

## Islamic Religious Education Learning During the Covid-19 Pandemic in Lampung Province

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### Abstract

The Covid-19 pandemic has succeeded in changing the entire structure of world society. Many sectors have been affected by the ferocious spread of the Covid-19 virus; economic, tourism and even education sectors. The aim of this research is to describe Islamic Religious Education learning patterns in Lampung province which took place during the Covid-19 pandemic era. This type of research is qualitative. The research was conducted in Lampung Province targeting all educational institutions starting from primary, secondary and upper education levels. The data sources in this research were obtained from interviews; Interviews were conducted with teaching staff, education staff, students and students' parents. The research results illustrate that the Islamic Religious Education learning process in the Covid-19 pandemic era in Lampung Province encountered many obstacles. The use of online learning platforms such as Google Classroom, Google Meet, Zoom Meeting is not evenly distributed. To support the use of online learning applications, an internet quota is also required which then becomes an unexpected expense for all students' parents; and is considered a drain on your wallet. Use *device* for each student whose ownership is not evenly distributed due to diverse economic backgrounds. Uneven internet networks and limited teaching are also factors that policy makers need to pay attention to. Learning methods or strategies, especially Islamic Religious Education in Lampung Province, have been changed to use online learning platforms. The curriculum used in the pandemic era in Lampung Province uses an emergency curriculum.

**Keywords:** Islamic Religious Education, Pandemic Learning, Covid-19

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### INTRODUCTION

The world is being hit by the Covid 19 pandemic, including Indonesia (Assidiqi, M. H., & Sumarni 2020). Covid-19 has been declared a pandemic by WHO (Wasehudin, W., & Anshori 2021). Covid-19 is said to be a pandemic (Nasution, D. A. D., Erlina, E., & Muda 2020) because this virus spreads very quickly (Inayah, D., & Purba 2020) causing an increase in the number of cases in a short time with a large area coverage. extends to almost all countries in the world (Livana, P. H., Suwoso, R. H., Febrianto, T., Kushindarto, D., & Aziz 2020). The current Covid 19 pandemic requires everyone to limit all direct

interaction activities (Al Hakim, M. F., & Azis 2021) in all aspects of life including educational aspects (Oktavia, W., & Hayati 2020). The Covid 19 pandemic has caused the learning process to not take place according to the ideal concept (Basar 2021) in a learning process.

Education is a support for the strength of the nation (Anshori, I., Setiaji, H., & Anita 2023). The widespread spread of the Covid-19 virus has resulted in the cessation of the education process (Yamali, F. R., & Yusiana 2021) and learning throughout the archipelago (Kristyanto, R. Y., Chandra, L., Hanjaya, H., Hakim, M. S., & Nurputra 2021). Lampung Province has also become a target of the vicious Covid-19 virus. In responding to the pandemic outbreak *covid-19*, The Indonesian government stipulated *social distancing* (Mukhlis, H., Widyastuti, T., Harlianty, R. A., Susanti, S., & Kumalasari 2022). One of the policies issued by the government is in the field of education in Indonesia. The Ministry of Education and Culture of the Republic of Indonesia issued a policy by replacing the process of teaching and learning activities by using an online system known as Distance Learning. Learning system *daring* is a form of learning carried out during the pandemic *Covid-19* (Fitria 2020; Febrianto, P. T., Mas'udah, S., & Megasari 2020) and carried out *daring* (Giatman, M., Siswati, S., & Basri 2020) without face-to-face (Prasetyo, Y., & Amir 2022) and even eliminating face-to-face learning (Wasehudin, K. W., Hassan, R. B., Anshori, I., & Faisal 2022) in schools in Lampung Province with the aim of preventing transmission *Covid-19*.

The online learning model demands teacher creativity and skills in using technology (Wasehudin, W., Anshori, I., Rahman, M. T., Syafe'i, I., & Kesuma 2021). Starting from delivering material to giving assignments, almost everything is done through information technology (Xie, X., Siau, K., & Nah 2020). Online learning places more emphasis on students' accuracy and astuteness (Dennen, V. P., Bagdy, L. M., & Cates 2018) in receiving and processing information presented online.

