The Covid-19 Pandemic and Its Implications in Islamic Religious Education Learning at Junior High School (SMP) of Ma'arif 9 Seputih Banyak Central Lampung

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Abstract

Covid-19 has had an effect on every area of Indonesian society's life, one of which is the world of education. The implication is to make the learning process into distance learning, inevitably it must be implemented considering the Ministry of Education and Culture's instructions to continue learning in the midst of the Covid-19 outbreak. Teachers at all levels of education are required to make new learning plans related to Distance Learning (PJJ), which had never been implemented before. From this explanation, the formulation of the problem is 1. How is distance learning applied during the Covid-19 period in improving the learning process of Islamic Religious Education at Ma'arif 9 Seputih Banyak Middle School, Central Lampung? 2. What are the inhibiting and supporting factors for the implementation of learning in improving the learning process of Islamic Religious Education at SMP Ma'arif 9 Seputih Banyak, Central Lampung? 3. What are the implications of the COVID-19 pandemic on Islamic Religious Education learning at SMP Ma'arif 9 as white as many, Central Lamongan. The research method used is descriptive qualitative. Meanwhile, the data sources are school principals, waka curriculum and Islamic Religious Education teachers, students. In collecting the required data, the authors use the methods of observation, interviews, and documentation. The results of the research that the author got were that the application of distance learning during the Covid-19 period in improving the learning process of Islamic Religious Education at SMP Ma'arif 9 Seputih Banyak, Central Lampung went well and could be implemented as it should

INTRODUCTION

The existence of the COVID-19 virus in Indonesia currently has an impact on the entire community and also has an impact in various fields such as social, economic, tourism and including in the world of education. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of COVID, by suspending all educational activities and having to present alternatives for the educational

process for students and students who are currently unable to implement the learning process in an educational institution (Kompas, 2020).

Although the process of educational activity cannot be carried out in an institution or not carried out face-to-face, the purpose of education will still be carried out where education is basically an effort to develop individual abilities/potentials so that they can live optimally both personally and as members of society and have values. moral and social values as a way of life. Education is the main capital for students so that they can develop themselves into human beings who have knowledge, attitudes, and skills that are in accordance with what is needed for themselves, society, nation and state.

The Covid-19 pandemic has changed the pattern of learning massively. The learning process that should be carried out face-to-face has now turned into a distance learning system or online. The United Nations organization in charge of education, science and culture UNESCO said that more than 850 million students in the world could not study at school due to the virus from Wuhan, China. Likewise in Indonesia. A number of regions have closed schools and implemented online or distance learning. This is done in order to minimize the rapid spread of Covid-19. The closure policy is a response to the government's policies and appeals to do *social distance* (keep your distance).

In Indonesia itself, the spread of Covid-19 is very fast, and it is likely that it will continue to grow and its spread will be wider. Such conditions certainly force the government to prepare for all possibilities that will occur. Including in education. The government has implemented a study at home policy. Like DKI Jakarta, a number of regencies/cities in West Java, Central Java, DI Yogyakarta, East Java, Bali and even Lampung have implemented learning from home. Coronaviruses are a large family of viruses that cause disease in humans and animals. In humans, it usually causes respiratory tract infections, ranging from the common cold to serious illnesses such as *Middle East Respiratory Syndrome* (MERS) and Severe Acute Respiratory Syndrome (SARS). A new type of coronavirus found in humans since an extraordinary event appeared in Wuhan, China, in December 2019, was later named *Severe Acute Respiratory Syndrome Coronavirus 2* (SARS-COV2), and causes *Coronavirus Disease-*2019 (COVID-19) (Ministry of Health [DEPKES], 2020).

At the beginning of 2020, Indonesia was shocked by the outbreak of the Covid-19 virus. The virus, which originated in Wuhan, China, spread rapidly almost all over the world, including Indonesia. Covid-19 indirectly affects all areas of community movement, from restrictions on personal activities, to large-scale social activities. The side effect that has not been interrupted is

the education sector, from mid-March to the present the effects of Covid-19 are still continuing. This has the effect of hampering the learning process in schools. Based on the circular letter of the Ministry of Education and Culture (2020) No. 4 of 2020, the second point was conveyed related to learning from home through or distance learning.

Islamic religious education in the course of the learning process must inevitably be carried out even though learning is carried out remotely. This requires all parties in the school to work more actively in carrying out the teaching and learning process. Students are also required to be ready to take part in this lesson. The fundamental problem in the system is the unpreparedness of teachers and students in implementing distance learning, from changing the lesson plans that must be the teacher's guide in delivering learning, delivering assignments or information to students, students' *feet back* to teachers, to the assessment stage which also takes time. longer. Still coupled with the availability of devices or tools in remote task work. There are still many students who don't have *Android* or tools, there are students whose *signal* network *providers* don't exist. The economy of parents who have become unstable due to Covid-19 has reduced the budget for purchasing data packages, many even cannot afford to buy data packages.

