

Effectiveness of Learning at MTsN 3 Jombang: Online Learning During The Covid-19 Pandemic

M. Wafiyul Ahdi^{1*}, M. Ichya' Ulumuddin²

¹Sharia Economics, Universitas KH. A. Wahab Hasbullah

²Islamic Education, Universitas KH. A. Wahab Hasbullah

*Email: wafiyulahdi@unwaha.ac.id

ABSTRACT

The Covid-19 pandemic has caused many negative impacts on the implementation of online learning or commonly called online learning (in the network). Online learning is learning that is carried out using electronic technology online, automatically Islamic Religious Education must also do online learning. Islamic Religious Education has often used face-to-face methods and rarely uses online technology. The aims of this research are: 1) what are the impacts of Covid-19 on the effectiveness of Islamic religious education 2) find out the effectiveness of online learning in the midst of social distancing situations. The research method used is a qualitative method in the form of contextual library exploration, namely linking literature with actual phenomena, especially Covid-19. The collection of this research is to collect relevant books, journals. Data collection techniques were carried out by interviewing religious teachers at MTsN 3 Jombang. An online learning can be said to be effective if the technology used is adequate, the teacher's character is creative, and the characteristics of students are enthusiastic about learning. Online learning in the midst of a social distancing situation, there are obstacles to the lack of a spiritual approach from teachers to students, even though the facilities and infrastructure provided by Madrasah Tsanawiyah Negeri 3 Jombang are adequate, and training for teachers who are not yet experts in using or operating technology and social media is provided.

Keywords: *Islamic Education Learning, Online Learning, Covid Pandemic*

INTRODUCTION

At the beginning of March 2020 it was announced that the Covid-19 disease had entered Indonesia and the number of deaths continued to increase so that it was claimed that this had been categorized as a Pandemic, and until now the positive status of Covid-19 in Indonesia is still relatively high. This disease or virus was discovered in China On December 31, 2019, a group of people in China experienced an acute respiratory illness which was later confirmed as coronavirus on January 7, 2020. The most dangerous of these diseases is the rapid transmission that occurs from human to human (Ministry of Republic of Indonesia Health, 2020). Automatically there will be many changes and policy updates in all sectors quickly, including the education sector.

This situation makes the process of learning activities carried out online. Following up on the circular letter from the Ministry of Education and Culture of the Republic of Indonesia, through the policies set by the school, one of the policies is to change the hours per subject and implemented online learning through the Zoom, Google Meet and WhatsApp applications as the provision of materials and assignments. Likewise Madrasah Tsanawiyah Negeri 3 Jombang, led by Mr. H. Moch Syu'aib, S.Ag, M.Pd.I, MTsN 3 Jombang also followed the protocol given by the Ministry of Education and Culture.

What needs to be considered is related to the methodology of learning Islamic religious education which still uses conventional methods, especially at MTsN 3 Jombang most of the students are Islamic boarding school students who of course lack mastery of information and communication technology and applications (Chotimah, 2020). And also Islamic religious education is an effort to maintain and develop the human nature that is in him so that it is formed into a complete human being in accordance with Islamic teachings so that he becomes a true servant of God (Khoiroh et al, 2020). Therefore, the doctrinal system for students is reduced or ineffective.

Based on the background that the author stated above, the problem can be formulated as follows (1) How is Islamic Education learning online at MTsN 3 Jombang? (2) How effective is the online learning media platform used in online Islamic Education learning at MTsN 3 Jombang? (3) How are religious and moral doctrines and what are the inhibiting factors for students in the implementation of online learning at MTsN 3 Jombang and what are the solutions?

METHOD

In this case the researcher uses a qualitative type of research in the form of a case study, this is because all aspects of data collection do not go unnoticed. Data collection techniques in this study using interviews and observation. The subjects in this study were teachers/educators who taught religious lessons, including lessons on moral aqidah, al-qur'an hadith, Islamic cultural history, fiqh, and Islamic boarding schools because MTsN 3 Jombang is different from other schools because MTsN 3 Jombang is located in the area of the Bahrul Ulum Islamic Boarding School Tambakberas Jombang. The results in this study were to determine the effectiveness of Islamic religious learning during the COVID-19 pandemic as well as the supporting and inhibiting factors for online Islamic religious learning at MTsN 3 Jombang. The data analysis method used is the results of interviews, observations, and giving conclusions.

