Fitrah
Jurnal Kajian Ilmu-ilmu Keislaman
Web: jurnal.iain-padangsidimpuan.ac.id/index.php/F

Vol. 8 No. 1. June 2022
e-ISSN : 2460-2345

Comparative Study of Distance Learning Innovations of Islamic Religious Education Teachers in Aceh Jaya

Khairuddin Hasan*[1], Khairul Anam[2]
STAIN Teungku Dirundeng Meulaboh-Indonesia[1,2]
E-mail: khairuddinhasan@staindirundeng.ac.id*[1], khairulanamcc.99@gmail.com[2]

Abstract

This study aims to compare distance learning innovations carried out by Islamic Religious Education teachers in madrasahs and schools. The innovations compared are based on five aspects of Roger's theory, namely: relative advantage, compatibility, testability, observability, and complexity. The research method used is a comparative study with a quantitative approach. Data was collected using a Likert Scale questionnaire that used four levels of choice. The data obtained from the field were analyzed objectively. The data analysis technique used Mann-Whitney U as a non-parametric test. This analysis technique was chosen because the data were not normally distributed. The results of the hypothesis test show that there is no difference in innovation in terms of relative advantage, compatibility, testability, and observability because of the Asymp.Sig 2 tailed score is greater than 0.05. Asymp.Sig score on relative advantage 0.768. Asymp.Sig scores on compatibility 0.170. Asymp.Sig scores on testability 0.215. Score on observability 0.173. The difference in innovation is only in the aspect of complexity with a score of Asymp.Sig 2 tailed 0.007 < 0.05. The study found that the innovations carried out by the two groups of Islamic Religious Education teachers were relatively the same, only differing in one aspect, namely complexity.

Keywords: *Innovation, Distance Learning, Islamic Religious Education Teacher*

Abstrak

Penelitian bertujuan untuk melihat perbandingan inovasi pembelajaran jarak jauh yang dilakukan oleh guru Pendidikan Agama Islam di madrasah dan sekolah. Inovasi yang dibanding berdasarkan pada lima aspek dari teori Rogers yaitu; relative advantage, compatibility, testability, observability, dan complexity. Metode penelitian yang digunakan adalah studi komparatif dengan pendekatan kuantitatif. Pengumpulan data dilakukan dengan angket Skala Likert yang menggunakan empat tingkatan pilihan. Data yang

diperoleh dari lapangan dianalisis secara objektif. Teknik analisis data menggunakan Mann-Whitney U sebagai uji non-parametrik. Teknik analisis ini dipilih karena data tidak berdistribusi secara normal. Hasil uji hipotesis menunjukkan bahwa tidak ada perbedaan inovasi pada aspek relative advantage, compatibility, testability, dan observability karena skor Asymp.Sig.(2-Tailed) yang lebih besar dari 0.05. Skor Asymp.Sig pada relative advantage 0.768. Skor Asymp.Sig pada compatibility 0.170. Skor Asymp.Sig pada testability 0.215. Skor pada observability 0.173. Perbedaan inovasi hanya terdapat pada aspek complexity dengan skor Asymp.Sig 2 tailed 0.007 < 0.05. Penelitian menemukan bahwa inovasi yang dilakukan oleh dua kelompok guru Pendidikan Agama Islam relatif sama, hanya berbeda pada satu aspek saja yaitu *complexity*.

Kata Kunci **:** *Inovasi, Pembelajaran Jarak Jauh, Guru Pendidikan Agama Islam*

INTRODUCTION

The Covid-19 pandemic has had a tremendous impact on all sectors. Economic, social, and also education feel the serious impact. Nagan Raya, Aceh Barat, and Aceh Jaya as districts in Aceh Province also experienced a similar impact. The learning process in madrasah and schools did not run normally in the last seven months of 2020. The teaching and learning process implementation is no longer done face-to-face but remotely. The choice of this learning model is of course the result of the desire of madrasah and schools to continue to provide quality education to students.

There are various patterns of distance learning implemented by madrasahs and schools. Starting from utilizing technology such as the use of Whatsapp Group, Google Classroom, Zoom Meeting, and others. This pattern is of course with the support of adequate technological facilities in educational institutions and students. However, some choose to provide reading materials and study assignments to students regularly and then periodically evaluate them by the teacher. This option is carried out for various reasons, one of which is considering the inadequate information technology facilities.

