

# ISLAMIC EDUCATION TEACHER LEARNING STRATEGY AT SMK KARSA MULYA PALANGKA RAYA DURING THE PANDEMIC THROUGH E-LEARNING MODEL

**Surawan<sup>1</sup>, Muhammad Redha Anshari<sup>2</sup> Linda Wirda Sari<sup>3</sup>**

<sup>1,2,3</sup> Institut Agama Islam Negeri Palangka Raya

Email : [surawan@iain-palangkaraya.ac.id](mailto:surawan@iain-palangkaraya.ac.id)<sup>1</sup>, [m.redhaanshari@iain-palangkaraya.ac.id](mailto:m.redhaanshari@iain-palangkaraya.ac.id)<sup>2</sup>  
[lindawirdasari@gmail.com](mailto:lindawirdasari@gmail.com)<sup>3</sup>

DOI: <https://doi.org/10.37758/jat.v5i1.362>

Received: January 2022

Accepted: April 2022

Published: April 2022

## **Abstract :**

The Covid 19 pandemic has a considerable impact not only on the economic decline of the Covid 19 pandemic community but also on learning in schools. Knowing that is initially face-to-face is transferred to an online learning model called E-Learning. This research aims to determine how PAI teachers' learning strategies in E-learning learning during pandemics like today. This research is descriptive qualitative research. The source of the data obtained by the researchers was an interview with Islamic religious education teacher SMK Karsa Mulya Palangkaraya. The result of this study is that learning through the E-learning model in SMK karsa mulya palangkaraya has its constraints for students, from the lack of activeness and discipline of students in using existing learning media.

**Keywords :** *Learning Strategies, Islamic Education Teacher, Pandemic Covid-19, E-learning.*

## **Abstrak :**

Pandemi Covid 19 berdampak sangat besar tidak hanya berdampak pada penurunan ekonomi masyarakat pandemi covid 19 juga berdampak pada pembelajaran di sekolah. Pembelajaran yang awalnya tatap muka ditransfer ke model pembelajaran online atau disebut E-Learning. Penelitian ini bertujuan untuk mengetahui bagaimana strategi belajar guru PAI dalam pembelajaran E-learning selama pandemi seperti saat ini. Penelitian ini adalah penelitian kualitatif deskriptif. Sumber data yang diperoleh peneliti adalah melalui wawancara dengan guru pendidikan agama Islam SMK Karsa Mulya Palangkaraya. Hasil dari penelitian ini adalah bahwasanya pembelajaran melalui model E-learning di SMK karsa mulya palangkaraya memiliki kendala tersendiri dari siswa, dari kurang nya keaktifan serta kedisiplinan siswa dalam menggunakan media pembelajaran yang ada.

**Kata Kunci:** *Strategi belajar, Guru Pendidikan Agama Islam, Pandemi Covid 19, E-Learning.*

## **INTRODUCTION**

Education is every effort and assistance provided to learners who focus on the purpose of maturing learners more precisely to help learners to be capable enough to carry out their own duties (Faturahman, 2012). The spread of the covid 19 virus has a negative impact on every aspect of people's lives, such

as the decline of the community economy. In addition, pandemics also affect the education system. Literally, e-learning is electronic learning or teaching and learning process that is done online. In practice, e-learning utilizes information technology as a means of learning. The main problem experienced by Indonesia in developing e-learning is the internet. Through this online or distance learning method, students need to adapt in the face of changes to the learning materials acceptance system. In early 2020, the world was shocked by the emergence of a deadly infectious virus, referred to as Covid-19. Covid-19 is a virus that attacks the human respiratory system, which was originally found in the Chinese city of Wuhan. Who (World Health Organization) announced that the virus became a global pandemic because it has spread to various countries including Indonesia (Adedoyin and Soykan 2020).

