

Implementation of PAI Learning Policies During A Pandemic: Opportunities and Challenges

Afiq Budiawan^{1*}, A Rafiq Zainul Mun'im²

¹ Sekolah Tinggi Lukman Edy Pekanbaru, Indonesia

² Direktorat Jenderal Pendidikan Islam, Indonesia

*Corresponding Author: afiqstaile286@gmail.com

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ABSTRACT

This literature review aims to describe a literature review on PAI learning policies during the pandemic. The research method used is qualitative with a literature review approach. The stages of the research were carried out starting from article collection, article reduction, article display, discussion, and drawing conclusions. The data sources used are national and international journal articles in the last 5 years (2015-2020). The search results of the literature review show that there are positive learning style changes where students become more active and creative, there are also negative changes where there is a decrease in student learning motivation. In addition, technology also needs to continue to improve its quality as the most important means to support this process. It is hoped that the government will not turn a blind eye to problems that occur related to technology as a means of supporting online learning or distance learning.

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Introduction

Islamic religious education has a very important goal in the intellectual and moral education of students. These two things form the basis for the need to improve the learning process, especially during the current pandemic. The Covid19 pandemic has dramatically changed the learning environment in a massive and revolutionary way (Minhas et al., 2021). For example, PAI learning requires learning that was usually taught in face-to-face classes before the pandemic was carried out online among engineers using digital-based learning platforms (Lubis et al., 2020). The increasing number of COVID-19 outbreaks that hit almost every country in various parts of the world, including Indonesia, poses new challenges for the learning process of Islamic religious education in the world of education, especially in schools. (Azhar, 2021). Of course, online PAI learning is expected to have a positive impact on students and teachers (Priyastuti & Suhadi, 2020).

Student reactions or perceptions are important for research, and student perceptions are important to know more deeply to explain stimuli, follow-up, and learning experiences that help students achieve their learning goals (Lestari et. al., 2021; Huda & Abduh, 2021).

With the increase in these incidents, the government has directed policies on distance or online learning through the Ministry of Education and Culture, through the Circular Letter of the Minister of Education, Culture and Culture Number 4 of 2020 (Abidah et al., 2020; Aldija, 2021).

The study at home policy applies to early childhood, elementary, junior high, high school and even tertiary institutions (Indrawati, 2020). These policies affect the learning process in schools (Sari et.al., 2021; Hidayah, 2020; Wiryanto, 2020). Nadim Anwar Makalim, Minister of Education and Culture of the Republic of Indonesia, has established six guidelines for learning activities during the COVID-19 pandemic. There is one basic policy out of six policies. It's about changing the way students learn and teachers teach. Thus, p it also influences the habits and behavior of students and teachers in learning activities.

The terms used in the learning system are online and offline distance learning. Distance education policies make it difficult for Islamic religious educators to use technology for learning. Even distance learning teachers need to implement online learning effectively for their students and inspire creativity in the teaching

process (Al Hakim, 2020; Rahmawati & Yulianti, 2020). Distance learning teaches teachers to respond quickly, prepare for change, and learn to make sense of digital content. The existence of a distance learning policy affects the implementation of learning in schools. This is a challenge for schools, including Islamic Religious Education (PAI). Online learning in PAI lessons at school is something new for some students (Herliandry et al., 2020). They need to adapt and find solutions to move on online distance learning during a pandemic (Septiani & Kedora, 2021). In her research, Handarini (2020) explains that technological expertise is one of the main challenges students face when studying online. In line with Handarini, Monica & Fitriawati (2020) added that the availability of internet services is also a problem for online learning.

Students need to have a larger data quota. In addition, most students use private mobile data services to access their learning. Due to financial limitations, only a few people have WIFI facilities at home (Damayanthi, 2020). PAI learning that is done online is of course said to have a positive impact on students and teachers (Priyastuti & Suhadi, 2020). Students' reactions and perceptions are important for learning, and student perceptions need to be deepened because they represent stimuli, follow-up actions, and learning experiences that help students achieve their learning goals (Lestari et al., 2021; Huda & Abduh, 2021). In this study the authors based on student learning response indicators (Upadhayaya et al., 2021), including learning quality, learning opportunities, relevance, skill development, support, and assignments in online and measurable learning.

According to (Dewi, W., A., 2020), the benefits of online learning are: Flexibility in study time, the ability to study anytime, anywhere, the ability to respond to the challenges of the availability of various learning. The purpose of publishing the Basic Education Guidelines is of course to help overcome the covid19 outbreak. Implementing learning at home can reduce the number of Covid cases. This emphasis has proven to give rise to new problems in the world of education, both theoretically and technically. Several studies have shown student reactions to online learning during the pandemic.

Purniawan & Sumarni's (2020) answers show 72 good categories. This shows that online learning used effectively during the Covid 19 pandemic. A study by Permatasari et al. (2021)

states that online learning is effectively implemented in PAI learning. Most students are happy and support the continuation of online learning. Of course, this must be supported by the availability of facilities and media support for the continuity of learning (Mahyoob, 2020; Setiawan et al., 2021; Hamid et al., 2020).