Islamic Religious Education in madrasah is divided into four subjects; Akidah Akhlak, Al-Qur'an Hadis, Fikih, and Sejarah Kebudayaan Islam. While at school, it becomes Islamic Religious Education and Morals. Islamic Religious Educationin madrasah is divided into more specific and in-depth, in contrast to

DOI: *http://dx.doi.org/10.24952/fitrah.v8i1.4990*

the implementation of Islamic Religious Education in schools. This difference is due to the character of the madrasah as an educational institution with a religious character. While the school is an educational institution with a general character.

Islamic Religious Education has a different character from other subjects. Islamic Religious Education does not only develop aspects of students' knowledge and skills but also develops students' morals. Islamic Religious Education learning is full of spiritual nuances. Students are guided to develop thinking skills and also internalize religious values to be implemented in various aspects of life. The implementation of Islamic Religious Education learning which only accommodates the knowledge aspect will harm students. The essence of Islamic Religious Education learning will also not be achieved.

Distance learning applied during the Covid-19 pandemic is a challenge for Islamic Religious Education teachers. With distance learning, guidance and coaching on the development of student knowledge can still be done. But what about guidance and coaching on students' skills and morals? The best method for developing student skills is the demonstration method. Likewise with the morals of students. That the best method for fostering student morals is the exemplary method and habituation. The use of these three methods certainly cannot be carried out optimally without being monitored directly by the teacher.

Some madrasah and schools in Aceh Jaya district applies the Islamic Religious Education distance learning pattern by giving written assignments to students regularly. The assignment is given once per week which will be done by students and then corrected by the teacher. The question is, can this distance learning pattern accommodate students' affective and psychomotor development? If yes, then how does the teacher observe the development of these two aspects? Then, how do teachers evaluate? This is the fundamental question related to the application of distance learning patterns.

Islamic Religious Education teachers certainly have a solution to maximize learning even with distance learning. There must be learning innovations to continue to develop aspects of students' knowledge, skills, and morals. Learning innovations developed by Islamic Religious Education teachers in madrasah with learning innovations in schools are of course different. Because Islamic Religious Education in madrasah has a wider scope than in schools.

Research conducted by Ely Novianti, et al on the Analysis of Islamic Religious Education Learning Policy in the Pandemic: Opportunities and Challenges conducted at SMPN 1 Kretek found that Islamic Religious Education learning has been carried out with adequate innovation. Islamic Religious Education teachers at the school have used SMARTJITEK as a distance learning platform which is specifically used by SMPN 1 Kretek. Not only that, but teachers also still use Whatsapp to help the flow of communication with students (Novianti et al., 2020).

The research conducted by Musyafa Ali, et al with the title Distance Learning Model Innovation Package C Equivalence during the Covid-19 Pandemic also has relevance to this research proposal. The research was conducted at the Equality Education Package C Wadas Kelir, Banyumas Regency, Central Java. The results of research conducted in 2020 showed that there were three learning methods applied, namely; online by using live books, quizzes, recording materials; off-line (offline) with project works; and combinations (group observation or self-observation, discussions, investigations and webinars as well as learning appreciation (Ali et al., 2020).

Likewise, research conducted at SMA IT Islamic Boarding School Nururahman Depok by Siskha Putri Sayekti, et al. In the article entitled Implementation of E-Learning in the Distance Learning System for Islamic Education Subjects at SMA IT Pesantren Nururahman, it is explained that teachers also use internet facilities to support distance learning. The most frequently used platforms are Google Classroom and Zoom Meeting (Sayekti et al., 2021).

The three studies above have revealed that Islamic Religious Education teachers use various means to continue to provide a good learning experience to students. However, some things have not been explored in-depth, such as; can distance learning with internet facilities optimize students' affective and psychomotor development?; what is the method of supervising students' religious behavior?; How do teachers set an example so that students' morals remain guided and get role models? These questions are very substantive to be answered so that the implementation of distance learning is not only aborting teaching obligations but also being the best choice to maximize students' religious development.

DOI: *http://dx.doi.org/10.24952/fitrah.v8i1.4990*

RESEARCH METHOD

The type of research used is field research with a quantitative approach (O'Hair & Kreps, 2013, p. 45). The method used is a comparative study. The population in this study were Islamic Religious Education teachers who served in schools and madrasah in three sub-districts in Aceh Jaya Regency. The selected sub-districts are sub-districts with relatively larger population levels than other sub-districts, namely Teunom District, Krueng Sabee District, and Panga District. There are around 105 Islamic Religious Education teachers who work in madrasah and schools in the three sub-districts.Determination of the sample using an accidental sampling technique. This technique includes non-probability sampling which does not provide equal opportunities to all members of the population. The selected sample was 36 Islamic Religious Education teachers.

