

The Covid-19 Pandemic, Islamic Religious Education Teacher Self-Efficacy, and Implementation of Distance Learning from Home

Mokh. Iman Firmansyah¹, Agus Fakhruddin², Aceng Kosasih³, Neng Rina Rahmawati⁴, Vena Dwi Oktaviani⁵, Elia Anggraeni⁶

¹ Universitas Pendidikan Indonesia, Bandung, Indonesia; mokhiman.712@upi.edu

² Universitas Pendidikan Indonesia, Bandung, Indonesia; agusfakhruddin@upi.edu

³ Universitas Pendidikan Indonesia, Bandung, Indonesia; acengkosasih@upi.edu

⁴ Universitas Pendidikan Indonesia, Bandung, Indonesia; ngrinarahma@upi.edu

⁵ Universitas Pendidikan Indonesia, Bandung, Indonesia; dwioktaviani.vena@upi.edu

⁶ Universitas Pendidikan Indonesia, Bandung, Indonesia; lilieli18@upi.edu

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ABSTRACT

This study aims to explore and analyze the experience of PAI teachers in carrying out the learning process during the pandemic which is focused on three things; emotional regulation in response to school closure policies, their efforts to identify student learning facilities, and the learning strategies they choose. A qualitative approach with the phenomenological method was chosen to obtain information on the learning experiences of Islamic Religious education teachers of six Junior High Schools in Bandung, West Java, which were explored through semi-structured interviews and documentation, then analyzed through five steps; description, finding essential statements, grouping units, reflection and construction, and reportin. The results of the study found that there was psychological involvement and varied responses of the subject to school closure policies. In such conditions, they display self-efficacy to ensure the continuity of learning by carefully identifying student learning facilities and communicating effectively. The process has an impact on the implementation of their chose, with three strategies of Distance Learning (PJJ) from home, namely online; synchronous-asynchronous and outside the network with the module system. This study concludes that teacher self-efficacy plays a very important role in responding to and choosing appropriate learning strategies and technologies in various circumstances to ensure the continuity of learning.

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Corresponding Author:

Mokh. Iman Firmansyah

Universitas Pendidikan Indonesia; mokhiman.712@upi.edu

1. INTRODUCTION

The change in the form of learning from face to face in class to distance learning (PJJ) from home online based on digital media after the announcement of the Covid-19 pandemic by the world

health agency (WHO), has in fact brought new problems to more than one billion students in the world for their continued learning (Kim, 2021; Kruszewska et al., 2020; Yates et al., 2020). The use of technology that is carried out seems too fast and sudden, and does not take place step by step in an integrated manner, it is not good for students (Ewing & Cooper, 2021). Various data on students' stress levels during PJJ from home became a strong issue. As much 3,611 students in China show higher anxiety about Covid-19 as they approach the new semester in February 2020 (Wang & Zhao, 2020). A survey of 297 students in Australia reported that 68% had experienced mental decline since the start of Covid-19 (Lyons et al., 2020). A grade X student in India, because she does not have online learning facilities and feels that her academic performance has been left behind and destroyed, ends her life tragically (Lathabhavan & Griffiths, 2020). Included in Indonesia, survey data from the Komisi Perlindungan Anak Indonesia (Indonesian Child Protection Commission, KPAI) on April 13-21, 2020 informing that PJJ from home during the Covid-19 pandemic has caused stress and fatigue in students due to the many assignments and lack of rest (Harsono, 13 Mei 2020).

The problems that arise have reduced the ideal school function for student learning. Under any circumstances, schools should still ensure that students learn and interact warmly in it so that they gain valuable experiences and encourage the achievement of their goals (Fraser-Smith et al., 2021; Pomytkina et al., 2019). In order to maintain the function of schools in learning during the Covid-19 pandemic, the toughest challenges are teachers and their performance of self-efficacy. Teachers still have to have the ability to manage a good class, manage all the available potential appropriately, so as to be able to realize learning objectives optimally (Wekke et al., 2017). Therefore, teachers must have a broad and deep perspective, be consistent, flexible to dynamics, and mature emotions (Zur & Ravid, 2018). Thus, a teacher's self-efficacy to display optimal performance is a necessity even during the dynamics of this pandemic.

