



## The Concept of Student's Islamic Education Online Learning During Post-Pandemic

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### ABSTRACT (10 PT)

Religious education is a basic effort that has been prepared and planned to process student learning, by religious principles so that they can control themselves, have good morals, and know religious principles. In the post-Covid-19pandemic, it is hoped that the education aspect can catch up due to the pandemic, and can improve in all lines of education, especially Islamic education, because there is no stopping to study. In any way, we can still learn, one of which is by using online learning. The method used in this research article is a method of literature study and content analysis. The systematics of Islamic education consists of 3 main materials that can be developed to form human beings who are noble, virtuous, and useful for others, namely Faith, Worship, and Morals. This must be supported by strategies for learning Islamic Education during the pandemic and post-pandemic times. The use of strategies in learning is important because it has certain goals to be achieved for what teachers do in the teaching and learning process of Islamic education. Many learning strategies can still be applied post-pandemic in Islamic Education, such as affective strategies, inquiry strategies, expository strategies, problem-based learning strategies (PBL), cooperative strategies, and contextual teaching and learning (CTL) strategies. The learning strategy is the real action of the teacher or the practice of the teacher carrying out teaching in a certain way which is considered more effective and efficient.

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## INTRODUCTION

Religious education is very important and useful in everyday life (Skeie, 1995; Susilawati et al., 2022) wherever and whenever we are, both now and in the future. At present the world has continued to improve from being left behind on all sides after the Covid-19 pandemic (Hall et al., 2021; Sanjaya, 2020). This encourages the teaching and learning system to always be improved and developed, one of which continues to this day, namely by using the online method. This method is still considered very effective for tackling the teaching and learning process during a pandemic and in the future with all its advantages and disadvantages (Safriyani et al., 2021; Selvaraj et al., 2021).

Religious education has always been something that is always discussed between the pros and cons, but religious education must continue (Suwarno, 2021). This is in the interest of students so that they can take lessons from every line of life. Religious education is a science of wisdom, religious education must lead to the target of educating the participants (Harisah, 2018).

During the Covid-19 pandemic, religious education (in this case Islamic education) played an active role in motivating, organizing, and providing direction to students (Rahayu, 2021) so that students were not stressed because students were only at home with limited activities. These briefings cannot be separated from using the online method in their delivery. The effective religious education, there is no need to worry about children's mental health (Fatimah, 2019; Thomas, 1958). Religious education during a pandemic and post-pandemic are very much needed to create awareness for students to keep *muamalah*, worship, and pray to God Almighty.

At present which is after the Covid-19 pandemic or what is called the new normal (Pragholapati, 2020), where life is starting to gradually improve even in the educational aspect as a support for the civilized progress of the nation's generation and even the world's generation (Surakhmad, 2009). This has implications for the teaching and learning process as well as for the students themselves.

Students must continue to review their development and activity through online media by their supervisors (Hidayah et al., 2020; Peimani & Kamalipour, 2021). Of course, as a teacher, he wants his students to be able to optimize their abilities and talents, and also what students can't do, even though it's not their expertise. By honing the skills and abilities of students through methods that have been arranged neatly, properly, and correctly. In religious education, there are

basic concepts that can be widely developed and proven to be effective, namely discipline, delivery (Freeth et al., 2005), and the teaching process (Subiyakto & Akmal, 2020). The basis of this concept can be developed and added by Islamic law.

Therefore, from the background above, the authors consider that there is a gap that can be studied in the realm of post-pandemic religious education. So that the authors discussing this article examine the concept of online learning in Islamic education for students in the post-pandemic period.

## **METHOD**

The method used in this research article is a method of literature study (library research) and content analysis (Elo & Kyngäs, 2008). The research objects used are journals, articles, books, and other online sources, as well as those related to the concept of religious education through online methods for post-pandemic students. The methods used to obtain data in this study are descriptive and analytical methods to describe the concept of religious education through online methods to students in the post-pandemic period (Anggor, 2008; Ramdhan, 2021). The instrument in library research uses data collection methods related to research objects that have been searched, selected, analyzed, and presented (Fadli, 2021).

