Online Mode of Teaching in Revert Studies: Student's Self Efficacy and Performance

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ABSTRACT: In the current digital era of revolution, the field of education is not left behind in undergoing a transformation towards andragogy and pedagogy digitally in various age groups and levels. In fact, online learning has long been practiced in developed countries which is believed to be able to provide a variety of benefits and advantages. The objective of this study is to identify the challenges faced by converts in Fardhu Ain education in the state of Selangor. In addition, this study was conducted to find out the extent of the performance of students who follow the subject of Akidah and Fiqh online. This study uses a quantitative method by using a questionnaire as an instrument to obtain research information from respondents. A total of 159 respondents were involved in this study which consisted of multi-ethnic convert students in the district of Klang Selangor. A set of questionnaires was distributed to respondents around the age of 15 to 70 years and above. The selection of respondents is based on the characteristics and criteria that have been set according to the requirements of the study. The results of the study were analyzed using SPSS version 26 software to obtain demographic data of respondents and the views of respondents of new relatives study class participants at the Muallaf Education Center in Klang Selangor district by analyzing descriptive data. The results of this study found that the overall acceptance of respondents for the subject of Faith and Fiqh online is at a good level. Students can accept and adapt online teaching methods even if they face difficulties in dealing with new forms of normative education. However, students say face-to-face learning is better than online. In this case due to the limitations of the Covid-19 problem, this online method has been chosen so that the learning and delivery of knowledge to students continues and is not left behind. Students, teachers and the management of muallaf education are ready for online learning in line with the current development of education in the digital era of IR 4.0.

INTRODUCTION

In 2014, the Ministry of Education Malaysia launched the MOOCs (Massive Online Open Course) platform was launched. This platform is a teaching and learning approach to attract students virtually. This is in line with the current teaching and learning system which is

growing a string of developments and developments in today's technology. Development Education in the era of the 4th industrial revolution (IR4.0) technology is growing and gaining attention among today's society regardless of age and level. In line with that as well, the emergence of the Covid-19 pandemic at the end of 2019, resulted in many studies focusing on online learning shared by academics.

There are various challenges to achieve the goals of sustainable Education especially among leaders in Education. According to Rahayu Ahamad Bahtiar et. al (2020) explained about the role and challenges of education leaders in ensuring that educational goals and agendas are sustained during the Covid-19 movement control order (PKP) period. The authorities play an important role in improving the performance of e-learning and at the same time should be given emphasis so that stakeholders take appropriate measures so that the teaching and learning system is more orderly (Agatha F. Umbit & Muhamad Suhaimi Taat (2016).

LITERATURE REVIEW

1. Performance Level of Effectiveness of Online Learning and Teaching (E-Learning)

A study conducted by Siti Azura Abu Hassan et. al (2021) entitled The Effectiveness of Online Learning and Teaching (E-Learning) on student learning in Hulu Langat Community College aims to identify the level of effectiveness and challenges faced by students. The instrument used in this study is a set of questionnaires involving 229 students of Hulu Langat Community College. Overall the feedback given showed a high mean value. The overall score of this study indicates that the level of effectiveness of online learning and teaching of students is positive. However, there are barriers and challenges that need to be emphasized, namely technological barriers, learning style barriers and situational barriers. Technological barriers are a dominant factor to the challenges of online e-learning.

The study of Siti Hajar Halili et. al (2011) entitled The Effectiveness of Learning Process Using Video Conferencing Technology aims to see students' views on video conferencing technology learning. This study uses a questionnaire instrument involving 226 students at the Center for Distance Learning-Universiti Sains Malaysia (PPPJJ-USM). In this study, researchers use Gagne's (1985) learning process approach model that is the phase of motivation, attention, expectation, memory acquisition, perception selection, recording and long-term storage, response, feedback and reinforcement and learning transfer. Overall the study found that most students agreed that the learning process took place while attending video conferencing.