If a more in-depth study is carried out from teachers and schools evaluating the effectiveness of online learning and learning knowing that the learning process carried out by students in PAI learning during the COVID 19 pandemic has experienced learning in the future. school quality (Widodo & Nursaptini, 2020). Therefore, the results of this research should be a reference for determining the quality of PAI learning in schools and effective solution-oriented improvement steps for the advancement of further research.

Method

The method used in this research is a literature review by analyzing scientific articles from national journals published in 2015 to 2020 as a research method for carrying out the research in question. At the article collection stage, this is done by searching and downloading articles from Google Scholar by entering keywords related to the subject or article title. The keyword in this case is the education policy in the pandemic and its impact on learning. The article reduction stage means summarizing, choosing the core, focusing on the core, looking for themes and patterns, and eliminating unwanted. Therefore, the reduced article provides a clear picture and makes it easier for researchers to collect more data and look for them as needed. After the item is removed, the next step is to display or display the item. This article is presented in the form of tables, brief descriptions, and relationships between variables. In this phase, organizations and discussions are carried out based on the type of literature search used. In this case, the selected bibliographic search is in the form of a theoretical study. In the search type of research literature theoretically, the author describes several theories or concepts focusing on a particular topic and compares those theories or concepts based on assumptions, logical coherence, and scope of explanation. This is a professional study. Finally, conclusions are drawn from the results of discussions with previous organizations.

Results and Discussion

Impact of Distance Learning Policy

The pandemic season made a difference, including the implementation of educational activities. The implementation of the offline learning process has moved online. This is in accordance with the guidelines for preventing the spread of Covid-19. The implementation of distance learning in schools requires careful attention to ensure appropriate learning activities. Distance education can be described as the implementation of learning in the 4.0 era. Learning between teachers and students is carried out using learning applications or other devices connected to the internet.

Distance learning is formal institution-based instruction that connects learners, learning resources, and trainers using individual research groups and communication systems (Muhaimin & Mubarak, 2020). In distance learning, teachers learn technology automatically. Considering that teachers are at the forefront of the world of education and need to be able to adapt and utilize technology for learning (Joenaidy, 2020). Theoretically, teachers and students aged 4.0 years will be able to learn interactively and easily (Kamal et al., 2020). Fact-based online distance learning must be a solution for the world of education. Online learning is a form of innovation in the world of education to answer current problematic challenges (Rosali, 2020). However, the situation in Indonesia is diverse and the obstacles are different, making it impossible to generalize the world of Indonesian education to online learning (Khasanah et al., 2020). The benefits of remote learning are awkward, but they have to be accepted.

Given the policy of the Minister of Education and Culture, we must comply. Integrating the use of online and offline learning is a democratic choice to bridge students with disabilities (Brihannur et al, 2020). Changes in the learning process have a significant impact on learning effectiveness (Budi & Anshori, 2020). Online learning requires a role teachers in assessing effectiveness and adapting to student needs (Herliandry et al, 2020).

However, in reality online learning has limited mastery of teacher and student technology, inadequate facilities and infrastructure, limited internet access, and poor initial budget preparation which hinders the implementation of effective learning (Aji, 2020; Argaheni, 2020). This is in accordance with a survey (Anugrahana, 2020) which explains that

the weakness of online learning lies in the lack of student participation. The purpose of not involving students in participating in online learning is to prevent students from fully participating from the beginning to the end of learning. As a result, only 50% of students are fully and actively involved, 33% are actively involved, and 17% are less active and do not take part in online learning (). Subah et.al, 2021). The policy set by the ministry was carried out to keep students safe from the dangers of the virus, but in reality has multiple implications, especially for students, teachers, and parents.

I feel that students themselves have to study at home because they do not have sufficient facilities and hinder their learning. This is because the supporting facilities that were previously prepared at home were not available. With the guidelines provided, the learning adaptation process was initially slow, and students who previously tended to interact directly during learning required various types of learning adaptation and learning understanding modeled on online networks.

Given that the switch to online learning has an indirect impact on student absorption. This is also shown by research results (Mastura & Santaria, 2020) which show that students find it difficult to participate in online learning due to a lack of internet access. Students point out that networks can sometimes be good or bad. Data rate of students who consider it a waste. In addition to the aspect of student participation that less active, the provision of internet network devices also faces practical constraints.

This is also reflected in the findings (Safitri et.al, 2020), explaining that the additional cost of buying internet quota increases, which burdens parents. If you need online technology and tasks that require a network connection to the Internet, the burden will increase on your parents and not all parents will have a cell phone to support the online learning process. The policy implemented by the village government is an alternative step that provides solutions to the problems faced by teachers, students and parents during distance learning. This free internet network makes it easier for teachers to find learning resources and make materials and assignments available to students. Students also have easy access to content provided by the teacher as the main target of training. Parents are also supported as peers who learn directly from home.