During a pandemic, of course, it is difficult for us to carry out activities as usual including in learning, everything, be it a disaster or a pandemic like now, many diseases come and go, it is all the will of Allah SWT who has the right to everything on earth, in Surah Yunus verse 57:

$$\text{يَٰٓأَيُّهَا ٱلنَّاسُ قَدْ جَآءَتْكُم مَّوْعِظَةٌ مِّن رَّبِّكُمْ وَشِفَآءٌ لِّمَا فِى ٱلصُّدُورِ}$$
$$\text{وَهُدًى وَرَحْمَةٌ لِّلْمُؤْمِنِينَ ﴿٥٧﴾}$$

Meaning: O mankind, indeed there has come to you a lesson from your Lord and a cure from the disease in the chest and guidance and mercy for those who believe. (Surah Yunus verse 57)

In this regard, the Ministry of Education has taken a stance to enforce social distancing to prevent the spread of Covid-19 in the world of education. The education office in each region also responded to the circular from the ministry of education to continue the socialization and implementation of study from home or learning from home for all students from kindergarten to junior high school level. this makes Islamic Religiuos Education learning *(PAI)* to be done remotely. The problems that occurred in the world of education then became the attention of researchers to conduct research at SMP Ma'arif 9 Seputih Banyak, Central Lampung. One of the schools in the Subdistrict as white as Banyak, Central Lampung Regency. Considering that this school is located in a strategic area, besides being close to the center of the

community's economy, it is also one of the busiest areas for academic activities. By zoning, SMP Ma'arif 9 Seputih Banyak Central Lampung has a wide area coverage. Many of the students come from areas other than the Seputih Banyak sub-district, some are from the sub-district border area. This limitation makes researchers interested in researching PAI learning at SMP Ma'arif 9 Seputih Banyak, Central Lampung.

METHOD

The research used in this work is a qualitative research that uses a case study approach, namely research that aims to describe or describe what is being studied regarding the Covid-19 Pandemic and its Implications for Islamic Religious Education Learning (Case Study on Students of SMP Ma'arif 9 Seputih Banyak Central Lampung). The collection of data taken is data that is in accordance with the research focus, namely the Covid-19 Pandemic and its Implications for Islamic Religious Education Learning (Case Study on Students of SMP Ma'arif 9 Seputih Banyak, Central Lampung). The sources of data that can be collected in this study are primary data sources (principals, teachers and students). While the secondary data source is one of the additional data, namely documents, school vision and mission as well as organizational structure and activity sheets.

Data collection techniques in this research used observation, interviews, and documentation. Besides that, in analyzing the data, the researcher applies reduction, presentation, and verification and concludes the data (Sugiyono, 2013). In this study, the researcher uses qualitative research, findings or data that can be declared valid or valid if there is no difference between what is reported and what actually happened to the object under study. The method used in this research with technical triangulation is through interview techniques, observation and documentation and triangulation of data sources to check the data obtained through several sources, namely clerics to find out how school principals play a role and directly support the guidance and observations of teachers, vice principle, teachers and students to confirm the data obtained from sources so that the data can be more trusted.

FINDINGS AND DISCUSSION

Implementation of Distance

Learning Online learning policies for Islamic Religious Education students during the Covid-19 pandemic are implemented based on regulated policies. The policy given is that with the Covid-19 Pandemic condition, all learning process activities are carried out online. This policy is implemented to an undetermined extent. If there are learning activities that are not

possible to be carried out online, they can be carried out with established health procedures. The following is an excerpt from the author's interview:

> "This learning policy is in accordance with university policy, all learning is prioritized to be carried out online until the end of the year. If there is something that cannot be done online, for example because there are practicums and laboratories, it can be done on campus in accordance with health protocols" (personal communication, July 3, 2021)

Distance education is education in which students are separated from educators and learning uses various learning resources. through information and communication technology and other media (Law Number 20 of 2003 Article 1 Paragraph 15). Meanwhile, the understanding of distance learning from various expert points of view which has been summarized by Paulina Pannen in (Tian Belawati, 1999; 12) is as follows: A form of self-directed learning that is systematically organized, in which counseling, learning material presenters, and supervisors and Monitoring of student success is carried out by a group of teachers who have different responsibilities. Learning is carried out remotely using the help of media. On the other hand, distance education is a direct or face-to-face education system, a learning system that occurs because of direct contact between teaching staff and students. (Dohmen, 1967).

