



Problems Of Islamic Religious Education Learning During The Covid-19 Pandemic At SMA Muhammadiyah 1 Muntilan

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ABSTRACT

At this time all countries in all corners of the world are being hit by a major disaster caused by the Covid-19 virus. The Covid-19 virus has had an impact on the world of education, including Islamic religious education. In an emergency situation like this, Islamic religious education learning still has a very important role for students when facing the Covid-19 pandemic. Because in essence the purpose of learning Islamic religious education is to increase the faith, understanding, appreciation and practice of students about the religion of Islam so that they become Muslim human beings who believe and fear Allah SWT and have noble character in personal, social, national and state life. The purpose of this study was to identify the problems of learning Islamic religious education in online teaching and learning activities during the Covid-19 pandemic. This study uses a field research method (Field Research) and uses a descriptive qualitative approach. The data collection techniques used in this study were interviews and observations. While the data analysis in this study used qualitative data presented without calculating numbers. The respondent of this research is one of the homeroom teachers and students of class X at SMA Muhammadiyah 1 Muntilan.

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1. Introduction

Since December 2019 that the corona virus originating from China had entered Indonesia and the WHO confirmed that this outbreak was a global pandemic, the transmission process was very fast. (Tsuroya, 2021). The Covid-19 virus is a disease that can cause respiratory problems, throat disorders, nausea and flu. The spread of the Covid-19 virus can be transmitted by people infected with the virus through physical contact. The Covid-19 virus is able to change many things so quickly in our lives today, our interactions with humans, with the environment are all different and give rise to a new order of lifestyle globally (Dewi & Sadjarto, 2021). The existence of the COVID-19 pandemic has an impact on all aspects of life, ranging from economic, social, cultural, as well as education. With the outbreak of the corona virus, which has led to the implementation of the Work From Home (WFH) policy (Haryadi & Selviani, 2021) and that in the education sector, the government through the Ministry of Education and Culture (Kemdikbud) has implemented a learning from home (BDR) policy, especially for education units located in the yellow, orange and red zones (Asmuni, 2020).

Social or physical restrictions decided by the government require the education process to be implemented online by educators and students carried out at their respective residences through certain applications that have been agreed upon. (Musoffa, 2021).

Changes in learning patterns currently look massive, starting at the elementary, middle and even university levels. The United Nations organization in charge of education, science, and culture UNESCO said that more than 1.5 billion students in the world were unable to study in school due to the virus from Wuhan, China, as released by the Antaranews.com newspaper on Saturday, April 11, 2020. (Arizona et al., 2020). Learning during the COVID-19 pandemic through online and offline learning without face-to-face provides an effective solution for activating classes even though teaching and learning activities in schools are stopped (Suparjan & Mariyadi, 2020). Learning activities are actually carried out face-to-face, but during the Covid-



19 pandemic it immediately turned into online learning (Sukiman, 2022) or the teaching and learning process is closely related to the Industrial Revolution 4.0, namely based on 'system digitization', requiring educators and students to be able to quickly adapt to existing changes. The learning system which was originally based on face-to-face directly in the classroom, is not impossible to be replaced with a learning system that is integrated through the internet (online learning) (Arizona et al., 2020). In its development and application, many aspects of technology can be proposed to be used as reasons for supporting education in relation to improving the quality of Indonesia's national education. space, distance and time (Mar'ah, Nur Khairiyah, Ani Rusilowati, 2020). However, this change in the learning process causes various kinds of problems (Annisa Nurul Fadilla, Ayu Suci Relawati, 2021).

