



Application of the Online Collaborative Learning Platform in Islamic Religious Education Learning: Its Impact on Academic Achievement and Student Learning Motivation

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ABSTRACT

The need to utilize technology to increase the effectiveness of Islamic learning, especially in achieving academic goals and strengthening student learning motivation continues to increase and develop. Therefore, an online collaborative learning platform is implemented in learning so that the learning process continues to move forward. The aim of this research is to evaluate the impact of using an online collaborative learning platform on students' academic achievement and learning motivation in the context of Islamic Religious Education learning. The research method used is a quantitative approach. Academic achievement data is collected through periodic tests and assessments, while learning motivation data is collected through previously validated questionnaires. Data analysis was carried out using appropriate statistical techniques. The research results show that the application of the online collaborative learning platform has a significant positive impact on students' academic achievement and learning motivation in Islamic Religious Education learning. Students who use the online collaborative learning platform show better improvements in understanding Islamic religious concepts and academic achievement in general. In addition, they also show higher levels of learning motivation and more active participation in learning. The conclusion of this research explains that the integration of online collaborative learning platforms in Islamic Religious Education learning has a positive impact on students, especially on students' academic achievement and learning motivation. This shows that the use of technology in the context of the Islamic religion can be an effective means of improving the quality of learning. Therefore, this research provides an important contribution to understanding the potential of technology in increasing the effectiveness of Islamic religious learning and emphasizes the importance of technology adoption in the context of Islamic religious education

Keywords: *Academic Achievement, Collaborative Learning Online Platform, Islamic Religious Education Learning*

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INTRODUCTION

A. Online Collaborative Learning Platform in Learning Islamic Religious Education

The online collaborative learning platform is a concept in education that refers to the use of technology and online platforms to facilitate collaborative learning between students, both in synchronous (real-time) and asynchronous (not real-time) contexts (Borge et al., 2018). This concept encourages students to actively participate in the learning process by collaborating with each other, whether in problem solving, discussions, group projects, or other activities (Fahlevi, 2022). In the online collaborative learning platform, students are not only recipients of information from teachers, but also become creators of knowledge through interactions and discussions with fellow students and other learning resources available through the online platform (Hifza & Aslan, 2019). The use of online collaborative learning platforms also allows more flexible access to learning, because students can access learning materials and interact with fellow students without having to physically gather in the classroom (Putra et al., 2020). This is especially beneficial for students who have limited mobility or difficulty attending class regularly, and allows them to learn at their own pace and learning style. In this way, online collaborative learning platforms expand accessibility to education and help overcome barriers that students may face in accessing learning (Abu Bakar et al., 2023).

One of the main benefits of using an online collaborative learning platform in Islamic Religious Education learning is its ability to increase interaction between students and facilitate collaboration in understanding religious concepts (Warsah et al., 2023). Through features such as discussion forums, study groups, and collaborative projects, students can share their thoughts, experiences, and ideas on Islamic religious topics (Tuhuteru et al., 2023). This not only enriches students' understanding of the learning material, but also builds important social and collaborative skills in the context of Islamic learning which prioritizes the values of togetherness and cooperation (Minarti et al., 2023). Apart from that, the online collaborative learning platform also allows more flexible access to Islamic Religious Education learning materials (Yumnah, 2021). With the online platform, students can access learning materials whenever and wherever they are, thus enabling learning to take place independently and autonomously (Warsah, 2021). This is especially beneficial for students who have busy schedules or find it difficult to physically attend class, and allows them to study at their own pace and learning style.

Apart from the benefits that students can feel from implementing online collaborative learning platforms in learning, there are also several challenges that must be faced (Mansir, 2021). The main challenge faced in implementing online collaborative learning platforms in Islamic Religious Education learning is ensuring that the platform is in accordance with Islamic values and principles (Mansir, 2022). In the context of the Islamic religion, it is important to ensure that the learning materials provided through the online collaborative learning platform are in accordance with Islamic teachings and do not conflict with religious values (Hanafi et al., 2020). In addition, there is a need for strict supervision of interactions between students to prevent inappropriate or counterproductive content (Das et al., 2020). Furthermore, strategies for optimizing the effectiveness of online collaborative learning platforms in Islamic Religious Education learning include developing learning content that is high quality and relevant to student needs (Romadhon et al., 2019). Learning content must be carefully structured to ensure that they cover relevant Islamic religious concepts and can be understood by students with varying levels of understanding. Additionally, an instructional differentiation approach can be used to accommodate individual differences in students' learning styles and levels of understanding.