The Islamic learning system during the Covid 19 pandemic in Lampung Province was implemented online (Hasanah, U., Hadi, F. N., & Fajriansyah 2021). Educators can carry out learning together at the same time using applications on social media such as *WhatsApp, Telegram, Instagram, Zoom Meetin Application, then Google Meet* (Zulfa, V., Elmanora, E., & Oktaviani 2022) and other media. Many problems occur in educational units at elementary to high school levels (Churiyah, M., Sholikhah, S., Filianti, F., & Sakdiyyah 2020) in the Regency/City of Lampung Province, such as difficulties in teaching (Dabamona, M., & Ranyamtel 2021), lack of smooth network access (Lukas, B. A., & Yunus 2021), quota fees to access applications (Sartika, F., Ritonga, M., Lahmi, A., Rasyid, A., & Febriani 2021), teachers' unpreparedness to adapt technology (Maphosa 2021), and parents who lack synergy in accompanying children to study at home (Cahyani, A., & Atmaja 2021).

The implementation of the learning process at home has also seen changes, especially in the field of curriculum. For this reason, the Ministry of Education and Culture of the Republic of Indonesia through Decree Number 719/P/2020 implements learning with a special system which can then be translated into the term emergency curriculum (Faradita, M. N., & Afiani 2021; Madhakomala, M., Dewi, M. A., Azizah, S., Syachputri, Z. A., & Nuhaq 2023) whose substance includes the main material taught, assignments and assessments (Bilgiç 2021). From a series of phenomena as explained above; So it is necessary to study the learning of Islamic Religious Education during the Covid-19 pandemic in order to know and analyze the learning of Islamic Religious Education during the Covid-19 period, especially in elementary, middle school, high school/vocational school education units in Lampung Province.

## **METHOD**

This research uses qualitative research, research that describes field conditions in schools in Lampung Province. With primary data sources, several PAI (Islamic Religious Education) educators in several elementary school (Primary School) to SMAN/SMKN education units in Lampung Province. In formulating the research sample, the researcher used a purpose sampling technique. Data collection techniques use interviews and documentation. Interviews were conducted with Islamic Religious Education teachers spread across elementary schools to high schools in Lampung Province. Apart from that, parents of students and pupils were also interviewed. Data analysis techniques use data reduction, data presentation and conclusions. In its implementation, researchers checked data originating from interviews with several PAI educators in several districts/cities in Lampung Province. This research was conducted in Lampung Province with reference to Primary to Upper Education Institutions.

## RESULT AND DISCUSSION

The results found in this research regarding learning Islamic religious education in the Covid-19 pandemic era, especially in Lampung province, found several problems, especially in the field of education; including in the learning process in the Covid-19 pandemic era, especially in Islamic Religious Education subjects using advances in information and communication technology, the use of the Google Meet platform, Google Classroom and Zoom meetings is one of the initiatives in carrying out education and learning in the Covid-19 pandemic era. . On the other hand, the transition from face-to-face learning habits to online learning has given rise to many new problems for both teaching staff and students.

Fulfillment of facilities and infrastructure for students to support education by using *google classroom* or *zoom meeting* very suboptimal (Katz, A., & Kedem-Yemini 2021). Internet quota requirements, procurement *device* by all students, as well as the internet network which is not evenly distributed, especially in Lampung province, is a problem in the online learning process. Therefore, the government must be quick in responding to this big problem.