With the Covid-19 virus, this is one of the challenges in learning Islamic religious education, because even in these conditions teachers must know how to keep students productive and get Islamic religious education learning effectively considering the most important role in the teaching and learning process is the role of a teacher (Torres, 2017). In addition, teachers also have to be creative in presenting Islamic religious education learning materials so that students still feel happy and easy to understand, so students do not feel bored and stay productive at home. Online learning is the main solution at this time in teaching and learning activities so that they can continue even though they are in the midst of the Covid-19 pandemic. Although it has been agreed, it turns out that this learning system causes problems, for teachers, the online learning system is only effective for assigning assignments. especially the learning process which is not only theory but also practice. Such as how to practice prayer, practice washing corpses, practice reading the Koran and others. This is difficult to do without a physical encounter with the students. This practical lesson is not enough with showing videos, or showing material online, because guidance is needed from the teachers so that when students make mistakes during practice, they can be corrected immediately. (Suherman, 2021).

Previous research by (Ammam et al., 2021) who analyzed the problems of learning Islamic religious education for students concluded that the problems faced by students in the learning process of Islamic religious education using the Microsoft team during the pandemic at SMA Negeri 1 Bringin, were; there were difficulties in understanding the material through virtual meetings by students. Further research by (The Hoard, 2021) teachers are required to carry out sustainable professional development can also act as a motivator for their students. Other studies conclude that learning problems that arise in Islamic religious education subjects in online learning during the covid-19 pandemic include: lack of interest in learning, limited network problems, limitations in terms of devices, relatively low understanding. Then the problem from students is the lack of mastery of sauce and students and the lack of mastery in the field of technology (Tafhamin & Widowati, 2021).

Based on the problems and results of previous research, Islamic Religious Education (PAI) learning needs special attention because it is part of the special characteristics of Muhammadiyah schools, one of which is SMA Muhammadiyah 1 Muntilan, with the Covid 19 pandemic, of course the main essence of PAI learning cannot be conveyed to students directly. finished. According to the explanation of the background above, the researchers intend to learn more about 1) What are the problems of PAI learning during the Covid-19 pandemic at SMA Muhammadiyah 1 Muntilan, 2) How are efforts to overcome the problems of PAI learning during the Covid-19 pandemic in SMA Muhammadiyah 1 Muntilan. Then the purpose of this research is to identify 1) the problems of learning Islamic religious education during the Covid-19 pandemic at SMA Muhammadiyah 1 Muntilan, 2) Efforts to overcome the problems of learning PAI during the Covid-19 pandemic at SMA Muhammadiyah 1 Muntilan. The benefit of this research is to provide broad insight to teachers and students so that they are still able to develop the potential that is in them despite the Covid-19 virus.

2. Method

In this study, the author uses a type of field research, which means that this research is carried out by examining events that occur in the field using information obtained from research targets called informants or respondents. The method used in this research is a descriptive qualitative research method using a phenomenological approach. Phenomenology is an effort that has the aim of being able to explain something that happened according to reality. This research was conducted at SMA Muhammadiyah 1 Muntilan. Interviews were conducted in a semi-structured manner using Google Form. The data collection technique used in this study was by interviewing and observing someone related to the problems of learning Islamic

religious education during the Covid-19 pandemic at SMA Muhammadiyah 1 Muntilan. To get information about the problems of learning Islamic religious education, the researchers made a questionnaire that contained several questions, the questions included (1) what habits were applied by PAI teachers when they were at school before the Covid-19 pandemic; (2) Do you keep doing these habits when you are at home during the Covid-19 pandemic; (3) Did you experience any problems in carrying out these habits when you were at home during the Covid-19 pandemic; (4) What are the obstacles you face when you want to do the habituation; (5) What habits did you apply when you were at home before the Covid-19 pandemic; (6) Do you keep doing these habits during the Covid-19 pandemic; (7) Did you experience any problems in carrying out these habits during the Covid-19 pandemic; (8) What are the obstacles you face when you want to do the habituation.

3. Result and Discussion

In Islamic religious education learning activities, of course there are goals to be achieved by an educator and students. To achieve the goals of Islamic religious education, it is necessary to implement good learning, in the implementation of Islamic religious education learning there are factors that can influence it, both from educators, students, facilities and infrastructure factors, and environmental factors.

