CONSTRUCTION OF ISLAMIC RELIGIOUS EDUCATION IN THE ERA OF THE COVID-19 PANDEMIC

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Abstract: This article describes the construction of Islamic Religious Education (PAI) during the Covid-19 pandemic. Restrictions on community activities to break the Covid-19 chain have fundamentally changed the education system in Indonesia. The implementation of learning that was originally carried out face-to-face is now carried out online or virtually. With this change in learning, PAI must adapt to the change itself, so that the purpose of education is to create students who believe and fear God Almighty who have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens. and responsibility can be realized. Using the Study Literature Review research method or library research, this article describes the construction of education in the era of the Covid-19 pandemic. The theories and concepts used are learning methods in the Covid-19 era. During the pandemic, learning models and methods in Indonesia generally use Blended Learning and e-Learning. The use of these two learning models is inseparable from the dynamics of government policies related to handling Covid-19. The results of the research found that the learning model that has the potential to be reconstructed in PAI is the blended learning method or model. The blended learning method is used to describe the problems of e-Learning, namely the problem of teachers and the limitations of the internet network. The Blended Learning model is a combination of offline learning methods (face-to-face, etc.) with online learning methods (e-learning).

Keywords: Educational Construction, Islamic Education, Learning Methods, Blended Learning, Covid-19

INTRODUCTION

The Covid-19 pandemic has created fundamental social changes. These social changes apply globally. Various dynamics of people's lives are arranged and adapted to the guidelines for handling Covid-19 made by the World Health Organization (WHO). To break the chain of the spread of Covid-19, the public must comply with the guidelines or protocols for Covid-19 by wearing masks, washing hands, maintaining distance, and staying away from crowds. Despite implementing guidelines for handling Covid-19, various activities must also be carried out and centered from home or work from home (WFH). Whether it's work, shopping, teaching, going to school, and others. This means that all activities are carried out at home, except for the activities of hospitals and pharmacies, as well as shops for necessities.

With these social changes, of course, society and institutions must be able to adapt to these new changes. Including educational institutions, specifically for Islamic Religious Education (PAI). As the Covid-19 pandemic has changed education around the world, Learning that is usually done face-to-face has turned into face-to-face learning (online or virtual), this is done to integrate education

with breaking the Covid-19 chain. However, temporarily eliminating face-to-face learning in all schools and educational institutions, certainly has a huge impact very important to the educational process. The education process in Indonesia is no exception.

The implementation of the online learning system has become a national policy. This is known to the public as Study from Home (SFH) or online (in a network/face-to-face in a virtual room), namely learning activities carried out with a remote system. The existence of this policy provides new challenges for all educational institutions so it demands good cooperation between all stakeholders consisting including the government, parents, teachers, and schools [1]. The learning system that applies in Indonesia during Covid-19 is stated in the Circular of the Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Educational Policies during the Emergency Period for the Spread of Covid-19, 2020. Finally, learning inevitably takes place at home, but not with the arrival of teachers at each student's house but through online media. Learning using the internet network is commonly referred to as e-Learning, also known as online learning (in the network).

This new learning policy certainly has a direct and indirect impact on the education system. Online or virtual learning not only requires adaptation but tends to be able to hinder the process of delivering learning because the methods and instruments used now different from face-to-face. The most pressured to adapt to online or virtual learning are educational institutions. This is because realizing the goals of education amid the Covid-19 pandemic remains the main mission.

According to Sutrisno Muslimin current educational institutions must be the institutions that experience the fastest changes. The change starts with teachers who can adapt to change by creating collaborative, active, and participatory learning. The teacher must be great in terms of making students creative, innovative, and compassionate toward science [2]. Meanwhile, Nurhijrah Gusmadia Tama Nasution the educational process during the Covid-19 pandemic encourages the importance of learning methods and learning media [3].

According to Nasution, the method becomes a reference so that the achievement of goals in an educational activity is more systematic and directed. Educational methods are included in the educational component. Therefore, the existence of an education method is very important because it can support the success of education. While the learning media is a supporter of the achievement of the goal itself. Learning media is one component of learning that has an important role in the learning process. The use of media should be a part that gets the teacher's attention as a facilitator in every learning activity. Therefore, each educator needs to learn how to determine learning media to effectively achieve learning objectives in the teaching and learning process [3].

During the Covid-19 pandemic, PAI has challenges to realize the goals of its learning. Educational construction during the Covid-19 pandemic must still realize the goal of PAI, namely increasing the religiosity of students. However, Okta Hardianti stated that PAI learning during the pandemic had not fully fulfilled its educational goals. As a series of learning activities from the beginning, core, and closing in the syllabus and lesson plans, not all of them have been implemented or implemented properly. Especially in the realm of affective and psychomotor assessment, during the pandemic, teachers have not measured attitude or skill assessments due to the lack of media used by teachers and environmental conditions around students who are less supportive [1].