The research procedure is divided into three stages, namely the research preparation stage, the research implementation stage, and the data analysis stage and conclusion drawing. The preparatory stage includes a preliminary study and the preparation of research instruments. The instruments that have been compiled are then tested for validity and reliability. After being proven valid and reliable, the instrument is ready to be used in the field.At the implementation stage, the researcher collected data with the instruments that had been prepared. The instrument uses a Likert Scale questionnaire with four choices for each statement item. Instruments are given to Islamic Religious Education teachers who are on duty, both as permanent teachers and honorary teachers. At the data analysis stage, the researcher collected back the instruments that had been filled out by the respondents. The included data is then inputted and then analyzed. After the analysis, the researcher concludes to answer the predetermined problem formulation.Validity test using Pearson bivariate correlation. Reliability test using Alpha Cronbach. Data analysis using Mann-Whitney U. Mann-Whitney U is a non-parametric analysis technique, so it does not require normality test and homogeneity test. Data analysis using SPSS16 application assistance.

RESEARCH FINDINGS AND DISCUSSION

The research uses indicators in the preparation of research instruments. Indicators of adoption from relevant previous research. So that the reliability of the indicator has been recognized.

Table 1. Research Instrument Indicators

Variables	Indicators
Relative advantage	Economic advantage
	Convenient in use
	Prestige
	Work faster
	Work Easier
Compatibility	Conformity to the way people do things today
	Conformity with past values and experiences
Complexity	Easy to learn
	Easy to understand
	Easy to use
	Flexible
Testability	Can be tested
	Easy to find how to use
Observability	Easy of observing
	Easy of communicating with others
	The benefits can be felt by others

After the preparation of the instrument that refers to the indicators, a trial is carried out on a population that has similarities to the actual research population. Trials were conducted to obtain a valid instrument. The following are the results of the validity test:

Table 2. Instrument Validity Test Results

No. Item	R Count	R Table	Note
1	0,108	0,320	Invalid
2	0,266	0,320	Invalid
3	0,039	0,320	Invalid
4	0,389	0,320	Valid
5	0,091	0,320	Invalid
6	0,022	0,320	Invalid
7	0,416	0,320	Valid
8	0,128	0,320	Invalid
9	0,234	0,320	Invalid
10	0,072	0,320	Invalid
11	0,065	0,320	Invalid
12	0,450	0,320	Valid
13	0,454	0,320	Valid

DOI: *http://dx.doi.org/10.24952/fitrah.v8i1.4990*

No. Item	R Count	R Table	Note
14	0,310	0,320	Invalid
15	0,536	0,320	Valid
16	0,307	0,320	Invalid
17	0,559	0,320	Valid
18	0,414	0,320	Valid
19	0,539	0,320	Valid
20	0,048	0,320	Invalid
21	0,072	0,320	Invalid
22	0,063	0,320	Invalid
23	0,539	0,320	Valid
24	0,340	0,320	Valid
25	0,414	0,320	Valid
26	0,506	0,320	Valid
27	0,443	0,320	Valid
28	0,226	0,320	Invalid
29	0,306	0,320	Invalid
30	0,083	0,320	Invalid
31	0,327	0,320	Valid
32	0,407	0,320	Valid
33	0,340	0,320	Valid
34	0,437	0,320	Valid
35	0,421	0,320	Valid
36	0,440	0,320	Valid
37	0,046	0,320	Invalid
38	0,035	0,320	Invalid

Based on the validity test, the remaining 19 items out of 38 statements. Furthermore, the reliability test is carried out and the results are as follows:

Table 3. Instrument Reliability Test Results

Item-Total Statistics				
	Scale Mean if Item Deleted	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**
VAR00001	52,86111	23,26587	0,375743	0,781828
VAR00002	52,52778	22,19921	0,44308	0,776695
VAR00003	52,83333	22,77143	0,326029	0,785519
VAR00004	52,88889	24,10159	0,278708	0,787214
VAR00005	52,80556	22,78968	0,408539	0,779433

