

Improving the Quality of Islamic Religious Education in the Era of Society 5.0

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Abstract: Islamic religious education is one of the mandatory materials for students. Islamic Religious Education contains an explanation of creed, Sharia, and morals as well as exemplary taught to foster students to become good Muslims. The delivery of PAI material has been running smoothly and normally. However, the current phenomenon is the Covid-19 pandemic which requires the learning process to be shifted from normal face-to-face or conventional learning to online learning. But as time goes by, the Covid-19 pandemic has begun to recede, so I dared to do offline learning (outside the network) by looking at the conditions that were deemed safe enough to hold face-to-face meetings.

Keywords: Strategy, Islamic Religious Education, Covid-19 Pandemic.

Introduction

The rapid development of technology requires innovation in PAI learning. One of the innovations in improving the quality of PAI is Blended Learning. The concept of Blended Learning is mixing conventional learning models with online learning. Blended Learning comes from the words Blended and Learning. Blend means to mix and Learning means to learn. From the two elements of the word, it can be seen that Blended Learning means mixing learning patterns.

Literature Review

In order to explain that this research is new and different from other research, the following is an explanation of the literature review that has been published in various national journals.

Handarini explained in "Online Learning as a Study From Home Effort during the Covid 19 Pandemic" that if online learning is carried out at home, each subject makes students more independent and creates motivation to learn. In addition, online learning is one of the successes in creating social distancing behavior so as to

minimize the appearance of crowds which are considered to have the potential to increase the spread of covid 19. (Handarini & Wulandari, 2020, p. 496)

Also explained by Adriana in "Effectiveness of Online Learning in a Pandemic Period Covid-19 At Catholic Religious Colleges" online learning that is carried out is indeed sufficient to replace face-to-face learning, but when viewed from the effectiveness, online learning has not been able to achieve learning objectives. The unpreparedness of students and lecturers, both in terms of the ability to use technology and the availability of adequate learning facilities, poor internet network connections at home, costs, and the inability of students and lecturers to adapt to new learning methods to be able to provide virtual conducive classroom conditions. factors that make online learning has not been effectively implemented. This is the reason they prefer face-to-face learning to be applied again when the covid-19 pandemic is over. (Damayanthi, 2020, p. 189).

Also Bai Rohimah in "Online Islamic Religious Learning Solutions in a Pandemic Period" that several PAI learning solutions can be implemented

during this pandemic, including firstly, streamlining the role of the family as a relationship for teachers or lecturers in online learning. Second, make effective technology-based teaching media, such as videos in religious learning, where students' routine worship practices, and reports on student worship activities while studying at home can be reported online. Likewise, routine studies in the context of deepening religious material can be done online, with all available facilities. With hope though study of religion conducted online or offline, but the purpose of the study of religion is cultivation of character is expected to be still achieved. (Rohimah, 2020, p. 340).

Also described Adhika Alvianto, "Effectiveness of Learning Online At Subjects Islamic Education In Situation "Covid-19 pandemic", that the effectiveness of online learning in Islamic Religious Education courses in the Covid-19 pandemic situation at FE-UST Yogyakarta reached 74% or was in the good category. it means that the online learning system (online) from the media aspect (application) that has been used so far in the Islamic Religious Education course is good. Nevertheless, it is still necessary to evaluate or study regularly so that the effectiveness of learning in Islamic Religious Education courses can be further increased. However, this learning system also has several drawbacks, such as: fundamental constraints related to the quality and facilities of different internet connection networks in each region. So that requires lecturers to formulate or innovate in the implementation of online learning so that it can run effectively. It was found in students where the internet connection network was unstable, then they made a video presentation and later it would be played by friends whose internet connection network was stable during online learning. That is, obstacles like this can actually be minimized with the creativity of students. (Alvianto, 2020, p. 25).

According to Nugraha, PAI learning based on digital media is able to provide effective and efficient learning because it is supported by various complete facilities and in accordance with technological developments. with which it is able to attract students' enthusiasm in carrying out learning. (Nugraha, 2014, p. 66).

According to Nurkinan, one of the positive sides of online media is that it can become a print media partner in conveying messages, with efficiency and speed of time in penetrating and conveying news. It also reduces paper waste and saves costs. (2017, p. 35).

According to Fazar Nuriansyah in, "The Effectiveness of Using Online Media in Improving Learning Outcomes of Economic Education Students During the Early Covid-19 Pandemic" that lecturers are required to be more active in updating or improving their ability to use online media, such as zoom to face to face, or also google meet. Apart from that, you also need other media such as whatsapp, google form and others. also able to present learning with videos to be more innovative and motivating. (Nuriansyah, 2020, p. 63).

Also explained by Isdiyarto and Agus Purwanto in "Utilizing E-Learning-Based Learning Media to Improve Electrical Installation Basic Education", that the e-learning media model -Learning used can help to explain the subject matter of planning domestic electrical installations. Also the learning media developed can be used independently or classically, through personal computers, LANs, and internet networks. (Isdiyarto & Purwanto, 2010).