Seeing this one of the teacher's efforts is the "teaching strategy". Teaching strategies during the Covid-19 pandemic are certainly different from teaching strategies that were commonly carried out before pandemics. As we know learning in this pandemic period is done online or e-learning. As a teacher in overcoming this problem is to prepare and choose what learning media is right, then what applications are easily accessible so that all students can follow the learning process to the fullest, because the teacher himself cannot see directly the student's behaviour in receiving the material (Jamil, Pohan, and Wafi 2021).

The change in the learning process in the midst of this pandemic is certainly a challenge for all Educational Institutions especially for teachers themselves in order to carry out their duties professionally, then teachers are expected to be able to know and have a thorough plan on how the teaching and learning process can occur, and what steps are needed or must be prepared in carrying out teacher training tasks so that they can be carried out as much as possible in order to be able to Obtain results in accordance with previously expected goals, especially if the teacher experiences unwanted obstacles. Google classroom applications, study houses, video conferences, telephone or live chat, zoom, whatsapp groups are digital technologies that can be used in online learning (Komariah, Hamdanah, and Surawan 2021).

Research by Raihani Alfiyah (2020) in a thesis entitled "Teacher Strategy in Islamic education learning during the Covid-19 Pandemic in SMPN 2 Katingan Hilir". The results of this study are the same as the research that is being studied on Islamic education Learning Strategy in the Covid-19 pandemic using learning methods centred on online methods sent by teachers using media used is multimedia-based media, in the form of modules, power points and communication media whatsapp group platforms and Google classroom. While this study examined how PAI teachers started during the pandemic through the E-Learning learning model at SMK Karsa Mulya Palangka Raya.

This research aims to illustrate how learning strategies by utilizing e-learning in pandemic times and what are the supporting factors and obstacles in the application of learning strategies by utilizing e-learning in pandemic times. Research see that there are still many students who are not familiar with e-learning in this case most lazy students then undisciplined at the time of taking lessons, so not many students are still confused and do not understand

in the delivery given by teachers and teachers themselves who are rarely given feedback by students themselves. According to the researchers why this study was conducted because, researchers want to examine how the teacher's strategy in teaching through the e-learning model at SMK Karsa Mulya Palangka Raya.

## RESEARCH METHOD

This research approach is a qualitative approach, the type of method that researchers use in this study is qualitatively descriptive. Qualitative methods are research procedures used to examine scientific objects. This qualitative research is to understand meaning, understand uniqueness, build existing phenomena and find hypotheses (Sugiyono 2020). The reason researchers use this qualitative descriptive research method is to want to present the facts in the field with compiled or systematic analysis so that it can be more easily understood and draw conclusions aimed so that researchers can know and describe what has happened in the field clearly, so that researchers can collect data on Islamic education Teacher Learning Strategies during pandemics through E-learning models at SMK Karsa Mulya Palangka Raya.

## FINDINGS AND DISCUSSION

The teaching profession in this digital era is greatly influenced by the utilization of communication and information technology. The competence of teacher professionalism in this case, is an Islamic Education Teacher is required to know and master the development of information technology that is growing rapidly. Also, able to convey from various sources into teaching-learning activities methodologically. However, if there is a sudden change in policy such as the emergency pandemic Coronavirus Disease (Covid-19) where learning is carried out using the system in the network, the speed of the technological speed and dynamics is not balanced with the state of the teacher itself (Katz-Stone 2000).

Learning is the attempt to acquire knowledge, experience, and skills from a variety of sources. Learning is also defined as the process towards change. The change in question has certain characteristics such as active and positive, and continuous change. Learning involves individuals who actively make achievements and then make them use personal experiences. Learning characteristics can be categorized as that learning brings about change (changes in behaviour and knowledge), and that change is the result of deliberate effort and also creates new skills. While learning can be defined as activities that are carried out consciously by students with direction from educators to get change, however, it should be known that E-learning is inseparable from various problems (Fadli, Mazrur, and Surawan 2021).

Problems encountered during the application of e-learning include an imbalance of internet networks and access to technology. This is evident between major cities and remote areas. The use of learning applications which are less than optimal because of the competence of teachers who do not understand technology, will cost a lot of money (A. Arsyad 2014). Apart from the problems of facilities and infrastructure during the application of e-learning, the issues of concern to the author are related to student achievement. Students'

cognitive abilities can still be known by providing assignments, even in the application of e-learning. Meanwhile, the application of e-learning can only be known with the application of conventional learning (Imtiyan, Zuchdi, and Istiyono 2017).

