



## LEARNING ISLAMIC RELIGIOUS EDUCATION AND CHARACTER AT ELEMENTARY SCHOOL LEVELS DURING THE PANDEMIC

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### Abstract

The research was conducted to examine the implementation of education on the pandemic of covid-19. Education is one of the sectors affected by the impact of the pandemic covid-19. Various media and the strategy were undertaken by teachers for students' rights in education. Elementary School becomes the locus of interest by researchers to be studied. The purpose of this research is to conduct a study of the teachers and the ethics associated with the media and the strategies used by teachers in learning about the pandemic. It's chosen IRE's teacher and ethics in research is due to the Elementary teachers of subjects separate and different from the class teacher. This research uses qualitative research methods through a phenomenological approach. The location of this research was in an Elementary school in Garut Regency, selected samples in the snowball as many as 34 informant teachers. The subject in this study is teachers. This study shows that the need for innovation is done by teachers to ensure the sustainability of the learning process.

**Keywords:** Islamic Religious Education, Character, Pandemic, Elementary School

### Abstrak

Penelitian ini dilakukan untuk mengkaji pelaksanaan pendidikan di tengah pandemi covid-19. Pendidikan merupakan salah satu sektor yang terkena dampak dari pandemi covid-19. Berbagai media dan strategi dilakukan guru demi hak siswa dalam pendidikan. Sekolah Dasar menjadi lokus yang diminati oleh peneliti untuk diteliti. Tujuan dari penelitian ini adalah untuk melakukan kajian terhadap guru dan etika yang terkait dengan media dan strategi yang digunakan guru dalam pembelajaran tentang pandemi. Dipilihnya guru Pendidikan Agama Islam dan Budi Pekerti dalam penelitian ini dikarenakan guru SD mata pelajaran terpisah dan berbeda dengan guru kelas. Penelitian ini menggunakan metode penelitian kualitatif melalui pendekatan fenomenologis. Lokasi penelitian ini berada di salah satu Sekolah Dasar di Kabupaten Garut, sampel yang dipilih di lapangan bola saju sebanyak 34 informan guru. Subjek dalam penelitian ini adalah guru. Penelitian ini menunjukkan perlunya inovasi yang dilakukan oleh guru untuk menjamin keberlangsungan proses pembelajaran.

**Kata Kunci:** Pendidikan Agama Islam, Budi Pekerti, Pandemi, Sekolah Dasar

## INTRODUCTION

Pandemic covid-19, which appeared at the beginning of the year 2020 in Indonesia make the government take a strategic step in preventing the transmission of covid-19. The Virus quickly spread that should be avoided with the right steps. The steps taken are physical distancing, namely the rules to keep a distance between individuals. Covid-19 is a threat to physical health all over the world.<sup>1</sup> Above these conditions, then all the sectors of activity should be temporarily discontinued, in addition to those required for always using and getting used to using a mask, always washing the hands, and keeping the distance. This rule is contained in all sectors, including in the education sector.<sup>2</sup>

This resulted in learning that should not be done face to face but must be done from home. The condition of the global pandemic Covid-19 quickly changed the learning environment for masiv and was revolutionary. In the conditions of the pandemic as it is, the learning activities should be done.<sup>3</sup> Learning activities should be supported by the media that support them. The process adaptation of learning is to be done with the use of media in teaching and learning.<sup>4</sup>

Policy learning from home is an attempt to restrict activities involving people. Based on such a rule then the heads of regions in Indonesia make the circular of instructions to learn at home. In the Province of West Java, a circular appeared on 15 March 2020, it began with the enactment of West Java as a standby status. Based on the circular, then the agenda of learning for students of all levels had to be done at home. In these conditions, it will online be learning is the alternative that is done and should be followed by both teachers and students. Students should keep following learning and are always active during learning.

The adaptation of the learning process is implemented at all levels, Elementary, Junior high, high school, or equivalent with him. Providing media support to ensure that learners remain underserved rights. In this regard, the teacher as the element responsible for the services of transportation of the rights over the education of their students is required to perform a series of steps in the learning process. Duties and responsibilities should be owned by every teacher.<sup>5</sup> Online learning has become an important part of the higher education

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<sup>1</sup> Chaolin Huang dkk., "Clinical features of patients infected with 2019 novel coronavirus in Wuhan, China," *The Lancet* 395, no. 10223 (15 Februari 2020): 497–506, [https://doi.org/10.1016/S0140-6736\(20\)30183-5](https://doi.org/10.1016/S0140-6736(20)30183-5).