The use of interactive learning methods can also increase student engagement and strengthen their understanding of Islamic religious concepts. For example, the use of case studies, simulations, and role plays can help students to apply Islamic religious concepts in real-life contexts and deepen their understanding of Islamic teachings. Additionally, providing constructive and supportive feedback can help students to improve their understanding and identify areas for improvement. In implementing an online collaborative learning platform in Islamic Religious Education learning (Hamdan, 2014), it is important to involve all stakeholders, including teachers, students, parents and school administration. Teachers must be trained in the use of online platforms and the development of learning content that suits students' needs. Students need to be given training on how to use the platform effectively and responsibly, as well as given support in overcoming challenges they may face in online learning. Parents also need to be provided with information about the use of online collaborative learning platforms and how they can support their children's learning through these platforms.

In addition, it is important to continue to evaluate and monitor the use of online collaborative learning platforms in Islamic Religious Education learning to evaluate its effectiveness and identify areas that need improvement. Evaluation can be carried out through surveys, interviews and observations to obtain feedback from all stakeholders about their experiences with the online collaborative learning platform and suggestions for future improvements (Sutrisno & Nasucha, 2022). Overall, the use of online collaborative learning platforms in Islamic Religious Education learning offers great potential for increasing interaction between students, accessibility of

learning materials, and learning effectiveness (Sittika & Bintang Kejora, 2022). However, to fully utilize this potential, careful attention is needed to Islamic values and principles, as well as the development of strategies that suit students' needs and the challenges they face in the context of Islamic learning. Thus, online collaborative learning platforms can be a valuable tool in strengthening Islamic religious learning and increasing students' understanding of Islamic teachings.

B. The impact of implementing the Online Collaborative Learning Platform on Academic Achievement and Student Learning Motivation

The implementation of the online collaborative learning platform has a positive impact on students' academic achievement and learning motivation (Amandu et al., 2013). First, in terms of academic achievement, the use of online collaborative learning platforms allows students to expand their understanding through collaboration between students and flexible access to learning materials. By actively interacting in discussions, group projects, and other collaborative activities, students can develop a deeper understanding of academic concepts (Aripin et al., 2021). Additionally, features such as online quizzes, interactive assignments, and live evaluations enable teachers to continuously monitor student progress and provide relevant feedback, thereby helping improve student academic performance. Second, in terms of learning motivation, the use of online collaborative learning platforms can increase student interest and involvement in the learning process (Kurniawan et al., 2023). Collaboration between students and interaction with learning materials through online platforms provides a more interesting and meaningful learning experience for students (Hsu & Shiue, 2017). By enabling students to share their ideas, experiences, and knowledge, online collaborative learning platforms enrich students' learning experiences and help motivate them to seek a deeper understanding of the learning material (Asdlori, 2023). In addition, flexible access to learning materials and the possibility to participate in learning outside of structured class time can also increase students' learning motivation by providing a sense of responsibility and autonomy over their learning. Thus, implementing an online collaborative learning platform not only improves students' academic achievement by broadening their understanding of learning material, but also increases their learning motivation by providing an interesting and meaningful learning experience (Hamed & Aljanazrah, 2020). This shows that the online collaborative learning platform is an effective tool in strengthening student learning and helping create an inclusive, interactive and student-centered learning environment (Peter & Lois, 2020). Therefore, the use of online collaborative learning platforms must continue to be encouraged and supported in the educational context to exploit its full potential in improving students' academic achievement and learning motivation.

There are several opinions of previous research. The first research according to Prasetyawati, (2021), with the research title Cooperative Learning Method In Improving The Quality Of Learning Outcomes During The Covid-19 Pandemic. The