Based on the description above, during the Covid-19 pandemic, the world of education had serious challenges. Including PAI which has the effort to increase the religiosity of students. However, the PAI teaching system must be adapted to the pandemic situation. So that the goals of education can be realized. This is very urgent because, if PAI does not adjust to the current situation and conditions, then the goals of education will not be achieved.

One of the goals to be achieved is an important component of education [4]. Therefore, PAI must be constructed to meet the latest challenges of the Covid-19 pandemic to achieve teaching units. The construction itself has meaning as an effort to build or shape, change, or improve the situation that was originally an example or guide and then redesigned (repaired) to get conformity with existing needs [4].

METHODOLOGY

For this type of research on "Development of Free Learning Education: Study of Learning Methods", the authors used library research. Literature research is research in which data collection techniques are carried out by reading various literature related to information and relevance to the research topic [5]. Meanwhile, according to Lexy J. Moleong literature research with field research uses a qualitative approach, namely research whose procedures produce descriptive data in the form of written or spoken words from the people and actors observed [5].

As for the type of literature research conducted, namely field research, research uses a descriptive type, namely to describe in detail the reality or phenomena by providing criticism or assessment of these phenomena. The approach used by the author in this study is historical. The historical approach is used to describe and explore problems by collecting, compiling, analyzing, and clarifying available data. Various data sources in articles include journals, research reports, scientific magazines, newspapers, relevant books, seminar results, unpublished scientific articles, sources, bibliography, video graphics, and so on.

RESULTS AND DISCUSSION

Learning Methods in the Covid-19 Era

The success and quality of the education system cannot be separated from the learning methods used. The Covid-19 era tested the success of the education system, whether it succeeded or not in achieving the goals of education with the methods or learning models used. Meanwhile, M. Zein stated that theoretically the learning model was initially divided into three. First, pure face-to-face learning. Second, Blended Learning learning (face-to-face accompanied by e-Learning. Third, E-Learning learning (Learning with total e-Learning [6].

Meanwhile, during the Covid-19 pandemic, learning models and methods in Indonesia generally use Blended Learning and e-Learning. The use of these two learning models is inseparable from the dynamics of government policies related to handling Covid-19. For the Blended Learning method, Muhammad Alfarizqi Nizamuddin Ghiffar, Eliza Nurisma, Cucu Kurniasih, and Caraka Putra Bhakti conducted research in 2018 on learning models or methods that have become a new phenomenon in the pandemic era [7].

The Blended Learning model is a combination of offline learning methods (face-to-face, etc.) with online learning methods (e-learning) [1]. The Blended

Learning method itself was also initiated to respond to the education system in the Industrial Revolution 4.0 era. This latest era displays human life oriented towards technology, such as mastery of technology, cyberspace, big data, and others. This is because the problems in the Industrial Revolution 4.0 era are more complex, and humans must be able to survive and overcome the problems.

While the e-learning model is a learning that is carried out where students and teachers are not physically present in classrooms and or learning places. The learning system is replaced by electronic media (e-learning) which is carried out online (online) and outside the network (offline) [1]. In online learning, students and educators or teachers are at the same time in the same application or internet platform and can interact with each other like in conventional learning. While in offline learning, educators upload material via the web, send it via electronic mail (e-mail), or upload it via social media so that students can then download it [7].

Nevertheless, Okta Hardianti mentions three factors that affect learning during the pandemic [1]. First, technology. In particular, the process of technological factors that affect the learning system during the pandemic is the regulation of the internet network. Networks play an important role so that educational activities allow for synchronization and asynchronous exchange of students with easy access (eg via remote access), and networks are needed for document exchange.

Second, the teacher. Teachers play a central role in the effectiveness of learning in a pandemic, especially online learning methods, not an important technology but the application of instructional technology from the teacher that determines the effect on learning, students who are present in the classroom with instructions that have a positive nature towards learning and understanding of technology will tend to produce more positive learning. Third, students who do not have basic skills and high self-discipline can do better learning with conventionally delivered methods, while students who are smart and have discipline and high self-confidence will be able to do learning with online media during the pandemic.

The factors above are integrated into building the education system during the pandemic. However, with the learning problems above, an educator or teacher must continue to work on how his students, even though they are not face-to-face, still have to understand the material to be delivered. Of course, it takes the exploration of various learning innovations so that learning can be friendly and achieve the learning objectives that have been set. Including PAI teachers to realize the religiosity of students or their students.

Concept and Construction of Islamic Religious Education. Although there are changes in the education system during the pandemic, the goals of Islamic Religious Education (PAI) will not change. Yakub states that the goal of PAI has been formulated by the worldwide Islamic education congress that PAI seeks as broadly and deeply as possible to realize the needs of human life as individual beings and as social beings imbued with religious teachings [8]. The essence of Islamic teachings constructs the PAI teaching system. The relationship between religious teachings and Islamic education contributes universally to the formation of civic education and character education, but also social, cultural, and civic development itself.