This matter according to research (Rokhani, C., T., 2020) which shows that studying and working at home is actually easier and can be

done at home because it can prevent the spread of COVID19. I'm doing it. Studying and working from home also reduces transportation costs from home to school by up to 75% (Subah et.al., 2021). The third aspect of weakness is the adoption of online learning. This leads to the fact that some of the older teachers do not have access to the internet or are technically ignorant, which hinders the learning process. Need online learning support and training.

During the Covid-19 pandemic, the learning process took place in one direction, enabling students and teachers to use e-learning platforms such as the Teacher's Room, Google Classroom, Google Meet, and Zoom. The impact on students is that online learning interferes with the learning material process, because learning is only done in chat. Some students cannot explore their knowledge, so teachers need to have the ability to explain to promote their knowledge. This was also shown in a study by (Aji, 2020). This explains that the impact of COVID-19 has had a significant impact on Indonesian education, especially in terms of learning.

Distance Learning Challenges

Distance learning is a challenge for teachers and students to adapt to new things. The challenge of distance learning for PAI teachers is the transition from offline to online. They are used to face-to-face learning and know students' facial expressions during learning activities. Face-to-face meetings can assess students' understanding of the material (Utami & Cahyono, 2020). In online learning, it is different from offline learning where students can understand their expressions, it becomes difficult for the teacher to understand their expressions during the learning process, so the teacher knows which students are successful in learning and pays attention to the delivery Theory. provided (Tacoh, 2020). Access to learning activities is often a problem for students.

These problems are caused by the limitations of students both facilities and infrastructure. This makes it difficult for PAI teachers to understand students and makes it easy to understand. That's why Islamic religious education uses the WhatsApp application as an educational medium. This application has created a special group for PAI lessons through coordination between the class teacher and the target teacher. This is done to promote student learning activities.

The use of the Whatsapp platform will continue to be used, because students can be

limited when enrolling in e-learning and assignments are limited to the WhatsApp application which they can still access (Novianti et.al, 2020). To start your learning activities by opening and participating in class group chats via WhatsApp, the teacher will provide links to materials uploaded to Google Drive. Teachers also use the Google Forms platform for explain the material and assignments in the group. However, students who can enroll in e-learning will be able to join and access material links on the platform to complete their assignments.

Learning through the Whatsapp application is actually a type of synchronous chat communication (Simanihuruk, et al, 2019) where one cannot see the other person directly because communication via chat is in the form of characters. This online learning teacher, Patmawati, needs to provide clear instructions to students via chat communication. Second, teachers must ensure that they keep up with the lesson by confirming attendance at the end of each material session and grading assignments. The teacher then actively asks students about the disabilities they experience and offers alternatives to students who experience these disabilities. Another option is for students to go to school according to the health protocol.

Opportunities for Development of PAI Learning Methods

Respond to remote learning policies that are triggered by the pandemic, schools have been alerted by activating learning media workshops for teachers, or e-learning platforms. The training is the first opportunity to develop teacher skills and train teachers to use technology. In addition to technical skills, teachers must be able to carry out learning innovations and develop methods, strategies, models and media according to the characteristics and needs of students (Muhammad, 2020). This is an opportunity for teachers, especially PAI, to develop distance learning methods.

Second, teachers need to be more creative and innovative in learning in exploring teaching and learning activities (Arifa, 2020). The ability of distance learning teachers is also an important factor in the success of the learning process, so teachers need to develop their abilities and improve their skills (Wahyono et al., 2020). One of the skills needed for distance learning is digital literacy. digital literacy needed to use digital media in distance learning. B. Ability to impart knowledge effectively, efficiently, accurately, critically and creatively. Manage

information. Cooperate; create content based on student needs and share it in the right media (Hidayat & Khotimah, 2019). The use of information technology plays a very important role in distance learning. Rapidly developing information technology can be utilized in the learning process (Pakpahan, 2020). Digital-based learning replaces PAI learning in the digital era (Nugraha, 2014). The use of digital-based learning is the first step towards bold innovation and creativity. Utilizing this technology as an opportunity to develop PAI learning methods.

Based on the results of the study, when students received material between PowerPoint writing and video media in the form of audiovisual media, they tended to be interested in PAI material using audiovisual media. audio visual. Researchers have observed that it is easier to understand material presented than it is presented to students for educational videos uploaded via YouTube. This is evidenced by the enthusiasm for learning, quizzes on Google Forms, and students' requests to re-create learning videos to upload to YouTube. The material provided is in accordance with the material in the PAI Learning chapter. Based on this survey, we strongly recommend using the YouTube platform to deliver material to students through educational videos. The YouTube platform is more accessible and can be played repeatedly, so it can be used as an alternative. Those who don't have cell phones can study at school.

Conclusion

Distance learning policies have both positive and negative effects. However, lessons can be learned, especially by using technology, so that educators can always develop their potential to adapt to the times. Distance learning also motivates PAI teachers to learn by providing challenges and opportunities to use technology in teaching lessons. PAI learning innovations can be realized if the teacher has and obtains technical knowledge and uses it for activities in the learning process.

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