



***Learning Strategy for Islamic Religious Education (PAI) During the Pandemic  
(Case Study: SMP Negeri 1 Kembangbahu Lamongan)***

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**Abstract**

The impact of the Covid-19 pandemic has affected the education system in Indonesia. This of course changes the method of face-to-face learning to distance learning (DL). This study aims to 1) find out the learning strategies of class VII PAI teachers during the Covid 19 pandemic at SMPN 1 Kembangbahu Lamongan; and 2) Knowing the obstacles and solutions faced by teachers in implementing PAI learning strategies for class VII during the Covid 19 pandemic at SMPN 1 Kembangbahu Lamongan. This study uses a descriptive qualitative approach. The subjects of the study were two class VII Islamic Religious Education subject teachers. Data collection techniques: observation, interviews and documentation. The data validation technique uses triangulation techniques. Data analysis techniques are data reduction, data display and conclusion drawing/verification. The results of the study showed that the learning strategy used by teachers was carried out using a distance learning (DL) strategy. Starting from half the number of classes that attend school, then replaced with each grade every week. In addition, there is maximum effort from PAI teachers in carrying out good learning, one of which is by making videos or audio-visual based learning. Google form is also used as a support for technology-based learning and also the application of active learning carried out in schools such as problem solving, and so on. Existing constraints include: 1). insufficient internet quota 2) misuse of internet quota 3) lack of device facilities 4) implementation of different learning methods between online and offline.

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**INTRODUCTION**

Education is a very important factor in human life (Fitri, 2021; Widiensyah, 2018). For human life, education is an absolute human need that must be fulfilled throughout life (Adelina Yuristia, 2018; Permanasari & Pradana, 2021). One of the factors that a country is said to be prosperous is the creation of a good education system. Historically developed countries have had special attention

related to education because they think that with human resource education (HR) physically and spiritually they will be directed, nurtured and towards the main goal of building civilization and national character as a whole in order to develop into a nation that is superior and respected by other nations (Diantoro, 2018).

There needs to be suitability from a teacher in carrying out learning activities for students with the right strategy. So that

in the end, students can understand much better and can develop their potential through the educational process (Tantri, 2021). The teacher plays an important role in the learning process (Buchari, 2018; Kirom, 2017; Setyawan et al., 2020; A. Wahid, 2018), so that teaching and learning activities are achieved well, teachers are required to master and understand various skills including pedagogical, professional, personality, and social competencies (Arqam, 2019) which can support the effectiveness and efficiency of teaching and learning activities (Husain, 2014; Myori et al., 2019; Tekege, 2017). The teacher is also the most important element in the learning process as an agent of transfer of knowledge (Hasibuan, 2022; Mailani, 2019). With that, teachers are required to master appropriate learning strategies (Prihartini et al., 2019) and suitable for students (Safriadi, 2017).

The learning strategy is a plan that contains a series designed to achieve educational goals (Dewi, 2018; Fimansyah, 2015; Marbun, 2019). According to Sianipar et al. (2020), strategy is an effort to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. Strategy is an action that has an incremental (always increasing) and continuous nature, which is carried out based on the point of view of the expected goals. (Sirojudin & Issyami, 2021).

Learning strategies are a very important part of learning activities (Gunawan et al., 2017), the achievement of a learning is due precisely in implementing a strategy. A learning can be said to be good if the strategy applied to students is right so that it can develop the potential that is in students, this also applies to Islamic Religious Education subjects. The wrong strategy can affect learning so that the results are less than optimal (Pradana et al., 2022).

Islamic religious education is a conscious effort made by the teacher in order to prepare students to believe, understand, and practice Islamic teachings through guidance, teaching or training activities that have been determined to achieve the goals set (Chandra, 2020; Zubaidillah & Nuruddaroini, 2019). In the learning process of Islamic religious education, attention is paid not only to the cognitive aspects, but what is more important is the affective and psychomotor aspects (Aladdin & PS, 2019), so that appropriate strategies are needed to achieve the learning objectives. The success of learning is dominated by learning in the classroom.