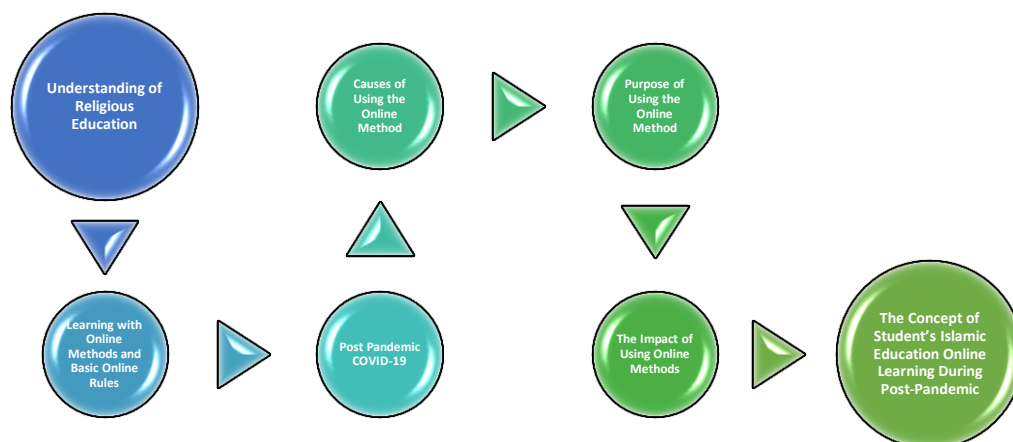
## **FINDINGS AND DISCUSSION**

### **Understanding of Religious Education**

Religious education consists of 2 words, namely education, and religion (Van der Kooij et al., 2013). According to law no. 20 of 2003 education is a conscious and planned effort made to create a learning atmosphere and learning process so that students can develop the potential that exists within them to have the energy or spiritual strength, self-control and have an intelligent and noble personality, and good skills, needed by himself, society, nation, and state (Junaedi, 2019; Sudrajat, 2010). Meanwhile, religion is a teaching or system that regulates faith or belief in God and the worship of a human being towards His God, as well as the arrangement of rules relating to the association between humans and their environment (KBBI, 2021).

In this way, religious education can be interpreted as a basic effort that has been prepared and planned to process student learning, following religious principles so that they can control themselves, have good morals, and know religious principles. With the existence of religious education in a country, it will be easier for the country to regulate and advance its nation

(Wulandari, 2010). Because religion is a carrier of peace and is tasked with keeping life orderly (Kurniawan, 2013). Religion is the foundation of harmony in an area or place, if religion is good in a place then that place will experience peace and tranquility.



**Figure 1.** Content Review Points

### **Learning with Online Methods and Basic Online Rules**

As Based on the results of the author's analysis and understanding of various sources and references that have been reviewed, in reality, learning using online methods is inevitable during the pandemic and post-pandemic Covid-19. In line with the government's call to continue to reduce activities outside the home if not on very important matters. So, the teaching and learning process is still implemented in a blended manner, both offline and online from home using online methods or e-learning.

The online learning model is learning by combining learning using internet facilities as a learning tool. Online learning allows students to learn about various things on their own by using a system that has been prepared and other learning resources are online (Hikmah & Chudzaifah, 2020; Rimbarizki & Susilo, 2017). Online learning methods are usually used in conditions that are not possible, for example, the distance in learning is separated, and conditions that do not allow meeting (face to face). During the Covid-19 pandemic, we are prohibited from meeting and leaving the house unless there are necessary circumstances. The online method is very effective at this time, apart from continuing teaching and learning activities it can also reduce the impact of contracting Covid-19 (Putra & Bangunan, 2020).

Every learning has basic rules, both from facing directly in class and using online methods. As we know, in learning in the classroom we must obey the existing rules. For example, such as maintaining manners and courtesy towards teachers and friends, these basic rules also apply in online learning methods, but place more emphasis on the rules of interaction, adaptation, and authenticity (Prawiradilaga, 2016). Even though we don't meet face to face, we must maintain and obey these rules so that learning runs smoothly and there is no offending.