Research related to the performance of teachers' self-efficacy in displaying their performance to ensure student learning during this pandemic has attracted the attention of researchers in various countries. Kruszewska et al. (2020) focused on teachers' efforts to carry out learning during the Covid-19 pandemic through a survey in Poland. The results of his research revealed that the changing mode of learning to online during the COVID-19 pandemic had an impact on decreasing students' learning motivation because they did not have adequate information and communication technology facilities. To overcome this, teachers display creativity and different learning approaches as part of their social sensitivity. StudyKhlaif et al. (2020) conducted in three countries; Afghanistan, Libya, and Palestine, informed that teachers responded to PJJ by increasing their skills in using new technologies and then they designed learning content digitally as needed. In addition, to help students from underprivileged families, teachers collaborate with the nearest community to establish an emergency PJJ community center which they call emergency remote learning (ERL). In contrast to the research of Pressley and Ha (2021) express teacher self-efficacy in learning during a pandemic that is not very encouraging. Through the Teacher Sense of Efficacy Scale (TSES) measurement, this study found the low self-efficacy of teachers in the United States in presenting virtual learning. Strengthened by research Pellerone (2021) in Italy which revealed that the pandemic conditions had caused fatigue, resulting in a decrease in teacher self-efficacy and an impact on the quality of the learning displayed.

In contrast to the five previous studies which focused more on how teachers display their self-efficacy and display their creativity in teaching through changing learning modes, this research was conducted by first examining how psychologically teachers are involved in responding to the Covid-19 pandemic and school closure policies. This is very important to be explored considering that according to the theory of behavior change from Albert Bandura, self-efficacy affects the quality of the function of motivation, emotion regulation, and even stress. An individual (in this case the teacher) is an agent who has influence and this agency is rooted in self-efficacy beliefs that are influenced by behavior and the environment consisting of experience, social modeling, social persuasion, and physiological and emotional states (Bandura, 1977). Research proves that empirically that there is a positive relationship between self-efficacy beliefs on teacher motivation, instructional behavior, and student learning outcomes, including teacher enthusiasm shown (Burić & Kim, 2020; Burić & Moè,

2020). In this research, teacher motivation will appear in the effort to identify students' PJJ facilities and the learning strategies they choose afterwards, so that it has an impact on the quality of student learning. The selection of Islamic Religious Education Teachers (PAI) as subjects is another differentiator in this study so that information is obtained whether their psychological responses involve belief and religiosity (Pajarianto et al., 2020; Rahmawati et al., 2021). Thus, this research is very important to do considering that information systematically about how PAI teachers experience in responding, identifying, and choosing learning strategies during a pandemic in one research activity is still minimal. The results of this study become important recommendations, especially to the government through the Ministry of Education and Culture of the Republic of Indonesia in improving two essential competencies, namely policies to increase teacher self-efficacy as a routine program and policies to increase teacher pedagogic and professional competencies in mastering and applying technology, information, and communication in learning.

2. METHODS

To assist in answering the focus of the problem, this study chose a qualitative approach with a phenomenological method from Creswell (1998). This method was used because the purpose of this study was related to efforts to explore the experience of teachers in conducting PJJ from home which was implemented to achieve learning objectives as a result of school closures due to the Covid-19 pandemic. The theory of behavior change from Albert Bandura was used as a framework in preparing the interview instrument proposed to PAI teachers, to explore three things that became the focus of this research; regulation of emotions, motivations, and strategies decided, including social persuasion. First, psychological response to the Indonesian government's policy on school closures with the implementation of PJJ from home and a description of the intrinsic and extrinsic motivation of PAI teachers to carry out learning as part of their self-efficacy. Second, how PAI teachers identify student learning facilities and the challenges faced after being identified. Third, the decision of learning strategies applied by PAI teachers as an effort to display their self-efficacy. Then they explored what online mode applications already existed and which they first used to carry out learning, especially sending materials and instructions, including communicating with students' parents.

The semi-structured interview technique was used to explore the three focus problems of this research on six research subjects who voluntarily agreed to be interviewed. The six teachers are PAI teachers in six public junior high schools in Bandung, West Java, and as required by the subject in phenomenological research, they are those who experience and teach during the Covid-19 pandemic in the form of PJJ from home. Meanwhile, to obtain evidence of the learning that the teachers have done, the documentation technique is used in this study. (The description of the research subject is as in Table 1).