<sup>2</sup> Yingying Wang dkk., "This preprint reports new research that has not been certified by peer review and should not be used to guide clinical practice. 1," *medRxiv*, no. 165 (2021): 1–13.

<sup>3</sup> Siti Maryam Munjiat, "Implementation of Islamic Religious Education Learning in Higher Education on The Pandemic Period," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (5 Agustus 2020): 285–95, <https://doi.org/10.31538/nzh.v3i2.757>; Riza Firly Maulidyah dan Agus Machfud Fauzi, "Multicultural Community Rationality in Running Religious Activities in Pandemic Times," *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 4, no. 2 (1 November 2021): 271–87, <https://doi.org/10.31538/almada.v4i2.1653>; Samsul Susilawati, "Prospects of Digital Literature and Its Implications on Increasing Learning Outcomes During The Covid-19 Pandemic," *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (13 November 2021): 526–36, <https://doi.org/10.31538/ndh.v6i3.1776>.

<sup>4</sup> Masruroh Lubis, Dairina Yusri, dan Media Gusman, "Fitrah: Journal of Islamic Education (FJIE) PEMBELAJARAN PENDIDIKAN AGAMA ISLAM BERBASIS E-LEARNING (Studi Inovasi Pendidik MTS. PAI Medan di Tengah Wabah Covid-19) ARTICLE HISTORY," *Fitrah: Journal of Islamic Education* 1, no. 1 (t.t.): 1–18.

<sup>5</sup> Hafsa M. Nur dan Nurul Fatonah, "PARADIGMA KOMPETENSI GURU," no. 1 (2005): 12–16.

system in different countries.<sup>6</sup> Distance learning is learning carried out not face directly between teachers and learners but assisted with the media to perform activities of teaching and learning process.

Elementary school, for researchers, becomes a level to be investigated. This is because the Elementary school, which incidentally are at the age range was young than required to perform the adaptation. On the level of Junior or high, the process of adaptation of learning will be seen more easily. But at the primary level will certainly appear diverse illustrations that appear as well as its uniqueness by the character of the learner at the age of Elementary school.

The presence of the media is a very important element to ensure the sustainability of the learning process. Learning is highly recommended using props because it is through props that will be able to draw the attention of students towards learning are implemented because the students can be actively involved during learning.

The Policy study from home applies to all levels, including an elementary school. In particular, the level of elementary school which is the learner's age is still under-required to also perform adaptations for the latest situation. A variety of innovations should be done by the teachers so that learning in Elementary school remains to be implemented effectively<sup>7</sup>.

The importance of presence of media in the learning process becomes very important. On that thought, the researcher intends to conduct a study regarding the use of instructional media in Elementary School. Specifically, this study will examine the use of learning media subjects of Islamic Religious Education and ethics. On learning of IRE, for example, the learning of which is usually before the pandemic taught face-to-face should be implemented online leverage-based learning platform digital<sup>8</sup>. In addition to the fears of IRE learning becomes not interesting when the pandemic therefore chosen subjects IRE and ethics because these subjects are commonly held by the subject teacher or not the class teacher. So, it is usually one of the school subjects of IRE and ethics held by one of the teachers.

## **RESEARCH METHODS**

This research uses qualitative research methods through a phenomenological approach. A phenomenological approach is an approach in the research that will explore the experiences of the subject in depth.<sup>9</sup> its chosen method of phenomenology is the study conducted by the researchers that explore the experience of teachers in the teaching of Religious Education and ethics that is experienced by the teachers themselves during the pandemic.

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<sup>6</sup> Farhat Munir dkk., "Online Learning and Students' Fear of COVID-19: Study in Malaysia and Pakistan," *International Review of Research in Open and Distributed Learning*, vol. 22, t.t.

<sup>7</sup> "A Review of the Largest Online Teaching in China for Elementary and Middle School Students During the COVID-19 Pandemic," *Best Evidence of Chinese Education* 5, no. 1 (2020): 549–67, <https://doi.org/10.15354/bece.20.re040>.