Materials and Method

Online learning development program for Islamic Religious Education (PAI) courses aims to design new products and procedures for online learning, then the new products and procedures are systematically tested in the field (online class), evaluated and refined to meet the criteria for effectiveness and quality. This program uses the method *Research and development in education (R&D)*. This method is used to find, develop, and validate products used in online learning, as well as to test whether the development of educational concepts and products is effective. The stages carried out in the online learning design development research are as follows;

First, the Preliminary Study. At this stage, it begins by raising one question before developing

learning products; What learning products will be developed: both the content of the PAI course material and online learning media will have meaning and value for effectiveness for online learning? To find answers to the questions above, a preliminary study begins with a literature study step. Online learning as an object of study will be described first, including strategies, learning media that are in accordance with online needs.

Second, Research/Programme Planning. At this stage the team formulates the research/program objectives, estimates the costs, energy and time, and formulates the qualifications of the researchers and the forms of their participation in the research program. This stage is important considering that the results to be achieved are on target. Because costs and human resources have been determined from the DLA, this stage focuses on formulating who does what. Who works on PAI content, and who handles the right media to use in the context of online learning.

Third, PAI Material Content Development and Product Design. At this stage determine the product design, which will be developed. In this case, the online PAI learning design, determines the facilities and infrastructure needed, determines the stages of product design testing in the field (online class), describes the tasks of the team involved.

Fourth, Preparation of Materials, Strategies and Learning Media. This stage begins with preparing and formulating learning materials, strategies and online learning media. In this case, it was carried out by the research team. After the materials, strategies and media are formulated. Furthermore, the team enriched the materials, strategies and media that had been formulated through expert discussions in the *Focussed Group Discussion* (FGD) forum. This forum is expected to provide inputs from experts, enrich and improve the various shortcomings of the concepts formulated by the team in various aspects. Revisions are made taking into account criticism and input from experts.

Fifth, Preliminary Field Test. After that the revised concept was tried out: *First*, the online PAI material product was practiced by the lecturers who support PAI courses determined by the Team using audio-video media, namely the lecturer

delivered the material recorded using a camera. Furthermore, the video product is submitted to the expert to be assessed for its feasibility in terms of video quality. *Second*, try out online lectures. The material concepts, strategies and learning media used are practiced in online classes through the zoom application. This trial process is carried out during the 2020/2021 odd semester. *Sixth, Revised Field Test Results (Online Class).* This step is essentially aimed at revising the online learning development product based on the results of field tests. The data obtained from the field test were collected and then analyzed. The results of the analysis are used to revise the product. The results of this revision are then used as online learning guidelines for the semester next. Improvement efforts will continue to be made each semester.

Results and Discussion

A. Islamic Religious Education Islam in language, comes from the word *salima salaman salamatan* which means safe from danger, also *silmu* which means peace, good. (Munawwir, 1997, p. 654) surrender or surrender. (Musthafa, Zayyat, Abdul Qadir, & Najjar, 1431, p. 446) As for the Islamic terminology is the teachings or guidelines of life for human salvation by submitting and handing over the affairs of life to God, Lord of the universe. (Zaidan, 2002, p. 10) Such an understanding is in accordance with the Word of Allah in the letter of Ali Imran verse 83.

أَفَعَيِّرَ دِينَ اللَّهِ يَبْغُونَ وَلَهُ أَسْلَمَ مَنْ فِي السَّمُوتِ
وَالْأَرْضِ طَوْعًا وَكَرْهًا وَإِلَيْهِ يُرْجَعُونَ ٨٣

"Then why do they seek another religion besides Allah's religion, when what is in the heavens and the earth is surrendered to Him, willingly or compelled, and to Him they will be returned?" (Surat Ali Imran: 83)

B. In another sense, Islam is a teaching that includes all the rules ranging from *aqidah* or faith, worship, *muamalah*; human relations with each other and other creatures, as well as moral issues (manners). Therefore, Islam is a

religion that can guide humans to know the nature of their lives, where they come from, what they were created for, and where they will go after death. These basic things have actually been explained in detail in Islamic teachings which rely on Allah's revelations, both the Qur'an and the Sunnah of the Prophet. It is as the Word of God:

﴿يَا أَيُّهَا الرَّسُولُ بَلِّغْ مَا أُنْزِلَ إِلَيْكَ مِنْ رَبِّكَ وَإِنْ لَمْ تَفْعَلْ فَمَا بَلَغْتَ رِسَالَتَهُ وَاللَّهُ يَعْصِمُكَ مِنَ النَّاسِ إِنَّ اللَّهَ لَا يَهْدِي الْقَوْمَ الْكَافِرِينَ ٦٧﴾

"O Apostle! Convey what your Lord has sent down to you. If you do not do (what was ordered) it means you are not conveying His message. And Allah will protect you from human (interference). Indeed, Allah does not guide the disbelievers." (QS. Al-Ma'idah: 67)

C. Learning Strategies for Islamic Religious Education in the Pandemic Era

1. Preparing Online Learning Materials

Blended Learning is a learning model using a combination of: multimedia technology, CD-ROM, video streaming, virtual classes, e-mail, voicemail, etc. with traditional forms of classroom training and any training needed. Blended Learning is the most appropriate solution for the learning process that is appropriate, not only with learning needs but also learning styles.