No	Findings in the Learning Process in the Covid-19 Pandemic Era
1	Using online learning platforms (Google classroom, Google Meet, Zoom Meeting etc.)
2	Internet Quota Requirements
3	Procurement of gadgets for each student
4	The Internet network is not evenly distributed
5	Limitations of Teaching in the pandemic era
6	Teaching methods/strategies used
7	Curriculum in the Pandemic Era

### Online Learning Platform

One of them is the online learning platform that is applied in the teaching and learning process in the pandemic era *Google Classroom* (Sheelavant 2020). Google Classroom is an internet-based service provided and developed by Google for activities *e-learning*, (Jusriati, J., Nasriandi, N., Kurniadi, W., & Ratna 2021) making it easier for teachers to manage classes, and improve communication with students without using paper and face to face.

*Google Classroom* released in 2014 as part of Google Apps for Education (Kumar, J. A., Bervell, B., & Osman 2020). *Google Classroom* is a non-paid (free) application, which is provided as a tool to help carry out learning. Google Classroom helps teachers create and organize class assignments quickly and easily, provide immediate feedback to students efficiently, and communicate with students without the limitations of time and space.

*Google Classroom* is an application that allows the creation of classrooms in cyberspace (Evayenny, E., & Dwiprabowo 2021). This application helps make it easier for teachers and students to carry out the learning process in more depth and without direct physical contact and is friendlier to the environment because it no longer uses paper to collect assignments.

On the other hand, the online learning platform used in the pandemic era is not just *Google Classroom*; but *Zoom Meeting*, as well as *Google Meet*. The two applications as mentioned above are both online learning platforms that are widely used in the online learning process in the Covid-19 pandemic era. *Google Meet* is a video conference application or can also be called an online meeting. *Zoom Meeting* is a video conference service that allows users to chat online by utilizing cloud computer technology and 256-bit TLS encryption security.

The implementation of online learning platforms in the pandemic era is widely supported by various parties. one of which is the teaching staff who can always encourage their students to continue the online learning process. Mr Drs. Hi Ngimron Rosadi, M.Pd as the principal of SMA Negeri 1 Bandar Lampung explained that the online learning process involves a lot of online learning platforms such as *Google Classroom*, *Google Meet*, and *Zoom Meeting*.

### **Internet Quota Requirements**

The Corona pandemic has forced school children to take part in teaching and learning activities from home (Novianti, R., & Garzia 2020) or online distance learning; However, in its implementation there are still a number of obstacles encountered, including parents having to continue to monitor the learning process, and the use of internet quota which drains their wallets

A number of students complained about the online teaching and learning process during the pandemic or Covid-19 in Lampung Province, such as at SMA N 1 Bandar Lampung. Although previously the school had implemented online learning since 2017 via their own personal website, students only had to fill in the materials and download the learning materials on the website. However, a number of students admitted that they had problems with the internet network and quota in this online learning system because every time they wanted to open video material they had to stream it and needed a large data package.

Meanwhile, Lampung Province, which still has the status of a red zone for spreading the Corona virus, is still implementing online or virtual learning for elementary to high school students; Problems arise when students or parents cannot afford internet quota to receive lessons from the teacher. On the other hand, the economic conditions of the people of Lampung province do not all have good economic conditions. This is one indicator of the slowdown in the pace of the online learning process in the pandemic era.

Mr. Subadri, one of the parents of Muhammad Rayhan's students, who attends SMK N 1 Bandar Lampung, explained that the need for an internet quota was a new problem for his family. The economic limitations he experienced required him to work harder to support his child to obtain internet quota for online learning.

### **Procurement of Devices**

Distance learning has now become a mandatory activity for students who cannot carry out teaching and learning activities at school (Purwanto, A., Pramono, R., Asbari, M., Hyun, C. C., Wijayanti, L. M., & Putri 2020); Due to the Corona virus pandemic, students from elementary to high school or high school in Lampung province can now only interact with teachers through their respective devices. In one day, one student can take two to three subjects online; either in the form of summary assignments, quizzes or mandatory viewing of learning material videos via YouTube.

The learning process that takes place from home is a challenge for parents; Not a few parents of students complain that internet quota usage drains their wallets; because all learning activities, from accessing questions to sending assignments, can only be done using the internet.