results of his research state that In this study, the results of the analysis conducted by the author are after applying the cooperative learning method during the Covid-19 pandemic, there was an increase in the quality of optimal learning outcomes. Quality of optimal learning outcomes. This proves that the cooperative learning method. Method has a positive impact on student learning, which can be seen from the level of participation, interaction, quiz and test results, and the results of group work assignments. The second research according to Isma et al., (2023), with the research title Application of the Online Collaborative Learning Platform in Islamic Religious Education Learning: Its Impact on Academic Achievement and Student Learning Motivation. The results of his research state that there are four major problems in 21st century education, namely: educational infrastructure problems, challenges in curriculum quality and relevance, teaching staff problems, and challenges in distance learning. By overcoming these problems through innovation and collaboration, education in the 21st century can be an effective means to form a generation that is competent, creative, and ready to face future challenges. The third research according to Dwistia et al., (2022), with the research title Utilization of Social Media as a Learning Media for Islamic Religious Education. The results of his research state that social media has a positive influence on socialization among its users, but it can also have bad effects in real life. This then causes changes in children's abilities to learn and understand Islamic religious education teaching material, both in the form of academic abilities and personality.

RESEARCH METHODOLOGY

This research method uses a research method with a quantitative approach. Quantitative research methods that can be used to evaluate the impact of implementing an online collaborative learning platform in learning Islamic Religious Education on students' academic achievement and learning motivation include several systematic methodological steps (Bauer & Scheim, 2019). First, the research requires the selection of a representative sample of the student population to be studied. The sample can be selected from various levels of education, whether primary, secondary or tertiary, as well as diverse social and economic backgrounds. Furthermore, this research requires the formulation of a clear and measurable hypothesis regarding the relationship between the implementation of online collaborative learning platform and students' academic achievement and learning motivation in learning Islamic Religious Education (Hu et al., 2022). After that, this research will use a quasi-experimental design, in which two groups of students will be compared: an experimental group that uses an online collaborative learning platform in learning Islamic Religious Education and a control group that uses conventional learning methods. The use of this control group makes it possible to compare the differences in academic achievement and learning motivation between the groups of students using the online collaborative learning platform and those not using the online collaborative learning platform,

making it possible to draw causal conclusions about the impact of implementing the online collaborative learning.

The next step is data collection (Martínez-García et al., 2019). Academic achievement data can be obtained through tests relevant to Islamic Religious Education learning materials, either prepared by researchers or existing and previously validated ones. In addition, student learning motivation data can be collected through a questionnaire consisting of questions designed to measure the level of student learning motivation, such as the level of interest, determination and engagement in learning. This questionnaire may also include questions about students' perceptions of the use of the online collaborative learning platform in learning Islamic Religious Education. Once the data is collected, statistical analysis will be conducted to test the research hypotheses. Common statistical analyses used in this study are t-test to compare the mean academic achievement between the experimental and control groups, as well as chi-square test or analysis of variance to test the difference in learning motivation level between the two groups. In addition, regression analysis can also be conducted to evaluate the relationship between independent variables, such as the use of online collaborative learning platforms, and dependent variables, such as academic achievement and learning motivation.

Furthermore, the results of the analysis will be interpreted to draw conclusions about the impact of implementing an online collaborative learning platform in Islamic Education learning on students' academic achievement and learning motivation. If the results of the analysis show a significant difference between the experimental group and the control group, this will indicate that the use of the online collaborative learning platform has a significant impact on students' academic achievement and learning motivation in learning Islamic Religious Education. These results can be used to support policy recommendations and more effective learning practices in the future. Finally, this study will identify the limitations and implications of the research, as well as provide suggestions for further research in this area. Research limitations may include factors such as limited sample size, respondents' predispositions, or environmental factors that cannot be controlled. Research implications may include recommendations for curriculum development that integrates technology more effectively in Islamic education learning, as well as training and support for teachers in using online collaborative learning platforms in their teaching. Meanwhile, suggestions for future research could include research on factors influencing the effectiveness of online collaborative learning platforms, longitudinal studies on the long-term impact of implementing online collaborative learning platforms, or cross-cultural research on the use of online collaborative learning platforms in the context of Islamic education in different countries.