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00006	52,52778	22,19921	0,4075	0,779421
VAR00007	52,75	22,30714	0,551966	0,771129
VAR00008	52,97222	23,45635	0,385995	0,781785
VAR00009	52,72222	22,72063	0,493939	0,775144
VAR00010	52,55556	23,33968	0,26107	0,789581
VAR00011	52,97222	23,45635	0,385995	0,781785
VAR00012	52,80556	22,78968	0,408539	0,779433
VAR00013	52,36111	21,95159	0,507814	0,772135
VAR00014	52,72222	24,66349	0,211681	0,790131
VAR00015	52,52778	22,19921	0,4075	0,779421
VAR00016	53,08333	23,90714	0,214583	0,791227
VAR00017	53	23,08571	0,350604	0,783125
VAR00018	52,75	23,50714	0,214282	0,793537
VAR00019	52,83333	22,77143	0,326029	0,785519

Furthermore, the instruments that are already valid and reliable are distributed to the respondents. A total of 36 respondents were Islamic Religious Education teachers from around 105 Islamic Religious Education teachers who served in three sub-districts in Aceh Jaya. Respondents are teachers who teach Religious Education Subjects and their derivative subjects. At school, there is only one Islamic Religious Education subject with the nomenclature of Islamic Religious Education and Good Character. While in madrasah, four subjects are included in the scope of Islamic Religious Education; Al-Qur'an Hadis, Fikih, Sejarah Kebudayaan Islam, and Akidah Akhlak.

The distributed questionnaires were then collected again for analysis. Questionnaire analysis was conducted to answer the problem formulation and research hypotheses. The formulation of the problem relates to five aspects of the comparison of distance learning innovations carried out by Islamic Religious Education teachers in madrasah with Islamic Religious Education teachers in schools. The five aspects are relative advantage, compatibility, testability, observability, and complexity.

The research hypothesis was tested using the Mann-Whitney U test. The relative advantage aspect can be seen in the table below.

DOI: *http://dx.doi.org/10.24952/fitrah.v8i1.4990*

Table 4. Mean Rank and Sum of Ranks on Relative Advantage

Ranks				
	RA	**N**	**Mean Rank**	**Sum of Ranks**
Relative Advantages	School	18	19.00	342.00
	Madrasah	18	18.00	324.00
	Total	36		

Table 5. Hypothesis Test Results on Relative Advantage

Test Statistics[b]	
Relative Advantage	
Mann-Whitney U	153.000
Wilcoxon W	324.000
Z	-.295
Asymp.Sig.(2-Tailed)	.768
Exact Sig.[2*(1-Tailed Sig.0]	.791[a]

If the Asymp.Sig value < 0.05, the hypothesis is accepted that there are differences in the aspect of relative advantage in distance learning innovations carried out by Islamic Religious Education teachers in madrasah and schools. However, if the Asymp.Sig value is > 0.05, the hypothesis is rejected that there is no difference in the aspect of relative advantage in distance learning innovations carried out by Islamic Religious Education teachers in madrasah and schools. Based on the data in the table, the Asymp.Sig value is greater than 0.05, which is 0.768, so the hypothesis is rejected.

In the compatibility aspect, the results of hypothesis testing are as follows:

Table 6. Mean Rank and Sum of Ranks on Compatibility

Ranks				
	Compt	**N**	**Mean Rank**	**Sum of Ranks**
Compatibility	School	18	20.86	375.50
	Madrasah	18	16.14	290.50
	Total	36		

Table 7. Hypothesis Test Results on Compatibility

Test Statistics[b]	
Compatibility	
Mann-Whitney U	119.500
Wilcoxon W	290.500
Z	-1.373
Asymp.Sig.(2-Tailed)	.170
Exact Sig.[2*(1-Tailed Sig.)]	.181[a]

Based on the data in the table, the Asymp.Sig value is greater than 0.05, which is 0.170. If the Asymp.Sig value <0.05, the hypothesis is accepted that there are differences in the compatibility aspect of distance learning innovations carried out byIslamic Religious Education teachers in madrasah and schools. However, if the Asymp.Sig value is > 0.05 then the hypothesis is rejected that there is no difference in the compatibility aspect of distance learning innovations carried out by Islamic Religious Education teachers in madrasah and schools.