In addition, distance learning is a learning method that uses correspondence as a means of communication between teachers and students in addition to the interaction between students within. (MacKenzie, Christensen & Rigby 1968). An education system that does not require the presence of a teacher in the place of a study, but it is possible to have meetings between teachers and students at certain times. (French Law, 1971). A method for conveying knowledge, skills, and attitudes that are managed based on the application of concepts and operations (division of labor), organizational principles, and extensive use of media, especially in the reproduction of teaching materials. (Paters, 1973). A learning method in which the teaching process occurs separately from the learning process so that communication between teaching staff and students must be facilitated through printed materials, electronic media, and other media. (Moore, 1973). 6) A form of education that includes various forms of learning at various levels of education that occurs without direct and or continuous tutor supervision of students in the same location but requires a process of planning, organizing and monitoring from an educational organization, as well as providing the process guidance and tutorials both in the form of direct (real conversation) and simulation (simulated conversation) (Hombelrg, 1977).

Based on the understanding of distance learning above, the researcher concludes that distance learning is an effort for educational problems with limitations between teachers (tutors) and students to meet face-to-face by holding learning that separates teaching staff and students with the help of print and electronic media. such as e-mails, video conferences, softfiles containing material that can be accessed by students without any limitations on time and geographical location. And all of that is coordinated by distance education providers to plan, organize, and monitor the running of the distance education process itself.

Distance education has characteristics, according to Keegan 1984 the characteristics of distance education are (1). There is an almost permanent separation between teaching staff and students during the education program, (2). There is a near-permanent separation between a student and other students during the educational program, (3). There is an institution that manages its educational program, (4). Utilization of both mechanical and electronic means of communication to deliver learning materials, (5). Provision of two-way communication facilities so that students can take dialogue initiatives and take advantage of them.

The following is the method of implementing distance learning in an atmosphere of the COVID-19 pandemic:

Online Learning

. The phenomenon that emerged related to the Distance Learning process at SMP Ma'arif Seputih Banyak, Central Lampung, which no longer describes face-to-face meetings in the classroom, has been understood by the teacher, students, and parents of students as well as influencing the field of education, especially in this era of the COVID-19 pandemic, although the concept of social interaction in it is maintained. E-Learning is an option and a learning resource in responding to the COVID-19 pandemic as well as facing future challenges. Through E-Learning, the learning process can take place anywhere and no longer need to meet face to face in the classroom (Darmayanti, T., Setiani, MY, & Oetojo, 2007).

Zoom Meeting Application

Distance Learning (PJJ) application by using Zoom as an alternative media used is able to facilitate implementation because learning is carried out simultaneously and together in different places, thus providing time efficiency for both teachers and Class VIII students of SMP Ma'arif Seputih Lots of Central Lampung. Zoom as video conferencing is widely used by various groups not only for students, but also by students and so on. Zoom provides video conferences that can be reached by all students. Apart from video recordings, it also has a chat feature that allows students to convey what has not been conveyed when learning via zoom

takes place so that if someone has hearing loss, they can talk via chat (Darmayanti, T., Setiani, MY, & Oetojo, 2007).

Google Classroom Application

Changes in learning patterns at SMPN 3, South Tangerang City, especially in Islamic Religious Education (PAI) subjects are currently seen massively being carried out at all levels of education due to the COVID-19 pandemic. There are many online learning applications that can be applied in the world of education such as Google Classroom. Google Classroom is a free platform that has proven to be effective in managing online learning because it also includes Google Meet which allows for video conferencing.

Factors Affecting Distance or Online Learning

learning Factors in the online learning process carried out with special preparations include the preparation of material to be uploaded, as well as the preparation of learning tools such as laptops and adequate internet signals. The implementation of learning from the way the teacher conveys the material, the interactions that arise during the learning process are quite good, although from the results of the author's interviews with resource persons there are still those who state that there are lecturers who feel they do not provide online learning properly because they only provide material and assignments so that the interaction not enough. Specifically, distance or online learning factors include; supporting factors (effective, efficient, paperless or save the use of paper) (Personal Communication, June 10, 2021). In addition, the inhibiting factors include; signals, supporting devices, human resources (Personal Communication, June 10, 2021).

learning media facilities *online*. According to Arief S. Sadiman, learning media is anything that can be used to transmit messages from sender to receiver so that it can stimulate thoughts, feelings, attention, and competence and attention of students in such a way that the learning process occurs (Sadiman, 2006).learning *Online* media is media that is equipped with several learning features so that users can access and control the media according to their needs (Sadiman, 2006). Its implementation in the field, online learning that has been carried out using several online media such as Zoom, Google Class Room, Group WA requires students to actively participate, not only receiving the material provided by the lecturer but also looking for additional references. This is because the substance of the material may still be limited related to the media used. it is also possible not to actively follow. This is in accordance with the statement which states that in learning activities need to be proactive, students are encouraged to be more active not only relying on material from the teacher (Hamzah & Yeop, 2016).

