

## Transformation of PAI Learning after The Covid-19 Pandemic

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**Abstract:** PAI is a conscious effort made through a plan to prepare students to know, understand, Live their beliefs, and behave in accordance with the ethics, morals, and values prevailing in the society in accordance with the teachings of Islam. PAI learning during the covid-19 outbreak was conducted online using distance learning because PAI learning should have been practiced directly by students. Therefore, the effect of the pandemic makes students and educators close to the internet. Accessing the internet has an impact on students so most schools still prohibit the use of electronic goods such as smartphones or laptops in the school area. These rules certainly make students stressed and confident when they are in the school environment. For this reason, the purpose in this article is to find out the transformation of PAI after covid-19. The study in this article uses a literature study approach the results of this study show that PAI learning is transformed with media as a source of learning such as audio-visual media and print media and strategies that can be used are contextual teaching learning and blended learning strategies.

**Keywords:** learning media; covid-19; transformation PAI

**Abstrak:** Pendidikan agama Islam (PAI) adalah upaya sadar yang dilakukan melalui suatu perencanaan dalam mempersiapkan peserta didik untuk mengetahui, memahami, menghayati keyakinan, dan berperilaku sesuai dengan etika, moral, dan nilai-nilai yang berlaku di masyarakat sesuai dengan ajaran Islam. Pembelajaran PAI ketika terjadinya wabah covid-19 dilaksanakan secara online dengan menggunakan pembelajaran jarak jauh karena pembelajaran PAI harusnya adanya praktek secara langsung oleh peserta didik. Karena itu efek dari adanya pandemi membuat para peserta didik dan pendidik dekat dengan internet. Dalam mengakses internet berdampak pada peserta didik sehingga kebanyakan sekolah-sekolah masih melarang penggunaan barang elektronik seperti Smartphone atau laptop di area sekolah. Peraturan tersebut tentu membuat peserta didik stres dan percaya diri mereka ketika berada di lingkungan sekolah. Untuk itu, tujuan dalam artikel ini ingin mengetahui transformasi PAI setelah adanya covid-19. Kajian dalam artikel ini menggunakan pendekatan studi pustaka Hasil dari penelitian ini menunjukkan bahwa pembelajaran PAI bertransformasi dengan media sebagai sumber pembelajaran seperti media audio-visual dan media cetak serta strategi yang dapat digunakan adalah strategi kontekstual (contextual teaching learning) dan blended learning.

**Kata Kunci:** media pembelajaran; covid-19; transformasi PAI

## **A. Introduction**

PAI is a conscious effort carried out through a plan in preparing students to know, understand, live the beliefs, and behave according to ethics, morals and values that apply in society in accordance with the teachings of Islam. Whereas Yusuf defines PAI as a conscious effort from a person to provide knowledge, skills and values so that they become a generation of Muslims who have a strong belief in Allah, have good character and have a good personality understand, live and practice Islam in everyday life (Dahwadin et al, 2019: 07) in other words Islamic Religious Education is a learning conveyed by teachers to students so that they become obedient Muslims and obey Allah orders.

PAI is a lesson that must be taught to Muslim students so that they know the values of illahiyyah which is based on religious teachings (Qur'an and Hadith). The material taught in PAI is also adjusted to the ability of students so that educators must know for sure to where students understand about Islam. Media commonly used in Islamic education learning is print media such as book packages because by using print media educators can easily teach learning materials and learners can also easily understand learning.

The Covid-19 virus pandemic is a disaster that the entire country has experienced since 2020 (Fadli, Mazrur & Surawan, 2021). Until finally covid-19 or known as Corona virus Desese 19 hit the world which made many changes that occurred, especially education. Covid 19 is an infectious disease outbreak that occurred for the first appeared in China, precisely in the province of Wuhan in December 2019. The spread of this disease is so fast that many claimed lives and even the effects of this disease are very dangerous in the long term.

At the beginning of the emergence of the Covid-19 outbreak, the Indonesian people were less responsive because they thought the plague would not reach Indonesia. So that most Indonesian people underestimate and don't care about health protocols. But apparently this disease is spreading so fast to various countries in the world, especially Indonesia. The first time the Covid-19 case was detected in Indonesia was in March, due to contact between Japanese citizens and Indonesian citizens, then the number of subsequent cases increased in number. On May 12, 2020, the total number of cases has reached 17,514 people who have been confirmed positive and spread over 34 provinces and 415 districts/cities (Herliandry et al, 2020: 66).