<sup>8</sup> Masruroh Lubis, Dairina Yusri, dan Media Gusman, "Fitrah: Journal of Islamic Education (FJIE) PEMBELAJARAN PENDIDIKAN AGAMA ISLAM BERBASIS E-LEARNING (Studi Inovasi Pendidik MTS. PAI Medan di Tengah Wabah Covid-19) ARTICLE HISTORY," *Fitrah: Journal of Islamic Education* 1, no. 1 (t.t.): 1–18.

<sup>9</sup> Clark Moustakas, "Phenomenological Research Methods," t.t.

The location of this research was in an Elementary school in Garut Regency, selected samples in the snowball as many as 34 respondent teachers. The teacher spread across several districts in Garut Regency, West Java Province. The subject in this research is the teachers, as the research is devoted to digging up the experience of teachers, then teachers are selected to be the respondents. 36 people of the teacher are considered relevant to the theme under study.

The process of data collection in this research is using the technique of structured interviews. It is adjustable with the opinion that structured interviews can be an option to explore the data from the source. The interview was conducted directly face-to-face by meeting with the teacher as well as using the protocol of health. However, some respondents conducted online because it is still in the pandemic covid-19.

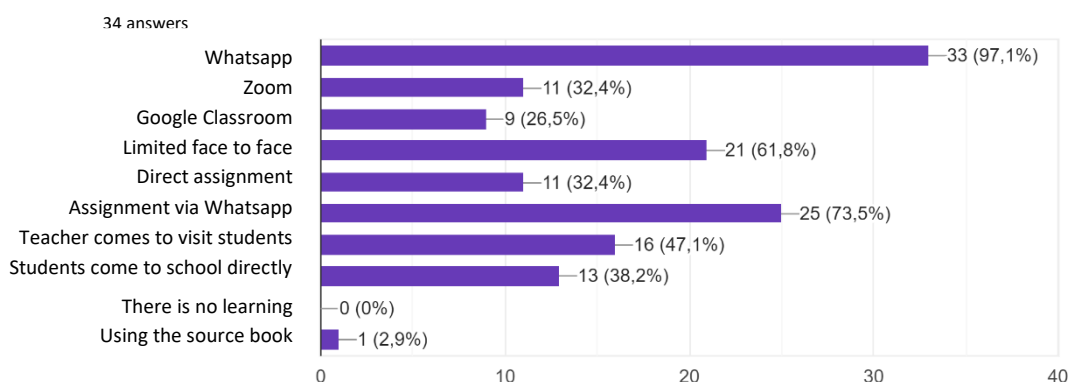
Techniques of structured interviews were conducted by the researchers to explore the data associated with the experience of the teacher in teaching the subjects of Islamic Religious Education and ethics. The researchers first create an instrument with open-ended interviews. The intent of the interviews the respondents are given the flexibility to answer. In addition, the researchers also conducted ethics in research by first seeking approval to be involved in this research. The Data obtained were then analyzed using data analysis techniques using model analysis Creswell through the stages of data collection, data reduction, and interpretation of data.

## RESULTS AND DISCUSSION

### Learning Islamic Religious Education (IRE) media on The Pandemic

To know the media used in the learning of IRE and ethics in ELEMENTARY school, the researcher gives the option checkboxes, each respondent can tick more than one. The results obtained from the questions of media used by teachers of IRE on the pandemic can be seen in the diagram below:

**Figure. 1** what media was used in IRE learning during the pandemic? (can be checked more



From the diagram above it can be seen that the media WhatsApp is the top choice in the use of learning media IRE in ELEMENTARY school in Garut. Whatsapp is one of the applications installed on android smartphones. Due to the ownership of the smartphone being a very public one. Therefore, the chosen platform Whatsapp (WA) became one of the

media to meet between learners and teachers online. In its technical use, Whatsapp is by making a group which consisted of teachers and students or parents of students. In the group of such teachers provide teaching materials or the assignment to the students. Teachers and students communicate with each other such as students collecting assignments via the capture learning outcomes against the teacher. Can be seen from the image above that the assignment through the WA is a choice of the most selected by the teacher.

In addition to using the platform WhatsApp as many as 21 teachers also responded that they carry out learning face-to-face on a limited basis. Learning is still conducted face-to-face with the infinite. The teacher schedules students to come to school to take the assignment from the teacher. But this is not done every day and yet scheduled in a week or two once students come to school to collect duty for one week and take on new tasks to be done.

