

Covid-19 and Islamic Education in School: Searching for Alternative Learning Media

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Abstract

The purpose of this study was to find alternative learning media used by teachers in the midst of the Covid-19 pandemic. During this pandemic, teachers competed to find alternative media to fulfill their duties as instructors and educators. The research method used was a qualitative study with a survey as a data collection technique distributed via Google forms to 275 teachers of Islamic Education. The data analysis consisted of three stages, namely data reduction, data display, and drawing and verification of conclusions. This study concluded

that the education system made adjustments due to Pandemic Covid-19, one of them was learning media where previously the system through face-to-face directly became online learning. To realize this learning, teachers used various platforms such as WhatsApp, YouTube, Email, Edmodo, and others.

Keywords

Covid-19, Islamic Education, Learning Media, Social Media.

Introduction

World citizens were appalled by the Covid-19 epidemic, which first appeared in China at the end of 2019 (Daga et al., 2019; Woznitza, Hare, & Nair, 2019). The rapid transmission of the virus between humans was later determined by WHO as a pandemic in March 2020 (Cucinotta & Vanelli, 2020; Spinelli & Pellino, 2020). As of June 1, 2020, WHO recorded 6,040,609 positive cases of COVID-19 that confirmed in worldwide, with 370,657 deaths. Specifically in Indonesia, there were a total of 26,940 positive cases of COVID-19 that confirmed with details of 7,637 recovered and 1,641 people died (Firdaus, 2020) and has spread to 213 countries in the world (Fatia, 2020).

Countries in the world raced against time to break the spread of Covid-19, there are countries implementing social and physical distancing (social and physical distancing) (Wilder-Smith & Freedman, 2020). Some others applied lockdown and total cessation of human activity in public spaces (Chintalapudi, Battineni, & Amenta, 2020; Lau et al., 2020; Lin et al., 2020; Pulla, 2020; Sjödin, Wilder-Smith, Osman, Farooq, & Rocklöv, 2020). Indonesia initially chose to apply social and physical distancing (social and physical distancing) which then continued with Large-Scale Social Restrictions (PSBB) with several provisions (CNN, 2020). This policy was applied because the curve that was contracting day by day was increasing.

Covid-19 pandemic had influenced and changed many aspects of life. Various studies had been carried out that impacted on education (Dewi, 2020; Khasanah, Pramudibyanto, & Widuroyeksi, 2020; Purwanto et al., 2020), economic (Abdi, 2020; Engkus, Suparman, Tri Sakti, & Saeful Anwar, 2020; Pakpahan, 2020), religion (Darmawan, Miharja, Waluyajati, & Isnaeniah, 2020), and other fields. Research related to alternative learning media used by teachers had not been done much. There had been several studies that had been conducted but only focused on online learning (Firman & Rahayu, 2020), student worksheets (Setiawan, 2020), and others.

The Indonesian government through President Jokowi instructed the community to work from home, learn from home, and worship at home (Ihsanuddin, 2020). The Government of Indonesia through the Ministry of Education and Culture changed the education policy contained in Circular Letter 4 of 2020 concerning the Implementation of Education Policy in the Emergency Spread of Corona Virus Disease (Covid-19) including cancellation of national exams (UN), adjustment of school exams, implementation of distance learning, and online approach to the student registration process (Makarim, 2020). Community obedience, especially school residents on government instructions and recommendations helped to break the chain of the spread of the Covid-19 epidemic. Hope from this obedience, people's lives will return to normal as usual.

Teachers of Islamic Education during the Covid-19 pandemic experienced anxiety between maintaining health or carrying out their duties as a teacher. This paper aimed to discuss the efforts of the teacher so that the learning process continued as usual even during the Covid-19 period. This research will present the results of the survey to strengthen the analysis conducted with the main object of Islamic Education teachers.

Research Methods

This research was a qualitative research that aimed to obtain a picture of the efforts of teachers using alternative learning media in delivering material. The study was conducted by first conducting a survey of 275 teachers of Islamic Education in the State Elementary School of Palembang City through the Google form whose links were distributed through the WhatsApp application. Research data analysis was performed using the Miles & Huberman (1994) analysis model which consisted of three stages, namely data reduction, data display, and drawing and verification of conclusions.