## E-LEARNING

E-learning can also be used to cover the lack of a learning system. One effective and efficient learning system for using this technology is a distance learning system. But some other Higher Education Institutions hold e-learning as an alternative. For students who are unable to attend face-to-face classes for several reasons. E-learning has a function as an option for students. Although it has its advantages, e-learning also has disadvantages. Such student learning habits should be supported. Therefore, research is conducted to learn about e-learning in students in higher education. The main problem experienced by Indonesia in developing e-learning is the internet. The internet network has not penetrated all regions in Indonesia. In addition, not all layers of society have devices connected to the internet network (Nemetz, Eager, and Limpaphayom 2017).

In the new academic year 2021/2022, schools and campuses located in the Emergency Social distance area are required to carry out online learning. E-learning has been a major issue in Indonesia's education world since 2018 and has been getting warmer in 2020. Ever since the Covid-19 pandemic struck Indonesia, the "Learning at Home" policy was set by the government. The government encourages schools to provide e-learning facilities as one form of educational services 4.0. But in fact, there are still many schools that are reluctant to develop their distance learning platforms and prefer other platforms such as Zoom and Whatsapp that are not suitable for learning activities. E-learning is the right answer to the problem of improving the quality of education in Indonesia. However, this method will not work well if the infrastructure is not ready. An e-learning platform is a digital form of school, classroom, administrative system, and student life. Learning activities certainly will not run well without a quality platform (Kuntarto 2017).

Therefore, schools are obliged to keep the system online for 24 hours so that students can continue to access the school anytime and anywhere. If devices, the internet, and e-learning platforms are available, then the next is what kind of learning method will be given to students. Because, if the school applies assignment and presentation methods only, the potential of e-learning can't be utilized optimally. Teachers and schools must become more creative in designing interactive learning methods that are interesting and weighty for students (Adedoyin and Soykan 2020). Planning to improve the quality of education in Indonesia has been very difficult in the past. In addition, to the large area and budget, the distribution of qualified teachers is also seen as the cause of Indonesia's human capital index is below the world average (Wu 2021).

However, the world of education has grown considerably with the presence of e-learning that can be accessed by all Indonesian students without territorial and financial boundaries. Applying e-learning methods in Indonesia

is not easy, in addition to taking time to master online learning materials, the school must also provide facilities so that teaching and learning activities can run optimally. For example, schools provide learning tools such as laptops, the internet to provide full support to teachers who want to develop their abilities or want to deepen e-learning (Muali et al. 2018).

### **Learning Strategies of Islamic Religious Education Teachers**

Strategy can be defined as an effort made by a person or organization to arrive at a goal. Strategies to overcome professional competence of Islamic Education Teacher is an effort made by a person or organization in developing teacher professionalism (Roach and Lemasters 2006). Professional Islamic Education Teachers who are competent in facing the digital era in the time of the covid-19 pandemic have at least had the characteristics of professional competence as:

- 1) Commit to the student learning process
- 2) Mastering in depth the subject matter and how to teach it
- 3) Being able to think systematically about what he does and learn from his experience.

In the era of the covid-19, teachers must be able to be the initiator in the learning process. The teacher is called the initiator of the teaching stages and the determinant of the series of learning activities, the teacher must be responsible for controlling students in a cooperative way (divide groups). Before teaching with the concept discovery approach, the teacher selects concepts, selects and processes materials into positive and negative examples and sequences and assembles these examples. In many cases, the teacher must prepare examples, explore ideas, materials from books, other sources, and design them in such a way that the characteristics are clear and of course, there are examples in the application of the concept in every day (Surawan & Arzakiah, 2022).

