DYNAMICS OF ISLAMIC LEARNING DURING PANDEMIC TIMES AT SRIWIJAYA UNIVERSITY

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Abstrak: The focus of this research is to analyze how the implementation of Islamic Religious Education learning in the Technical Implementation Unit, Personality Development Course Sriwijaya University during the Covid-19 pandemic. This is because this pandemic condition requires educators to find the right formulation in learning process of Islamic religious education. The learning process used at this time is the online method, which has both positive and negative impacts. In the actualization of its implementation there are obstacles from both students and educators. The purpose of this study was to find out how the stages of implementing Islamic Religious Education learning consisting of Planning, Organizing, Actuating and Controlling/Evaluating, as well as to find out the obstacles of its implementation. The method used in this research is a qualitative research method. Where the data were collected through observation, interviews and documentation. The results showed that the learning activity was in accordance with the application of Islamic Religious Education learning management principles during the Covid-19 period. Nevertheless, the facilities needed in the online learning process still need improvement, such as the use of content in E-Learning and the use of *B3*. The problems encountered were sometimes caused by a lack of internet signal. The level of technological readiness from this research is expected to be able to answer the challenges of lecturers at Sriwijaya University in particular and in general in the world of other education.

Kata Kunci: Learning; Islamic education; Covid-19 pandemic.

INTRODUCTION

Islamic education is a conscious and planned effort in preparing students to recognize, understand, appreciate, and believe in the teachings of Islam. The development of one's religious knowledge is largely determined by education and life experience since childhood, both in the family, school, and in the community, especially during the period of growth and development. Therefore, Islamic religious education should be instilled in the child's personality from birth even from the womb. Then religious education must also be continued in schools, starting from the level of kindergarten education to university.

For the Muslim community, the Islamic religious education learning process must be followed, although currently there are issues circulating through news or social media that in the 2020-2035 National Education Roadmap (PJPN) launched by the Ministry of Education and Culture that the use of the word "religion" will be replaced with the words; "morality" and "culture". This change has caused a lot of criticism and reactions from the society because religious education is very important to maintain students' religious solidity (Haura, 2021).

In the learning process of Islamic education there are many things that affect the learning process; both external and internal and learning approach factor. These three factors cannot be separated from one another. For example, internal factors are physical and spiritual conditions. Examples of external factors are environmental conditions around children (social and non-social conditions). Finally, learning approach factors, namely learning efforts that include strategies and methods used to carry out learning activities effectively and efficiently.

The COVID-19 outbreak has suddenly appeared since March 2020. As a result, the pandemic caused by Covid 19 requires educators to find the right formulation of learning methods so that the learning process can be carried out as well as possible and make students understand what the educator is saying. (Xie et al., 2021).

This pandemic has an impact (Cottrell, 2021) on the order of life in the economic, social, religious, health, transportation and even education fields. In the world of education, the system for implementing the learning process has changed from being done offline to being online. Even though there is no significant difference in learning between online and offline learning (Cottrell, 2021), it was found that student learning outcomes were better between face-to-face and online learning (Arias, J. J., Swinton, J., & Anderson, 2018).

Basically the education system has not accommodated the situation caused by this pandemic, because as a result of this situation there is a disparity between one school and another and most teachers are not ready to do online learning independently as well as students who do not have communication devices. Next, parents are not familiar with online learning. In addition, it is impossible for a hectic curriculum to be implemented entirely during a pandemic where curriculum construction is needed that is relevant to both pandemic and post-pandemic situations. That is why we need a pandemic era curriculum that is adaptive to global changes. This was conveyed by Reza Fahlevi as the executor of the daily duties of the Ministry of National Education in the province of South Sumatra in a webinar held on June 11, 2020.

The process of implementing learning carried out during the COVID-19 pandemic also had an impact on students (Ensmann et al., 2021) such as financial problems, overlapping learning schedules and lack of technological resources. In addition, the behavior shown by students during the online learning process varies widely (van Alten et al., 2021). Although the impact of COVID-19 on the implementation of online learning has also been realized well, there must be mutual cooperation between teachers, parents and students (Sari, 2019).

