confidence when attending lecture forums.

The obstacles faced by students in applying the group presentation method include their explanations that may not be clear and complete, causing their inability to understand the content of the material. This condition is not very effective because students are less than optimal during the presentation. In the discussion forum, there were several questions from students that could not be answered by the group of lecturers present, so finally the lecturer answered and explained them. Some students prefer the lecture method delivered by lecturer because they are easier to understand the material and interact with each other. They stated that the lecturer's explanation was very helpful in understanding the learning of lecture material in the *PAI* course module. The lecturer will also explain a lot about the daily life and life story of the Prophet. The advantages of learning through interactive lectures given by lecturer include being able to understand the material directly and being able to ask directly about content that has not been understood.

Some of the obstacles faced by students in the *PAI* lecture method include long lectures that make them sleepy, bored, or embarrassed to ask lecturers because

there is a lot of material. Students hope that lecturers can combine more innovative and interesting methods in future lectures, such as: introducing game-based learning, increasing study time and strengthening student discipline through stricter rules, so that students can focus optimally on learning materials. But, after attending *PAI* lectures, students gain insight into religious knowledge and are able to apply it in everyday life.

4. CONCLUSION AND SUGGESTION

4.1. Conclusion

The application of offline learning methods and offline-based presentations in *PAI* course that take place in the 2022/2023 academic year at Untag Semarang causes different perceptions among each student. The application of the lecture method through material explanations from lecturer will make it easier for them to understand the material than having to learn and explain it themselves. The application of offline-based group presentation method can train students to actively discuss, increase insight, be able to exchange opinions, and hone their *public speaking*, so they can be more confident. They also did not understand the explanation of the online group presentation from other students. because of different perceptions and cannot discuss with friends *face to face*.

4.2. Suggestion

Lecturer need to develop and improve skills in teaching by creating innovative *PAI* learning models, as well as using effective and diverse learning methods and media according to student needs and views. This research can be updated and improved by further researchers by exploring other topics and adding more in-depth references to improve the quality and scope of this research to make it more useful and informative.

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