But ironically, in 2020 there was a very big disaster and it affected the entire world community. This has an impact on all aspects including education. A disaster in the form of a pandemic virus called corona where many countries are affected by this disease outbreak and millions of people have been infected with this virus, and have claimed many human lives throughout the world (Ansori, 2022). From the beginning of 2020 until now the spread of the virus is still ongoing, the impact is that all human activities are limited to prevent the spread of this virus.

The Minister of Education and Culture, Mr. Nadiem Makarim took steps related to the implementation of learning during a pandemic, one of which was by taking the Learning From Home (LFH) option implemented with the Distance Learning (DL) system (Nurhidayah, 2021) and transferred to media-based learning. This was revealed by him as the reason why teachers, students, education staff, families and the community are the main priorities whose safety and health are maintained. Because all schools, universities and educational institutions are laid off.

The impact of the Covid-19 pandemic has affected the education

system in Indonesia. This of course changes the method of face-to-face learning to distance learning (DL), which of course has several different aspects. For this reason, the teacher has its own strategy for carrying out the learning process so that it can take place effectively. The learning strategy involves three things, namely planning, implementation, and evaluation(Nuralita, 2020).

The pandemic, which has now almost subsided, is still not over. Given that currently it is still in the transition from a pandemic to endemic(M. Wahid & Hidayah, 2022), so we must continue to apply the precautionary principle in handling Corona. This has also had an impact on the policies of the ministry of education and culture of the Republic of Indonesia, with the number of cases decreasing and vaccinations continuing to be carried out at all levels of Indonesia making rules relaxed in learning. The point is that the school policy of being laid off is now shifting to school as usual, namely face-to-face but still limited or referred to as Limited Face-to-Face Learning. Limited face-to-face learning is an effort to pay attention to children's growth and development, where in online learning, children's enthusiasm for learning and learning hours experience a reduction(Iswantiningtyas et al., 2022; Mubarok, 2022).

Changing the learning process during this pandemic is certainly a challenge for all educational institutions, especially for teachers. In order for a teacher to carry out his duties professionally, a teacher must also know and have a comprehensive picture of how the teaching and learning process occurs, as well as what steps are needed so that teacher duties can be carried out properly and obtain results in accordance with the objectives. expected, especially if you experience unexpected obstacles.

The lack of students' understanding of the material presented is one of the

fundamental obstacles caused by the unpreparedness of teachers as educators in managing Distance Learning (DL), so that it affects learning achievement. By looking at this, one of the efforts that the teacher needs to do is about "teaching and learning strategies". By implementing a strategy, a teacher has guidelines in acting with regard to various alternative choices that may be taken, so that teaching and learning activities can take place in a systematic, directed, smooth and effective manner(Hamruni, 2015).

The teaching strategy during the Covid-19 pandemic is certainly different from the strategy that was usually carried out before the pandemic. Based on the results of research conducted by Wardhani & Krisnani, (2020), the problems that occur as a result of the transformation of the learning strategy are the lack of adequate supporting facilities and limited understanding of access to technology and internet networks which are the main obstacles felt by both parties. This is certainly an unexpected situation faced by teachers and students. Teaching and learning activities must be prepared like foresight in choosing learning media(Arini, 2021), make learning videos(Amyy, 2020), choosing an application that is easily accessible and understandable is certainly not an easy thing to do. In order for online distance learning to be well understood by students, a teacher's strategy is needed in conveying the material, because the teacher cannot directly observe the attitudes and behavior of students in receiving the material.

Seeing the explanation of the phenomenon above, this study aims to 1) Know the PAI learning strategies during the pandemic at SMPN 1 Kembangbahu Lamongan; and 2) Knowing the constraints and solutions in implementing the learning strategy.