### **Post Pandemic COVID-19**

Covid-19 is an infectious disease caused by acute respiratory syndrome Coronavirus 2. This virus is a large family of coronaviruses that can attack animals and humans (Fung et al., 2020). Humans who get coronavirus usually experience infections of the respiratory tract, such as the flu, Middle East Respiratory Syndrome (MERS), and Severe Acute Respiratory Syndrome (SARS). Covid-19 originated in Wuhan, China in 2019 and spread widely, and resulted in a global pandemic. Indonesia has been affected by the global pandemic, the government has appealed to the public to maintain cleanliness, always maintain health, maintain distance from one another to prevent transmission of Covid-19 and reduce leaving the house a lot (Setiawan, 2020). The government also issued several policies, namely praying at home, studying from home, and working from home, and also several companies whose working hours were reduced (Maria & Nurwati, 2020).

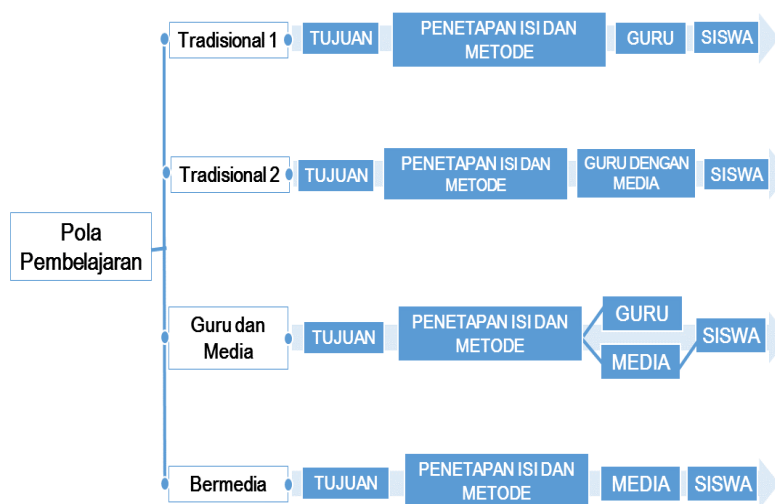
All government appeals and policies are given to the public to comply with, to minimize the impact of Covid-19. Learning loss is one of the bases for learning recovery policies within a certain period related to the implementation of the curriculum by education units in Indonesia. The government gives options to educational units to implement a curriculum that fits the learning needs of students. The three curriculum options provided are the Curriculum 2013, the Emergency Curriculum (the simplified Curriculum 2013), and the Merdeka Curriculum (Pranajaya et al., 2022).

Now, in the post-pandemic era of Covid-19, schools have opened and children are allowed to attend school. However, educational and social practices that were common before the pandemic cannot be fully implemented since all parties need to comply with guidelines such as wearing face masks and social distancing at all times. This situation raises the question of what post-pandemic pedagogy is appropriate and can be implemented in improving the

development and learning of preschool children. Mavric explained, with the provision of appropriate education, the issues of educational development can be resolved (Hamid et al., 2022; Mavric et al., 2022).

### Causes of Using the Online Method

The cause of online learning methods is due to the Covid-19 pandemic which threatens human survival. As explained above, the government issued an opinion for studying at home, thus a way to keep teaching and learning going using this method, and this was very effective for teachers and students during the Covid-19 pandemic (Salsabila et al., 2020). In the current post-pandemic period, the use of online methods is still used and even developed with various creativity and online application innovations. In addition, the cause of learning with this method is due to the rapid development of learning media. This certainly provides a change so that there is a shift in the role of the teacher as a source of learning to convey messages about learning. We can see from the learning patterns expressed by Barry Morris in chart form, as follows (Rohidin et al., 2015).