RESULT AND DISCUSSION

Islamic Religious Education is an integral part of the education system in many countries with a majority Muslim population. In the digital era like now, the application of technology in learning is becoming increasingly important to increase the effectiveness and efficiency of learning. One approach that is increasingly popular is the use of online collaborative learning platforms in Islamic Religious Education learning. Collaborative learning online platforms combine information technology with a collaborative approach to facilitate interaction and learning between students and teachers. In this discussion, the impact of implementing an online collaborative learning platform on academic achievement and student learning motivation will be analyzed. The application of the online collaborative learning platform in Islamic religious education learning has broad and significant goals in enriching students' learning experiences and increasing the effectiveness of Islamic religious learning in the current digital era. Online collaborative learning platforms provide various benefits that are relevant to the context of Islamic religious education, from facilitating discussions between students to enabling easier access to religious learning resources. In this paragraph, we will discuss several main objectives of implementing online collaborative learning platforms in the context of Islamic religious education. The main goal is to increase student involvement in Islamic religious learning. Through the online collaborative learning platform, students can actively participate in discussions, share ideas, and collaborate with fellow students in understanding religious material. This can create an inclusive and dynamic learning environment, where every student feels heard and valued for their contributions.

There are several opportunities for implementing online collaborative learning platforms in Islamic religious education learning. First, broad access to learning resources. The online collaborative learning platform allows students to access a variety of learning resources, including religious texts, articles, videos, and recorded lectures, from anywhere and at any time. The percentage of student participation is: 80%. Most students will take advantage of this opportunity by taking advantage of more flexible access to learning materials. Second, collaboration between students increases. The online collaborative learning platform facilitates collaboration between students through online discussions, joint projects, and sharing ideas. The percentage of student participation is: 75%. The majority of students will engage in this collaboration to deepen their understanding and broaden their horizons through social interaction. Third, increase active engagement. An interactive online learning environment can increase student engagement through participation in discussions, polls, and other interactive activities. The percentage of student participation is: 70%. Most students will feel more engaged in learning because of the fun and interactive platform. Fourth, fast and personalized feedback. Teachers can provide direct feedback and support to students through online collaborative learning platforms, which can increase learning motivation and understanding of concepts. The percentage of student participation is: 70%. The majority

of students would appreciate direct feedback from teachers to improve their academic performance.

Apart from these opportunities, there are also challenges that must be faced and there is also the need to involve student participation in this. First, limited access to technology. Not all students have the same access to the technology necessary to access online platforms. The percentage of student participation is: 60%. Some students may experience difficulty in accessing online learning due to limited access to technology. Both have difficulty maintaining focus in online learning. Online environments can create distracting distractions, such as social media or online games, which can reduce the effectiveness of learning. The percentage of student participation is: 70%. Some students may have difficulty maintaining their focus in an online environment. Third are security and privacy issues. Religiously sensitive material can be a subject of discussion in Islamic Religious Education learning, so it is necessary to pay attention to security and privacy issues of student data. The percentage of student participation is: 70%. The majority of students may have concerns about the privacy and security of their data in an online environment. Fourth, there is a lack of active involvement from some students. Some students may be less active in participating in online discussions or collaborative projects for various reasons, including shyness or lack of self-confidence. The percentage of student participation is: 65%. Some students may be less motivated or comfortable to actively participate in an online environment.

The application of the online collaborative learning platform in Islamic Religious Education learning can have a positive impact on student academic achievement. The following are some of the impacts of implementing the online collaborative learning platform in Islamic Religious Education learning.

Table 1: Several impacts of implementing an online collaborative learning platform.

| NO | The impact of implementing an online collaborative learning platform on Academic Achievement |
|----|--|
| 1 | Increasing the accessibility of Islamic religious education learning materials. |
| 2 | Expanding the space for discussion and collaboration in the classroom. |
| 3 | Providing a variety of learning resources that attract students' attention to learning. |
| 4 | Encourage independent and innovative learning in Islamic religious education subjects. |
| 5 | Facilitate formative and summative evaluations |

In table one above is the impact of using the online collaborative learning platform.

Firstly, increasing the accessibility of Islamic religious education learning materials. Through the online collaborative learning platform, learning materials can be accessed online from anywhere and at any time, allowing students to learn flexibly according to their rhythm and needs. This can help students to be more involved in learning and gain a better understanding of the concepts in Islamic Religious Education. Second, expand the space for student discussion and collaboration in the classroom. Collaborative learning online platforms allow students and teachers to interact through various collaborative features such as discussion forums, study groups, and joint projects. In this way, students can share their ideas, thoughts and experiences in understanding Islamic religious concepts, thereby broadening their horizons and understanding. Third, it provides a variety of interesting learning resources. Through the online collaborative learning platform, teachers can provide a variety of learning resources such as videos, articles, e-books and other interactive sources that support Islamic Religious Education learning. This can help students to gain more in-depth information and broaden their perspective on religious issues. Fourth, encourage independent and innovative learning. The online collaborative learning platform provides space for students to learn independently by accessing learning materials and completing assignments independently. Apart from that, interactive features in online collaborative learning platforms, such as online quizzes, educational games and simulations, can encourage students to learn in a more innovative and fun way. Fifth, facilitate formative and summative evaluations. The online collaborative learning platform allows teachers to provide direct feedback to students through various evaluation features such as online quizzes, online assignments, and forum discussions. This helps teachers to monitor students' learning progress in real-time and provide the necessary guidance to improve their understanding of the learning material. Apart from having an impact on academic achievement, it also has an impact on students' learning motivation at school. These impacts are presented in tabular form, which can be seen in table 2 below.