Table 1. Overview of Research Subjects

Subject Initials	Gender	Experiencing Teaching During Covid-19
MJA	Man	Yes
SSM	Woman	Yes
GS	Man	Yes
NIK	Woman	Yes
NT	Man	Yes
IN	Woman	Yes

Note: Inclusion of initials with the permission of the research subject

Determination of the criteria for subjects, who are experiencing PJJ from home, has started since June 2021. After going through the approval of the six subjects, interviews were conducted on 27 and 28 August 2021 via the zoom application. The date was chosen for the interview, assuming that the

teachers already have documents that corroborate the focus of this research, especially with regard to evidence of the implementation of their learning. This means that after entering the New Academic year 2021/2022 in July 2021, at the end of August 2021 it is projected to have the documents as intended. We are still in communication after the interview to obtain the necessary documents, and voluntarily the PAI teachers who are the subjects provide and invite to be evidence in this study. To validate the data to be reported, a member check was conducted with the research subjects regarding the interview data they had provided. In qualitative research with the main technique of interviewing, this member check is very important as a procedure to maintain validity and become material for subjects to reflect on their experiences (Candela, 2019; Harvey, 2015).

The zoom application is used to interview research subjects, because at the time the interview will be conducted, Indonesia is still in the policy status of the Enforcement of Community Activity Restrictions/Pemberlakuan Pembatasan Kegiatan Masyarakat (PPKM). This application was chosen because it can directly hear and see the expression of the subject when providing information. In addition, it turns out that this application has been used by quite a few researchers for their research projects, including in the field of education (Archibald et al., 2019; Gray et al., 2020; Howlett, 2021).

The data collected from the interviews were then analyzed using the steps according to Creswell (1998) as follows: (1) Describe the experience of research subjects in responding to school closure policies; (2) Finding the essential statement of the research subject; (3) Grouping into meaningful units which include; response, identification and PJJ strategy of selected and implemented houses; (4) Reflect and construct differences in responses and implementation of learning strategies; (5) Reporting research results.

3. FINDINGS AND DISCUSSION

3.1. Response and Description of Self-Efficacy

The Covid-19 pandemic was declared a pandemic by the world health agency (WHO) in December 2019. As a result, various countries adopted face-to-face school closure policies, including Indonesia in March 2020 with the implementation of PJJ From Home. At the school where SSM teaches, a PJJ trial was conducted from home for one week, and was waiting for the dynamics of the next government policy. The trial was taken considering that the even semester learning for the 2019/2020 school year was running. However, it turns out that the Covid-19 case is getting more massive, so the school where SSM is in charge, has taken a policy for full PJJ from home. Regarding this, SSM revealed:

"I see that the existence of covid is a dynamic in life. Regarding the change in the form of learning to PJJ from home online, I am not too surprised. Back when I was in college, I had learned valuable lessons from the lecturers. My lecturer said, 'that the dynamics of globalization will have an impact on the form of learning we take.' So once the covid outbreak hit Indonesia, and the government decided that face-to-face learning was closed to online PJJ from home, I really understood that, so I took and chose several applications to continue learning in the classes that I was able to teach."

The same response was obtained from MJA regarding the Covid-19 pandemic. However, regarding the school closure policy, MJA informs:

"Once the school's policy was closed, I felt confused, because so far learning at our school has never used the online PJJ system from home."

For GS, the policy of closing schools and requiring online learning to be done from home is a cause for concern, but at the same time challenges him to continue to carry out his duties. In an interview he revealed:

"...to be honest I was worried. However, this situation is at the same time challenging for me to organize learning that is fun, not boring, and not burdensome for students. I see this is where my important role as a PAI teacher is to strengthen the religiosity of students so that they understand the pandemic conditions and the steps for online learning to take. For me, because learning is done from home online, the

internalization of pious characters is prioritized so that students at our school can display that character in their immediate environment, especially family”.

The existence of the Covid-19 pandemic and the policy of closing schools for face-to-face make teachers have to play hard their thoughts, because the initial planning made was intended for normal conditions. The initial plan that the teachers made for face-to-face learning (normal conditions), must be changed immediately to PJJ from home. This condition makes NT have to think hard in ensuring the continuity of his learning. The reason why you have to think hard, NT in the interview explained:

“...the closing of the school made me have to rack my brain harder. In the school where I teach, almost half of the economic conditions of the parents are at the level of vulnerable to continuing education (RMP). It feels heavy for online learning, if you have to rely on cellphone facilities and quotas. I teach in grade 7 and out of 355 students, almost 60 students are in the RMP category and they do not have adequate online learning facilities so on one occasion they expect face-to-face learning.”