Apart from internet quota which is a supporting element in online learning, the use of devices is also the main thing in supporting the online learning process. Procuring devices in the online learning process is a new problem for Mr Nurrohman; He stated that providing devices to support online learning is one of the mandatory needs for his children in carrying out their studies in the pandemic era. Mr Nurrohman, who has a precarious job every day, creates a new problem in his family.

### **Internet Network that is Not Evenly Spread**

The Covid-19 pandemic has forced educational institutions in Lampung Province to carry out teaching and learning activities online. This creates many obstacles for student teachers and parents in learning effectiveness; This obstacle is most often found in elementary school teachers and students (Rasmitadila, R., Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan 2020) because there are still many students who cannot operate the device for learning media every day. Apart from that, the internet network is a further obstacle (Agung, A. S. N., Surtikanti, M. W., & Quinones 2020) because there are still many areas that are not even covered by the internet network; Regarding this matter, many parents admitted that they objected because credit for internet quota is currently a mandatory expense.

The condition of Lampung province, which is geographically located right on the Java Strait (Widiyanto, W., Hsiao, S. C., Chen, W. B., Santoso, P. B., Imananta, R. T., & Lian 2020) reflects that the region is making rapid progress. However, on the other hand, there are many areas that have not been crossed by the internet network. This is one of the problems for policy makers, especially in the field of education; where the education process in the Covid-19 pandemic era requires the use of a good internet network.

One of the students who attends school at SMA N 1 Pesisir Tengah; Salwa Maulida; said that the internet network available in the area where he lived did not allow him to use it in the online learning process. This is because the signal strength obtained is not optimal in supporting the online learning process. Thus he was forced to participate in the online learning process not optimally; and even several times did not participate in the online learning process due to an inadequate internet network.

### **Limitations of Teaching in the Pandemic Era**

Difficulties in teaching at elementary school level in the districts/cities of Lampung Province, the readiness of PAI educators starts from preparing learning plans such as preparing learning tools (RPP), preparing materials, cellphones and quotas. There are obstacles experienced during online learning activities, such as limited facilities and media that can support the learning process, difficulties in interacting with the learning process, which uses an Android, but the Android is owned by the parents and they take it to work, difficulties in understanding the material, educators have difficulty in assessing learning practices, as well as the difficulty of students getting signals. The main applications used are *whatsapp*, *Thengoogle meet* and *zoom*, the internet connection is supported, but there is still an internet connection that does not support the learning process so that the learning results are not as expected.

Teaching difficulties regarding the readiness of PAI educators in online learning for PAI educators at SMPN level education units in districts/cities in Lampung Province, the main thing is preparing teaching materials, learning tools such as lesson plans, preparing learning media that suits the material and learning quotas. However, the obstacles experienced during online learning at PAI Signal are that there are students whose homes

are in rural areas which are very difficult to reach, limited quotas for students and educators, educators also find it difficult to monitor student attendance and students are less active in implementing online learning. There are educators who use learning media with PowerPoint, but other educators also say that the main application used is *Whatsapp*, *Google Classroom*, *Google Meet*, and *Zoom Meeting*. Educators say that the expected learning outcomes are not appropriate or have not been achieved, because some students need detailed explanations, whereas online time is limited.

Readiness of educators at the SMAN/SMKN level in Lampung Province in carrying out learning, educators prepare teaching materials, materials, prepare interesting strategies and methods before implementing online learning. The obstacles faced by educators are difficulty in assessing students from affective and psychomotor aspects, unsupportive signals because students live inland, and limited networks and quotas. Educators use the w application *hatsapp*, *google meet*, *zoom*, *google classroom* and *telegram*. Of the 4 educators studied who said that learning outcomes had not met expectations, only 1 educator said that they had achieved them.