The relationship between PAI and religious education is integrated with the discourse of Islamic ideology as a guide for education. Therefore, the construction of Islamic education is an attempt to determine what needs to be

improved or put Islamic education itself in the needs of theories and concepts. Kuntowijoyo offers a paradigmatic thought that tries to initiate the development of theological construction and structure of Islamic education, which should be developed, as the result of various poles of theological thought, including the poles of inclusive, pluralist, liberal, and progressive thinking [1]. The essence of Kuntowijoyo's concept is that interpretively and historically reflections on the integral of Islamic teachings and values are needed to build a mindset in a new resistance movement against normative, symbolic, conservative, and ceremonial diversity patterns.

In addition, the teachings of Islam also build an education system so that it can shape the character of students. Educational levels from elementary school and middle school to general college have urgency and significance in shaping the character of students, namely in the attitudes, and religious behavior of students and building morals and ethics [9]. Therefore, in the curriculum, PAI seeks consciously and planned in preparing students to recognize, understand, believe, be pious, and have a noble character in practicing Islamic teachings from the main source of the holy book Al-Qur'an and Al-Hadith, through mentoring teaching, training, and the use of experience. Accompanied by demands to respect adherents of other religions about inter-religious harmony in society so that national unity and unity are realized [10].

The concept of developing Islamic religious education in the national education system places faith and piety at the core of the education system. With this educational core, Yakub outlined the formulation of national education which aims to develop the potential of students to become human beings of faith and piety to God Almighty who have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. answer. For a clearer definition of PAI as the core of the national education system, consider the picture below.
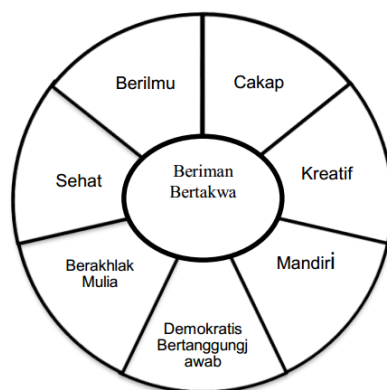
Islamic Religious Education as the *Core* of the Education System
Source: Yakub, Tarbawi: Journal of Islamic Religious Education, 2018.

Meanwhile, M Arifin relates that the core of education is related to the development of human quality. The orientation of PAI as the development of human quality is divided into three dimensions. First, the dimension that contains a value in improving the welfare of human life in the world. This dimension of the value of life encourages human activities in managing and utilizing this world as a provision or means for the afterlife. Second, a dimension that contains values that encourage humans to strive to achieve a happy life in the afterlife. This dimension

demands that humans are not shackled by the chains of worldly wealth or material possessions. Third, dimensions contain values that can integrate the interests of life in the world and the hereafter [6].

The orientation and or purpose of the PAI contributes to the good value for students. However, the transformation of values from educators to students is generally divided into several categories, including: (1) through teaching, namely the process of transferring values in the form of knowledge from a teacher to his students from one generation to the next; (2) through training carried out by getting used to someone doing a certain job to acquire the skills to do the job; (3) through indoctrination held so that people imitate or follow whatever is taught by others without allowing the recipient to question the values being taught [11].

The various ways of transforming education above become the main part of the curriculum. Especially before the onset of Covid-19, teaching, training, and indoctrination were carried out face-to-face between educators and students. The learning implementation plan, teaching materials, learning activity processes, schedules, and evaluation of learning outcomes used in the old curriculum, seek to transform values as much as possible by maximizing physical interaction between educators and students. With the pandemic situation, with all activities having to adapt to the Covid-19 protocol, the old curriculum containing the lesson plan must be adjusted to the pandemic. The transformation of PAI values must still be carried out with the aim of education. Nevertheless, PAI in the current pandemic must be constructed to realize the piety and faith of the students.

Construction of PAI Learning Methods in the Pandemic Period

During the Covid-19 pandemic, PAI's main need for successful learning is the realization of the goals of education through value transformation. Covid-19 limits activities directly, under such conditions PAI teaching must continue. By limiting face-to-face learning activities, the changes or improvements needed in PAI teaching are learning methods and models. The use of learning methods or models is also inseparable from the influence of the situations and conditions in which the learning takes place. Therefore, utilizing various resources and technology is the maximum effort to carry out the value transformation. During the pandemic, learning models that can be reconstructed in PAI are e-learning and blended learning methods or models.