It is no less interesting from this study shows that learning at the primary level, including the material of Islamic Education and *Budi Pekerti* is with the way a teacher visits students. Visit this is done by the teacher to the house of residence of the student. To minimize the time, the teacher had the first grouping of students within easy reach of his home and one class to gather at the home of one of the students. Teachers around every day from one group to another group. So, in group activities, student learning is not implemented every day to minimize the interaction between individuals.

Online Media are used in learning IRE and ethics ELEMENTARY school is a zoom and google classroom. Zoom is implemented by as many as 11 respondents and google classroom by 9 respondents. It is quite the selection of online media the least, as it relates to the still limited ability of students to elementary school in the use of zoom and googles classroom. Using zoom and google classroom also from the results of the interviews obtained data that was done by teachers who teach grades 5 and 6 with the location of the Geografia urban.

From the results of the interview can also be seen that learning during the covid-19 pandemic in Garut Regency at the elementary school level continues to run. Although in practice there are obstacles. From the chart above it can be seen that none of the respondents mentioned that there was no learning at all that occurred during the pandemic.

Based on all the data above it can be seen that learning in pandemics urgently needs the presence of media to ensure continuous learning. Various media are selected by the teacher in the learning process. Technology is present to assist teachers in overcoming the difficulties felt by the world of education.

### **Teacher Strategies in Teaching Pandemic**

Times From various findings in the field, learning is done through several strategies including:

#### **Face-to-face learning**

In practice, to ensure the learning process is done, then the learning is still performed face-to-face. As for the students of schools implementing face-to-face learning with the stick adhere to the protocol health.

Face-to-face learning is held by the teacher first maps out students based on geographical distribution. Students are grouped with their classmates. Learning was

implemented twice a week. With such a strategy is learning remains to be implemented. It is implemented due to Elementary School children still have to meet with the teacher and still get an explanation of the learning material. These activities are carried out not only on the IRE learning and ethics course but on other materials as well.

Learning face-to-face is more effective compared to not meeting in person. This will allow a dialogue between students and teachers. Through face-to-face learning, students had the opportunity to give feedback directly. At primary School, face-to-face is considered to be very important tailored to the characteristics of the students of Elementary school.

In particular teachers in Elementary school, need to do a face-to-face. A lot of learning IRE and ethics materials at the primary level requires the presence of direct interaction between students and teachers. For example, on the material memorizing short Surah. The teacher should ensure that students can memorize orally.

In face-to-face learning, teachers can easily monitor the results of students' learning and ensure that students follow the learning actively.

### **Online Learning**

Online learning is the right place in the pandemic. In this online learning, the teacher requires the media to be an intermediary between students and teachers. Among the findings of this research are in online learning implemented through the WhatsApp platform. In that WhatsApp group, teachers often send video learning. Learning videos sourced from youtube or the video made by the teacher himself.

In IRE's learning, teachers often give a link to videos like the story of the prophet, that video is watched by the students. as for memorizing short Surah, the teacher asked the students to record their videos by reading a short surah without looking at the text. Then the video is sent to the teacher for giving the value.

### **Assignment**

The assignment became a strategy for teachers in the learning of the pandemic. At the level of Elementary school, teachers use the LKS (*Lembar Kerja Siswa*) or Students' worksheet (LKPD) to give the assignment to the students. Teachers provide specific targets to the students to work on a task on a specific page then collected them via WhatsApp to capture the students' work.

In addition to the assignment through WhatsApp, some teachers who studied do the assignment directly. This is made for teachers who carry out limited face-to-face, so when meets with the student, the teacher explain the material then gives the task. During the pandemic, the assignment became a top priority because the duration of the meeting between students and teachers is very limited so that is the main explanation about students' assignments.<sup>10</sup>

As with other subjects, an Islamic Education subject, especially in Elementary School is also presented in the thematic or shaped theme of all using a thematic approach. Using themes to unify the competencies that had been spread in various fields or subjects in the context of the previous curriculum. By utilizing the theme of this overlap the

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<sup>10</sup> Ashif Az Zafi dkk., "Islamic Religious Education Teacher of Learning Strategy in Implementing Religious Values Through Whatsapp," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (5 November 2021): 700–711, <https://doi.org/10.31538/nzh.v4i3.1423>.

material does not occur so it is more efficient not only that the material can be more easily understood by the learners as it is in harmony with the thought patterns of learners who tend to be holistic. Thematic learning thus is referred to as thematic learning model share or shared/participative model.<sup>11</sup>

### **Obstacles Faced**

Learning on the pandemic, not despite the various obstacles that exist between the findings of the research include:

#### **the Limitations of the means of media**

Among the media used in the process of learning some of the students included using the platform WhatsApp installed by smartphone. In practice, many students do not have a personal smartphone. there are still a few students that have smartphone devices, so some students use the smartphone of their parents. Because at elementary school the majority use smartphones their parents

In addition to the possession of smartphone devices, the limitations of the signal are also still a problem that bothers the effectiveness of learning. Garut Geographical conditions are the mountains so it becomes a barrier access signal for some areas.