This is different from the school where NIK teaches, which before the Covid-19 pandemic had a learning management system (LMS) running. So, when there are conditions like this that require schools to be closed, LMS plays a big role in carrying out learning activities. The information was obtained from NIK, so he responded normally when the school closure policy was rolled out. The same response was obtained from IN, even though the school did not use LMS. For IN, utilizing learning technology is the best way to carry out their learning.

From the answers of the research subjects, two groups of responses were found; some of them felt confused, worried, and had to think even harder. While other subjects responded normally. Some of the subjects who responded normally due to two things. First, seeing that the pandemic is a dynamic of life, and by involving faith and religiosity in him, he believes that all these conditions are already in place, so it is more to take lessons from what is happening. This self-confidence was strengthened by the experience he gained about global dynamics. Second, LMS has been running in schools. SSM, GS, and IN are subjects who in the interview emphasized that PJJ from home, which is a government policy, is a way that must be obeyed. However, behind it all, the pandemic that has impacted the implementation of PJJ from home is a moment for students to further increase the intensity of communicating and gathering with their families, amidst the busy work of their parents.

Based on the two responses found, we looked at the psychological involvement of the subjects in an emergency life dynamic. Psychological involvement that leads to feelings of confusion, worry, and even stress is something that often happens when facing new situations, as is the case with teachers when changing their learning strategies due to school closure policies due to the Covid-19 pandemic. When changing the learning strategy, the burden on the teacher increases, and this is as research by Michael et al. (2021) can cause stress. Study by Petrakova et al. (2021) find out why so many teachers experience stress during distance learning in this pandemic era. First, there was a sudden transition to PJJ imposed by the Covid pandemic 19. Second, the occurrence of psychological conflicts within the teachers, even though they are actually worried about their health in the midst of this pandemic, but they must continue to carry out their duties optimally in motivating students to learn. Third, the unpreparedness of the existing technology in schools where the teachers are in charge and the teachers' own knowledge of the technology so that it adds to their burden in preparing new things that come into contact with technology. Fourth, they are faced with the condition of increasing their workload and their daily routine work at home which they must complete at the same time. Thus, if the teacher dissolves in a state of confusion, worry, and even stress so that they do not carry out learning as they should, then the impact is that students are not optimal in learning.

Given these dangers, increasing self-efficacy for teachers is urgent. That is, it must become an important agenda for the government and then incorporate it into a strategic policy in the field of education in an effort to increase teacher self-efficacy. This self-efficacy according to Rabaglietti et al. (2021) called transverse skills. The study recommends that emergencies such as pandemics or others that are ongoing and possible similar crisis situations in the future, be a priority to promote

transversal skills such as self-efficacy that can reduce stress so that teachers are able to display effective learning.

The desire of one of the research subjects to present learning that is fun, not boring, and does not burden students is a form of high intrinsic motivation. The condition that requires online learning to be carried out from home is recognized as a challenge, and with this belief, learning must continue. This proves that self-confidence is important as a trigger for a teacher's intrinsic motivation. This argument is strengthened by Siskawati (2016), that self-efficacy is belief in one's ability to achieve goals, as well as the results of research by Panisoara, et.al (2020) who was able to prove a positive relationship between self-efficacy, motivation, and online PJJ during the Covid-19 pandemic. Intrinsic motivation is then mentioned as the variable that has the most significant effect on teacher performance to display online learning, including being able to reduce stress levels.

3.2. Self-Efficacy and Decisions to Implement Learning Strategies

Based on the two responses obtained, as an illustration of the emotional regulation of PAI teachers who were the subject of this research, we then conducted further investigations on the forms of learning they implemented. One of the subjects, MJA stated:

"When the implementation of PJJ from home, when the even semester was running, to continue the continuity of PJJ from home online, I used the WhatsApp Group (WAG) application for each class. Technically, I share material through WAG in the form of power points, short texts, learning youtube links, and ends with assignments. Over time, I used the Spotify app."

Meanwhile, for other subjects, apart from using the WA application and content from youtube links that match the material presented, SSM follows up with textbook-based assignments through the Google Form application. The Quipper application is also used which works by providing a number of subject matter menus, the teacher can mark the material that will be discussed/must be studied by students, even in this application, evaluation is already available, as the material has been marked by the previous teacher. More SSM explains:

"...over time, the learning applications that I use have developed. The Bandung City Government (Pemkot) through the Education Office, officially tested the premiere of the PADARINGAN (In-Network Learning) program for student learning during the Covid-19 pandemic. This program is officially rolled out starting Monday, October 12, 2020, broadcast through the Bandung Satellite TV channel 132. I was once a model teacher on the TV channel, for grade 7 material, Basic Competencies: Honesty, Trustworthiness, and Keeping Promises, Respecting Teachers, and Parents ."