Researchers argue that the learning process through the use of media attracts students' interest as well as increases understanding and facilitates teachers to deliver learning through technology platforms. The effectiveness of the current learning process is very important to the development of a country. Based on the research, the researcher has given some suggestions to improve the current learning process, among them students should be active in the classroom so that two -way interaction between teachers and students is implemented. Next the researcher suggested the use of animated graphics so that the teaching is more interesting and not boring. The end of the proposal is an evaluation of the use of video

conferencing equipment is implemented to identify whether students understand and apply the learning presented.

2.   Challenges of Teachers 'and Students' Readiness Levels Towards the Use of Online Educational Technology

The study of the level of students' readiness for online education is very important in the implementation of education in today's digital era. In line with the Movement Control Order (PKP) implemented by the Malaysian government to curb the spread of the COVID-19 epidemic, online learning methods are a necessity. The study of Mohd Fairus Jafar et. al (2020) entitled Online Learning Readiness During the Covid-19 Pandemic, have discussed the relationship between students fear with the level of online learning readiness. This study is in the form of observations through a survey of 386 public university students using instruments through the distribution of questionnaires. The results of the analysis of the study found that students are ready to pursue online learning following the spread of covid-19 epidemic. However, the level of students 'fear is high, causing students' readiness in online teaching to be high.

Based on the study of Yogeswary Kuppusamy and Helmi Normal (2021) related to technological skills and the level of readiness to implement online learning and facilitation during the pandemic era among teachers in tamil primary schools. The evaluation of this study leads to a qualitative study involving 205 Tamil school teachers in the district of Klang. This study was conducted to examine the level of readiness of teachers in implementing learning during the spread of covid-19 epidemic as well as to identify the technological skills acquired among teachers. The results of the study found that the skills and willingness to implement online learning as a new norm among teachers is at a positive level. The use of TAM model technology, namely the Technology Acceptance Model, has a positive impact on the two -way learning and teaching process between teachers and students.

A similar study was conducted by Zakaria Bin Saad et. al (2021) who discussed the level of preparedness among teachers during the Covid 19 pandemic. The use of technology during the pandemic is becoming more widespread covering a wide range of applications. The focus of the study was to see the level of readiness among teachers to use the Google Meet platform for online learning. Overall, this study achieves the objective that the level of readiness of teachers for online teaching and learning is high. The findings of this study prove that learning using the google meet platform is effective among teachers. Yet there are some challenges faced that teachers and they must have a proactive attitude in mastering technological skills in order for the learning delivered to achieve its objectives.

Through a study of the level of knowledge of Islamic Education teachers on the use of mobile technology in the teaching of Islamic Education in primary schools conducted by Sylviano Bin Abu Bakar & Hasmadi Bin Hassan (2019). This study is qualitative and quantitative in combination involving 130 Islamic Education teachers in 36 schools to assess the level of readiness of Islamic Education teachers on the knowledge of the use of mobile technology. The findings of the study were obtained through the distribution of questionnaires and interviews of Islamic Education teachers. The results show that the level of readiness of

online instructors in terms of knowledge is positive. Based on the findings clearly shows that teachers have a high level of knowledge on the use of mobile technology.

A study conducted by Zakaria Bin Saad et. al (2021) also agree that technology now needs to be improved. This study was conducted on teachers to measure the level of readiness for online teaching. There are problems and challenges that are recorded, namely internet access problems, limited teaching time, long preparation time of teaching materials and unclear voice quality. Researchers suggest that stakeholders need to examine the needs of learning management and learning of the current digital age by appointing skilled technicians in the field of information technology who play a role in the use of technology.

The study of Norfarahi Zulkifli et. al (2020) entitled Issues and Challenges of the Use of MOOCs in the Teaching and Learning Process on 213 Polytechnic students in the southern zone. This study is quantitative in nature using a questionnaire set instrument. Among the challenges discussed based on this study are low internet coverage, students are less skilled in using MOOCs, incomplete equipment, students do not have commitment to learning, students do not have self -motivation to participate in learning classes, course materials do not attract students, no a standard scoring system and not all courses are offered. The problem of low internet coverage is the most dominant problem. Studies also show no differences between the sexes. This shows that they have the same problem which is the problematic use of internet resources.