In the aspect of testability, the results of hypothesis testing are as follows:

Table 8. Mean Rank and Sum of Ranks on Testability

Ranks				
	Testb	**N**	**Mean Rank**	**Sum of Ranks**
Testability	School	18	20.61	371.00
	Madrasah	18	16.39	295.00
	Total	36		

Table 9. Hypothesis Test Results on Testability

Test Statistics[b]	
Testability	
Mann-Whitney U	124.000
Wilcoxon W	295.000
Z	-1.239
Asymp.Sig.(2-Tailed)	.215
Exact Sig.[2*(1-Tailed Sig.)]	.239[a]

Such as testing the hypothesis on aspects of relative advantage and compatibility, that the hypothesis will be accepted if the Asymp.Sig value is more

DOI: *http://dx.doi.org/10.24952/fitrah.v8i1.4990*

than 0.05. The hypothesis is rejected if Asymp.Sig > 0.05. The table data shows that Asymp.Sig is greater than 0.05, meaning that the hypothesis is rejected and it is concluded that there is no difference in the testability aspect of distance learning innovations for Islamic Religious Education teachers in schools and madrasah.

The results of hypothesis testing on observability aspects are as follows:

Table 10. Mean Rank and Sum of Ranks on Observability

Ranks				
	Obsrv	**N**	**Mean Rank**	**Sum of Ranks**
Observability	Sekolah	18	20.72	373.00
	Madrasah	18	16.28	293.00
	Total	36		

Table 11. Hypothesis Test Results on Observability

Test Statistics[b]	
	Testability
Mann-Whitney U	122.000
Wilcoxon W	293.000
Z	-1.361
Asymp.Sig.(2-Tailed)	.173
Exact Sig.[2*(1-Tailed Sig.)]	.214[a]

The results of hypothesis testing which show Asymp.Sig > 0.05, namely 0.173, forms the basis for the conclusion that the hypothesis is rejected. There is no difference in distance learning innovations for Islamic Religious Education madrasah teachers and schools in Aceh Jaya.

While the results of the hypothesis test on the complexity aspect are inversely proportional to the four previous innovation aspects. The hypothesis test data shows the Asymp.Sig value of 0.007 which is smaller than 0.05. So the hypothesis is accepted that there is a difference in the complexity aspect of distance learning innovation for Islamic education teachers and schools.

Table 12. Mean Rank and Sum of Ranks on Complexity

Ranks				
	Complx	**N**	**Mean Rank**	**Sum of Ranks**
Complexity	Sekolah	18	23.06	415.00
	Madrasah	18	13.94	251.00
	Total	36		

Table 13. Hypothesis Test Results onComplexity

Test Statistics[b]	
Complexity	
Mann-Whitney U	80.000
Wilcoxon W	251.000
Z	-2.690
Asymp.Sig.(2-Tailed)	.007
Exact Sig.[2*(1-Tailed Sig.)]	.009[a]

Idris and Lisa Jamal, etymologically, innovation comes from the Latin, namely innovation which means renewal and change. The verb innovo means to renew and change. So, innovation is a new change in the direction of improvement and planning (not by chance) (Rusdiana & Tafsir, 2014) (Rusdiana, 2014).

According to Ibrahim that innovation is an invention that can be in the form of ideas, goods, events, methods that are observed as something new for a person or group of people (Jannah, 2015).

Nawangsari that innovation is defined as an idea, idea, practice, or object/object that is realized and accepted as new by a person or group to be adopted. Innovation is essentially the result of a brilliant thought that is characterized by something new, it can be in the form of certain practices or in the form of a product of a result of technological thought that is applied through certain stages. It is intended to solve problems that arise and improve certain conditions or certain processes that occur in society (Kadi & Awwaliyah, 2017).

According to Geratlz and Robert, innovation is any idea, practice, or mate artifact perceived to be new by the relevant unit of adopt. The innovation is the

DOI: *http://dx.doi.org/10.24952/fitrah.v8i1.4990*

change object. A change is the alter in the structure of a system that requires or could be required relearning on the part of the actor(s) in response to a situation. The requirements of the situation often involve a res to a new requirement is an inventive process producing an invention. However, all innovations, since not everything an individual or formal or informal group adopt is perceived as new (Nurhidayati, 2015).

Nuryana in Ely that distance learning for both teachers and students is a big challenge. The challenge for teachers is how to be able to teach students who have different bits of intelligence and captures, diverse learning styles, and solutions when students experience obstacles in the distance learning process. This is an opportunity for teachers to understand the conditions and situations of students and take appropriate actions to provide teaching and services. So here, teachers have challenges and opportunities to learn both visual and audio-visual technology. These innovations in information technology should encourage teachers to develop competence and enlightenment, especially Islamic Religious Education teachers (Novianti et al., 2020).