Islamic Education Teachers are ready or not must be able to use information technology media as demand for their professional duties. In this digital era, Islamic Education Teachers must be able to apply various competencies possessed in teaching students online professionally. Teacher not only controls students who study in the classroom, but they can teach students in the learning process to provide services individually or in groups at the same time. However, it should be known that online learning is inseparable from various problems. Problems encountered during the application of online learning include an imbalance of internet networks and access to technology. This is evident between major cities and remote areas. The use of learning applications which are less than optimal because of the competence of teachers who do not understand technology, will cost a lot of money (Azhar Arsyad 2014). Apart from the problems of facilities and infrastructure during the application of online learning, the issues of concern to the author are related to student achievement. Students' cognitive abilities can still be known by providing assignments, even in the application of e-learning. Meanwhile, the application of online learning can only be known with the application of



conventional learning (Kinney, Liu, and Thornton 2012).

Teacher is someone who provides motivation or encouragement to individuals, organizations, or company with the aim of increasing morale and quality life. Being a motivator is not easy he must know how attract people's sympathy with his words. In learning activities, Motivation can be said as the overall driving force in student self that creates, ensures continuity and provides direction of learning activities, so that the expected goals can be achieved. In learning activities, motivation is needed, because someone who does not have motivation in learning, it will not be possible to do learning activity. The learning process will be successful when students have motivation in learning. Therefore, teachers need to foster student learning motivation. To get results optimal learning, teachers are required to be creative in generating learning motivation students, so that effective student learning behaviour is formed. In general, there are two kinds of motivation, namely intrinsic motivation and motivation extrinsic (Surawan, 2020).

There are 3 professional competency challenges which must be faced by Islamic Education Teacher in their professional duties, such as:

- 1) Islamic Education Teacher must have critical thinking and problem-solving skills. This is the ability to understand a problem, get as much information as possible so that it can be elaborated, and bring up various perspectives to solve the problem. Teachers are expected to be able to concoct learning and export these competencies to learners.
- 2) Islamic Education Teacher must have creative and innovative thinking skills. In this case, maintained new ideas can be applied by teachers in the learning process to spur students to think creatively and innovatively. For example, in doing tasks by utilizing technology and information.
- 3) Islamic Education Teacher must have skills in technology and information literacy. Teachers are expected to be able to obtain many references in the use of technology and information to support the teaching and learning process (Hujair 2020).

Some of the innovations made by the teacher to increase student learning motivation are as follows:

1. Creating active and fun learning. Teachers need to create a pleasant classroom atmosphere so that students do not feel burdened. However, it would be even better if the teacher also delivered the material with interactive learning methods based on specialization, because each student has different interests, talents, and abilities. In essence, effective and fun learning is learning and teaching process that is not only focused on good results but how the learning process can provide a good and correct understanding. Effective learning also helps to instill a democratic attitude in students. According to Bobbi DePorter, stated that fun learning strategies are strategies used to create an effective learning environment, implement curriculum, deliver materials, and facilitate the learning process which results in improved student learning achievement (Lukas and Yunus 2021).
2. Build good interpersonal relationships between teachers and students. According to Rohmi, interpersonal relationships are a relationship between

oneself and another person or a relationship between an individual and another individual because of their interest, similarity, and reciprocity with one another. An interpersonal relationship is a condition in which a person communicates with other people, but the most important thing here is not only conveying what is meant to be conveyed but also determining the level of interpersonal relationships, therefore the interpersonal relationships between teachers and students need to be implemented. Then, regarding effective teacher communication patterns in learning are learning patterns in which two-way interactions occur between teachers and students.

3. Conduct quizzes, assessments, and challenges that fuel the competitive nature of students. Humans like challenges because it is one thing that can motivate people to improve their work. The existence of a quiz that is proposed to students can provoke students' cognition, especially if by asking the quiz there is a reward that is obtained by students. This is what makes learning work well (Jennah, Surawan, and Yusuf 2022).