Regarding the decision to choose the form of learning, SSM first identified the condition of the student learning facilities. She divides into three classifications. First, students who have cellphones and sufficient quota; Second, students who have cellphones have an interest in learning, but the quota is limited; and Third, students who do not have cellphones and quotas (in the school where they teach, there are 20-25 of about 300 students who do not have cellphones for learning facilities). For those with the first state classification, actively participate in synchronous learning (zoom or google meet). Meanwhile, for students with the second classification of conditions, they participate in synchronous learning, but only for half the time of learning and they are thrown out due to quota problems, so for the continuation of their learning, SSM facilitated by providing rebroadcasts through the youtube channel, and he found this very useful. As for students with the third condition classification, he facilitates them to come to school to take the modules that have been provided, of course with strict health protocols. The module must be studied by students at home, the assignments are done, and the results of their work are deposited the following week.

The method that SSM takes is similar to NT's, but the number of students taking assignments at the school where NT is teaching is higher. NT says:

"...almost 60 students in my school expect face-to-face learning, because they do not have online learning facilities. Their expectations clearly could not be granted because it was against government policy. So, for the 60 students, they are routinely facilitated by taking materials and assignments to school and doing

them at their respective homes. One week later they are required to submit the results of their assignments, and at that time, they take new assignments to work on and submit them in the following weeks."

Meanwhile, for GS, worrying about the continuity of online learning during the Covid-19 pandemic is a challenge that must be solved and passed. The big challenge for him is to come up with the right solution to ensure continuity of learning for students who do not have online facilities. He said:

"...for those who don't have gadgets, then I collaborate with the school leadership, in this case the vice principal for facilities, to lend school inventory gadgets to students who really need it. The gadget is an aid from the Ministry of Education and Culture for schools. I also communicate with parents to lend their gadgets to their children for study purposes. Alhamdulillah... this method is quite successful in facilitating the learning of students who do not have online learning facilities at all, especially gadgets."

Recognizing and understanding the economic conditions of parents in their schools who do not have adequate facilities for online learning, NIK further optimizes the LMS that existed and was running so far before Covid-19 occurred. NIK stated:

"Learning through LMS had been running in schools before the pandemic. So...I'm not really optimizing synchronous learning via zoom or google meet. I did this step because the facilities that the students had were different. To communicate with students and parents, I only optimize WAG, because it doesn't really require a large quota, and I only ask students to be online at PAI hours so it doesn't burden them."

The results showed that the forms of learning implemented by PAI teachers in this study were varied. This diversity is a decision they take after considering the condition of student learning facilities. These results are important findings that teacher self-efficacy plays an important role in decisions and challenges to displayed teaching behavior. This is according to Bandura (1977), that self-efficacy influences one's decisions. In addition, with high self-efficacy beliefs, a person can face obstacles well, and display appropriate teaching behavior (Burić & Kim, 2020).

The identification that the subjects did on the condition of student learning facilities was another important part of their self-efficacy. Such teacher self-efficacy is an integral part of teacher competence, as according to Ismail (2010) characterized by efforts to respond quickly as a form of attention, and provide clear instructions on the tasks that must be done by students. What have been done by PAI teachers, while at the same time responding to the challenges of continuing PJJ from home, as stated by Plt. Kapusdatin Kemendikbud, Gogot Suharwoto, with three concerns; inequality of technology ownership, limited devices that accompany the use of gadgets (internet quota), as well as communication between the school and parents (Suharwoto, 2020). It was proven that the research subjects (especially SSM, NT, and GS) were able to properly address and bridge these challenges and concerns. The accuracy shown by SSM which has succeeded in identifying three classifications of students based on learning facilities is a form of attention that he has done so that it has an impact on different learning strategies.

The self-efficacy that the teacher displays can also be shown by the ability to communicate effectively, and according to Sudrajat (2020) is part of the development of social competence. As was done by GS, with effective communication skills, some students who have limited gadget facilities can be handled properly and effectively. GS managed to see the potential of the school and parents, and with that communication, he was able to facilitate student learning. What GS has done, called by Thompson et al. (2020) as the ability to negotiate resulting from a careful process, both cognitively, emotionally, and the choice of actions that must be taken, and all of that shows the maturity of a teacher in carrying out interpersonal processes.