As a result of the escalation of the case, the government carried out a prevention or further spread by dividing the regions based on the severity zone of covid-19 cases. If the Green Zone, the risk of covid is 0, all houses are negative, the yellow zone is low risk, only 1-5 houses are exposed to covid-19, if Orange, the risk is moderate, the number of houses affected in 1 area is 6-10 houses and finally the red zone with high risk and more than 10 houses are positive. If in a famous area of yellow, orange, and red zones, lockdown must be done by closing all access in and out of the area, closing some existing facilities such as amusement parks, schools and so on. Thus, with the closure of the community and the government do some work and activities at home through the internet.

Teaching and learning activities are also carried out at home using the internet so that teachers as facilitators provide a teaching through several applications that support these

activities such as Zoom applications, Google Meet, Telegram and so on. The difficulty of teachers and students when all learning is carried out online is the problem of inadequate internet networks, less sophisticated learning support tools and difficulties to adapt to online learning itself. As a result, many decreased achievements of students because the implementation of online learning is still not perfect and they themselves have difficulty understanding the distance learning. Teachers are always doing a learning innovation so that students do not have difficulty in distance learning, so little by little student learning achievement began to rise again and they began to get used to self-study online. Until, in the end, covid-19 cases decreased which caused students to be afraid to start face-to-face learning again.

Maybe for some people face-to-face learning is very fun but of course for new students who are accustomed to interact indirectly with teachers and other students face-to-face learning scares them. Why does that happen? Because they have become accustomed to closing themselves to the outside world so that their mental state is different from when before covid-19 hit the whole world.

Therefore, this Journal discusses the transformation of PAI learning after the Covid-19 pandemic which will certainly be useful for educators in providing PAI learning after the covid-19 pandemic. So, students no longer need to be afraid to do face-to-face teaching and learning activities anymore. This study also uses a qualitative description with the method of library studies sourced from relevant books and journals, in addition to the use of qualitative decryption because this study was conducted in accordance with the conditions or objects as they are, without any manipulation of the author (Darmalaksana, 2020).

## **B. Discussion**

The Covid 19 pandemic has a considerable impact community but also on learning in schools. Knowing that is initially face to face is transferred to an online learning model (Surawan, Anshari & Sari, 2022). During the pandemic, schools are still required to carry out learning to students optimally (Jennah, Surawan & Yusuf, 2022). At least there are some changes that occur in the world of education in Indonesia, such as:

At first, PAI learning only used print media such as package books that were available at schools or could be purchased at the nearest bookstore. However, due to COVID-19, the use of print media for learning is no longer effective because educators have difficulty providing explanations about the material and students cannot understand the material. That way, educators innovate using learning media in the form of videos to explain learning materials. Learning media is a technology that combines audio and visual so that teachers can convey concepts, ideas, and experiences easily. Learning media can be recognized easily because they use hardware in the teaching process. Media tools allow projections such as live images, sound playback, and live view viewing (zoom, google meet, and so on) (Suryadi, 2020: 11).

The use of media in learning is expected to help the learning process become more effective because the characteristics of the media will help the visual display to be linear,

dynamic, attractive, and usually used according to a teacher's plan, which is in accordance with real and abstract ideas, developed based on the principles of with student centred (Suryadi, 2020:12)

The use of learning media during covid-19 is certainly very helpful for salam educators to explain the material because students can still understand learning with the help of educators even though they are far apart. And again, the use of effective visual media during the covid period is also supported by increasingly sophisticated electronic equipment and all learners and educators are forced to have such equipment. So that, when educators provide a video learning material students can access the material in their mobile phones or laptops and students can save the video to be viewed again at any time they need.

The use of handphone or laptop during the pandemic also changed the behaviour of students because the use of mobile phones or laptops continuously caused addiction so that students could not control emotions when away from the electronic goods. Of course, this is a new challenge that will be accepted by educators now because learning will take place face to face and school regulations will not allow students to carry a few electronic devices. Educators are required to create learning media and learning strategies that are innovative and creative so that students can focus on existing material.

Innovative and Creative Learning Media will also help students understand learning materials, especially in Islamic education subjects. An example of innovative and Creative Learning media is the use of media. Perhaps for students the use of media is familiar because the media has been used when distance learning. However, the use of media in schools requires equipment that is not cheap such as LCD projectors. This will be a challenge for the school to provide these tools because if there is no LCD projector in the school then educators cannot use learning media.

In addition to mastering the use of media, a teacher must also be able to teach using other media. Ability to use various Media will help a teacher to easily convey learning in an interesting and fun way. The use of media must be used because it is direct learning information received only from books due to limited time to use the internet. And again, not all schools have computers so that students cannot access the internet while in school. So why is it forbidden to bring electronic devices in school when there are no computers in school. The Prohibition of bringing electronic devices in schools such as mobile phones or laptops because students will not focus on learning at school because of these items. They will be more addicted, and their focus is divided into many things, especially most students already have social media that makes them cool with the virtual world while in the real world they are unconsciously difficult to get along with others directly.