There are several obstacles experienced by teachers in online learning such as lack of the use of teaching strategies, lack of mastery of technology (where most teachers only use WhatsApp), inaccurate assessment methods (attitudes, knowledge, skills), student complaints about the lack of supporting facilities learning process, and internet connection disorders. Although there has been assistance from the ministry of education and culture in the form of providing internet quotas, oftenly, the internet data

packages cannot be used. These obstacles hinder the online learning process, for example, teachers cannot directly assess the weaknesses and strengths of students, because the tasks given by teachers to their students are mostly done by their parents. (Rahmawati et al., 2021).

Although the Covid-19 pandemic had a negative impact, this situation also had a positive impact, including in the fields of health, telecommunications, information technology, food and beverage businesses (Darling-Hammond & Hyler, 2020), for example, the impact of the pandemic in the field of communication technology includes the fact that the world telecommunications must develop applications and information systems that are needed by the community by developing e-learning infrastructure on campuses and schools. Besides, the other benefis are enlarging the benefits of using IT in the world of education and shifting the use of the world of social media entertainment to the world of education. (Darling-Hammond & Hyler, 2020). Likewise, in Islamic education learning process, for example at Sriwijaya University, during this epidemic period, appropriate strategies and methods are needed so that all learning objectives can be achieved. This is in line with what Marzuki Ali said in a Webinar held on Saturday, June 13, 2020 that educators must be able to choose and even create the latest methods, media and materials that can be used for online and conventional learning.

The learning process at the end of March 2020 is to use a combination of online and offline learning. This learning process is carried out by referring to the instruction that has been conveyed by the Rector of the Sriwijaya University. The method used in the offline learning process is the recitation method, which is to give assignments to students in the form of independent assignments or the task of memorizing short surah. While online learning can be done through the zoom application (Khasanah & Syarifah, 2021) or the WA group. In the implementation of the online learning process there are still many problems, including students find it difficult to understand the learning materials, do not feel motivated to learn and do not master learning well (Fadilla et al., 2021). Therefore, students must be motivated because motivation is considered an important factor for successful learning, including in the online learning environment (Fitriyani et al., 2020). In addition, students must always be given special enthusiasm and skills to prepare things that are used during the online learning process (Martin et al., 2020).

The obstacles found in the field varied, both for students and the lecturers themselves. The existence of some students who live in the village concerned when lecturing online was clearly experiencing obstacles, namely the poor internet network. Another obstacle faced by students is that they have to prepare additional funds to buy internet quota to support learning. When the students have the ability to buy a data package, but the data package cannot be used because the internet network is very poor. This results in delays in the learning process such as delays in collecting independent assignments. The problem is also experienced by lecturers, where they spend extra for purchasing internet data packages. The obstacles they face

basically influence each other because between educators, students and parents as well as the role of technology and educational institutions are very closely related to get good results in the online learning process (Blundell et al., 2020). Therefore, efforts are needed to overcome the right way of learning by all parties. For educators, online resilience is very appropriate in the Covid-19 pandemic, because educators have a big role for smooth online learning (Sutisno & Nurdiyanti, 2020).

Seeing the very complex problems and several ways to overcome these problems, the researchers want to know more deeply about the learning process of Islamic religious education starting from the planning, organizing, implementing and monitoring process during this covid-19 pandemic. Therefore, it is necessary to conduct a study entitled "The Dynamics of Islamic Religious Learning During the Covid-19 Pandemic at Sriwijaya University".

METHODS

This study aims to describe how the implementation of Islamic religious education learning at Sriwijaya University during the covid-19 pandemic started from the process of planning, organizing, mobilizing and supervising what the lecturers would do in the online learning process. Therefore, this research was conducted using a qualitative method with a phenomenology approach. In this case, the phenomenon which became the focus of the study is a phenomenon in Islamic religious learning process at Sriwijaya University.

The participants in this study were students who took Islamic religious

education class, lecturers of Islamic Religious Education and employees at Sriwijaya University. The determination of the participants to be included in this study was carried out purposively which was determined intentionally with certain criteria, including; officials at Sriwijaya University consisting of the chairman of the MPK, staff and employees; Lecturers of Islamic Religious Education and Students who take part in Islamic Religious Education lectures.