Islamic Religious Education Subjects taught in schools and madrasah also apply distance learning. In contrast to other subjects, Islamic Religious Education is not only oriented to the development of students' cognitive aspects, but also the psychomotor and affective aspects of students. Therein lies the challenge of Islamic Religious Education teachers in implementing distance learning.

Religious education is intended to increase spiritual potential and shape students to become human beings who believe and fear God Almighty and have noble character. Increasing spiritual potential includes the introduction, understanding, and inculcation of religious values, as well as the practice of these values in individual or collective social life. The increase in spiritual potential ultimately aims at optimizing various potentials possessed by humans whose actualization reflects their dignity as God's creatures (Asnah, 2017).

Students' cognitive development can certainly be facilitated by distance learning. Then what about the development of the psychomotor and affective aspects of students? Of course, Islamic Religious Education teachers must make innovations so that distance learning can be of maximum benefit to students.

Schools (madrasah) are a place for planting and fostering moral values. As an institution where educational activities take place, schools are also obliged to develop the curriculum that will be applied. The opportunity given to schools

as educational units in preparing the curriculum, makes schools also have great opportunities in improving the quality of education, including developing models for implementing the values of the nation's character (Mas'ud et al., 2018).

Education taught by teachers in schools is a process to shape the character of children who are not good enough to become better ones. So that at school age children must always be controlled and supervised properly. So that the education he gets is not misused and can be applied and applied properly and correctly. The most important element in the formation of character is the mind, because the mind, in which there are all programs formed from his life experiences. This program then forms a belief system that can ultimately shape the pattern of thinking that can influence his behavior (Nurbaedi, 2018).

Majid that the focus of Islamic Religious Education Learning is to grow and increase faith through the provision of knowledge, fertilization, appreciation, and experience of students about the religion of Islam so that they become Muslims who continue to develop in terms of faith, piety, nation, and state (Priatna, 2018).

Meanwhile, Huang stated that during the Covid-19 pandemic, the learning process was carried out with a "Flexible Learning" system. This system has several characteristics, namely: a) the dimensions of learning that can be carried out anywhere and anytime; b) learners can learn whatever they want; c) learning resources can come from direct teachers or various sources available on various media such as the web; d) teachers have many opportunities in determining the implementation of learning (tutoring, independent study, seminars, debates, and online discussions); and, e) in carrying out the assessment, students can use a system that provides more flexibility for students in reporting every activity carried out during the Covid-19 pandemic (Zam, 2021).

Rogers says that five aspects must be fulfilled in innovation. The first is a relative advantage or relative advantage. Second, the compatibility or suitability of the innovation product with the needs of the adopter. Third, testability or the level of product innovation trialability. The fourth is the observability or observability of the innovation product by users and stakeholders, and the fifth is the complexity or the level of complexity of the innovation product to be adopted or applied by other parties .

DOI: *http://dx.doi.org/10.24952/fitrah.v8i1.4990*

Relative advantage is the degree to which an innovation is perceived as being better than the idea it supersedes. The degree of relative advantage is often expressed in economic profitability, status giving, or in other ways. The nature of the innovation largely determines what specific type of relative advantage (such as economic, social, and the like) is important to adopters, although the characteristics of the potential adopters also affect which dimensions of relative advantage are most important (as we shall show in this section) (Rogers et al., 2019).

According to Rogers, innovation should be relatively more useful than something that has existed before. Relative advantage is considered better than before. The advantages of innovation are determined by the economic, social, and needs of those who will adopt the innovative product.

Compatibility is the degree to which an innovation is perceived as being consistent with the existing values, past experiences, and needs of potential adopters. An idea that is not compatible with the prevalent values and norms of a social system will not be adopted as rapidly as a compatible innovation. The adoption of an incompatible innovation often requires the prior adoption of a new value system. An example of an incompatible innovation is the use of contraception in countries where religious beliefs discouraged the use of birth-control techniques, as in Moslem and Catholic nations(Rogers et al., 2019).

Compatibility is the degree to which an innovation is perceived as consistent with the existing values, past experiences, and needs of potential adopters. An idea that is incompatible with the prevailing values and norms of a social system will not be adopted as quickly as a compatible innovation. Adoption of an incompatible innovation often requires the adoption of a new value system beforehand. An example of inappropriate innovation is the use of contraceptives in countries where religious beliefs prohibit the use of birth control techniques, such as in Muslim and Catholic countries.