**Figure 2.** Learning Patterns

### Purpose of Using the Online Method

The government's efforts to maintain the teaching and learning process by the mandate of the established curriculum are learning using online methods and implementing social distancing policies to limit and prevent people from Covid-19 which might spread again if people are

neglectful, on environmental health (Syarifudin, 2020). This online teaching and learning activity was not only carried out during the Covid-19 pandemic but online methods have been implemented for a long time. Nizam (Director General of Higher Education, Ministry of Education and Culture, 2020) said that "online learning in Indonesia has started since 1980. and develop in the 2020s" (Musiman & Candraning Prihatini, 2021; Sulandjari & Hasiholan, 2020). from here we know that online methods have existed for a long time and were developed in such a way as to make it easier for users to enjoy this online learning.

### **The Impact of Using Online Methods**

There are so many impacts of using online methods, some are positive and some are negative (Liu et al., 2021; Rochimah, 2020). The positive impact of using online methods in learning is that the relationship between parents and children will be closer and parents can find out what abilities their child (Putro et al., 2020). As for teachers, those who are less skilled in the field of technology understand and understand how to use technology (Jabat & Saragih, 2021). As for children, they can express their opinions more freely without being embarrassed to be seen directly by their friends. The negative impact on parents is that parents will find it difficult to prepare facilities (internet, cellphones/laptops) for additional output and also time to teach their children, which should be time for parents to rest and work. As for teachers, teachers will have difficulty preparing learning and facilities, sometimes there are not a few teachers who are not good at using technology, so they must learn to use technology properly and correctly. As for the negative impact on the students themselves, they will quickly feel tired (Ramli, 2022) because they stare at electronic screens longer than usual.

Most people think that religious education is a medium for forming noble personalities and becoming people who are useful for religion, the state, and the environment (Elihami & Syahid, 2018). Religious education is usually carried out offline, or face-to-face between teachers and students so that students are more to ask questions about the teacher in detail and the teacher can also direct, guide, and instruct learning content (Amrin et al., 2022). However, the situation when the pandemic has changed this habit, everyone relies on technology, both teaching and learning and searching for material, and asking questions about what is not known (Susanti, 2021). During the Covid-19 pandemic, everyone relied heavily on online methods, namely using internet facilities to communicate, work, buy and sell, and teach and learn

(Rachmadi & Kom, 2020). In the meaning of the word learning there are no late words and obstacles, everything must have a way to learn even if not face to face. These online method matters have also carried over to now, namely post-pandemic, where this online method is considered an advance in the globalization of information technology in the era of society 4.0 even in the face of the era of society 5.0 in the future.

### **The Concept of Student's Islamic Education Online Learning During Post-Pandemic**

The paradigm of the concept of religious education has developed rapidly since long ago (Duryat, 2021). In the world of Islamic religious education, in particular, we know 3 basic concepts, of which these three basic concepts have different pressure points. This is an endeavor to bring people to human nature, namely carrying out the mandate and realizing a social order that is blessed by God Almighty. These 3 basic concepts are:

1. *Ta'dib*.

According to the language, *ta'dib* comes from Arabic, namely *adaba* which means to educate and discipline (Jaya, 2020). Meanwhile, in Indonesian, the word *adab* is defined as courtesy, manners, and karma (Pulungan, 2022). Meanwhile, according to the term is the orientation to form virtuous behavior. But civilization is defined as the result of all human cultivation, both individually and in groups. So *ta'dib* can be interpreted as a process to form a civilization. Meanwhile, Islamic Civilization is the formation of a social order that instills and realizes Islamic values on this earth and carries out human duties and functions by human nature (Amelia, 2015).

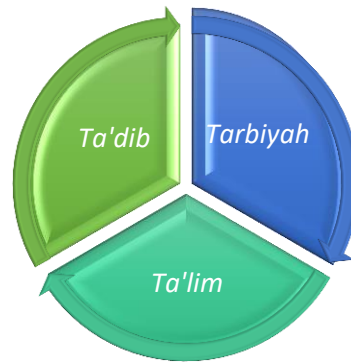
2. *Tarbiyah*.

The word *tarbiyyah* comes from the Arabic language, namely *Rabba* which means God. In the Al-Quran is defined as creating, maintaining, fulfilling needs, and perfecting (Jaya, 2020; Pulungan, 2022). That way the scope of *tarbiyyah* is very wide, the object is not only humans but it could be that the universe is also the object of *tarbiyyah*.