In the world of education, of course we are not far from a problem or problem, without exception to study Islamic religious education. Every problem that occurs, of course there is a solution, if we can get a solution, it can facilitate the learning process and can provide more optimal results. There are several problems or problems found in learning activities, including limited learning resources, time allocation, and limited funds available. In English "problematic" means a problem or problem, and in the Big Indonesian Dictionary, problematic means a problem that causes problems and still cannot be solved.

According to Bukran, the problem of learning is defined as one of the things that hinders learning activities marked by certain obstacles or problems that still cannot be solved or overcome for a teacher during teaching and learning activities. According to Miss Bismee Chamaeng, learning problems are various problems that interfere, hinder, complicate, or even result in failure to achieve learning objectives. Learning problems can be traced from the course of the basic learning process.

So from some of the above understanding it can be concluded that learning problems are one of the obstacles that occur when the process of teaching and learning activities takes place. These problems can be felt or not felt by a teacher. Problems faced by a teacher should not be left alone or forgotten. Because this is one of the evaluation processes towards effective learning, so it must be anticipated, corrected and found a solution.

Miss Bismee Chamaeng explained that learning is a combination of two words learning and teaching activities, learning is the core of the educational process. In it there is an interaction between various components, namely teachers, students, and subject matter or learning resources. The interaction between these three main components involves facilities and infrastructure such as methods, media and the arrangement of the learning environment, so as to create a learning process that allows the achievement of the planned goals. According to Abdul Majid and Dian Andayani quoted by Yusuf that Islamic religious education learning is a conscious or planned effort to guide and foster students with the aim that students are able to recognize, understand,

According to Zakiyah Daradjat quoted by Elihami and Abdullah Syahid that learning Islamic religious education is one of the efforts to foster and guide students so that they can always know about the basic teachings of Islam. Then live the goals, which will then be practiced in everyday life, in personal and social life of the community, and will also make Islam a way of life. According to Ahmad Supardi quoted by Elihami and Abdullah Shahid, that Islamic religious education learning is education based on Islamic teachings or Islamic religious guidance with the aim of fostering and forming Muslim personalities who are devoted to Allah SWT, love and affection for their parents and also to their parents. his homeland.

So from some of the definitions above, it can be concluded that the notion of learning Islamic religious education is a conscious and planned effort made by teachers so that students are able to believe, understand, and practice Islamic teachings in everyday life and social life through guidance, teaching or other activities. The purpose of the training is so that students can always know about the basic teachings of Islam and can shape students to become Muslim individuals who are devoted to Allah SWT.

In learning Islamic religious education of course there are goals to be achieved. The purpose of learning Islamic religious education is to increase the faith, understanding, appreciation and practice of students about the religion of Islam so that they become Muslim human beings who believe and fear Allah SWT and have noble character in personal, social, national and state life. Then in general the learning of Islamic religious education aims to shape the human person into a person who reflects the teachings of Islam and fears Allah, or "the essence of the purpose of learning Islamic education is the formation of human beings.

According to Datik Nurmuslimah and Istanto, the purpose of learning is to create a generation of people who have a high fighting spirit to gain knowledge so that they are able to become more qualified individuals. A quality person is a person who makes education a source of great hope to achieve the goals he hopes for, to achieve these goals, education must also be of quality. Quality education can be obtained from superior quality schools.

According to HM Arifin quoted by Miss Bismee Chamaeng, he stated that the purpose of learning Islamic religious education is to "build and base children's lives with Islamic Shari'a values correctly in accordance with religious knowledge". "Worship and fear Allah the perfection of human beings whose goal is happiness in this world and the hereafter".

The relevant research in accordance with the title, namely the problems of learning Islamic religious education during the Covid-19 pandemic, greatly affected teachers and students because there were some students who experienced many changes in their attitudes and behavior. So that from some of the learning objectives of Islamic religious education, not all of them can be achieved, because there are problems that are seen from teachers and students. This is because students feel free because they are not under the supervision of the teacher, so that students can freely do what they want and forget their obligations as a Muslim person.

