



# Learning Transformation of Islamic Education Classroom during the Pandemic of COVID-19

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## Abstract

This study aims to identify and analyze the transformation of the Islamic Education learning model in elementary schools during the Covid-19 pandemic. This study uses a qualitative method with a case study design. The research locations are Madrasah Ibtidaiyah Negeri 1 and Al Falah Islamic Elementary School. The subjects of this study are PAI teachers and all students. Data collection techniques using interviews, observation, and documentation. Data analysis uses the Matthew B. Miles & Hubberman model which includes data collection, data reduction, data presentation, and drawing conclusions. The results showed that the transformation of the Islamic Education learning model used at the Sulthoniyah Sambas Integrated Islamic Elementary School during the COVID-19 pandemic was blended learning using social media such as YouTube and WhatsApp. Islamic Education learning by using online mode is designed by the school using the WhatsApp Group. Whereas for Islami Education learning with offline mode, face-to-face meetings take turns, in groups, and the schedule is set.

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## INTRODUCTION

Educational institutions in 190 countries are under a state of emergency that has led to school closures and face-to-face meetings being banned to prevent the spread of the virus. According to data from UNESCO in mid-May 2020, >1.2 billion students at all levels of education worldwide have stopped meeting face-to-face in class (Habibi, 2020). Report Eclac-Unesco, Education in the Time of COVID-19 Putra et al., (2020) There are several efforts to prevent the spread of the COVID-19 virus, including closing access to the economic system and closing schools at all elementary levels. The COVID-19 virus in Indonesia has implications for various aspects of people's lives. The implications of the COVID-19 virus include aspects of social culture, economics, tourism, and the world of education (Syaiyfullah et al., 2021).

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Candra is deep Fauzi & Khusuma, (2020) reported that the use of technology is still rare in learning process activities with learning changing to distance learning. According to, (Besand, 2020) The Covid-19 pandemic offers unpredictable learning opportunities and full energy and opportunities for technical learning in SE No.4/2020 on March 24 2020 by the Minister of Education. This is a big challenge for society where schools and offices are closed to prevent the spread of disease (Mulyanti et al., 2020).

This is of course due to the minimal quality of human resources available, the facilities and infrastructure for accessing the internet are obstacles in implementing online learnin (Agustin et al., 2022). Therefore, the teacher's mindset to innovate in educating students at this time is very necessary in order to obtain quality learning (Syamsuar, S. & Reflianto, 2019). The learning transformation that must be implemented in schools must partner with families at home intensively and sustainably (Sobon & Korompis, 2021). he role of parents is to be the spearhead in providing full education at home which will contribute to the development of attitudes. Thus, there is a lesson that can be learned from the Covid-19 outbreak and the digital era 4.0, namely that it can give teachers habits in adapting to using learning technology and parents will get used to educating children as substitute teachers at school (Zainuddin, 2020).

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## **METHODS**

This research uses a qualitative approach with a case study research design (Assyakurrohim et al., 2023). The research location was the Bukittinggi State Ibtidaiyah Madrasah and the Al Falah Islamic Elementary School. The primary data sources are Islamic Religious Education teachers, students, madrasa heads, curriculum representatives, and parents of students at Madrasah Ibtidaiyah Negeri 1 Bukittinggi and Al Falah Islamic Elementary School. Secondary data is in the form of well-written literature sources, books: education, sociology or anthropology, scientific works, journals, and relevant books (Ningsih et al., 2022).

Data collection procedures include 1) Observation, namely direct observation of the activities and learning processes of Madrasah Iptidaiyah Negeri 1 Bukittinggi and Al Falah Islamic Elementary School. 2) interview. 3) documentation. In collecting data by observation, the instrument used is field notes. Data analysis techniques include; reducing data, presenting the data, and drawing conclusions. Then the technique of checking the validity of the data is by extending observation, Triangulation, and Member Check (Saadah et al., 2022).

## **RESULT AND DISCUSSION**

Changes in situations and conditions with the Corona virus outbreak in 2020 have had a heavy impact on the education sector (Osunsanmi et al., 2022). This makes it impossible for learning activities to be carried out directly in class. The government circular dated March 18 2020 instructed that indoor or outdoor activities in all subordinate sectors be postponed with the aim of reducing the spread of Covid-19, including in this case the education sector (Putra et al., 2020). Existing studies on elementary school teachers' readiness for online learning during the pandemic are more oriented towards external aspects of the teacher (Fauzi & Khusuma, 2020). Meanwhile, according to Arif et al., (2021) One of the teacher competencies that needs to be improved in the learning process amidst the COVID-

19 pandemic is pedagogical competency. The selection of pedagogical competencies is based on one indicator which states that a teacher needs to choose the right learning media and build a knowledge system that is constructive, collaborative, and able to utilize the potential of the surrounding environment. (Meilia & Murdiana, 2019).

As a form of anticipatory effort for the spread of the Covid-19 virus, the government implemented a social distancing policy (Rahman & Utama, 2020). This has an effect on the quality of learning at school. Previously, students and teachers interacted directly in class, now online. Teachers are required to continue to provide good learning, in conditions conducive to being creative and innovative with interesting learning media so that students understand the material and achieve their learning goals (Oktiani, 2017).