If this continues to happen, the younger generation will become an introverted generation and find it difficult to get along with their fellow human beings they only focus on the virtual world to forget that life in the virtual world is just a fake. Skating in the virtual world is fun but the risks are very dangerous. Therefore, learning strategies must also be updated from what was previously only memorizing, noting to be more innovative and creative as students can explain learning materials in front of the class, play games and so on.

Changes in learning strategies can also help students to focus on learning. Strategies in learning are very important because learning strategies are an art of using plans to achieve goals (Simatupang, 2019: 02). Learning strategies can also help educators in preparing learning tools well and accepted by students well, educators will be easy to control the class, educators will also be more creative so that it will easily convey material to students.

One of the appropriate strategies used after the covid-19 pandemic is the contextual strategy (CTL). CTL is a student-centred learning strategy or emphasizes student involvement in learning to be able to find the material being studied and relate it to real-life situations and encourage students to apply it in everyday life (Sumiati & Asra, 2008: 92). The contextual learning system is a comprehensive learning process because it aims to help students to be able to understand the meaning of the subject matter they are learning and then relate the material to the context of everyday life. Thus, students are expected to have knowledge and skills and values that can be applied flexibly from one problem to another (Mawan et al, 2021: 94).

The stages in CTL include constructivism (rebuilding existing knowledge), inquiry, discussion, group work, feedback accompanied by reflection and assessment (Fathurrahman, 2012: 76). These steps can help educators to structure contextual learning. Contextual learning is considered effective in implementing post-covid-19 because contextual learning is student-centered so that students can easily understand the existing learning. In addition, contextual learning is also in accordance with PAI subjects because PAI is learning the relationship between humans and creators, humans and humans and humans and their natural surroundings. Therefore, with CTL, a teacher will connect the learning material with everyday life, of course this will make it easier for students to understand it ingredient (Akbar, 2015).

In addition to contextual learning, blended learning can also be applied in schools after the COVID-19 pandemic. Blended means mixed or combination and learning means learning or training. So Blended Learning is a combination or combination of various learning both online and offline (share files and face-to-face) (Graham et al, 2014). Online learning or training or also called distance learning where are the facilitators and students can do learning outside campus where facilitators and participants educate not in 1 room or not face to face (Wijoyo et al, 2020: 2). The teacher provides learning or training through online media that can be accessed through the internet (Puspitarini, 2022). Blended learning combines various shapes devices that can be used in learning starts from the application communication such as WhatsApp, zoom, Facebook, based learning program web sites such as Edmodo, Zenius, Quipper, Zenler or use another app like google classroom (Nurhadi, 2020).

Online learning during covid-19 has made educators and students familiar with technology. Utilization of blended learning can also make students easy to access learning materials provided because learning with blended learning will not be bound by place and time so that students can learn wherever and whenever they want (Throne, 2003). The teaching and learning interactions require students to be active, creative, and happy which optimally involve their mental and physical. Their level of activity, creativity, and pleasure



in learning is a continuum from the lowest to the highest (Surawan, 2019).

How to use blended learning specifically for schools that do not allow students to bring electronic goods is by way of students can be absent online by using school computer facilities so that parents or guardians of students can check or get notified via SMS that their children have been present at school. In addition to online absences, learners can also collect their homework via the internet using learning support applications such as WhatsApp, Telegram, Google Classroom and so on. Collecting homework online will make it easier for educators and students because educators can find out whether the students are really doing their homework at home and make it easier to provide assessments so that students can know for sure their ability capacity. Students will also be easier to collect tasks because they do not have to collect physically, and the collection time is more practical and efficient (Puspitarini, 2022).

### C. Conclusion

The use of appropriate media and strategies used after the covid-19 pandemic in PAI is learning media and print media as well as CTL and blended learning strategies. This is based on the psychological state and way of thinking of students who changed from before covid and after. Of course, this is a big challenge for educators especially for schools that are underfunded because audio-visual media requires several tools such as LCD projectors.

CTL is also considered appropriate to use because contextual learning is learning that is related to a certain atmosphere or emphasizes the involvement of students to be able to find the material learned and connect with real-life situations and encourage students to apply it in everyday life. Blended learning is designed to blend face-to-face learning and e-learning models or online models. Definition of blended learning varies greatly. Blended learning presents an opportunity to brings together innovation and technological progress offered by online learning with the interaction and participation that found in traditional learning.

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