

Implications of the Islamic Education Learning Model During the Covid-19 Pandemic on Learning Outcomes

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ABSTRACT

A very big challenge for educational institutions with the existence of social distancing rules where schools and offices are closed to curb infection with the corona virus. The purpose of this study is to describe the implications of the learning model on learning outcomes during the covid-19 pandemic. This research method uses a qualitative approach with the type of case study research at the location of MIN 2 Sambas and SD IT Sulthonyah Sambas. Data sources include primary data; Islamic Religious Education teachers, madrasa heads, curriculum representatives, and parents of students at MIN 2 Sambas and SD IT Sulthoniyah. Secondary (supporting) data are sources of good written literature, books: education, journals, and relevant books. Observation data collection, interviews and documentation. Data analysis techniques include; data reduction, data presentation and conclusion drawing/verification. Meanwhile, the technique of checking the validity of the data is by extending the participation of Members Check. Research findings learning development directly and guiding children's learning at home, (b) giving birth to intensive communication so that it creates closer emotional closeness between parents and children, (c) parents can provide direct guidance to children, (d) parents can control the use of gadgets (mobile phones), (e) the creation of collaboration between teachers and parents.

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1. INTRODUCTION

Educational institutions in 190 countries are in a state of emergency leading to school closures and face-to-face gatherings banned to prevent the spread of the virus. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), as of mid-May 2020, more than 1.2 billion students at all levels of education worldwide had stopped face-to-face classes.

(ECLAC-UNESCO Report, 2020). According to Jung (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 at the university level that have been carried out by several neighboring countries such as Taiwan, Korea and Japan. The Covid-19 virus in Indonesia has implications for society. Based on data from Kompas, March 28, 2020, the implications of the Covid-19 virus include socio-cultural, economic, tourism, and education aspects. Strategies applied during the pandemic on character education at home (Dewi, 2020). (Relationships & Under, 2020), (Khurriyati et al., 2021)

Candra (Fauzi & Sastra Khusuma, 2020) reports that the use of technology is still rarely used in the activities of the learning process how to learn by turning it into distance learning that utilizes information technology. Thus, according to Besend (Besand, 2020), the context in this Covid-19 pandemic offers unexpected and very energetic learning opportunities and technical learning opportunities with Circular Letter No. 4/2020 on 24 March 2020 by the minister of education. This is a very big challenge for the community with social distancing rules where schools and offices are closed to suppress the spread of the virus (Mulyanti, Purnama, & Pawinanto, 2020). (Rohidin et al., 2015).

Thus, there is a lesson that can be learned from the Covid-19 outbreak and the digital era 4.0 is to be able to give teachers habits in adapting in using learning technology and for parents to be accustomed to educating children as substitute teachers in schools (Atsani, 2020). In addition, according to Syahidin (Erlanda et al., 2017) in theory Islamic education is already very good, but in reality, implementation is still experiencing many shortcomings due to the rapid acceleration of science and technology. Thus the implications of Islamic education which will be more interesting and always experience a level of saturation, it is necessary to transform the PAI learning model that is integrated with children's daily lives during the Covid-19 pandemic. The changes felt by teachers provide opportunities for creativity to get maximum results during the Covid-19 Pandemic so that PAI teachers will provide solutions to maximize results in knowledge transfer efforts. The importance of the group learning model at home will overcome the problem of access and cost of student quotas, so a group learning model is made at home during the Covid-19 pandemic. Syaiful Bahri Djamarah (Prihatini, 2017). Learning at home will provide student effectiveness and focus on learning at home guided by parents. (McCoy, E, Cole, 2011) (Napitupulu, 2020) (Weaver & Swank, 2020)

Based on temporary observations, Madrasah Ibtidaiyah Negeri 2 Sambas and SD IT Sulthoniyah Sambas have their own characteristics compared to other schools. This is due to differences in the culture of different schools where MIN 2 Sambas is located in a rural area which has an environmentally friendly feel which has implications for the health of teachers and students. The purpose of this study is for the learning system carried out by MIN 2 Sambas is to conduct a group learning model which is carried out from house to teacher's house. Unlike what was done at MIS Sulthoniyah Sambas, which is located in urban areas, it has its own model in providing learning to students who rely on parents who play an active role. This uniqueness can be seen in the teacher's role in establishing good cooperation with SD IT Sulthoniyah Sambas.