## RESEARCH METHODS

This study uses a qualitative approach with descriptive analysis method. This research was conducted at SMPN 1 Kembangbahu Lamongan. The technique that researchers used in determining informants was Snowball sampling. The informants in this study were Islamic Religious Education teachers for class VII SMPN 1 Kembangbahu Lamongan. SMPN 1 Kembangbahu Lamongan is one of the schools affected by government policies, so this is a highlight to find out how schools and/or educators design learning strategies during this pandemic, especially learning Islamic religious education, because it is based on the nature of Islamic religious education itself which must be optimal.

The data collection techniques are observation, interviews, and documentation. This study uses data validity checks by testing the credibility of data on qualitative research data which among others are carried out with various types, such as extending observations, increasing persistence, triangulation (source triangulation, technical triangulation, and time triangulation), using reference materials, and holding members. check. Data analysis techniques used in this research are data reduction, data display, and verification.

## RESULTS AND DISCUSSION

### *Islamic Religion Learning Strategies During a Pandemic at SMPN 1 Kembangbahu Lamongan*

Based on the results of the research conducted, the following are the results of interviews with Mr. Sugiyanto and Mr. Mudhofar as Islamic Religious Education teachers at SMPN 1 Kembangbahu regarding the definition of learning and learning strategies.

*“Learning is a process or activity to know something from those who do not know to know.” –Mr. Mudhofar*

If this argument is interpreted, it is the same as the many other definitions found. Learning can be interpreted as an effort from within to know a certain theory, know knowledge and do it carefully or seriously.

*“The learning strategy is a series of efforts made by the teachers so that the material delivered can be effective, efficient, and can be understood by students well, actually there are many learning strategies but what we use is a learning strategy with a humanistic approach with the lecture method and other but the method that I use in the class is mixed method there is a lecture there is a question and answer there is an assignment depending on the material and the readiness of the students in getting the lesson.” –Mr. Sugiyanto*

Based on Mr. Sugiyanto's explanation above, it can be interpreted that the learning strategy presented is more compatible with the explanation regarding the learning method. Apart from that, the essence of the strategy that Pak Sugiyono is implementing is a strategy with a humanist approach that emphasizes the situation and condition of the class also depending on what material is being delivered. This is evident in his statement about the several methods he included in learning, this was done so that it was solely for the success or success of learning in the classroom.

Entering the core of the problem, namely with the presence of COVID-19. Of course this is like becoming a major disaster for the world of education, meaning that education which is designed only for face-to-face meetings now all must be housed and transferred to study at home with the term Distance Learning (DL).

Based on the explanation above, the teacher's response in dealing with distance learning is as follows:

*"In this case, we are quick to take steps such as preparing IT-based learning devices. Previously, there was Google Web to store learning data or learning assignments. Apart from that, the local government's steps in addressing this problem are that there is assistance from the supervisor given examples of learning media that can be used in online learning, there is also the creation of IT-based lesson plans, usually using Google forms."*  
-Bapak Mudhofar

Based on the explanation above, it is found that the school is very foreign to this new condition, and I think all schools feel the same way, because there is no readiness to be able to immediately deal with this kind of problem, which previously the author said face-to-face learning became online-based. The results of the interview can also be interpreted in two ways, namely the initial steps from the school and the steps prepared by the local government. The school's step in addressing this is by diverting face-to-face learning or directly to face-to-face online learning independently facilitated by available learning media. This is assisted by the efforts of the local government to assist schools in finding solutions, one of which is by providing information and outreach about online learning media, so that learning can be carried out properly even though not face-to-face.

After going on for a long time, the ebb and flow of the pandemic wave began to subside. The government also offers limited face-to-face learning. The government does not force this, it is recommended for areas with low cases and in accordance with parental permission and a supportive school situation. Therefore, the researcher conveyed and asked Mr. Sugiyanto regarding this problem.