### **Teaching Methods/Strategies Used**

The teaching method used in elementary school level units when teaching PAI is that in the interaction between educators and students there are 2 educators who say it is not effective, the rest of the educators say it is quite good, educators monitor the students' responses to learning activities through the applications used. The learning media used by educators during online learning include: *Cellphone*, *Laptop*, *Whatsapp*, *Tutorial video*, *power point*, and printed books. 1 educator said that learning uses just WhatsApp media because if you use *google classroom* not yet possible at school. In delivering PAI learning material, of course educators experience various obstacles, the main ones being signal problems and inadequate/limited internet quota. Students too Some people come from families whose economy is below average so it is not possible to have a gadget. Students are less responsive and less active in the material presented, even though they use various kinds of learning media, learning media that is less efficient when providing material to students so that students understand the material presented because it is less clear.

The method used by educators generally uses the lecture method. However, the lecture method in the current online learning conditions is certainly not effective. Various kinds of learning methods/strategies used by students, namely group study method, demonstration method, memorization method, and assignments/quizzes. In preparing the methods/strategies used by educators, there are obstacles in selecting these methods/strategies. There were three educators who said they had limited time to make learning material videos (editing videos, etc.), limited students who did not have and master gadgets to the fullest, were not good at making interesting learning videos, and the remaining three teachers said there were but the obstacles were not explained.

In preparing the teaching methods/strategies used during the pandemic at SMPN level education units in the districts/cities of Lampung Province, educators said they were less effective, there were also those who said some of them went well, but some also didn't because they were hampered by internet networks and interactions between educators and students via comments on the application used, reply to each other's comments on the application *Google classroom* and *whatsapp*. In delivering material, there are obstacles faced by educators such as lack of participation/less activity from students, signal problems, limited internet quota, some cannot follow *zoom*, and limited time. The learning media used by educators are power point slides, printed books/learning books and learning videos.

The main method/strategy used by PAI educators during the pandemic was lectures. Submission of material through the application *zoom meeting* using the lecture method.

Then use memorization methods, demonstrations, assignments, discussion methods using in the application *google classroom*, as well as the question and answer method. Educators say there are obstacles when choosing the method/strategy used. Three educators said there was, one of them said the students were not concentrating. However, three more educators said that there were no obstacles in selecting the method/strategy used. The educators said that so far there had not been any because they implemented simple methods/strategies and so far were quite controlled.

In choosing the method/strategy used when teaching PAI at the SMAN/SMKN education unit level in the district/city of Lampung Province during the pandemic in the interaction between educators and students, educators said they were less active, less effective and less efficient, other educators said they were good and sufficient well, interaction via video and *zoom*. In delivering material/interaction between educators and participants there are obstacles faced such as networks, students not having quotas, media, responses and interactions from students who are not active, when *zoom meeting* disconnected, students have difficulty sending work results, not all students understand the material presented, as can be seen from the results of answers to practice questions. Then the learning media used by PAI educators *cell phone*, laptops, stories in the form of comics or conversations, learning videos and *e-Books*.

As for the methods/strategies used when learning PAI during the pandemic, educators use lecture methods, discussions, assignments, student-centered methods, active learning strategies, posters, stories, memorization methods, quiz methods, scientific methods, and peer tutoring. However, there are obstacles in choosing the method/strategy used, it does not work effectively due to the lack of response and interaction from students and in using the method it is adjusted to the subject matter, because not all material can be included in the learning method so the obstacle is more selecting the method that is used. can be used according to learning material.

### **Curriculum in the Pandemic Era**

Curriculum during the pandemic in PAI learning at elementary school level education units in Lampung Province, in the implementation of K-13 online PAI learning was not optimal, less effective, implemented in accordance with the existing curriculum but learning was not emphasized on achieving the curriculum but on the learning experience of students with good health is the main focus and the curriculum is running well, but there are difficulties in understanding the character of the students. Educator's steps in preparing online learning, educators say, make lesson plans, make the best possible use of technology as a learning tool, choose methods and strategies, their application, media, materials, post via *whatsapp group*, preparing material in the form of videos to be delivered to students, preparing concise learning tools and sorting textbook material so that it is delivered well. Readiness of online learning facilities, 3 educators said they were not ready/not adequate and there were also educators who said the school had prepared learning media so that it could arouse students' enthusiasm for learning. Apart from that, there are obstacles faced by educators and students, based on the results of interviews, educators said there is a lack of time to share, so students who don't understand are considered to understand, signal networks, internet quotas are expensive, many students are bored of studying at home / tired of assignments. online so that enthusiasm for learning decreases slightly, parents start to get tired of accompanying their children to learn, and there are limitations in understanding the character of students, as well as learning that is less interactive.