3. *Ta'lim*.

*Ta'lim* comes from Arabic which means the process of teaching by using all the senses possessed by humans, then recorded by reason (reason) (Ropendi, 2017). Thus, *ta'lim* has a more specific scope that only emphasizes the process of reasoning.

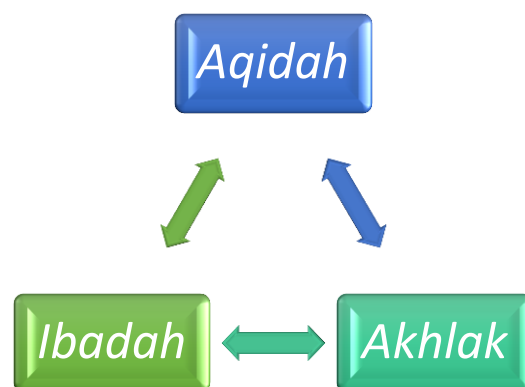




**Figure 3.** Three Basic Concept of Islamic Education

Thus, after we understand these three basic concepts, we can formulate a systematic educational process and develop it. Educational systematics consists of 3 main materials, with these 3 main materials that can be developed to form noble, virtuous, and beneficial human beings for others, namely *Aqidah* (faith), *Ibadah* (worship), and *Akhlak* (morals) (Rahman, 2012).

1. *Aqidah* is belief in the one and only God by believing in one's heart, making a verbal pledge, and practicing it in action (Rofiah, 2016).
2. *Ibadah* or worship is devoting oneself to the one and only God, by carrying out orders and avoiding prohibitions (KBBI, 2021).
3. *Akhlak* or morals are inherent in a person who can distinguish between good and bad (Sirait, 2019).



**Figure 4.** Systematics of Islamic Education

As for the concept of the online method itself, as Information Technology (IT) develops rapidly, the need for a concept and mechanism for teaching and learning (education) becomes inevitable. At present the online concept has been widely accepted by the world community, as evidenced by the widespread application of online methods in educational institutions and industry, especially during the Covid-19 pandemic to the current post-pandemic. The notion of e-learning or online according to Hartley (2001) is a type of teaching and learning method that allows teaching materials to be conveyed to students using internet media, or other computer network media (Halimatul Mu'minah & Arif Gaffar, 2020; Hartley, 2001).

E-learning as well as online can be defined as an effort to connect students with teachers who are physically separated, but can communicate, interact, or collaborate. E-learning is a form of distance learning/training that utilizes Internet technology. According to Siahaan, e-learning activities are very democratic when compared to teaching and learning activities in general, because participants are freer and do not feel worried or doubtful, or afraid, either to ask questions or express opinions and responses, because there is no there are other students who are physically observing directly who may be able to comment, belittle, or ridicule questions and statements (Efendi, 2008; Siahaan, 2008).

Several types of learning strategies can be applied by teachers, namely expository learning strategies, inquiry, problem-based, cooperative, contextual teaching, and learning (CTL) (Akhmad, 2021). Some learning strategies that can be taken by the teacher are by giving assignments to memorize verses of the Qur'an and Hadith, students recording their memorization in video form and sending it to the teacher via WhatsApp, correcting mistakes, then conducting an assessment of the contents of the *surah*. such as, for example, *surah al-Nasr*.

In addition to memorizing and studying the verses of the Qur'an and Hadith, questions and answers are held, and students are brought to real and actual problems in life to provide training and ability to solve problems, for example, juvenile delinquency and drug abuse and then give assignments, assignment bills. Teaching and learning activities for students through online distance learning, it is carried out by explaining the subject matter by making videos, power points, and voice notes, then students interact directly even though via WhatsApp, students are fully involved in linking the subject matter to the existing situation and raise students' awareness to learn by reminding, encouraging, encouraging, and inviting (Akhmad,

2021; Hasim et al., 2021). Especially during the Covid-19 period, students' enthusiasm for learning decreased.