Based on the explanation of one of the Islamic Education Teacher at SMK Karsa Mulya Palangka Raya explained that in the utilization of this E-learning model, many students are not disciplined against time. PAI teachers need to do a development. Because he directs and guides fellow human beings towards goodness and the right path in order to achieve happiness in this world and the hereafter. In addition, through this training a person is able to understand the meaning and meaning of life and realize a complete and integrated religious knowledge, in order to improve the quality of faith and devotion to Allah (Andriani, Hartati, and Surawan 2021). The use of online zoom is not effective enough in overcoming this online learning. There are still learners who are late or even not following the learning process, when the zoom link has been shared on the WhatsApp group. One of the strategies of Islamic Education Teacher is to provide discipline in the way every student who follows the zoom is required to turn the camera on. According to one of the Islamic Education Teacher in SMK Karsa Mulya Palangka Raya, if they don't ask the student to make sure the camera is on, many students do not keep an eye on the online class.

In addition to applying discipline, teachers need to make other innovations such as warmth in interaction, using pleasant words, varied in methods. This is in accordance with research conducted by Jennah et.al., the principles of classroom management include the following: 1). Enthusiastic, Teachers must show a enthusiastic attitude when teaching, especially when interacting with students. The warmth and enthusiasm of students who are noticed by the teacher will bring success in classroom management. 2). Challenge, The use of challenging words, actions, or ways of learning will increase students' enthusiasm for learning. 3). Varies, The teacher's ability to apply a skill to make variations in teaching is also one of the ways that can be used to achieve effective classroom management and avoid boredom. 4. Flexibility, Teachers who are flexible and do not hesitate in applying learning strategies are also one if the principles of good learning management. 5. Emphasis, on the Positive Positive reinforcement takes precedence over

negative reinforcement. 6. Cultivating, Self Discipline The ultimate goal of classroom management is for students to develop themselves (Jennah, Surawan & Yusuf, 2022).

Research conducted by Surawan and Fatimah (2021) , Islamic Religious Education Teachers (PAI) need to act as counsellors in providing understanding to students properly and correctly. Understanding in the form of notification to students about the importance of reflecting again after learning and apperception when going to start learning the following week

## CONCLUSION

This research is conducted to learn about e-learning in students in higher education. The main problem experienced by Indonesia in developing e-learning is the internet. But in fact, there are still many schools that are reluctant to develop their distance learning platforms and prefer other platforms such as Zoom and Whatsapp that are not suitable for learning activities.

E-learning is the right answer to the problem of improving the quality of education in Indonesia. Learning activities certainly will not run well without a quality platform, if devices, internet, and e-learning platforms are available, and what kind of learning method will be given to students. In summary, teachers and schools must become more creative in designing interactive learning methods that are interesting and weighty for students.

## REFERENCES

- Adedoyin, Olasile Babatunde, and Emrah Soykan. 2020. "Covid-19 Pandemic and Online Learning: The Challenges and Opportunities." *Interactive Learning Environments* 0 (0): 1-13. <https://doi.org/10.1080/10494820.2020.1813180>.
- Alfiah, Raihani. 2020. "PAI Learning Strategies during the Covid 19 Pandemic at SMPN 2." *IAIN Palangka Raya*. IAIN Palangka Raya. <http://dx.doi.org/10.1016/j.jss.2014.12.010><http://dx.doi.org/10.1016/j.sbspro.2013.03.034><https://www.iiste.org/Journals/index.php/JPID/article/viewFile/19288/19711><http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.678.6911&rep=rep1&type=pdf>
- Andriani, I, Z Hartati, and S Surawan. 2021. "The The Cipp Analysis of PAI Development Program for Mualaf in MCI Palangka Raya." *At-Tarbiyat: Jurnal ...* 04 (03): 499-511. <http://jurnal.staiannawawi.com/index.php/At-Tarbiyat/article/view/316>.
- Arsyad, A. 2014. *Media Pembelajaran*. Jakarta: Grafindo.
- Arsyad, Azhar. 2014. *Media Pembelajaran*. Jakarta: Grafindo.
- Fadli, Muhammad, Mazrur Mazrur, and Surawan Surawan. 2021. "Students' Perceptions of The Application of Recitation Methods During the Covid-19 Pandemic." *Journal of Quality Assurance in Islamic Education (JQAIE)* 1 (2): 103-11. <https://doi.org/10.47945/jqaie.v1i2.431>.
- Faturahman. 2012. *Pengantar Pendidikan*. Jakarta: Prestasi Pustakakarya.
- Hujair. 2020. "Tantangan Pendidikan Islam Di Era Informasi." *Jurnal Studi Islam*