From the research results obtained by researchers through brief interviews with Mrs. Yenita as class X representative and also Islamic religious education teachers using Google Forms, it can be concluded that the process of teaching and learning activities during the Covid-19 pandemic is certainly not free from problems or problems. barriers to learning Islamic religious education faced by educators and students. So that from these problems it is necessary to find a solution and overcome it immediately, because if the problem is not immediately resolved it will cause problems or obstacles in achieving the learning objectives that have been determined.

The following are the various problems of learning Islamic religious education faced by educators and students during the Covid-19 pandemic at SMA Muhammadiyah 1 Muntilan:

Educator Factors In learning activities during the Covid-19 pandemic, of course, it cannot be separated from problems or problems faced by teachers when teaching. So that a teacher must be good at finding solutions to a problem or learning problem. This is because if the problem is not addressed immediately it will cause problems or obstacles in the process of achieving learning objectives. The following are the problems faced by a teacher during the Covid-19 pandemic: 1) Limited facilities and infrastructure From the research results, the problem felt by a teacher is the ineffectiveness of learning activities because they are carried out with incomplete infrastructure so that students cannot meet face to face with teachers. The lack of adequate facilities during the implementation of home learning will lead to a lack of understanding of the material presented by the teacher to his students. In order to make learning easier (online) it is necessary to prepare in advance the infrastructure such as laptops, computers or mobile phones that can make it easier for teachers to carry out learning activities. Because if in learning activities there are limited facilities, it will hinder the learning process and affect the achievement of learning outcomes; 2) Low mastery of technology In implementing online learning activities, not all teachers are skilled in using internet technology and social media. There are some teachers who still need guidance and training in advance to use the tools or materials used during online teaching and learning activities. So because of the Covid-19 outbreak, teachers must be willing to learn and willing to give lessons online; 3) Lack of effectiveness in teaching and learning Based on the results of research in the form of interviews with Mrs. Yenita, it was found that the level of student learning outcomes decreased, this was due to the lack of effectiveness in online learning which did not allow students to learn verbally or directly, so students could not interact and discuss directly with their classmates and with the PAI teacher.

Student Factors, in the process of learning Islamic religious education activities during the Covid-19 pandemic, of course there are several problems or problems experienced by students. The problem or problem can be seen from several points of view, for example in terms of the learning process or the learning situation. These problems include: 1) Lack of Literacy Culture From the results of interviews with students at

Muhammadiyah Ngluwar High School, it turned out that there was one student who forgot his responsibilities as a Muslim person. Students start not being on time in carrying out obligatory prayers, not carrying out dhuha prayers, memorizing and starting not to read the Qur'an as it has been implemented in schools before learning begins. Under these conditions, students should continue to carry out their duties and obey the rules even though they are not under the supervision of the teacher. But in reality, students only want to do assignments and obey the rules if they are under strict supervision from the teacher. So that when students learn online or at home, Students feel more free to do all things as they please. Religious teachings that have been obtained at school are not reapplied at home; 2) Different levels of religious understanding. From the results of interviews with students, it turns out that there are several different levels of student knowledge. One of the students interviewed there were 2 students who already had basic religious knowledge through their parents' education at home, and there were also students who had received basic knowledge from the school level they had passed. Students who already have religious knowledge with students who do not have religious knowledge will be a problem in learning Islamic religious education. Thus, students who are in religious families and in their subsequent education receive a good religious education, then they will become religious people, and vice versa if the religious basis they have is not properly maintained and nurtured; 3) Low student willingness to learn Some of the influences experienced by students during learning activities during the Covid-19 pandemic are that students have to study remotely with inadequate facilities. Lack of facilities in learning will make students less interested in learning religion. Students who are not serious in studying religion, of course, the goal is only to find values, not to equip themselves with religious knowledge as a means to carry out worship to Allah SWT. Meanwhile, students who are serious about studying religion will definitely pay more attention to, explore and appreciate every religious teaching they get, and will practice these teachings in everyday life.