According to a study by Siti Nur Baizura Che Azizan & Norfaradila Mohamad Nasri (2020) entitled Teachers' Perspectives on Learning Through Home Based Learning (HBL) Approach During the Pandemic Period. The objective of this study is to obtain views or feedback from the teaching staff in the Bangsar Pudu Zone, Kuala Lumpur. This study is quantitative by using a questionnaire instrument involving 351 teachers. The results of the study found that the readiness of teachers for teaching and learning during the pandemic was positive. The results of the analysis show that online learning is an effective method. However, there are challenges faced by teachers and students, namely the difficulty of teachers in establishing two -way communication with students, lack of learning support from parents and guardians and lack of knowledge and skills of teachers to implement online learning. Based on the challenges and issues stated, the researcher suggested that stakeholders play an important role in empowering student education during a pandemic. These challenges and issues become a constraint for teachers to conduct teaching and learning. Based on the findings of this study can provide implications to stakeholders such as the Ministry of Education Malaysia, teachers and academics to improve student education.

Next is a study conducted by Nur Aidawati Abdillah & Mazidah Musa (2021) entitled students' readiness for the teaching and learning process of new norms. This study involved 82 students in the Department of Information Technology and Communication Polytechnic Sltan Mizan Zainal Abidin. The research instrument used was a set of questionnaires. This study aims to measure the level of students' readiness for online learning as well as to identify the availability of existing facilities that influence the implementation of online learning. Overall, the findings of the study found that the level of students' readiness for online

teaching and learning is at a moderate level. For the second objective, the results of the analysis show that the existing facilities that influence the implementation of online learning are at a high level. this is because the majority of students now have smartphones that make it easier for students to access the internet. Nevertheless, there are some students who have problems in terms of devices and access to internet resources. The researcher suggested that the authorities should play an important role in ensuring that the implementation of classes runs smoothly.

According to the study of Sarina Aini Tengku Kasim et. al (2020) discusses the challenges of 21st century learning among novice teachers of Islamic Education in Malaysia. This qualitative study involved 10 novice teachers of Islamic Education in secondary schools. The findings of the study found that teachers successfully apply 21st century learning. However, there are three challenges faced among the teachers listed, namely the challenge in choosing a learning approach and the challenge to apply M-Learning more effectively and the challenge of knowledge and skills on the use of M-Learning. The implications of this study are important for novice teachers in particular so that educators understand and possess effective 21st century learning skills so that the teaching and learning process approach is more productive.

In Nik Md Saiful Nik Abdullah's (2020) study entitled New Norms: Challenges of Post-Covid-19 Virtual Digital Teaching discusses the challenges and problems of online learning implementation faced by educators. This qualitative study involved 10 school students by video call. Based on the study, the researcher explained that the challenge faced by the teaching staff is the lack of preparedness and digital infrastructure. Due to the covid-19 pandemic, the structure of students 'learning changed and even students' readiness for online learning also declined. Following the online classes, students had to prepare the facilities used for the learning process and fast internet resources.

In addition, the researchers explained that throughout the PdPR session, there were issues and challenges of students sharing devices and smartphones. This is because not all students can afford it, especially low-income families. Based on the discussion on the challenges of online learning, the researcher suggested that an assessment be made on the objectives of Education and changes towards reaching exams, improving access to internet resources, expanding digital access to urban and rural communities and expanding access to students through television. The implications of this study are important to the development of national education in line with the ministry's desire to produce excellent students.