Meanwhile, although the number of students who have limited online facilities is quite large and even requires face-to-face learning, NT and SSM still believe that adherence to the government's policy to keep PJJ from home must be adhered to as an effort to prevent the spread of the Covid-19 virus. The two subjects chose another strategy for the students so that they could continue to follow the lesson, namely through the preparation of modules and tasks that students had to do and reported

regularly. This effort is the embodiment of self-efficacy in the form of decision choices in the displayed teaching behavior. There are at least three variables that are faced with NT and SSM at the same time, namely: government policy on PJJ from home, condition of student learning facilities, and learning strategies that must be chosen. This is what according to Rahman (2013) referred to as a teacher's self-efficacy challenge when faced with the difficulties of work assignments, and to decide it requires confidence. In such conditions, the maturity of a teacher's perception is a determinant of accuracy in making a decision. According to Kosasih and Firmansyah(2018), perception is a process, starting with the knowledge of observations, understanding, and ending with an assessment of something. Thus, both NT and SSM have perceived that obeying government policies and providing learning services to students have an equally important position, both as citizens and as teachers.

3.3. Teachers, Learning Technology, and New Trends in Post-Pandemic Learning Strategies

The results showed that PAI teachers who were research subjects used three learning communication strategies during the Covid-19 pandemic with the PJJ system from home, namely synchronous, asynchronous, and PJJ outside the network (offline/luring) module system. Adapting the division made by Fahmi (2020), the use of learning technology by the subject in this study as shown in Table 2.

Table 2. Utilization of Learning Technology

Strategies and Applications used	Communication Type	Category	Utilization
<i>WhatsApp</i>	<i>Synchronous & Asynchronous</i>	<i>Instant Mesaging, Voicenote</i>	<i>Share materials, assignments, delivery of student performance</i>
<i>Zoom Meeting</i>	<i>Synchronous</i>	<i>Video Conference</i>	<i>Explanation of material and direct discussion, online mode</i>
<i>Google Meet</i>	<i>Synchronous</i>	<i>Video Conference</i>	<i>Explanation of material and direct discussion, online mode</i>
<i>Google Classroom</i>	<i>Asynchronous</i>	<i>Learning Management System (LMS)</i>	<i>Share materials, assignments, delivery of student performance</i>
<i>Youtube</i>	<i>Synchronous & Asynchronous</i>	<i>Video of demand</i>	<i>Share materials, assignments, delivery of student performance</i>
<i>Spotify</i>	<i>Synchronous & Asynchronous</i>		<i>Share materials, assignments, delivery of student performance</i>
<i>Quipper School</i>	<i>Asynchronous</i>	<i>Learning Management System (LMS)</i>	<i>Share materials, assignments, student performance delivery, assessment</i>
<i>PJJ Offline Module</i>	<i>Direct</i>	<i>Direct</i>	<i>Share materials, assignments, student performance delivery, assessment</i>
<i>Bandung TV 132 PADARINGAN (Network Learning) Dinas Pendidikan Kota Bandung</i>	<i>Asynchronous</i>	<i>Videos of Demand</i>	<i>Share materials & assignments</i>

Source: Interview results, processed by the Research Team

The strategies and applications as in Table 2. are those used by the subject, regardless of which strategy and application is more dominantly used. The emphasis is that the type of communication and the categories chosen by the subject are in accordance with the wishes of the government as confirmed by the Circular of the Secretary General of the Ministry of Education and Culture of the Republic of Indonesia number 15 of 2020. The circular explains the methods that teachers can use during the Learning From Home policy, namely PJJ in networking (PJJ Daring) or out-of-network PJJ (PJJ Luring). Especially for PJJ Daring, teachers can use virtual face-to-face with applications that support it, and can also use LMS with applications that support it. The use of these two modes is essentially to realize effective learning in achieving learning objectives. This means that teachers through the application can carry out direct learning, send materials, give assignments, guide, conduct evaluations, and so on as needed. While for students it can be used for consultation and sending the assignments they have done (Kebudayaan, 2020).

However, as stated in the circular, the Covid-19 pandemic is an emergency, so teachers can choose various forms of learning according to school conditions and student learning facilities. The next thing that is important to think about is how to implement future learning after conditions are declared normal by the government. The new trend that is currently developing in research studies is learning in the new normal era.