2. METHODS

This type of research includes qualitative research, namely field research with a case study approach. According to Bogdan, qualitative research can be used to uncover and understand something behind a phenomenon that is not at all known in the field (Biklen, 1988). Meanwhile (Guba, 1983) describes qualitative methods as well as instruments for studying human activities, both in terms of seeing, hearing, reading and the like. The location of this research in MIN 2, Sambas Regency, West Kalimantan is located in Sekuduk Village, Sambas District, Sambas Regency, West Kalimantan. For MIN 2, Sambas is equivalent to a State Elementary School which is unique under the Ministry of Religion and the Sulthoniyah Integrated Islamic Elementary School, Sambas, which is located on Jl. Abdul Aziz Hamlet Mentawa Tj Mekar Sambas District. The characteristics of these

schools provide characteristics in teaching. The data sources include; primary data are Islamic education teachers, madrasa heads, curriculum representatives, and parents of students at MIN 2 Sambas and SD IT Sulthoniyah who teach. In addition, secondary (supporting) data are sources of good written literature, books: education, sociology or anthropology, scientific works, journals, and relevant books.

Technically, the procedure for using data collection is (1) primary observation, namely direct observation in the activities and learning processes of MIN 2 Sambas and SD IT Sulthoniyah; (2) interview. Data analysis techniques include; data reduction, data presentation and conclusion drawing/verification. While the technique of checking the validity of the data by extending participation, Triangulation, and Members Check.

3. FINDINGS AND DISCUSSION

The role of information and communication technology literacy is important in during the Covid-19 pandemic. This research can contribute in providing input related to the current implementation of PJJ. Therefore, the importance of this research will have an impact on learning outcomes or outputs for elementary level students (Napitupulu, 2020). The Pandemic period provides changes, one of which is the implementation of activities in the field of education. The implementation of the offline teaching and learning process has shifted to online. This is in accordance with the policies established to prevent the spread of Covid-19. The implementation of online learning in schools must be alert so that learning activities can be carried out properly. As has been done by MIN 2 Sambas and SD IT Sulthoniyah that responding to distance learning policies, the school seeks to provide learning media workshop programs for teachers.

According to Kamal (Novianti E et al., 2020) theoretically learning in the 4.0 era makes it easy for teachers and learners interactively. However, for MIN 2 Sambas and SD IT Sulthoniyah it is still in the adjustment stage. According to YG as a teacher at SD IT Sulthoniyah said that the existence of distance learning at the school prepares how online teaching activities can be carried out and students can participate in learning.

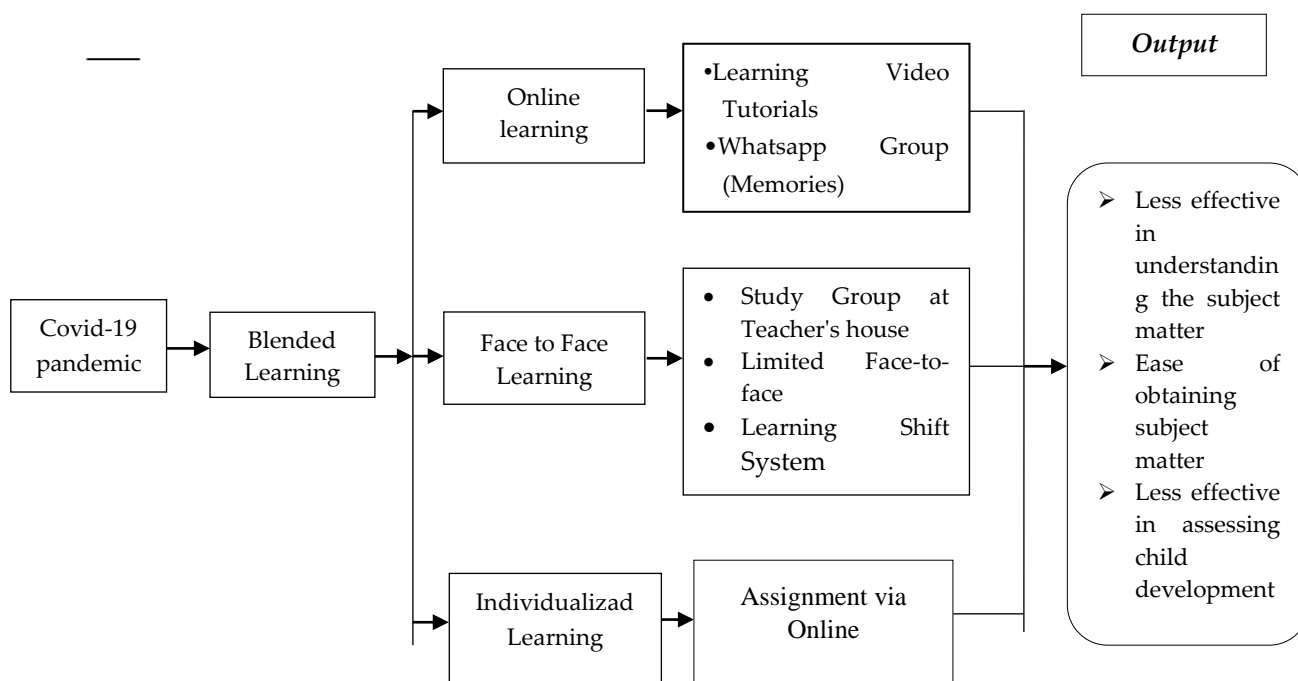
The statement above as the result of the interview with the head of MIN 2 Sambas stated that "the obstacle faced during online learning is the difficulty of the internet network so that the learning process has limitations in delivering learning materials (Hamdah, 2021). In addition, the impact of Islamic education learning during this pandemic, according to the results of the interview with the MIN 2 Sambas teacher (Nurul Waizah, 2021), the difficulty of teaching student character and fostering character development is actually a lot from the aspect of knowledge. In line with the opinion of the principal teacher of SD IT Sulthoniyah revealed that the learning process during the covid-19 pandemic from the aspect of competence was not effective because the time in learning was too short so that the achievement of the material was not effective so that the achievements in this learning were made only for grades 1, 2 and 3 which were important. students can already be achieved (Darwadi, 2021) Distance learning during the corona virus outbreak, there are still many obstacles in the field even though there is a ministerial circular so that the learning process from home is carried out online or online. Some students cannot participate in online or online learning because of the absence of an internet network signal. In addition, most of the parents of students whose economic conditions are mediocre also do not have smart phones or smartphones as a means of online learning for their children (Atsani, 2020)(Bhamani, 2020).