To find information about the learning process of Islamic religious education during this pandemic, the researchers conducted structured interviews conducted online using a google form where research participants were asked to answer several questions about learning Islamic religious education during the Covid-19 pandemic.

To ensure the trustworthiness of the data in this study, the researcher used an member checking technique by utilizing the source and the source was checked (cross check) which was then compared for the degree of accuracy of the information obtained through different times and tools. (Moleong, 2019).

The data that has been obtained in this study were analyzed using data analysis techniques with the Miles & Huberman Model which were carried out through stages including: data collection, data reduction, data presentation and conclusion drawing (Miles et al., 2018).

RESULT

The purpose of this study was to obtain information regarding the learning process of Islamic Religious Education during the Covid-19 pandemic. The form of technology products that are used as

learning media during the Covid-19 pandemic is e-learning applications because with e-learning, students not only listen to material from their lecturer but also can make observations and practice. In addition to the e learning application that has been provided by the university, there are also types of distance learning applications used in the learning process during the Covid-19 pandemic, including: 1) Google Classroom, 2) Google Forms, Google Sheets, and Google Drive, 3) Zoom Cloud Meetings, 4) Skype, 5) WhatsApp, 6) Telegram and 7) Moodle.

In the E-Learning application, there are many forms of activities that can be carried out, for example filling out student attendance lists, filling out related content that will be given to students, using *B3* (Big Blue Button), and so on. The use of B3 which is almost similar to the Zoom Meeting application has many obstacles. This is as reported by students who have used B3. Barriers encountered, for example, this application requires a strong signal to use, consumes a lot of data packets, difficult communication between the lecturer and the students, and slow material presentation.

This study investigated the application of online learning process in Islamic religious education class for Education students at Sriwijaya University. All participants' answers to all interview questions are original excerpts that have been analysed. Participants were asked to answer several questions during the Covid-19 pandemic through the web link provided by the researchers in the form of a Google Form.

From the results of the interviews, information was obtained that all lecturers had carried out online learning. This online learning process is an alternative learning that the government hopes to reduce the spread of COVID-19.

From the results of the interview, information was also obtained that there were research participants who answered that they did not have significant obstacles but the majority of them had obstacles in online learning. The obstacles faced include; weak internet signal/network, sudden power outages, lack of ability to understand certain materials, high cost of internet quota purchase. The need of high amount of internet quota to be used to use content in E-Learning in the form of B3 (Big Blue Button).

From the results of the interviews, the information was also obtained regarding the positive impact of online learning. The majority of research participants think that there are many positive impacts that they got during the learning process, that is being able to save operational costs during lectures, including saving rent and transportation costs. Furthermore, with online learning, students can save time because most of them do online learning from home so they can spend more time with their family. Another positive impact of the online learning process is that they can learn more independently by using existing technology products so that they can explore learning materials independently. Lastly, online learning can reduce the number of COVID-19 cases as expected by the government.

Regarding the negative impact of online learning. Of all respondents who answered only one answered that there was no negative impact, the rest felt negative impacts from this online learning, including; not effective in learning so that

the material is sometimes difficult to understand, eye health is disturbed because they often see laptops and cellphones, waist and back pain from sitting too long, feeling lazy, some are less focused on learning, they cannot socialize or meet friends and lecturers.

In terms of learning facilities, the research participants responded that online learning facilities were adequate but some participants thought that online learning supporting facilities were inadequate . Then, related to the online learning applications used, basically the participants thought that e-learning applications also ran well and smoothly.

From the results of the interviews, the information was also obtained that the students felt that the material presented by their lecturers online could be understood well. The uploaded materials presented by their lecturers were also interesting. Furthermore, from the responses of research participants, the information was obtained that the features presented in e-learning were sufficient and could be functioned properly which made it easier for students to follow the learning process.

However, after being confirmed, the majority of research participants thought that they liked the blended learning process. In other words, to anticipate boredom in participating in the online learning process, students also want face-to-face sessions that are carried out while still complying with health protocols.

Regarding learning motivation, the students responded that most of them were still motivated to participate in the learning process, but most of their motivations were external, such as getting good grades and fear of being exposed to Covid.

Meanwhile, regarding the assessment process, students responded that they were quite satisfied with the online learning assessment process.