Various research was carried out by scholars, some of them namely M. Yusuf Amin, Ahmad Jaelani, Okta Hardianti, and Nurhijrah Gusmadia Tama Nasution said that the PIA learning method during the Covid-19 pandemic was on average. average using distance learning systems or using e-learning. According to Okta Hardianti, schools in Indonesia have tried to run online learning or distance learning. Teachers and students are increasingly familiar with the technology used for online learning. The applications used are WhatsApp Group, Zoom Cloud Meeting, Google Classroom, Google Form, and e-mail. Teachers and students use these various locations according to their respective conditions and abilities [1].

M. Yusuf Amin said that online-based learning is carried out using several methods of assignment, lecture, quiz, and discussion methods, but the learning media uses applications such as those mentioned by Okta Hardianti, namely WhatsApp and Telegram applications, Youtube, Facebook, Instagram, Google Classroom, Google Meeting, Zoom, and school websites, and blogs [5].

Although e-learning is part of the blended learning model. It turns out that e- Learning learning models and methods have their problems. The problem is divided into two. First, is the problem with the teacher or educator. Second,

problems with the network or internet network limitations. The problem for teachers or educators in the e-Learning method is not mastering the learning media. It turns out that in the online learning system, there are still many religious teachers who do not master various learning methods in presenting religious education lessons, especially during the Covid-19 pandemic. Because they do not master the method, teachers are required to be able to transfer knowledge online (in a network) where teachers and students do not carry out the teaching and learning process directly or face to face [12].

In addition to teacher problems, network limitations are a problem that often hinders e-Learning learning methods. M. Yusuf Amin mentioned that network or internet access limitations are one of the problems that arise from e-Learning learning [5]. The constraint of limited internet access in e-Learning learning is an obstacle for teachers and students. But actually, this obstacle is not very significant in urban areas, and e-Learning methods are quite well known and used in teaching in educational institutions in cities. However, for teachers who live in the area (not in the city), this is certainly a new thing. So that PAI teaching does not reach or fail in carrying out value transformation.

According to Mostofa, although e-Learning is a new thing for the local teachers' world of work, like it or not, they have to use it amid conditions that do not allow anyone to meet face-to-face. Or for teachers who have thought that cell phones are just a means of communication, now they must voluntarily make them their partners in teaching. As a result, the conditions forced teachers to be willing to voluntarily make friends with the internet world. Not a few of those who were initially anti-current became familiar with the internet world [13] [14].

Based on the results of various research, the use of learning methods for PAI that can be constructed must consider the situation and conditions in which the learning takes place. The methods used in schools located in urban areas allow the use of different learning methods than schools located in remote villages remote geographical locations do not allow the use of certain learning methods. In addition, the use of learning methods needs to adapt to the place where the learning takes place, whether in the classroom, in the laboratory, in the library, or the wild. Learning methods must be able to give a fun color to the learning process [15] [16].

The PAI learning method that the researchers have mentioned above is inseparable from the development, opportunities, and challenges faced, especially during the Covid-19 pandemic
as it is today.

As we know, the learning models during the Covid-19 pandemic are e-learning and blended learning. Considering the problems that hinder the transformation of values, the learning method that can be constructed in the PAI curriculum is blended learning. The Blended Learning model is a combination of offline learning methods (face-to-face, etc.) with online learning methods (e-learning). This chosen method will describe the problems that have problems with teachers or educators and the limitations of the internet network in the e-learning model [17].

CONCLUSION

Changes in the education system during the Covid-19 period are a major challenge for educational institutions. PAI must adjust to the Covid-19 confectionary policy. Learning activities are limited due to breaking the chain of the spread of Covid-19. Learning, which is usually done face-to-face, has turned into face-to-face learning (online or virtual). This is done to integrate education with breaking the Covid-19 chain. However, with the temporary elimination of face-to-face learning throughout the school and in particular, PAI must continue to transform values to students. The values that will be transformed by PAI to students are manifesting people of faith and piety to God Almighty who is noble, healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. Efforts to transform values as much as possible adjust to the Covid-19 protocol, the old curriculum which contains plans for implementing learning must be adjusted to the pandemic. However, to maintain the transformation of PAI values, the latest learning methods must be constructed. During the pandemic, learning models that can be reconstructed in PAI are e-learning and blended learning methods or models. However, based on the results of various research, the use of learning methods for PAI that can be constructed must consider the situation and conditions in which the learning takes place. The methods used in schools located in urban areas allow the use of different learning methods than schools located in remote villages remote geographical locations do not allow the use of certain learning methods. In addition, the use of learning methods needs to adapt to the place where the learning takes place, whether in the classroom, in the laboratory, in the library, or the wild. Learning methods must be able to give a fun color to the learning process. During the Covid-19 pandemic as it is today. Considering the problems that hinder the transformation of values, the learning method that can be constructed in the PAI curriculum is blended learning. The Blended Learning model is a combination of offline learning methods (face-to-face, etc.) with online learning methods (e-learning). This chosen method will describe the problems that have problems with teachers or educators and the limitations of the internet network in the e-learning model.

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