Table 2 : The impact of implementing an online collaborative learning platform on learning motivation.

| NO | The impact of implementing an online collaborative learning platform on learning motivation |
|-----------|--|
| 1 | Increase the sense of togetherness and involvement between students in learning. |
| 2 | Providing a fun learning experience for students. |
| 3 | Encourage responsibility and independence. |
| 4 | Strengthen students' intrinsic motivation to study harder. |
| 5 | Reduce feelings of loneliness in learning. |

From table 2 above, it can be seen that there are five benefits of implementing an online collaborative learning platform for student motivation in learning Islamic religious education. First, it increases students' sense of community and involvement in learning. Through collaborative features such as discussion forums and joint projects, the online collaborative learning platform creates a learning environment that promotes a sense of community and student engagement. This can help students feel more motivated to actively participate in learning and contribute to the success of the group. Secondly, it provides an enjoyable learning experience for students. Interactive features in the online collaborative learning platform such as educational games, simulations, and multimedia content, can make the learning experience more interesting and fun for students. This can increase students' motivation to engage in learning and explore Islamic concepts with more enthusiasm. third, it encourages responsibility and independence.

Through self-directed learning and online assignments in the online collaborative learning platform, students are encouraged to develop responsibility and independence in learning. They learn to manage time, manage resources and complete tasks well, which can increase their motivation to achieve better results in learning. Fourth, it strengthens students' intrinsic motivation. The online collaborative learning platform provides opportunities for students to explore their interests and talents in Islamic education learning through various relevant activities and projects. This can strengthen students' intrinsic motivation as they feel personally connected to the learning material and see the intrinsic value in understanding Islam. Finally, the fifth one is reducing loneliness in learning. In learning, there needs to be a comfortable and cool atmosphere, so that the learning process can run smoothly.

CONCLUSION

Based on the results and discussion above, it can be concluded that the application of the online collaborative learning platform in Islamic religious education learning has an impact on students' academic achievement and learning motivation. Through this research, it can be seen that students' enthusiasm and sensitivity towards learning is increasing. Through various features that facilitate collaboration between students and interaction with learning materials, online collaborative learning platforms have brought positive changes in students' learning experiences and their academic results. For example, the use of online collaborative learning platforms has been proven to improve student academic achievement in learning Islamic Religious Education.

Collaboration between students allows them to share their ideas, experiences and knowledge about Islamic religious concepts, which can then enrich their understanding collectively. Group discussions, joint projects, and various other collaborative activities provide opportunities for students to develop a deeper understanding of the learning material and deepen their understanding of Islamic teachings. With flexible access to learning materials and interactive features such as online quizzes and interactive assignments, students can actively engage in learning and can measure their progress

continuously. Thus, the implementation of the online collaborative learning platform has helped improve students' academic achievement in learning Islamic Religious Education. However, although the implementation of online collaborative learning platforms has had a positive impact, there are several challenges and limitations that need to be overcome. One of them is the digital divide, where some students may not have adequate access to technology or the internet.

This can hinder their ability to access online learning and utilize all the features of online collaborative learning platforms effectively. In addition, it is important to pay attention to Islamic values and principles in developing learning content and interactions between students, as well as to ensure that the use of online collaborative learning platforms does not violate Islamic religious principles. In overcoming this challenge, educational institutions, such as teachers and other educational personnel, must be actively involved in supporting the development and implementation of effective online collaborative learning platforms in Islamic religious education learning. Adequate training and support for teachers and students in using online platforms and integrating technology in learning can help overcome the digital divide and maximize the potential of online collaborative learning platforms in improving academic achievement and student learning motivation.

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