3. Performance and Effectiveness Review

The study of Shah Rulbani Zakaria et. al (2017) entitled The Use of ICT in the Teaching and Learning of Islamic Education Lecturers of the Southern Zone Polytechnic aims to identify the level of technology use among lecturers and identify differences in the use of ICT based on teaching experience. This study is quantitative by using a questionnaire instrument distributed to 69 Islamic education lecturers in seven polytechnics in the southern zone. The findings show that the use of technology among lecturers is at a very satisfactory level. This shows that Islamic education lecturers use and apply their ICT skills in the learning and

teaching process. While for the second objective showed no significant difference in the use of ICT based on teaching experience. To improve the aspects of student learning methods, researchers suggest that the quality of CIDOS (Polytechnic E-Learning Portal) be improved as a platform or a simple approach so that learning is not much focused on teaching in the classroom only.

Through a study by Noormalina Adenan and Yusmarwati Yusof (2019) entitled Internet Use Among Vocational Colleges in Johor Towards the Integration of Information and Communication Technology aims to measure the level of internet use among year 4 students of vocational colleges. The instrument used was a set of questionnaires on 267 people among vocational college students. The findings of this study found that the level of students' internet usage is at a satisfactory level. The use of the internet is a platform that helps students improve their understanding and help expand their knowledge of learning and teaching. Based on the theory of Technology Acceptance, the researcher argues that student attitude is a major factor. Without intact motivation, students will not show a deep interest in learning.

FINDINGS

This study uses a quantitative method by using a questionnaire as an instrument to obtain research information from respondents. A total of 159 respondents were involved in this study which consisted of multi -ethnic convert students in the district of Klang Selangor. A set of questionnaires was distributed to respondents around the age of 15 to 70 years and above. The selection of respondents is based on the characteristics and criteria that have been set according to the requirements of the study. The results of the study were analyzed using SPSS version 26 software to obtain demographic data of respondents and the views of respondents of new relatives study class participants in the Muallaf Education Center in Klang Selangor district by analyzing descriptive data.

Schedule 1.1: Respondent Demographics

Profile	Frequency (Number)	Percent (%)
Gender		
Male	67	42.1
Female	92	57.9
Age		
15-29	12	7.5
30-39	39	24.5
40-49	47	27.7
50-59	41	25.8
60-69	10	6.3
70 and a bove	9	5.7
Marriage Status		
Single	39	24.5

Married	113	71.1
Race		
Malay	4	2.5
Bumiputera	39	24.5
Chines	44	27.7
Indian	47	29.6
Others	25	15.7
Educational Background		
formal		
Primary School	3	1.9
LCE/SRP/PMR	13	8.2
MCE/SPM/SPMV/SPM (Open)	28	17.6
Diploma/	69	43.4
Foundation/Matriculation	21	13.2
Advanced Diploma	8	5.0
Skills Certificates	5	3.1
STPM/STAM	7	4.4
Master	5	3.1

Source: Study Results

Table 1.1 shows the demographics of the respondents of this study. The study respondents consisted of 92 females (57.9%) and 67 males (42.1%). The majority of respondents were aged 40-47 years with 27.7%, followed by respondents aged 50-59 years with 25.8% and the least were respondents aged 70 years and above with 5.7%. Furthermore, for marital status, the majority of respondents are married with a total of 113 people (71.1%), while for race, the majority of respondents are Indian with 47 people (29.7%), followed by Chinese with 44 people (27.7%) and the least are Malays with 4 patients (2.5%). Finally, for the educational background of the respondents, the majority of respondents have an educational background with MCE/SPM/SPMV/SPM (open) with 69 people (43.4%), followed by LCE/SRP/PMR with 28 people (17.6%) and the rest are other educational backgrounds. It can be seen here, there are various backgrounds of respondents in this study which makes the results of this study unbiased and very significant.