Carrying the theme of flexible learning, research by Palaoag et al. (2020) informed that as many as 89.3% of higher education institutions in the Philippines have prepared a form of learning in the new normal era called the flexible learning system (FLS). The purpose of this FLS is to provide quality education to students. Meanwhile for Vietnam, although the shift from learning to the online system during the Covid-19 pandemic still encountered many obstacles, its existence would still be maintained even though it entered a new normal era and face-to-face policies were reopened. Vietnam will maintain this online mode with the reason that young students are the spearhead of the nation who will enter technology trends in the era of the global market. Vietnam itself chooses a mixed learning strategy, a combination of face-to-face learning with online learning (Pham & Ho, 2020).

What are the learning strategies that are possible for Indonesia to implement after the Covid-19 pandemic? Taking into account the findings of this study, it turns out that there are still students who do not have adequate online learning facilities. If Indonesia is going to implement a mixed learning strategy, then improvements are needed in several ways, especially with regard to the preparation of teacher competencies and learning technology. Explanation by Suharwoto (2020) is important to consider as the intended improvement material are: First, teachers must be able and familiar with the PJJ system that uses technology. Second, the selection and use of learning technology is based on clear knowledge with the aim of facilitating learning and meaningfulness. Third, although as a complement, online learning is important to be part of all learning. Fourth, teachers must have online learning equipment. Fifth, for regions where there is still infrastructure inequality, an affirmative policy is needed.

Mixed learning is not a new strategy in educational studies. There were quite a number of writings about mixed learning in 2004 known as blended learning, namely face-to-face learning with electronic assistance (Bersin, 2004), or learning with the inclusion of software features (Alonso et al., 2005). Also called hybrid learning with the aim of facilitating the achievement of goals effectively (Rovai & Jordan, 2004). These basics are important information for us about a learning paradigm. Its essence is face-to-face learning in the classroom directly, while technology, information and communication (ICT) modes are supporting tools that help smooth learning to further optimize the achievement of goals. The presence of ICT is very important in learning as an effort to equip students in online-based social development literacy to respond to globalization (Firmansyah et al., 2021). If ICT is a supporting role, then the presence of teachers among students still has an important position, as echoed by the Indonesian education leader, Ki Hajar Dewantara, with three philosophies as the main strengths of teachers; *ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani*, and this is what is called the essence of the teacher's spirit for students.

The implementation of this new post-pandemic learning strategy certainly requires a comprehensive understanding from all parties involved. Alonso et al. (2005) confirms, three important points. First, the positive attitude of teachers, education staff, and students that this strategy is important to facilitate and encourage student learning success. Second, the smooth use of e-learning facilities is highly dependent on the school with all the human resources involved in it, including students and partners who provide e-learning services. Third, realizing that e-learning has strengths and weaknesses, so it is not the main focus, and the most important thing is the strength to build a learning culture. These three important things can be realized through optimizing school management and creating a conducive learning environment, teachers guiding both offline and online, as well as mature and well-established socio-technical considerations (Derntl & Motschnig-Pitrik, 2005; Lynch & Dembo, 2004; Stubbs et al., 2006).

The success of implementing a mixed learning strategy relies heavily on teacher competence and student interest. Study by Setiawati et al. (2020) proves, that students' interest and their interest is one of the factors driving the use of mixed learning strategies. Likewise with learning technology, it does not lie in high technology issues, but can be understood and able to be carried out by all parties involved. The estuary of it all is on the issue of the self-efficacy of a teacher, who with his belief, always wants to create quality learning so that it can encourage the achievement of students' goals in the future.

4. CONCLUSION

The policy of closing schools for face-to-face learning as a result of the spread of the Covid-19 pandemic, the teacher must respond to by choosing the right learning strategy. The results of the study concluded that there was psychological involvement and various responses from PAI teachers which indicated their emotional regulation of the policy. To do PJJ from home, self-efficacy plays a very important role in strengthening their beliefs and motivating them to continue providing learning services to students. Start with identify student learning facilities carefully and communicate effectively with the school and parents, they choose different learning strategies and technologies. They implement three PJJ strategies from home, namely in the network; *synchronous*-asynchronous, and off-grid with the system module. This study has limitations in approach and number of subjects, making it possible for future research to examine different approaches and methods with a larger sample size.

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