The results of the research emphasize that the success of online learning and active learning for students are very dependent on motivation and cognitive skills. Therefore, it is recommended to have an IT infrastructure that is robust and create a fully integrated curriculum IT is well thought out to develop problem-solving skills in cognitive students and improve psychological motivation. Common obstacles faced by students certainly need to be found the solution includes internet quota, an internet connection, and the availability of teaching resources. Although there are constraints and shortcomings in the process of learning, the other facts illustrate that the learning outcomes of students are achieved well.<sup>12</sup>

#### **Limitations of ability to operate the media**

In addition to the limitations of the media outlets owned by students and the people wondering, many of the students and parents are not too proficient in its operation. Some of the respondents ever tried using zoom, meet, and google classroom but it's still constrained on the ability of students and parents on using it. Whatsapp is considered as a platform the easiest to use compared to other platforms that will ever be used by the teacher.

The situation of the pandemic has forced educational institutions to suddenly switch from the mode of teaching and learning on-campus to online, and this has been caused fear among the students due to the unavailability of resources is one the critical

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<sup>11</sup> Abdul Azis, Reem Abou-Samra, dan Andika Apriyanto, "Online Assessment of Islamic Religious Education Learning," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (29 Januari 2022): 60–76, <https://doi.org/10.31538/tijie.v3i1.114>.

<sup>12</sup> Novita Novita, Muhamad Taufik Bintang Kejora, dan Akil Akil, "Efektivitas Penggunaan Aplikasi Zoom Meeting dalam Pembelajaran PAI di Masa Pandemi Covid-19," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 3, no. 5 (28 Juli 2021): 2961–69, <https://doi.org/10.31004/edukatif.v3i5.1070>.

factors, especially for those who have no experience of using these resources for online learning.<sup>13</sup>

### **Limitations of the Teacher in monitoring the process and learning**

Learning on the pandemic very allows the teacher to feel difficulty in monitoring the learning process and learning outcomes. The learning process is identical to the assignment in the house cannot be ascertained yet if the task is done by the students. In addition to the process, the results of the study are considered to be not optimal. There is a loss of quality and student learning outcomes during the pandemic. Some of the challenges for online education, giving the challenges the technology resources online and adapting to new things including heavy tasks. At the Elementary school level is enacted curriculum thematic. to present the thematic learning requires a special proficiency for the teachers. The pattern student center, which becomes their trademark is also not a little to make the teachers are confused in managing the class because they have to make changes that previous to the teacher center.

### **Efforts to Overcome Obstacles While Learning**

Various problems arose in the previous discussion that we found in online learning<sup>14</sup>. With all the limitations that become an obstacle in the process of learning about the pandemic. The teacher tries to find a solution so that learning is carried out. For students who have constrained devices and the media of learning then the teacher visits the group based on the location of the neighboring houses. Internet quota is a problem for some teachers and students, but there is a policy of assistance quotas for learning.<sup>15</sup> So that learning helped.

Parental involvement is important in the process of learning about the pandemic. Environmental microclimate in the family needs to provide support in the learning process.<sup>16</sup> Parental involvement is one determinant of success.

Psychological motivation in online learning is one of the core components of the involvement of the academic and encourages students to achieve some goal.<sup>17</sup> The education sector is considered as a driving force that directs the students to learn) and reach the target academically. According to Novita mastering skills in operating the media,

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<sup>13</sup> M. Nurul Ikhsan Saleh, Ratna Sari, dan Puji Alim, "University Students' Perception on The Implementation of Online Learning During The Covid-19," *Nazbruna: Jurnal Pendidikan Islam* 4, no. 1 (24 Januari 2021): 1–17, <https://doi.org/10.31538/nzh.v4i1.1022>; Muhammad Mushfi El Iq Bali dan Noer Holilah, "The Role of Foster Caregivers in the Effectiveness of Online Learning in Pesantren," *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 01 (20 Februari 2021): 339–62, <https://doi.org/10.30868/ei.v10i01.1178>.