Schedule 1.2: Factor Analysis

Factor Group	Factor Load	Min	Cronbach Alpha	Kaiser-Meyer-Olkin	Varians Total (%)
Online Learning Responses					
PU1	0.878	4.069	0.847	0.781*	73.18
PU2	0.917	4.094			
PU3	0.922	3.981			
PU4	0.681	3.251			

Responses to the Online Learning System					
PSE1	0.829	3.786	0.928	0.918*	70.553
PSE2	0.773	3.918			
PSE3	0.811	3.867			
PSE4	0.852	3.849			
PSE5	0.837	3.270			
PSE6	0.902	3.748			
PSE7	0.871	3.584			
Assessment of Teachers					
TSP1	0.817	4.4088	0.948	0.931*	70.767
TSP2	0.873	4.4025			
TSP3	0.816	4.4528			
TSP4	0.838	4.3270			
TSP5	0.899	4.2893			
TSP6	0.855	4.2830			
TSP7	0.796	4.2390			
TSP8	0.867	4.3333			
TSP9	0.804	4.4088			
Online System Quality					
OC1	0.723	3.7233	0.914	0.891*	64.423
OC2	0.694	3.2579			
OC3	0.888	3.5849			
OC4	0.871	3.6478			
OC5	0.831	3.5346			
OC6	0.846	3.8176			
OC7	0.832	3.5380			
Assessment of the Subject of Fiqh and Akidah	0.843	4.0252	0.934	0.914*	75.301
OCIP1	0.907	4.1321			
OCIP2	0.863	4.0881			
OCIP3	0.859	4.0943			
OCIP4	0.867	4.1195			
OCIP5	0.866	4.0943			
OCIP6					

*Bartlett's Test of Sphericity: significant at the significance level 1%

Table 1.2 above shows the overall factor analysis of all the factors studied in this study. The results show a Cronbach Alpha value between 0.847 to 0.948, where based on Bond & Fox (2007) a value of 0.8-1.0 indicates a value of "Very good and effective with a high level of consistency". This means that all the items developed for each factor studied were appropriate and had consistency in asking the same group. Next, the factor load in turn wants to see the strength of each item developed in each factor. It aims to see all items asking questions in the same theme. According to Sekaran (2009), factor loading values above 0.5 are acceptable and considered good. Therefore, all factor loading values for each item in this study were acceptable and good for use in the next study. In addition, factor loading was followed by Bartlett's Test of Sphericity which aimed to measure whether the constructed items represented the factors in this study adequately or otherwise. The test results showed that all Bartlett test values were significant at the 1%significance level, which means, the constructed items were adequate and good in explaining each factor in the study.

Based on Cronbach Alpha values, the factor load and Bartlett test of items and factors developed in this study are passable validity test and suitable for further testing.

Table 1.3: Descriptive Analysis: Perceptions of Online Learning

CODE	ITEM	Min	Median
PU1	On-line learning improved my learning performance in the subjects of Akidah and Fiqh	4.069	4
PU2	On-line learning increased my level of understanding in the subject of Akidah and Fiqh	4.094	4
PU3	On-line learning increased the effectiveness of my learning in the subject of Akidah and Fiqh	3.981	4
PU4	Studying the subject of Akidah and Fiqh on-line is no different from studying face to face.	3.251	3

Source: Study Results

Table 1.3 shows the results of a descriptive analysis of the perception factors of online learning. Overall, it can be seen that the mean value of each item for this factor is between 3 and 4, and the median is on a scale of 3 and 4, which is in the position of Not Sure and Agree. Overall, respondents gave positive answers to learning the subject of Fiqh and Faith online which was indicated by item PU1 "learning performance", item PU2 "improving understanding in the subject", and item PU3 "improving learning effectiveness in the subject" which showed a scale of 4 (Agree). However, for item PU4, respondents stated that online learning and face -to -face learning are different and got a media value of 3 which is Not Sure. Clearly shows that face -to -face learning is better and preferred by respondents compared to online learning. This is because face-to-face learning has been our practice from the past until the Covid-19 pandemic which forced us to use online platforms to deliver lectures and knowledge. However, the respondents did not give a negative perception of online learning, only if given a choice between online and face to face, face to face is more in demand by the respondents.