From the results of interviews with officials, employees and lecturers of the Islamic religion, the information was obtained that online learning is not objective and is not effectively applied to all subjects because many students find it difficult to understand the material delivered by their lecturers online, although there are some people who have positive opinion because online learning is carried out to achieve learning objectives during the pandemic, namely reducing the spread of the very deadly corona virus. Online learning is very positive in helping and educating students, because students become accustomed to using technological devices.

Based on the interview, the information was also obtained that the teachers basically did not face significant obstacles in the online learning process. They only had difficulty in dealing with students who cannot fully concentrate during learning. As the result, these students could not understand the teaching material in more detail.

Opinions from teachers and school officials also varied regarding the positive impact of implementing online learning. There are only a few of them who do not feel the positive impact of the online learning process. Most of them think that the positive impact of online learning is forcing them to get used to learning in the 4.0 era. As a result, intelligence in the use of ICT increases. However, in carrying out the learning process, most teachers still admit that they are more comfortable

carrying out the face-to-face learning process.

Basically, the institution has provided facilities that support the online learning process, such as by providing internet quotas to lecturers, but lecturers still experienced obstacles in carrying out the online learning process, such as signal problems for lecturers who live in areas where the internet signal is weak. The lecturers also admitted that they are greatly helped by the E-learning facilities from the university because in E-Learning there was a lot of content provided that was useful in the learning process.

From a management perspective, at the beginning of the semester there is always a meeting between the leadership and the lecturers to plan what will be done for the next semester so that learning during this Covid period goes as expected. Lecturers are also encouraged to make Semester Learning Plans as a plan for what learning activities will be carried out during one semester. In managing the running of the E-learning system, the leadership has assigned a special team to take care of it. Finally, the leadership always holds meetings to evaluate all lecturers regarding the implementation of the learning process. From the meeting the leaders can find solutions to overcome problems during the implementation of this online learning.

From the interviews, information was obtained that the leadership had provided good motivation to employees, lecturers and students regarding the process of implementing this online learning. For example, the leadership always provides an understanding that the implementation of online learning is done to reduce the spread of the corona virus.

Advice to students is also given by giving advice that studying is mandatory anywhere anytime, and emphasizing on students to remain actively present in lectures.

The leadership also emphasized that all policies are taken based on the regulations that have been set by the government. All policies are basically the best choice considering the current conditions in Indonesia.

From interviews with lecturers, it is known that lecturers still carry out learning evaluations. The evaluation is always held after the lecture activity ends. Respondents provide information on the existence of learning evaluations by holding meetings to discuss how the implementation of learning occurs. At the meeting, the problems faced related to the implementation of the learning process were also discussed to jointly find solutions.

DISCUSION

This study discusses how to implement Islamic religious Education learning during the COVID-19 pandemic, starting from planning, organizing, mobilizing and supervising. The weakness of PAI lecturers in learning during this pandemic is closely related to the use of technology used during online learning. Many lecturers still do not understand the features in e-learning such as B3 (Big Blue Button)

The knowledge of the lecturers is limited in the use of technology. This is due to the lack of lecturer training related to the use of existing technology products. As for the solution taken in this case, the leadership makes a vision and mission in online learning in this case planning in

online learning such as holding training for Islamic Religious Education lecturers in terms of the use of technology and the use of applications or content in E-Learning, such as content B3 and others.

The advantage in terms of online learning during this covid period is to motivate lecturers in terms of using existing internet technology so that what is expected in online learning is fulfilled (Hasanah, 2018).

The use of learning facilities must match the material and learning media. Therefore, PAI lecturers must have the ability to search, compile, design, analyze assessments and use E-Learning (Afifuddin, 2017). The use of this online learning facility is expected to help the university in terms of using E-Learning

properly and on target. As done by (Almah et al., 2020) regarding the implementation of learning that helps in online learning and gives freedom to lecturers to use other media such as WA, Zoom, Google Meet, and E-Mail.

CONCLUSIONS

The researchers concluded that the implementation of Islamic religious education learning at Sriwijaya University during this pandemic can be said to be quite good although there is still much need for improvement both in terms of learning implementation, namely lecturers, student participation, use of learning methods, selection of learning materials, and learning facilities. Everything is interrelated so that the final goal desired by all parties is achieved.

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