The use of strategies in learning has certain goals to be achieved for what the teacher does. The teaching strategy is the real action of the teacher or the practice of the teacher carrying out teaching in a certain way which is considered more effective and efficient. From the results of the study, it was found that the strategies used by the teacher in learning (Akhmad, 2021; Mutaqinah & Hidayatullah, 2020) were:



**Figure 5.** Learning Strategies

First, the affective strategy emphasizes student awareness to learn, where the teacher can raise student awareness to learn independently (Akhmad, 2021; Hasim et al., 2021). In this case, the teacher raises awareness that students can learn to memorize verses of the Qur'an and Hadith (Hasanah, 2021), this is not easy for students to do in distance learning if students do not raise awareness to do online distance learning.

Second; The inquiry strategy is a learning strategy that emphasizes the intellectual development of children, where the teacher and students hold questions and answers so that the emphasis is on students' critical thinking processes and analysis to seek and find the truth (Hasim et al., 2021). The use of inquiry strategies by teachers in learning is one way to build and develop students' intellectual development in online learning, where students can think critically and analyze the problems they face.

Third; Expository strategy. The expository strategy is a learning strategy that emphasizes the process of delivering material verbally from the teacher to students with the intention that students can master the subject matter optimally (Darmawani, 2018; Sitorus et al., 2019). The use of this strategy where the teacher presents the material in the form of PowerPoint and the teacher plays an active role in learning while students listen and digest it (Alfiah, 2020), but can still be projected with students allowed to ask questions and explain what they have understood from the material.

Fourth; Problem-based learning strategy (PBL) is a learning strategy that can lead students to the formation of higher-order thinking skills, where students are presented with various authentic and meaningful problem situations to students (Raiyn & Tilchin, 2015). This strategy is used by teachers so that students can address and solve problems that occur in their lives (Le Maistre & Paré, 2010), the aim is to provide training and skills in addressing and solving problems in interacting with others and the surrounding community.

Fifth; the Cooperative strategy is a learning strategy that focuses on students (student-centered) because there is direct interaction among students, the teacher's role is to direct students to interact and share information about learning and all students are considered equal (Goodyear & Dudley, 2015). This strategy used by teachers in Online is certainly different from face-to-face learning cooperative strategies where students can interact directly with each other (Delfino & Persico, 2007), in this case, students interact directly to share information about subject matter via WhatsApp, Zoom, videos, voice notes, and others.

Sixth; The Contextual Teaching and Learning (CTL) strategy is a learning strategy that emphasizes the full involvement of students in the learning process to be able to find real-life situations to encourage students to be able to apply them in life (Haryanto & Arty, 2019; Hudson & Whisler, 2007). This strategy is used by teachers by encouraging students to make connections between the theories learned and applying them in their lives (Satriani et al., 2012). This strategy can assist teachers in connecting material concepts that students learn with real life, for example, how are morals towards Allah SWT? by carrying out all His commands and staying away from all His prohibitions.

## CONCLUSION

Based on the explanation above, religious education is a learning process that is carried out consciously to become a noble, virtuous, and beneficial person for the nation and state. The basic concept of religious education is educators who educate students with quality to achieve a higher degree by being educated by a knowledgeable and qualified teacher so that students can understand well. Online or e-learning is learning that uses internet facilities to share information or conversations remotely. The basic concept of the online method is to connect one student to another so that they can communicate, interact, and collaborate. That way, when combined, the concept of the online method of religious education is a conscious activity of teaching and learning to seek divine blessing and achieve glory and benefit the nation and the State by using online methods, namely not having direct physical encounters between students and teachers, to gain knowledge that can be practiced and useful in this world and the hereafter. By using several learning models offered after the Covid-19 pandemic, many schools and tertiary institutions can still carry out the learning process. Teachers and students can be more flexible in the use of learning and teaching time. The impact is very good, and effective, and hopefully, the program is right on target and the learning objectives will be achieved. The use of strategies in learning has certain goals to be achieved for what the teacher does. The teaching strategy is the real action of the teacher or the practice of the teacher carrying out teaching in a certain way which is considered more effective and efficient.

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