Table 1.4: Descriptive Analysis: Responses to Online Learning Systems

CODE	ITEM	Min	Median
PSE1	I have a high interest in learning Akidah and Fiqh on-line	3.786	4
PSE2	On-line learning will save time and cost to learn	3.918	4
PSE3	Studying Akidah and Fiqh on-line can increase my confidence level	3.867	4
PSE4	I feel comfortable using on-line learning in Akidah and Fiqh classes	3.849	4
PSE5	I find learning Akidah and Fiqh on-line easier compared to face-to-face classes	3.270	3
PSE6	On-line learning is very useful for me in understanding the subject of Akidah and Fiqh	3.748	4
PSE7	I plan to study on-line in the next learning session for the	3.584	4

	subject of Akidah and Fiqh.		

Source: Study Results

Table 1.4 shows a descriptive analysis of the perception factors of the online education system. The results showed that all items gave a median value on scale 4 (Agree) except PSE5 item which got a median value of 3 on scale (Moderate). In general, respondents showed interest in learning the subject of Faith and Fiqh online (PSE1), online learning saves time and cost (PSE2), can increase confidence (PSE3), comfortable with online learning (PSE4), useful in understanding the subject (PSE6)) and will study in the future for the subject (PSE7). However, there is one item that is at the Medium level which is the item PSE5 "learning the subject of Faith and Fiqh is easier online", showing that respondents think face -to -face learning is easier than online learning.

Table 1.5: Descriptive Analysis: Evaluation of Teachers

CODE	ITEM	Min	Median
TSP1	Teachers are very good at teaching Akidah and Fiqh online in the classroom	4.408	4
TSP2	Teachers are eager to teach in the classroom on-line	4.402	4
TSP3	The teacher is friendly with every student in the on-line class	4.452	4
TSP4	Teachers conduct on-line learning classes effectively	4.327	4
TSP5	Teacher explains how to use on-line learning	4.289	4
TSP6	Teachers always motivate and encourage me to study on-line	4.283	4
TSP7	Teacher-student discussions will improve the quality of on-line learning	4.239	4
TSP8	I felt comfortable with the teacher during the on-line learning sessions	4.333	4
TSP9	Teachers give many examples while teaching on-line classes to make it easier for me to understand	4.408	4

Source: Study Results

Table 1.5 shows the results of the descriptive analysis of the evaluation factors of teachers. The results show that all the medians for the items are at a value of 4 which is on the Agree scale. This means that the majority of respondents agreed with all the items and questions asked in this factor. This factor aims to identify the respondents' evaluation of teachers who teach the subject of Faith and Fiqh. In general, these factors state the role of teachers in handling classes and online delivery: teachers are very good at teaching subjects online (TSP1), teachers are eager to teach (TSP2), teachers are friendly with students (TSP3), teachers handle online classes well (TSP4) , teachers explain online learning methods (TSP5), teachers always provide motivation and encouragement (TSP6), there is discussion between teachers and students (TSP7), comfortable with teachers (TSP8), and teachers teach easy to understand (TSP9).

Therefore for the teacher factor no problem arose and the majority of respondents gave good and positive views and answers on the methods of delivery and learning delivered by teachers, as well as teachers who teach have prepared and mastered the methods in imparting knowledge online well.

Table 1.6: Descriptive Analysis: Online System Quality

CODE	ITEM	Min	Median
OC1	I am very good at conducting online classes	3.723	4
OC2	I have never encountered internet interruptions while studying on-line	3.257	3
OC3	Zakat Institution provides all the facilities I need to study on-line	3.584	4
OC4	Zakat Institution provides training for me to learn on-line	3.647	4
OC5	On-line learning aids are sufficient at Lembaga Zakat Selangor	3.534	4
OC6	Zakat Institution gave me the opportunity to study on-line	3.817	4
OC7	Zakat Institution provides technical assistance if needed while studying on-line	3.538	4