Complexity is the degree to which an innovation is perceived as difficult to understand and use. Some innovations are readily understood by most members of a social system; others are more complicated and will be adopted more slowly. For example, the villagers in Los Molinos did not understand germ theory, which the health worker tried to explain to them as a reason for boiling their drinking water. In general, new ideas that are simpler to understand will be adopted more rapidly than innovations that require the adopter to develop new

skills and understandings (Rogers et al., 2019). Complexity is the degree to which an innovation is perceived as difficult to understand and use. Some innovations are easily understood by most people. In general, new ideas that are simpler to understand will be adopted more quickly than innovations that require the adopter to develop new skills and understanding.

Trialability or testability is the degree to which an innovation may be experimented with on a limited basis. New ideas that can be tried on the installment plan will generally be adopted more quickly than innovations that are not visible (Rogers et al., 2019).Trialability or testability is the extent to which an innovation can be tried with certain limitations. Innovation ideas that can be tried out gradually are generally easier to adopt than innovation ideas whose implementation steps are not systematically gradual.

Observability is the degree to which the results of an innovation are visible to others. The easier it is for individuals to see the results of an innovation, the more likely they are to adopt (Rogers et al., 2019). Observability is the extent to which the results of an innovation are visible to others. The easier it is for individuals to see the results of an innovation, the more likely they are to adopt it

In general, several factors should be suspected as the cause of the similarity of distance learning innovations by Islamic Religious Education teachers. First, it is caused by the relatively similar condition of educational institutions. The condition of facilities and infrastructure in schools and madrasah in the 3 sub-districts where the research is located is not much different. Schools and madrasah are in the center of the population. Access to the internet network is also adequate. Facilities to support the innovation movement from teachers also tend to be the same.

Second, the characteristics of students are also relatively no different. Students in madrasah and schools come from middle-class families. The absorption ability of students in madrasah is not better than students in schools. Vice versa, the creativity of students in schools is not better than students in madrasah.

Third, support from educational institutions that do not encourage teachers to innovate. Innovations made by students are driven more by the teacher's awareness. The teacher realizes that students have become victims of distance learning. Many student needs are not met by the new learning system. To overcome this, the teachers took the initiative to make a breakthrough. The

DOI: *http://dx.doi.org/10.24952/fitrah.v8i1.4990*

breakthrough is to improve the quality and atmosphere of learning. The breakthrough is distance learning innovation.

When compared with the results of previous research conducted by Ely Novianti, et al regarding the Analysis of Islamic Education Learning Policy in the Pandemic Period: Opportunities and Challenges conducted at SMPN 1 Kretek and Siskha Putri Sayekti, et al in the article Implementation of E-Learning in the Distance Learning System in the Eyes PAI lessons at SMA IT Pesantren Nururahman can be analyzed several things. Islamic Religious Education teachers apply distance learning innovations based on information technology. It should be remembered that the basic selection of information technology is because of the ease it offers in terms of use and the availability of devices to students. The innovation products used by teachers have similarities with others such as Google Classroom and Zoom Meeting.

The possibility of this innovation in remote voting also occurs in schools and madrasah in Aceh Jaya. Thus, when a study was conducted on the comparison of learning innovations, the results of the hypothesis test showed a relatively similar trend. The only difference in my aspect is complexity. The difference in the complexity aspect is caused by the intensity and combination of the use of several distant learning innovation products that are applied by each teacher.

CONCLUSION

The results of the hypothesis test show that the difference between distance learning innovations implemented by Islamic Religious Education teachers in schools and Islamic Religious Education teachers in madrasah is not very significant. Of the five aspects that are used as indicators, only one aspect has a difference. The aspect that makes the difference is complexity, which shows the Asymp.Sig 0.007 result which is smaller than 0.05. This is unique in itself, because the results of hypothesis testing on the other four aspects (relative advantage, compatibility, testability, and observability) show a tendency for similar innovations to be applied by teachers. The unexpected finding deserves further exploration.Complexity is the ease or complexity of implementing a learning innovation to be adopted by other parties outside of the innovator in relatively the same or different objects and situations. This adoption process is an indicator that learning innovation is able to provide more benefits than its first

application. The easier an innovation is adopted, the greater the impact of improving the quality of education provided.

This finding is also interesting for further research. The focus of the research can be emphasized on innovative products that have been produced by each group of teachers who work in schools and madrasah. If the product has been found, then a search is carried out on the steps for its implementation. Then experimented with the application of each innovation to different objects and situations. The results of the experiment will answer the differences in complexity that exist in this study. Responses from adopters will also complement the data found. The limitation of the research is the approach used, namely quantitative and comparative study methods. So the results only show similarities or differences in learning innovation. If explored further with other research approaches, the contribution of the research will be more tangible for educational practitioners. Practitioners will find learning alternatives that are richer and can be adapted to various circumstances. Another limitation is the relatively little involvement of teachers from schools and madrasah. This has an impact on the less variety of data obtained from respondents. A larger number of respondents will have an impact on the richness of the data found.