Learning Islamic Religious Education is a process where students seek and change their abilities in thinking and behaving (Yuhana & Aminy, 2019). Learning activities are carried out by students' own efforts, while educators play the role of providing creative encouragement so that students get effective learning outcomes (Simbolon, 2014). In preparation for learning during COVID-19 at Madrasah Ibtidaiyah Negeri 1 Bukittinggi. The Principal stated; "In preparation for the 2020/2021 school year, the school made preparations by creating a format from the Ministry of Religion for face-to-face permission, so a school Covid team was formed, a permission letter from parents and the school committee, equipped facilities according to adequate school health protocols and wrote a letter to superior. Furthermore, according to Hamdah, the active learning process was carried out by carrying out a lot of innovation by teachers during the pandemic, so active learning creativity and innovation are needed (Kahfi, 2020).

This was also expressed by the principal of the Al Falah Islamic Elementary School Soleha et al., (2021) which stated that during the COVID-19 pandemic, learning was carried out from home (BDR) by creating study groups guided by Integrated Islamic Elementary School teachers. This agrees with Chaeruman in his opinion Sifriyani et al., (2020) that the condition of students and teachers not meeting directly for social distancing and physical distancing has resulted in learning being carried out online. In this learning, synchronous and asynchronous learning are known. For example, learning is carried out via web conferences.

The problem of independent learning has been widely researched, including research conducted revealing that students' independent attitude in learning is still at a low level, this is indicated by the attitude of students who are not confident in their own abilities, which causes students to often cheat, ask other people for help. others in doing assignments and always waiting for directions from the teacher (Mahrum et al., 2023). More on that, (Nurhayati, 2017) research states that the problem that occurs in the field is that in carrying out learning activities there is a lack of student activity in these activities, when in the classroom the teacher dominates so students are less active in increasing their own knowledge, of course, results in students being less good at analyzing and solving problems. Based on the problems above, many solutions have been provided, both in the use of strategies, as well as learning methods and media to stimulate students to learn more independently (Wulandari, 2020). For this reason, teachers must have a measuring instrument that can measure student learning independence to see the high and low levels of each student's learning independence. (Kurniasih et al., 2020).

Based on the problems above, many solutions have been provided, both in the use of strategies, as well as learning methods and media to stimulate students to learn more independently (Fakhriyana & Riayah, 2021). For this reason, teachers must have a measuring instrument that can measure student learning independence to see the high and low levels of each student's learning independence. Measuring learning

independence well. The type of instrument that can be used to measure learning independence is a questionnaire (Turner et al., 2021). A questionnaire is a written statement that can be filled out by respondents in order to collect data (Jayantini et al., 2014). A valid questionnaire is a questionnaire that can measure the object to be measured (Siregar, 2022). In making a questionnaire there are techniques for compiling it, namely the questionnaire must cover all the indicators of the object, the language used is easy to understand, the statements are in accordance with the indicators and there are many other important things in compiling a research instrument. (Pujihastuti, 2017).

The learning methods implemented by Madrasah Ibtidaiyah Negeri 1 Bukittinggi during the Covid-19 pandemic include "learning which is mostly carried out offline and online (Blended Learning), meaning that learning is carried out with flexible principles based on the local conditions in which zone it falls into. Apart from that, according to one of the Al Falah Islamic Elementary School teachers, lessons were made during the pandemic using online media, the YouTube application, each teacher made a learning video with a teaching duration of 5 minutes, and then the video was sent via Whatsapp to parents. In accordance with the expression above, one of the homeroom teachers at Madrasah Ibtidaiyah Negeri 1 Bukittinggi also stated that: Online learning uses Whatap by informing assignments once a week according to the schedule made by the school.

Online education during this pandemic has resulted in the role of teachers and parents being shifted during the learning process (Anggraeni et al., 2021). Learning is no longer provided by teachers alone, but parents or guardians of students also have the role of accompanying students while studying at home (Khurriyati et al., 2021). Based on the documentation obtained from field observations, each teacher created a WhatsApp group to send information in the implementation of learning at school (Putria et al., 2020). The WhatsApp group created aims to facilitate communication with students regarding learning materials and assignments that will be given by the teacher (Handayani & Aminatun, 2020).

Apart from that, from the results of learning documentation at Al Falah Islamic Elementary School, it was discovered that teachers also use social media such as YouTube to convey learning material. The teacher shows a short video containing an explanation with a duration of approximately 5 minutes (Nuryadin & Muharram, M. R. W., Guntara, 2021). Implementing fun learning during the pandemic by presenting learning videos as mentioned above is done so that students are more interested in learning (Lapitan Jr et al., 2021). This was expressed by one of the Al Falah Islamic Elementary School Curriculum Representatives, who stated that teachers were giving assignments online, namely by sending memorizing videos via the Whatap group every time they carried out the learning process.