PAI learning during the pandemic, educators say K-13 is not appropriate, because KI 4 cannot be done face to face, it is better to return to KTSP, then K-13 cannot be implemented well, but still use Emergency K-13 which has been simplified by the government . By reducing KD for each lesson indicator, there are also educators who say

K-13 cannot be implemented according to its objectives, so they use an emergency curriculum.

At the SMPN level education unit in implementing K-13 online PAI learning, all educators said it was less effective, the implementation of K-13 could not be fully implemented as product assessments were missed. Educators' steps in preparing for online learning, educators say, prepare devices, media, materials, student readiness, learning strategies so that the material can be easily understood by students, and prepare online learning needs that can be reached by students. Readiness of online learning facilities from both educators and students, educators said they had prepared a WiFi network and learning books, prepared laptop internet quotas to support learning, the school had prepared facilities such as a good internet connection, 2 other educators said the readiness of PAI learning facilities was inadequate.

In the PAI learning process during the pandemic, there were obstacles faced by educators and students, such as some students not having cellphones that support online use, some students living in areas where signal is difficult, in delivering material it is difficult to find methods or strategies, lack of communication, signal, quota, many students do not submit assignments, lack of internet access and students tend to get bored quickly. Regarding PAI learning during the pandemic, respondents said K-13 could be used, only not optimally, K-13 was enough but still needed deepening and active interaction, K-13 was modified with a technology-based curriculum by prioritizing the interests of students and K-13. 13 can be implemented quite well.

During the pandemic, the curriculum for SMAN/SMKN level education units in implementing K-13 online PAI learning, several educators said that the implementation of K-13 was not optimal and was quite good. Other educators said that the implementation of K-13 was delivered well, the implementation of K-13 was still going well, only assessing the attitude aspect was difficult, because teachers did not meet face to face with students. The steps taken by educators in preparing online learning, respondents said, were making learning tools, determining and choosing methods/strategies, evaluation/assessment, interesting learning media and preparing well, adapted to conditions during the pandemic. In PAI learning, the readiness of online learning facilities, 3 respondents said it was quite good, because the school had prepared WiFi, well, only 1 respondent said the facilities/infrastructure were inadequate.

The obstacles to PAI learning faced by educators and students are the lack of good interaction and response, signals and student quotas, educators have difficulty in assessing, not all students are active, and cannot measure real assessments on religious, affective and social aspects. psychomotor. Regarding PAI learning during the pandemic, educators said K-13 was less effective in implementing online learning, K-13 was good but its application and implementation in the field was not optimal, other educators said K-13 was working quite well.

## **CONCLUSION**

Portrait of Islamic Religious Education learning in the era of the Covid-19 pandemic in Lampung Province, starting from elementary, middle and upper levels, has many unique colors and characteristics. Learning Islamic Religious Education in the pandemic era has resulted in a new order for the people of Lampung in particular. Learning Islamic Religious Education in the pandemic era in Lampung Province utilizes many online education platforms; such as Google Classroom, Google Meet, Zoom Meeting and many others. Apart from that, to support online education, of course there must be internet quota and use of devices for each student and teaching staff. The unequal ownership of gadgets among students results in social disparities in learning. Apart from that, it was discovered that some areas had less than optimal internet networks. Learning strategies in the pandemic era in Lampung Province utilize the uniqueness of online learning visualization using

online education platforms. The curriculum implemented follows government recommendations by implementing an emergency curriculum which is applied to all education in Lampung province starting from elementary, middle and upper levels.

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