Research Results and Discussion

The education world felt the impact of the Covid-19 pandemic. Even in this hard time, teachers must ensure that learning activities continue even though the advice "stay at home" applies to students. Teachers are required to design learning media as innovation by utilizing online media (online). Online media are utilized as a result of advances in information and communication technology.

Information technology is defined as information technology which is defined as knowledge in the field of computer-based information and its development is very rapid (Prasojo & Riyanto, 2011). Utilization of information technology in education as an

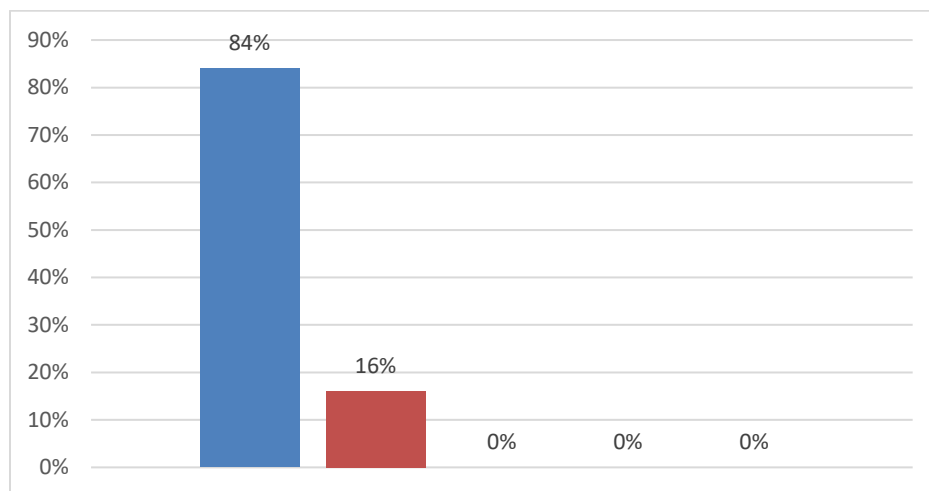
educational media (tool), information source, and learning system (Prasojo & Riyanto, 2011).

The impact of the Covid-19 epidemic underwent extraordinary changes related to learning media. Previously, almost all learning was done by the teacher through face-to-face in class. This condition forces teachers to transform to adapt to learning from home through online media. Transforming face-to-face learning in class to online media is not an easy thing to do because resources are not yet ready.

The government and the private sector have prepared online learning media such as the Learning House, Zoom, Teacher's Room, Telegram, YouTube, Kahoot, Google Meeting, Zenius, and so on. The use of this learning media requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information anywhere and anytime (Firman & Rahayu, 2020; Gikas & Grant, 2013). Research conducted by Zhang (2004) shows that the use of the internet and multimedia technology is able to overhaul the way of delivering knowledge and can be an alternative learning implemented in traditional classrooms.

Online learning during a pandemic is an alternative learning media for teachers. The survey results that have been obtained are as follows:

1. The Importance of Online Learning



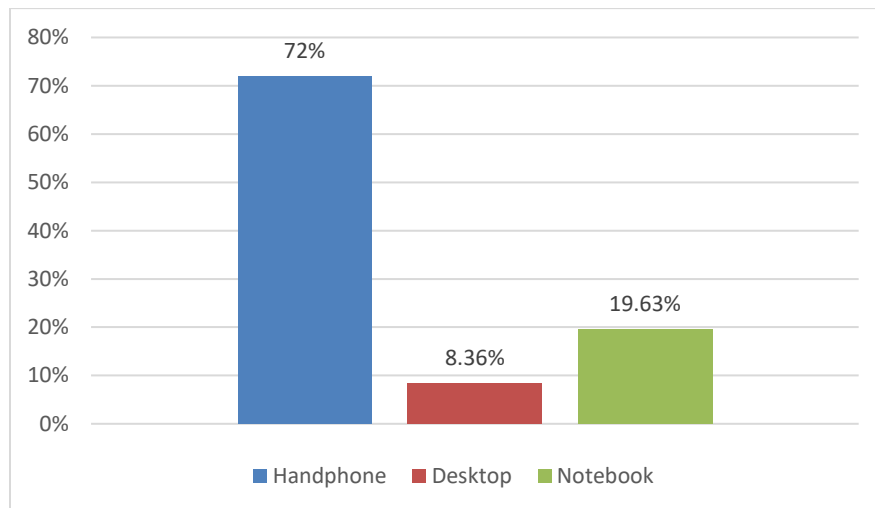
Graph 1.1 Importance of Online Learning

Based on the survey results obtained that of 275 teachers there were 230 (84%) teachers who stated the online learning was very important and 45 (16%) teachers who stated the online learning was important. While 0 (0%) for answers was doubtful, unimportant, and