*"As far as I know, starting from the 4th or 5th month there have been limited trials such as once half of the total, once class VII first then class VIII and then class IX (alternate limitedly). Now then there is another limitation, that all classes only attend half, and because there is a policy from the regional government, namely the sector works hand in hand at that time the COVID-19 case has been sloping and there is an agreement with stakeholders in schools that safety and health will be guaranteed by implementing strict health"* -Bapak Sugiyanto

Based on the explanation above, it can be interpreted that distance learning which later became limited face-to-face learning has been passed by SMPN 1 Kembangbahu Lamongan. School policy in implementing this learning strategy is a policy from the local government also taking into account the indicators set by the central government regarding learning.

Judging from what has been said, SMPN 1 Kembangbahu applies limited learning with different models. Starting from half the number of classes that enter, then replaced with each grade every week. For example: class VII for this week, class VIII for next week and two more weeks for class IX. This is done for the sake of learning to keep going well and not chaotic. If you look at the situation and conditions of the pandemic at the time of distance learning, conditions like this can make parents anxious who complain about the conditions of learning at home for one reason or another.

Next, Mr. Sugiyanto and Mudhofar explained about strategies in teaching Islamic Religious Educations.

*"The strategy that I use is blended learning, namely there is online and offline learning. So those at home can learn through the Google form or the web that we have prepared and those at school learn face to face using active learning methods. Then another strategy*

*is that we make learning videos as a substitute for students who are not directly able to do limited learning."*

The explanation above shows that there is maximum effort from PAI teachers in continuing to do well in learning, one of which is by making videos or audio-visual based learning. Google form is also used as a support for technology-based learning and also the application of active learning carried out in schools such as problem solving, and so on. This shows that there have been efforts from PAI teachers in developing their knowledge to be channeled into better learning.

### ***Obstacles and Solutions to Implementing Learning Strategies at SMPN 1 Kembangbahu Lamongan***

There are quite a number of constraints in implementing distance learning and face-to-face learning and need to be taken seriously, the first of which is inadequate internet quota. This could have happened to anyone amidst the ups and downs of the economy. Not to mention the misuse of internet quota, such as being used to play games that should be used for studying. The next obstacle is the lack of gadget facilities. Of course there are students who don't have gadgets yet. This is a very crucial problem in distance learning. The next obstacle is limited face-to-face learning. This is because it takes more energy to be able to teach twice in one class, coupled with the implementation of different methods between offline and online.

The solutions offered are 1) socialization regarding learning media to parents of students in order to instill knowledge about media that can help learning, 2) reports or notes from parents to teachers regarding student activities at home, this is necessary as a functional evaluation between the school and the teacher, and 3) teachers must explore and understand more active learning methods

so that learning becomes easy and enjoyable in any situation and condition.

### **CONCLUSIONS AND SUGGESTIONS**

The learning strategy used by teachers in learning Islamic Religious Education during the pandemic at SMPN 1 Kembangbahu Lamongan was carried out using a Blended Learning learning strategy by interpreting Distance Learning (DL) with limited face-to-face. The strategy used starts from half the number of classes that are entered, then replaced with each level every week. In addition, there is maximum effort from PAI teachers in carrying out good learning, one of which is by making videos or audio-visual based learning. Google form is also used as a support for technology-based learning and also the application of active learning carried out in schools such as problem solving, and so on.

Existing constraints include: 1) inadequate internet quota 2) misuse of quota such as being used to play games 3) lack of device facilities 4) application of different learning methods between online and offline. Solutions that can be submitted include 1) socialization regarding learning media to parents of students in order to instill knowledge about media that can help learning; 2) there are reports or notes from parents to teachers regarding student activities at home, this is necessary as a functional evaluation between the school and the teacher; and 3) Teachers must explore and understand more active learning methods so that learning becomes easy and enjoyable in any situation and condition.

Based on the research results, suggestions that can be given are 1) SMPN 1 Kembangbahu Lamongan can continue to make every effort to provide the best facilities for students in learning; 2) Teachers of SMPN 1 Kembangbahu Lamongan can always innovate in processing alternative learning media in overcoming the limitations of teachers

and students, as well as developing learning to be more varied which can attract attention and interest in learning more about the material presented.

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