REFERENCES

Ali, M., Prawening, C., & Samiaji, M. H. (2020). Inovasi Model Pembelajaran Jarak Jauh Program Kesetaraan Paket C di Masa Pandemi Covid-19. *VISI: Jurnal Ilmiah Pendidik Dan Tenaga Kependidikan Non Formal*, *15*(2), 107–116. https://doi.org/10.21009/JIV.1502.2

Asnah, A. (2017). Pengembangan Metode Pembelajaran PAI Berbasis Kecerdasan Majemuk. *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, *3*(2), 227–242. https://doi.org/10.24952/fitrah.v3i2.771

Jannah, F. (2015). Inovasi Pendidikan dalam Rangka Peningkatan Kualitas Pembelajaran Melalui Penelitian Tindakan Kelas. *Prosiding Seminar Nasional PS2DMP UNLAM*, *1*(1), Article 1. https://www.rumahjurnal.net/index.php/PS2DMP/article/view/215

Kadi, T., & Awwaliyah, R. (2017). Inovasi Pendidikan: Upaya Penyelesaian Problematika Pendidikan di Indonesia. *Jurnal Islam Nusantara*, *1*(2), Article 2. https://doi.org/10.33852/jurnalin.v1i2.32

Mas'ud, I., Fahmi, A. A., & Abroza, A. (2018). Strategi Pembelajaran Pendidikan Agama Islam Dalam Penananaman Nilai-Nilai Akhlak Siswa SMA Negeri I Sekampung Lampung Timur. *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, *4*(2), 317–336. https://doi.org/10.24952/fitrah.v4i2.953

Novianti, E., Fatkhia, A. R., & Nuryana, Z. (2020). Analisis Kebijakan Pembelajaran PAI di Masa Pandemi: Peluang dan Tantangan. *Jurnal Pendidikan Islam*, *11*(2), 201–212. https://doi.org/10.22236/jpi.v11i2.5663

Nurbaedi, A. (2018). Pendidikan Karakter menurut Kh. Hasyim Asy'ari (Perspektif Filosofis). *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, *4*(1), 207–226. https://doi.org/10.24952/fitrah.v4i1.944

Nurhidayati, T. (2015). Inovasi Pembelajaran PAI Berbasis Multiple Intelligences. *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, *3*(1), 23–56. https://doi.org/10.15642/jpai.2015.3.1.23-56

O'Hair, H. D., & Kreps, G. L. (2013). *Applied Communication Theory and Research*. Routledge: Taylor & Francis Group. https://books.google.co.id/books?id=5UD8AQAAQBAJ

Priatna, T. (2018). PAI di Sekolah Pada Era Disruptive Innovation. *Jurnal Tatsqif*, *16*(1), 16–41. https://doi.org/10.20414/jtq.v16i1.158

Rogers, E. M., Singhal, A., & Quinlan, M. M. (2019). Diffusion of Innovations 1. *An Integrated Approach to Communication Theory and Research*, 415–434. https://doi.org/10.4324/9780203710753-35

Rusdiana. (2014). *Konsep Inovasi Pendidikan*. Pustaka Setia.

Rusdiana, & Tafsir, A. (2014). *Konsep Inovasi Pendidikan*. Pustaka Setia. http://digilib.uinsgd.ac.id/8787/1/Buku%20Konsep%20Inovasi%20Pendidikan.pdf

Sayekti, S. P., Faridah, E. S., & Ningrum, R. S. (2021). Implementasi E-Learning dalam Sistem Pembelajaran Jarak Jauh pada Mata Pelajaran PAI di SMA IT Pesantren Nururahman. *Jendela ASWAJA*, *2*(01), 10–18. http://journal.unucirebon.ac.id/index.php/jeas/article/view/95

Zam, E. M. (2021). Peran Literasi Teknologi Informasi dan Komunikasi pada Pembelajaran Jarak Jauh di Masa Pandemi Covid-19. *EDUTECH : Jurnal Inovasi Pendidikan Berbantuan Teknologi*, *1*(1), 9–18. https://doi.org/10.51878/edutech.v1i1.176