Source: Study Results

Table 1.6 above shows the results of descriptive analysis of online system quality factors. The results of the study found that all items showed a median value of 4 (Agree) except OC2 item at a median value of 3 (Moderate). This indicates that respondents stated Agree and Moderate (OC2) for the online system quality factor. Overall, this factor states that respondents are very proficient in conducting online classes (OC1), BS provides all facilities for online learning (OC3), BS provides training for online learning (OC4), adequate learning aids in BS (OC5), BS provides opportunities adequately (OC6), BS provides technical assistance during online learning (OC7). Manalaka only items against internet interference only (OC2) which indicates there is a problem in internet facilities.

Therefore, the results of this study can find out that the facilities, training, technical assistance and everything needed by students at Lembaga Zakat Selangor to undergo online learning have been provided and provided by Lembaga Zakat Selangor to all students there. This shows that BS is very caring and has done their job well in an effort to provide education and knowledge to all students. But sometimes there are also internet interference problems faced by students during online teaching and learning sessions (OC2). Undoubtedly, one of the main challenges in online learning is the internet network that will determine the smooth running of online classes. However, this internet problem only happens in certain circumstances and times and does not always happen. It is also recommended for BS to subscribe to better internet packages from time to time to provide a good internet network to its students, as well as allocate a certain amount of budget to specialized teachers for the purchase of better internet data.

Table 1.7: Descriptive Analysis: Evaluation of Akidah and Fiqh Subjects

CODE	ITEM	Min	Median
OCIP1	The content of the subject of Akidah and Fiqh provided is sufficient	4.0252	4
OCIP2	The content of Akidah and Fiqh subjects taught by teachers on-line is easy to understand	4.1321	4
OCIP3	The content of Akidah and Fiqh subjects taught on-line did not burden me	4.0881	4
OCIP4	Students always respond to teacher questions while teaching on-line	4.0943	4
OCIP5	I can understand the content of learning Akidah and Fiqh well	4.1195	4
OCIP6	I was able to practice what I learned in the subject of Akidah and Fiqh	4.0943	4

Source: Study Results

Table 1.7 above shows the descriptive analysis of the evaluation factors on the subject of Akidah and Fiqh. The results found that respondents gave a median of 4 (Agree) to all items in this factor. This indicates that respondents agree with all the items asked in this factor. Overall, this factor asks about the subjects of Akidah and Fiqh taught to them. Respondents found that these two subjects were adequate (OCIP1), easy to understand subject content (OCIP2), easy to understand subject content (OCIP3), always gave feedback to teachers (OCIP4), able to understand the subject (OCIP5) and able to practice lessons from subject (OCIP6).

Therefore, for the evaluation of the content of the subject of Akidah and Fiqh, the respondents who are students stated that everything is good and can understand the learning of both subjects even if it is presented online. Next, be able to practice the lessons learned through the subject of Akidah and Fiqh.

CONCLUTION AND SUGGESTION

Overall, the acceptance of respondents consisting of Lembaga Zakat Selangor students for the subject of Akidah and Fiqh online is at a good level and students can accept and adapt online teaching methods. Even so students say learning is better face -to -face than online. However, due to the limitations of the Covid-19 problem, this online method was chosen so that the learning and delivery of knowledge to students continues and is not left behind. However, students, teachers and Lembaga Zakat Selangor are ready for this online learning. The use of

this technology needs to be closely monitored as there is a challenge that there are teachers who are less skilled with the use of applications and there are still many teachers who use conventional teaching methods. As a result of the study, the researcher suggested that this digital material be improved so that the teaching system runs smoothly according to current developments (Yogeswary Kuppusamy & Helmi Normal. 2021). Therefore, the study also suggested that Lembaga Zakat Selangor subscribe to a better internet plan from time to time, and provide special provisions to teachers to enable them to subscribe to a better internet plan to ensure smooth online teaching and learning process for all subjects taught under Lembaga Zakat Selangor.

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