very unimportant. This data showed that online learning during the Covid-19 pandemic was important to apply when there was social and physical distancing. Online learning is very important and is the only way for the learning process to continue in accordance with the results of the Albitar Septian Syarifudin research (2020) that online learning can be said to be the only learning choice that can be done by educators to improve the quality of learning in Indonesia.

According to Panigrahi (2018) it is important to develop technology-based learning such as online because it is able to facilitate learning and training to better gain momentum throughout the world, reducing problems associated with traditional learning. In addition Mällinen (2001) also revealed that in online learning teachers must be able to communicate well with students, not just in giving assignments. Online learning must offer students and teachers a general forum to present material and to work together to produce documents. Students process new information and form meaning and structure of new knowledge.

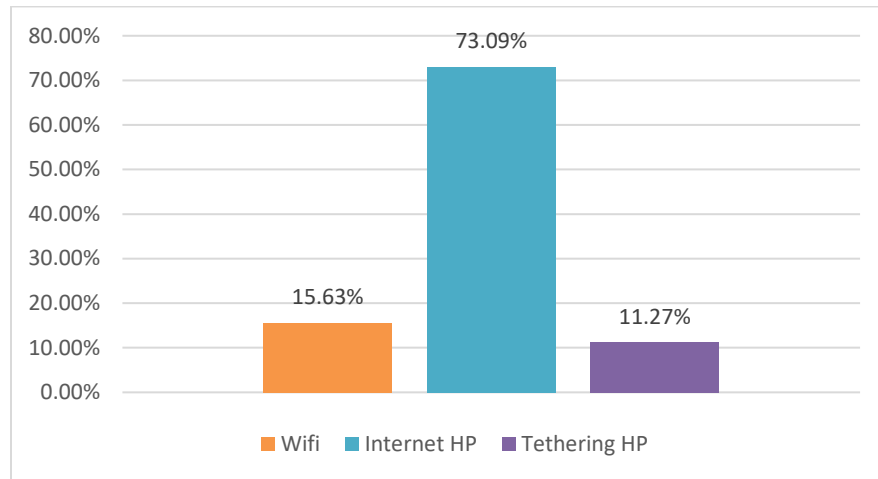
2. Devices Used



Graph 1.2 Devices / Tools Used

Based on the survey results obtained that of 275 teachers there were 198 (72%) teachers used mobile phones in online learning, 23 (8.36%) teachers used desktops / computers, and 54 (19.63%) teachers used notebooks. Mobile is the most widely used tool in online learning. This reinforced Ahmad's research (2020) that the average teacher used a mobile phone in online learning. Based on the results of a Pew Research Center survey that there were 40% of adults in Indonesia had smartphones (Alfarizi, 2019).