According to Samosir in Surandika et al., (2020) YouTube has the function of being a space for searching for information through videos. Now, this application acts as a site that provides many online videos which are liked by many people, especially young people. Users of this application are not only users but can actively earn income or just share the content they create. This easy access makes YouTube an application for providing education (Tirahima & Rismayati, 2023). The same thing was also stated by Ririn Puspita, Niko Kurniawan and Karim that YouTube is a social media site that contains videos and these videos can be viewed and accessed easily by anyone when there is internet. (Tutiasri et al., 2020).

Apart from online learning, offline learning has also been carried out by the two schools that are the subject of this research. This step was taken because of complaints faced by students, especially in rural areas where internet signals were hampered in accessing information sent by teachers. According to the head of Madrasah Ibtidaiyah Negeri 1 Bukittinggi, although there has been support from the

central government in the form of providing internet quota assistance for students to use for studying, there are still other obstacles faced, namely limited access. Students cannot use communication tools effectively in implementing learning. Apart from that, the devices used by students are also insufficient (Ambarita et al., 2021). This is because parents do not have Android cellphones and sometimes it is not uncommon for students to take turns with their parents in using the cellphone.

In line with the results of the research above according to Aji in Adawiyah, R. et al., (2021) explained several obstacles or problems during online and offline learning during the pandemic, including limited technology mastered by teachers and students, lack of facilities, limited internet access, and lack of funding from the center to the regions. Although current quota assistance from the government for students and teachers has decreased since September 2020 (Utomo et al., 2021). However, it is felt that this is still insufficient in dealing with students' learning difficulties during the Covid-19 pandemic. According to one of the homeroom teachers, Nurul Waizah, the solution to overcome this problem is to provide assignments that will be submitted by parents and students to the school which has already made a certain schedule at the school to avoid crowds. Parents have an important role in children's education during the Covid-19 pandemic, because children spend more time at home. This is in accordance with Yasmin's research as quoted which states that parents really have a role as role models for children when developing their character, because their character is formed from the words and behavior of their parents. (Juniardi et al., 2021). In this regard, according to the head of the Al Falah Islamic Elementary School, in order to avoid obstacles to online learning during the pandemic, he stated that: Studying from home during the pandemic, students entering Class 1 were divided into 3 groups which were directed to the ADI campus, because it was far from the crowds so conditions crowds so as not to cause jealousy with other schools.

The above efforts were also carried out by Madrasah Ibtidaiyah Negeri 1 Bukittinggi. One of the class teachers who was an informant stated that implementing learning during the COVID-19 period online, the school also carried out learning at home for small school group teachers, and face-to-face meetings were limited for one semester (Fikri et al., 2021). In order not to burden parents, teachers in remote areas visit each student's home (Pribadi & Rahyasih, 2021). There are parents of students who explain this situation, they control and guide their children so they can continue studying at home (T. Sari & Nayır, 2020).

The objectives of online and direct learning during the Covid-19 period are: 1) providing certainty regarding students' rights to obtain educational services, 2) protecting educational unit residents from the impact of this pandemic, 3) preventing the spread and contagion of this epidemic, 4) providing psychosocial support for teachers, students, or parents of students. (Vinet & Zhedanov, 2011). From the results of research at Madrasah Ibtidaiyah Negeri 1 Bukittinggi, it was found that online learning assignments to inform students with lesson schedules made lesson schedules once a month according to the situation and conditions using a shift system. Meanwhile, the learning carried out by the Al Falah Islamic Elementary School is that the school shift model is also implemented, but it cannot be more than 50%, for example grade 1 students are divided into 3 classes but these learning activities can only last 2 weeks and for students who persist then moved back. Study Putra et al., (2020); Sari & Murniyetti, (2021).

The implementation of learning during the Covid-19 pandemic has not been carried out face to face, however the learning carried out is Distance or Offline Learning which is scheduled once a week, namely when taking and submitting assignments. (Pratama & Mulyati, 2020). Evaluation at Madrasah Ibtidaiyah Negeri 1 Bukittinggi, namely at the class promotion meeting, including evaluation of the

learning system, both Distance Learning, namely distance learning and offline, namely outside the network, and also student assignments. The results of this evaluation are to improve the quality of education in schools to be implemented in the following semester (Priyambodo & Hasanah, 2021).

## CONCLUSION

Educational activities are now experiencing changes in the learning process and other aspects due to the Covid-19 outbreak. The application of Islamic Religious Education learning is now providing a flow of change in the world of education which seeks to improve the learning process in schools so that it can proceed well and appropriately with no students' rights being reduced when obtaining information or knowledge which is obtained during normal learning (face to face). in the classroom. Transformation of Islamic Religious Education learning can be realized if teachers can innovate with technology to be used in the learning process.

The transformation of the PAI learning model as a medium for transferring knowledge can be carried out using a fully online mode or distance learning or a combination mode between offline and online such as blended learning. The principle that needs to be considered is that teachers do not burden students with piles of assignments. As for offline learning, it can be done by implementing a shift system or taking turns with a schedule determined by the school. Meanwhile, providing data package assistance from the government for teachers and students to facilitate the learning process at this time is still needed.

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