RESULT AND DISCUSSION

Result

On December 31, 2019, a group of people in China experienced an acute respiratory illness which was later confirmed as coronavirus on January 7, 2020, this outbreak was very quickly transmitted from human to human (Al-Mandhari et al., 2020). Coronaviruses (nCoV) are a large family of viruses that cause illness ranging from mild to severe. Coronavirus Disease (Covid-19) is a new type of virus that has never been found in humans before. Corona virus is a zoonosis (transmitted between animals and humans) (Ministry of Health of the Republic of Indonesia, 2020).

In the learning management section at MTsN 3 Jombang, it has prepared a lot of facilities for teachers, namely increasing the number of wifi in madrasas, as well as holding online application program socialization because not a few teachers who teach at MTsN are not millennials, so all teachers who teach given socialization about the use of social media and online applications so that they can understand very well how to operate online applications, such as google form, zoom etc. According to Thome, online or online learning can be done by using technology, streaming video, voice messages, email, animated online text and online video streaming (Kuntarto, 2017). And also MTsN 3 Jombang held training on how to make animation, so that it could be an interesting teaching method. This is in accordance with circular letter No. 15 of 2020 concerning the role of heads of educational organizations in regulating the management of learning from home and ensuring that the learning system can be reached by students. Distance learning also requires adequate facilities and infrastructure so that learning can run smoothly. Facilities and infrastructure are completeness and facilities in carrying out the learning process (Nurdyansyah, 2016); (Sirojudin & Waqfin, 2020). Therefore, the facilities and infrastructure must be adequate because they greatly affect the effectiveness of teaching and learning.

And there are also facilities for students, namely the reduction of monthly administrative costs with the aim of replacing the financing for data packages issued for online learning

Furthermore, the MTsN 3 Jombang learning system also implements an application-based KBM system that can be reached by all students and teachers who have previously been socialized through the curriculum waka through the WhatsApp group for parents and teachers. For the KBM MTsN 3 Jombang schedule system, no changes have been made. Management must be carried out in the form of a process that has formed its planning, organization, leadership and control so that school activities can achieve their learning objectives (Farida, 2019); (Al-Ghozali & Roziqin, 2020).

MTsN 3 Jombang has also prepared several future plans if this pandemic persists for a long time in the future. The plan that is prepared is the Shift model which is still entered every day except holidays, namely Friday. The first shift is scheduled for students who are absent from the first to the middle absence and the second shift is for students who are absent from the middle to the last absence in each class. Of course, the lesson time is still 8 hours of subjects, it's just reduced every hour of subjects that should be per 1 hour of subjects taken 40 minutes shortened to 20 minutes. Thus, it does not reduce the teaching hours of the teachers.

The homeroom teacher is a substitute for parents who must be able to provide a sense of comfort and protect students (Amiruddin, 2017). However, the homeroom teacher did not escape criticism from the parents of students, usually about information about their children who did not collect assignments or did not attend online classes or absent, even though what the parents saw or if the child was in a boarding house had been checked by the boarding school administrator that the child was operate his cellphone but in online class this child does not attend class, that's because today's children are more sophisticated in using smartphones so that sometimes negative creative ideas appear as if they appear to be in online classes but are actually made to open other applications. But even so the school still provides rukhshoh or relief in the form of additional time for remedial. Technology can improve quality and reach if used wisely for education and training, and has a very important meaning for welfare (Budiman, 2017).

In this online learning process, MTsN 3 Jombang also formed a team for teacher safety from the spread of the Covid disease, which consisted of teachers in groups as a Covid-19 alert team. At MTsN 3 Jombang previously there was a sink facility for washing hands, so just add facilities such as a digital thermometer to check the body temperature of anyone who enters the Madrasa, and it is also mandatory to wear a mask.

Furthermore, teachers are required to carry out teaching activities. In this case, teaching is providing guidance and creating convenience for students to carry out learning activities (Syafaruddin, 2019). In addition, the teacher also provides motivation in learning so that students remain enthusiastic about learning even though they are online. In addition, the curriculum section staff also motivates teaching teachers, homeroom teachers, and parents almost every day, and every time there is a problem from the teacher or student, the curriculum section always provides solutions in the form of solutions and shares them in the WhatsApp group.