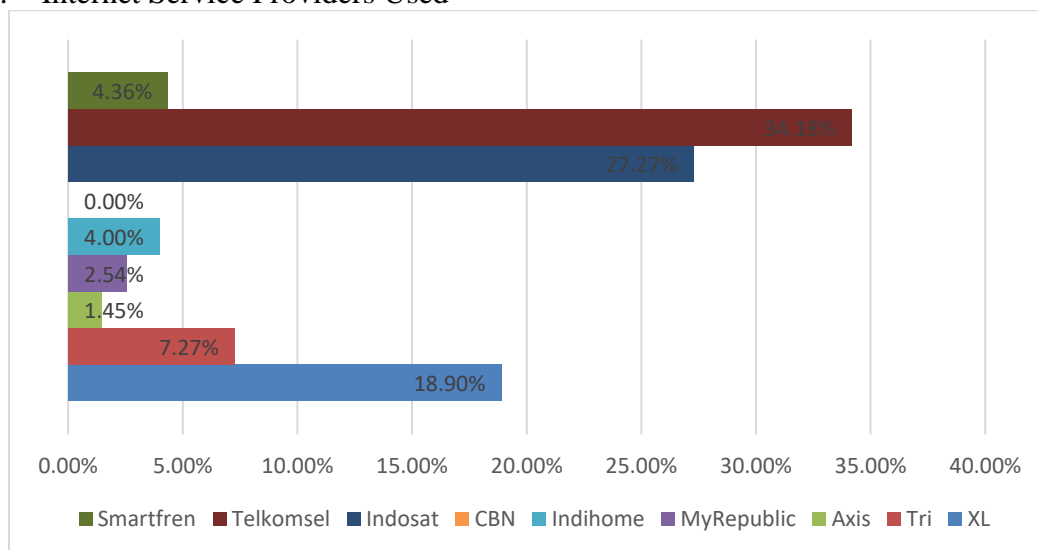
3. Internet Connections



Graph 1.3 Internet Connections

Based on the survey results obtained that from 275 teachers there were 43 (15.63%) teachers used Wifi, 201 (73.09%) teachers used mobile internet, and 31 (11.27%) teachers used mobile phones. Mobile internet usage was the most in online learning. In online learning, internet access became a key element. At present, based on the latest *We Are Social* report, in 2020 it was stated that there were 175.4 million internet users in Indonesia. Compared to the previous year, there was an increase of 17% or 25 million internet users in this country. Based on Indonesia's total population of 272.1 million, this means that 64% or half of Indonesia's population had access to cyberspace (Haryanto, 2020).

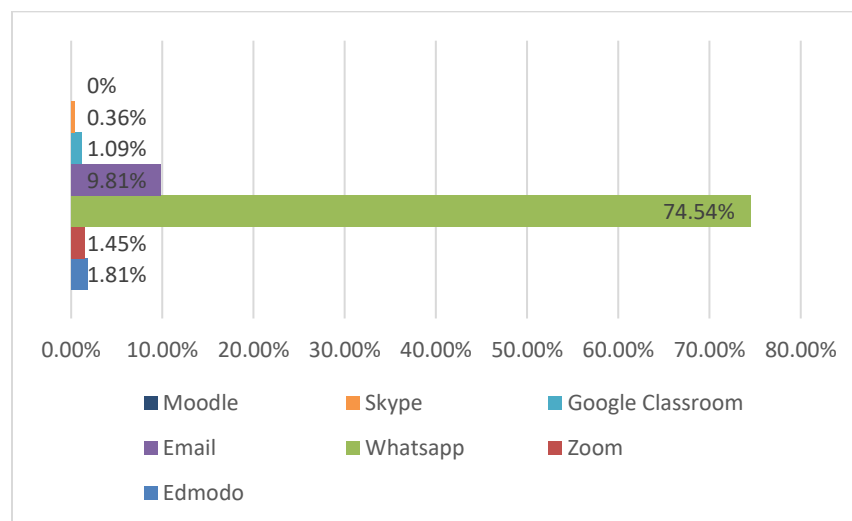
4. Internet Service Providers Used



Graph 1.4 Internet Service Providers

Based on the survey results obtained that of 275 teachers, there were 94 (34.18%) using Telkomsel, 75 (27.27%) using Indosat, 52 (18.90%) using XL, 20 (7.27%) using Tri, 12 (4.36) using Smartfren, 11 (4 %) using Indihome, 7 (2.54%) using MyRepublik, 4 (1.45%) using Axis, and 0 (0%) using CBN. As a result of a survey conducted by the Indonesian Internet Service Providers Association (APJII) that cellular operators from internet service providers of Telkomsel was the top one, namely 43%, followed by Indosat 18.1%, XL 18%, Tri 11.6%, Smartfren 2.6%. While for home internet, Indihome topped 8.7%, CBN 0.6%, and My Republic 0.4% (APJII & Indonesia, 2018). The internet can be accessed by teachers through cellular and home internet service providers. The use can be as a source of learning and learning media (Setiyani, 2010).

5. Online Learning Platforms



Graph 1.5 Online Learning Platforms

Based on the survey results obtained that of 275 teachers there were 205 (74.54%) using Whatsapp, 30 (10.90%) using YouTube, 27 (9.81%) using Email, 5 (1.81%) using Edmodo, 4 (1.45%) using Zoom, 3 (1.09%) using Google Classroom, 1 (0.36%) using Skype, and 0 (0%) using Moodle. From these data, WhatsApp was the most widely used media by teachers.