2. Utilizing Learning Media Learning media is an important component that builds an optimal learning. Etymologically, in the KBBI media which means medium can be interpreted as an intermediary or bridging (connector) between two or more things. In other words, learning media is an intermediary or messenger from the sender of the message in this case is the lecturer to the recipient, namely the student in a process of academic communication.

First, Google Classroom. Google Classroom is a web developed by Google and seeks to bridge the needs between educators and students in an online learning. This web application is integrated with the

Google Suite which has high compatibility with other web-based applications from Google such as Google Slides, Google Docs, Google Forms, Google Drivers and many others, so collaboration between several applications will provide a fairly good learning experience. Second, Youtube. This web-based application offers its own uniqueness because it has become a popular medium for uploading video files from low to high quality file sizes. This YouTube application is used to minimize the process of uploading video files and save internet data because it is one-way. In addition, saving files on YouTube will provide opportunities for students to be able to play back learning materials without time restrictions. And during the learning of Islamic Religious Education through Youtube in 2020 students were helped to understand the material presented.

Second, WhatsApp. We can say that WhatsApp is the most popular messaging application because almost every student uses this application as well as this application is multi-platform so that it is easily accessible by the public. This application is used by lecturers to carry out two-way communication (discussion) as well as to send various kinds of learning files such as videos, images, news, even sound. Interestingly, this application is very light and easy for students to reach, even if the internet connection is not too high.

Third, Zoom Meeting. This web-based application provides two-way (synchronous) communication facilities that can be used for distance meetings and distance learning. Break out facility that allows students to have a separate room so that it can be maximized to exchange ideas between one student and another. This zoom media is quite a challenge in the implementation of education, especially in areas that have limited access to high-speed internet. This is because its two-way nature requires adequate upload speeds so that video streaming activities can run smoothly.

However, these shortcomings can be offset by a multi-platform application design that can be accessed from mobile phones (smartphones).

3. Conduct online PAI Learning Assessment Instruments

To measure the learning process that has been carried out during the specified period of time, it is necessary to have adequate instrument support in making the final decision as outlined in the final score after successfully collecting data from students, the lecturer interprets the work of students then synthesize it so that it gives birth to the final value that determines the graduation of students.

There are many assessment instruments that can be used in the assessment, including the following:

- a) Assignment/Quiz
- b) Mid-Semester Examination (UTS)
- c) Final Semester Exam (UAS)
- d) Activity
- e) Presence

Advantages and Disadvantages of Blended Learning

▪ The advantages of *blended learning*:

The delivery of learning can be carried out anytime and anywhere by utilizing the internet network system.

1. Students have the flexibility to study materials or teaching materials independently by utilizing teaching materials stored online.
2. Discussion activities take place online / offline and take place outside class hours, discussion activities take place both between student subjects and teachers and between students themselves.
3. Can manage and control the learning that is done by students outside the subject hours of the subject.
4. Teachers can ask student subjects to review the subject matter before face-to-face learning takes place by preparing supporting tasks.
5. Target achievement of teaching materials can be achieved in accordance with the target set
6. Learning becomes flexible and not rigid

▪ Weaknesses of *blended learning*:

Weaknesses, including:

1. Teachers need to have skills in conducting e-learning
2. Teachers need to prepare time to develop and manage e-learning system learning, such as developing materials, preparing assessments, conducting assessments, and answering or giving statements in forums submitted by students.
3. Teachers need to prepare digital references as student references and digital references that are integrated with face-to-face learning
4. Uneven distribution of supporting facilities and infrastructure and low understanding of technology.
5. Learning strategies are needed by the teacher to maximize the potential of blended

Conclusions

Blended Learning (learning by blending conventional teaching methods to the learning model of e-learning) is the right answer to solve the problems of education is happening now. Education now provides a large number of subjects/subjects, while there is less time to study in class. Coupled with the demands to complete based on the syllabus, educators have to work harder to fulfill all of them.

Blended Learning is carried out to answer current problems so that teaching and learning processes or activities can continue even outside class hours by using several media facilities that are now increasingly sophisticated, such as: smartphones, video, sound recording, social media and others. This must also be supported by educators to always keep abreast of the times and to student subjects so that the use of these media can be well received and understood.

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