Learning media that are interactive and interesting can influence students to be more active and more interested, automatically learning interest is higher (Sulastri, 2017). Islamic religious learning media at MTsN 3 Jombang basically uses WhatsApp to provide material in the form of power points and e-learning to submit assignments. But religious teachers have difficulty in assessing students because the assessment that should be given by Islamic religious teachers is an assessment of the affective and psychomotor students. So for a while the teacher assesses student behavior from how they ask questions when zooming in, grammar when submitting assignments via WhatsApp, attendance, and student discipline in submitting assignments.

Discussion

From the discussion above, it can be seen that the step by step steps that must be taken by educators during distance learning are carried out well at MTsN 3 Jombang with a myriad of facilities provided to educators. But there are few obstacles for learning Islamic religion because they cannot directly listen to the behavior of students and can only use monotonous methods such as sending material via e-learning in the form of power points, lectures, and assignments. Therefore, we can note that the level of effectiveness of implementing learning from home or online on Islamic religious subjects conducted at MTsN 3 Jombang is less effective, due to the lack of a spiritual approach because it cannot directly see the behavior or psychomotor attitudes of students.

CONCLUSIONS

The supporting factor of MTsN 3 Jombang is the myriad of facilities provided ranging from adding wifi, socializing the use of social media or applications that will be used for online learning, to reducing administration for students aimed at replacing funds that have been spent to buy data packages. The inhibiting factor is only in religious learning which of course has difficulty in teaching methods because the average teacher at MTsN 3 Jombang who teaches lessons categorized as Islamic religion is an ustad and even kyai in Islamic boarding schools who often use the student approach method spiritually, therefore the soul or spirit a teacher cannot be conveyed optimally. And also to assess students in terms of psychomotor or behavior in class, they can only look at the grammatical aspect of collecting assignments or asking questions in online classes. So we can see that the effectiveness of the implementation of learning from home or online on Islamic religious subjects carried out at MTsN 3 Jombang is less effective because there is a unique factor missing from learning at MTsN 3 Jombang, namely a spiritual approach.

REFERENCES

- Al-Ghozali, M. D. H., & Roziqin, M. K. (2020). Implementasi Sikap Jujur Terhadap Pembelajaran Fiqih Tentang Hudud di Kelas XI IIK 1 di MAN 1 Jombang. *DINAMIKA*, 5(3), 31-44.
- Amiruddin, S & Hidayat, R. (2017). *Konsep-Konsep Keguruan dalam Pendidikan Islam*. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Chotimah, C. (2020). implementasi program hafalan Al-Qur'an di SMP Islam Mbah Bolong Jombang. *Muróbbi: Jurnal Ilmu Pendidikan*, 4(2), 221-236.
- Farida, J. (2019). *Perencanaan Pembelajaran*, Medan: UINSU.
- Haris, B. (2017). Peran Teknologi Informasi dan Komunikasi dalam Pendidikan. *Jurnal Pendidikan Islam*, 8(1), 31-43.
- Khoiroh, S. U., Waqfin, M. S. I., & Rohmah, H. (2020). Pengaruh Pendekatan Saintifik dengan Model Discovery Learning terhadap Hasil Belajar Siswa pada Pelajaran Fiqih Kelas VII MTs Rahmat Said Bongkot. *JoEMS (Journal of Education and Management Studies)*, 3(3), 43-48.
- Kuntarto, E. (2017). Keefektifan Model Pembelajaran Daring Dalam Perkuliahan Bahasa Indonesia Di Perguruan Tinggi. *Journal Indonesian Language Education and Literature*, 3(1), 99-110.
- Nurdyansyah & Eni, F. F. (2016). *Inovasi Model Pembelajaran*. Sidoarjo: Nizamia Learning Center.
- Sirojudin, D., & Waqfin, M. S. I. (2020). Manajemen Sumberdaya Manusia (SDM) dalam Meningkatkan Kualitas Pendidikan di SMA 1 Darul Ulum. *Jurnal Education and Development*, 8(4), 275-275.
- Sulastri. (2017). Efektivitas Penggunaan Media Powerpoint dalam Pembelajaran PAI di SMP Tunas Dharma Way Galih Lampung Selatan Tahun Ajaran 2016/2017. [Thesis], Institut Agama Islam Negeri Raden Intan, Lampung Selatan.
- Syafaruddin. (2019). *Manajemen dan Strategi Pembelajaran*. Medan: Perdana Publishing.