- Imtihan, N., D. Zuchdi, and E. Istiyono. 2017. "Analisis Problematika Penilaian Afektif Peserta Didik Madrasah Aliyah." *Schemata: Jurnal Pascasarjana IAIN Mataram* 6 (1): 63.
- Jamil, Zawaqi Afdal, Muhammad Munawir Pohan, and Mahmud Hibatul Wafi. 2021. "Evaluation Of Madrasah Extracurricular Programs During The Covid 19 Pandemic." *At-Tarbiyat: Jurnal Pendidikan Islam* 4 (3): 396-408.
- Jannah, Rodhatul, Surawan, and Muhammad Yusuf. 2022. "TEACHER ' S INNOVATION IN CLASS MANAGEMENT TO INCREASE STUDENT LEARNING MOTIVATION IN" 3: 892-99.
- Katz-Stone, A. 2000. "Online Learning." *Washington Business Journal* Vol. 18. N.
- Kinney, L., M. Liu, and M. A. Thornton. 2012. *Faculty and Student Perceptions of Online Learning in Engineering Education in Proceedings of the ASEE Annual Conference and Exposition, Conference*. Washington, DC: American Society for Engineering Education.
- Komariah, Hamdanah, and Surawan. 2021. "STRATEGI GURU PAI DALAM MENGEMBANGKAN KECERDASAN SPIRITUAL PENDAHULUAN Sekolah Merupakan Salah Satu Kebutuhan Pokok Manusia Yang Harus Dipenuhi Untuk Membantu Kehidupannya Di Kemudian Hari . Pendidikan Berdasarkan UU No . 20 Tahun 2003 Tentang Sistem Pend" 4 (1): 43-52.
- Kuntarto, E. 2017. "Keefektifan Model Pembelajaran Daring Dalam Perkuliahan Bahasa Indonesia Di Perguruan Tinggi." *Journal Indonesian Language Education and Literature* 3(1), 53-6.
- Lukas, Brenda Anak, and Melor Md Yunus. 2021. "ESL Teachers' Challenges in Implementing e-Learning during COVID-19." *International Journal of Learning, Teaching and Educational Research* 20 (2): 330-48. <https://doi.org/10.26803/IJLTER.20.2.18>.
- Muali, C., S. Islam, M. M. E. I. Bali, H. Hefniy, H. Baharun, Mundiri, and A. AFauzi. 2018. "Free Online Learning Based on Rich Internet Applications; The Experimentation of Critical Thinking about Student Learning Style." *In Journal of Physics: Conference Series* Vol. 1114.
- Nemetz, P. L., W. M. Eager, and W. Limpaphayom. 2017. "Comparative Effectiveness and Student Choice for Online and Face-to-Face Classwork." *J. Educ. Bus.*
- Roach, V., and L. Lemasters. 2006. "Satisfaction with Online Learning: A Comparative Descriptive Study." *Journal of Interactive Online Learning* v5 n3 p317.
- Sugiyono. 2020. *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- Surawan, and Cindy Fatimah. 2021. "PERAN GURU PAI MENGATASI KESULITAN SISWA DALAM LITERASI AL-QUR'AN." *Ta'dibuna: Jurnal Pendidikan Agama Islam* 4 (2): 106-15.
- Surawan, S. 2020. *Dinamika Dalam Belajar (Sebuah Kajian Psikologi Pendidikan)*. Yogyakarta: K-Media.
- Wu, SY. 2021. "How Teachers Conduct Online Teaching During the COVID-19 Pandemic: A Case Study of Taiwan." *Frontiers in Education* 6:675434.