From the research results obtained by researchers through brief interviews with Islamic religious education teachers and several grade X, XI, XII SMA Muhammadiyah 1 Muntilan students using Google Forms and WhatsApp messages, there are several efforts that must be made in overcoming the problems of learning Islamic religious education. during the Covid-19 pandemic. These efforts include: Suggestions for teachers in dealing with the problems of learning Islamic religious education during the Covid-19 pandemic at SMA Muhammadiyah 1 Muntilan: 1) Prior to conducting an online learning program, it is necessary to prepare learning support facilities such as mobile phones, laptops, quotas, so as not to affect the quality of teaching and learning outcomes; 2) The next effort is to conduct training in advance for students and teachers. Because not all students are accustomed to learning by using online learning and not all teachers can do learning using internet technology or other social media.

Suggestions for students in dealing with the problems of learning Islamic religious education during the Covid-19 pandemic at SMA Muhammadiyah 1 Muntilan: 1) In situations like this, the support of teachers and schools with parents is needed by students. So that teachers and schools with parents must establish a good communication relationship. With the aim of helping teachers to continue to monitor students so that they continue to carry out their duties even though learning is not carried out at school; 2) The next effort is to socialize to children so they don't forget their duties and responsibilities as children and as students. So that children continue to carry out their duties and responsibilities even though they are not under the supervision of the teacher; 3) The next effort that must be done is to apply the habituation of the discipline of obligatory prayers on time, to pray dhuha, and to read the Qur'an as taught in schools so that students continue to make these habits even though they are not under the supervision of the teacher; 4) The next effort is not to let the child play too long with friends who are in a bad environment, the goal is that the child is not affected by the bad habits of his friend.

From the theories that have been explained by the figures above regarding the problems of learning Islamic religious education accompanied by the results of brief interviews with teachers and students of SMA Muhammadiyah 1 Muntilan, the researcher concludes that the problems of learning Islamic religious education during the Covid-19 pandemic are very influential. to teachers and students. Because in a situation like this, without any prior training or preparation, teachers and students are forced to be able to carry out teaching and learning activities using various online platforms. In addition, learning during the Covid-19 pandemic also affects the attitudes and behavior of children when they are at home, because students feel they are not under the supervision of the teacher so that they can act as they wish and are free to do all things without them realizing that they also have a responsibility even though learning Islamic religious education is not carried out in schools. Students began to not carry out their responsibilities as private Muslims, they

began to be reluctant to perform the obligatory prayers, dhuha prayers, and read the Qur'an. Even though all of that has been taught by the teacher while at school, it is hoped that students will still do it when they are at home, but it turns out that when students are at home students are reluctant to do it. They think that learning religion is just a ritual, the main goal is just to find values, so they don't really study religion.

4. Conclusion

Based on the above discussion related to the Problems of Learning Islamic religious education (PAI) during the Covid-19 pandemic at Muhammadiyah 1 Muntilan High School in 2021/2022, it can be concluded as follows: The problems of learning Islamic religious education during the Covid-19 pandemic at SMA Muhammadiyah 1 Muntilan that occurred were divided into two, namely the first problems experienced by teachers such as limited infrastructure, low mastery of technology, lack of effectiveness in teaching and learning, the second was the problems experienced by participants. such as lack of awareness of students as Muslim individuals, different levels of religious knowledge, lack of seriousness in learning religion, different levels of intelligence, family environment, community environment, playing environment. Furthermore, what efforts can overcome the problems of learning Islamic religious education during the Covid-19 pandemic at SMA Muhammadiyah 1 Muntilan, the answers can be concluded into several, namely preparing learning support facilities such as mobile phones, laptops, quotas, so as not to affect the quality of learning outcomes. teaching, conducting training beforehand for students and teachers, supporting teachers and schools with parents so that students continue to carry out their duties even though learning is not carried out at school, not letting children play too long with friends who are in a bad environment, the goal is to the child is not affected by the bad habits of his friends

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