The use of WhatsApp during the Covid-19 Pandemic period facilitated communication between teachers and students (Bouhnik, Dshen, & Gan, 2014). The use of this application on smartphones was 161.95 minutes a day (Montag et al., 2015). It also can be used for learning (Andujar, 2020; Zulkanain, Miskon, & Abdullah, 2020). Islamic education teachers used WhatsApp to share material in the form of videos, photos,

messages, PDF, documents, links and more. During using WhatsApp the teachers were assisted by parents.

Youtube is an online video sharing platform (Laaksonen, Pantti, & Titley, 2020). Youtube was used by teachers to share learning videos from their own channel or others to students via WhatsApp. Zoom becomes the video conferencing tool of choice for many organizations including educational institutions (Kominers & Gonzalez, 2020). This media was used by Islamic Education teachers in delivering material through video conferences directly and can be helped by sharing material in the form of videos, power points, and others through "share".

The research of Learning Management System (LMS) found that Google Classroom is a multi-platform application that users can use. Google Classroom is a hybrid learning platform developed by Google for schools to promote the creation, distribution and distribution of paperless assignments (Ni, 2020; Ressler, 2017). The application was used in class form by sharing activities, files, and others. Edmodo is a combination of social networking and learning platforms. It provides functions aimed at teachers, students, and parents of students (Tsetsos & Prentzas, 2020). Islamic Education teachers used this application to share material in the form of messages and quizzes.

Skype is a telecommunications application that specializes in providing video chat and voice calls between computers, tablets, mobile devices, Xbox One consoles, and smart watches over the Internet. Skype also provides instant messaging services. Users can send text, video, audio and images (Isaac & Omame, 2020). Moodle is an open and free learning management system written in PHP and distributed under the General Public License (GNU) (Persia, D'Auria, & Ge, 2020; Syara et al., 2020). Both of these media were only used by a few teachers.

The above platforms were an alternative learning media used by Islamic Education teachers during the Covid-19 Pandemic period which called for social and physical distancing. Some media were applied before Covid-19 such as Skype, Edmodo, and Moodle, but at the time of Covid-19 the media became very important to be used maximally. The existence of the media was none other than to continue to carry out their duties as a teacher and educate the nation's children according to educational goals.

6. Challenges in Online Learning

Online learning presented its own challenges for teachers. A number of positive challenges included: *First*, to demonstrate the ability of teachers to utilize technology

media with presentations via Zoom, assignments via Google Classroom, and pre-test or post-test with quizzes. *Second*, it presents planned and effective learning within time constraints. This can be done by preparing a quality lesson plan and arranging detailed learning steps. Teachers and students can set learning goals according to time availability and choose the material to be delivered with appropriate and accurate steps. Here the teacher was also required to manage time well. *Third*, is how the teacher was able to unite the perceptions and concentrations of students who were far apart. This can only be done by teachers who had a clear vision in learning and were able to form an inner bond with students by performing their roles as motivators, facilitators, mediators, and communicators. *Fourth*, conveying the message to be a resilient child, given the conditions in which the community was being tested physically and mentally due to the spread of Covid-19 which had an impact on student learning being completely limited in communicating, interacting, and being creative, so students must be able to adapt to new things. *Fifth*, encourage collaboration between parents and the school. Teachers must be creative in gathering material, using fun methods, and providing assignments that can stimulate students to ask both teachers, classmates, and their parents. This can encourage collaboration between parents and students in helping students' learning needs (Rahadi, 2020).

Online learning during the Covid-19 Pandemic period encountered various obstacles encountered from the survey results. But in broad outline can be explained as follows:

- a. The large number of internet quota requirements had an impact on increasing spending on quota purchase funds.
- b. Inadequate teacher competence in maximizing platform functions.
- c. The teacher was more focused on giving assignments rather than delivering the material directly through the platform.
- d. Students' ability to use online media was lacking
- e. Lack of parental awareness of their responsibilities as first educators

Conclusion

Covid-19 pandemic had an impact on adjusting the conventional education system in schools or classrooms to online learning through various platforms with internet support. Online learning became imperative amid the social and physical distancing instructions from the government. Teachers in schools were encouraged to utilize alternative learning media so that the learning process ran as usual. The alternative learning media used were WhatsApp, Youtube, Email, Zoom, Google Classroom, Edmodo, and Skype. Learning was in the form of presentations, assignments, and evaluations.

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