Implications of The Covid-19 Outbreak on The Application of The Learning System

Implications can be said to be a result of the implementation of a particular policy or program that can be good or bad. In addition, Implications are also said to be everything that has been produced by the policy formulation process. In other words, the implications are the consequences and consequences arising from the implementation of certain policies or activities (Islamy (2003, 114-115). In an effort to prevent the spread of COVID-19, the government issued a policy for schools to shift the teaching and learning process to at home. This policy has been in effect since March 2020. The online learning system is a learning system that is carried out without face to face between teachers and students but is carried out online using the internet network. In the sociological view of the covid-19 pandemic, the impact of changes in 45 Gillin John and John Philip Gillin (Soerjono Soekanto, 1990:335) theory explains social changes as a variation and accepted ways of life, both because of changes -changes in geographical conditions, culture mate material, population composition, ideology as well as because of the diffusion or new discoveries in society.

As is the case in this study, the impact of the COVID-19 outbreak with the implementation of the learning process from home by schools has resulted in changes in the behavior patterns of students and students in doing learning every day. Where learning which is usually done in schools with direct interaction between students and teachers is transferred to learning at home with the emergence of restrictions on interaction between school members. Lewis A. Coser (in Garna, 1992;57) talks about the functional theory used to discuss the problem of social change. It is argued that social problems prevent a freeze in the social system by pressing for innovation and creativity, for example the use of technology. Coser emphasizes more on the integrative effect, not on the disintegrative effect. In addition, through the theory of revolution, it is also explained that social and cultural changes in essence take place quickly and involve the basics or basic joints of people's lives.

In the theory of revolution the changes that occur can be planned in advance or unplanned. In this research study itself, it is also discussed about changes in people's lives, especially regarding the learning process at school which has turned into learning at home, due to the emergence of the covid-19 pandemic so that inevitably the community must be able to accept the changes that occur. These social changes include unplanned and rapid social changes (revolution) that affect changes in people's daily habits and behavior patterns. And also requires the community to balance themselves with the changes that occur through innovations that are carried out in an effort to keep the living system going. For example, learning is still carried out

even though it is not carried out face-to-face at school and is shifted to being at home using technology media.

In the aspect of education, the policy of studying at home during the COVID-19 pandemic has resulted in changes in the teaching and learning process which is usually done face-to-face in schools, has now shifted to online learning or without face-to-face. The facts found in the field, especially at SMP Ma'arif 9 Seputih Banyak, are that the implementation of the Learning From Home (BDM) policy has had a huge impact on the teaching and learning process. Using technology to support the implementation process, apart from being a way to prevent the transmission of the COVID-19 outbreak, this policy is also a means for students and teachers to add insight into learning using technology media. Apart from that, the readiness of teachers and students in implementing online learning makes this learning less effective.

In addition, the implications or consequences of implementing the learning system from home also affect the spirit of learning, student discipline, and students' daily interaction patterns. Teaching and learning activities which are usually carried out face-to-face in schools make students able to socialize more widely. However, since the home study system has been implemented, the level of student socialization has also decreased.

CONCLUSION

Based on the results of research on Learning during the COVID-19 pandemic at Ma'arif 9 Seputih Banyak Middle School, Central Lampung, the researchers concluded that: The application of distance learning during the Covid-19 period in improving the learning process of Islamic Religious Education at Ma'arif 9 Seputih Banyak Junior High School Central Lampung is running well and can be implemented as it should without compromising the right of students to get information or learning as they get when learning in the classroom.

Factors inhibiting the implementation of learning in improving the learning process of Islamic Religious Education at SMP Ma'arif 9 Seputih Banyak, Central Lampung can be categorized into 3 things, the first is related to the internet network due to factors such as devices, internet quotas, and also students' understanding of IT. The second is the student factor, because students are not interested in distance learning as well as the economic factor of their parents who are not supportive. The third factor is the teacher. The teacher runs out of time because he has to correct more, too focused on the cellphone/computer makes some work neglected. Homework is also a victim because the learning process takes place anywhere and anytime.

Factors supporting the implementation of learning in improving the learning process of Islamic Religious Education at SMP Ma'arif 9 Seputih Banyak, Central Lampung. The energy used becomes more effective and efficient. Implications and Facts found in the field, especially at SMP Ma'arif 9 Seputih Banyak that the implementation of the Learning From Home (BDM) policy has had a great impact on the teaching and learning process. Using technology to support the implementation process, apart from being a way to prevent the transmission of the COVID-19 outbreak, this policy is also a means for students and teachers to add insight into learning using technology media.

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