<sup>14</sup> Levent Yayci dan Abdurrahman Kendirci, "Determination of Educational/Academic and Some Social Behavioral Trends of Elementary School Students in Turkey during Coronavirus (COVID-19) Pandemic Days," *International Online Journal of Education and Teaching* 8, no. 1 (2021): 358–80.

<sup>15</sup> Qomaruzzaman Azam Zamī dan Bagong Suyanto, "Digital Divide for Teacher During Pandemic Covid-19," *Al-Mada: Jurnal Agama, Sosial, Dan Budaya* 4, no. 2 (30 Juli 2021): 213–24, <https://doi.org/10.31538/almada.v4i2.1235>.

<sup>16</sup> Nurul Fatonah, "Parental Involvement in Early Childhood Literacy Development," 2020.

<sup>17</sup> P. Y. Oudeyer, J. Gottlieb, dan M. Lopes, "Intrinsic motivation, curiosity, and learning: Theory and applications in educational technologies," dalam *Progress in Brain Research*, vol. 229 (Elsevier B.V., 2016), 257–84, <https://doi.org/10.1016/bs.pbr.2016.05.005>.



stimulate thinking skills through the ask a question and explaining the learning which is the key to success. Supported with other skills that make learning more meaningful.<sup>18</sup>

## CONCLUSION

Learning of Islamic Education (IRE) and ethics are kept running. IRE's Teachers remain their duties in learning. Students still earn their rights. Most of the learning processes of the pandemic are using WhatsApp. This is done to minimize contact between individuals. In addition, because of many problems, especially the limitations of the ownership of the means, the media, and the signal then some respondents do face-to-face limited learning. The process of learning is using learning groups. Learning about the pandemic through the assignment. In this case, the teachers work together with parents to be able to help their children in learning. The family environment is a good place to learn during a pandemic, in this case, parents do full support for the learning process.<sup>19</sup>

Learning on the pandemic has many challenges, including the teacher must be able to teach with a creative model to see a variety of students' characteristics. The teacher also must be responsive when students have barriers to learning. Teachers have challenges and opportunities to be able to master the technology of learning that encourages teachers to better. Teachers are challenged to improve the ability of mastery of the technology But, the fact that online learning hinders the implementation of the effectiveness of learning due to the limited mastery of technology teachers and the students, facilities, and infrastructure are inadequate, limited internet access, lack of preparation budget provision in the early.

Online learning also provides challenges and opportunities for teachers to provide teaching by leveraging technology then being motivated to learn it.<sup>20</sup> The success of online learning in Indonesia during the COVID-19 pandemic is determined by the readiness of technology that is in line with the national humanist curriculum and is supported by all elements of the government and society.<sup>21</sup> Learning innovation IRE can be realized if the teacher can literacy technology even master to be utilized in the activity of the learning process related to the learning that is on progress at the time of the learning progress. Online learning is made with a variety of learning media such as google classroom, e-learning, zoom, youtube, google meet, and other learning media. The learning platform makes it easy for educators to provide the materials to the learners so that the learning can be done well. Although a lot of the benefits of online learning are not entirely perfect to be seen from the number of constraints such as signal strength is poor, the device used does not support learning, quotas and internet packages as well as the ineffectiveness of learning.

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<sup>18</sup> Novita, Kejora, dan Akil, "Efektivitas Penggunaan Aplikasi Zoom Meeting dalam Pembelajaran PAI di Masa Pandemi Covid-19."

<sup>19</sup> Nurul Fatonah, *KETERLIBATAN ORANGTUA DALAM MENUMBUHKAN KEMAMPUAN LITERASI ANAK USIA DINI*, UPI, 2019.

<sup>20</sup> Huan Song, Jianjian Wu, dan Tianyi Zhi, "Online Teaching for Elementary and Secondary Schools During COVID-19," *ECNU Review of Education* 3, no. 4 (2020): 745–54, <https://doi.org/10.1177/2096531120930021>.

<sup>21</sup> Rusi Rusmiati Aliyyah dkk., "The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period : A Case Study in Indonesia," *Journal of Ethnic and Cultural Studies* 7, no. 2 (2020): 90–109.

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