Learning is not only disrupted from technical problems, but also comes from student interest, economically capable, the devices owned are supportive, but students who are not interested in online learning are also an obstacle, too busy playing online games, social media, and others. , can make students not interested in learning. When they enter school they are lazy, plus the command to learn from home, becomes their reason for not studying, and prefers to play and not study (Muhammad, 2020).

The learning policy during the covid-19 pandemic which was implemented online by MIN 2 Sambas and SD IT Sulthoniyah has implications for accelerating the distribution of technological advances in the world of education by accelerating students and teachers to master technology that supports digital learning as a necessity for teachers and students in learning Education. Islamic Religion (PAI). This makes a positive contribution because the use of technology in education is directly proportional to the era of the Industrial Revolution 4.0 which is being experienced by the global community today. The existence of these demands makes students and teachers able to find online media in the Distance Learning (PJJ) system which can support as a substitute for face-to-face learning in the classroom without reducing the quality of learning materials and achievement targets in previous learning. (Rinawati, 2015)

Based on the observations of the Sulthoniyah Integrated Islamic Elementary School teachers, they became more creative by creating video content as teaching materials so as to make each teacher more persuasive because it made students more interested in Islamic Religious Education (PAI) materials given by teachers through videos (Ashari, 2021)

As seen from the results of an interview with one of the principals of SD IT Sulthoniyah stating "the implications of learning during the covid-19 pandemic in schools (a) Monitoring children's learning development directly and guiding children's learning at home, (b) giving birth to intensive communication so that it creates emotional closeness. closer relationship between parents and children, (c) parents can provide direct guidance to children in children's education by knowing the extent of their child's competence and can help material difficulties faced by children, (d) parents can control the use of gadgets (mobile phones) for children's learning needs so that children are more likely to use technology for useful things such as accessing various learning resources from assignments given by the teacher, (e) creating collaboration between teachers and parents so that students can still carry out learning activities effectively. (Report ECLAC-UNESCO, 2020)



Picture. 1 Implications of Research Findings

4. CONCLUSION

The implications of the PAI learning model can be realized if PAI teachers are able to innovate, technology literacy and even mastery to be used in learning process activities. The transformation of the PAI learning model as a medium for knowledge transfer using online learning and blended learning (a combination of two learning methods, face-to-face and online learning). The teacher does not burden students with the tasks that are delivered in learning at home. The face-to-face method uses a shift system or alternately, an online system that is alternately held every 2 days. There is internet data package assistance from the government to teachers and students to support learning during the COVID-19 pandemic.

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