



LEARNING STRATEGY FOR ISLAMIC RELIGIOUS EDUCATION DURING THE COVID-19 EPIDEMIC

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Abstract

Countries all around the world, including Indonesia, are being affected by the COVID-19 epidemic at the moment. As a result of the numerous issues that arose as a direct result of the pandemic, including those that occurred in the field of education, all of the educational pursuits, including teaching and learning, were moved online in order to reduce the risk of the virus spreading further. Learning in Islamic Religious Education encompasses individuals who contend with obstacles, primarily for the purpose of imparting a grasp of the subject matter to students through activities outside of the traditional classroom setting. The purpose of this research is to identify the most effective method for studying Islam in the midst of the COVID-19 pandemic as it exists today. In this investigation, a qualitative strategy is combined with a descriptive research approach. According to the findings, during the COVID-19 epidemic, the most common mode of instruction for Islamic theological and philosophical topics was online study. During the COVID-19 period, the strategies for learning Islamic religious education that were utilized include effective time management, preparation of media and technology, directing and motivating students to study seriously, maintaining discipline, and always maintaining communication with students.

Keywords: Strategy, Learning, Islamic Religious Education, Students, COVID-19.

Abstrak

Negara-negara di seluruh dunia, termasuk Indonesia, sedang dilanda wabah COVID-19 saat ini. Akibat berbagai persoalan yang muncul sebagai akibat langsung dari pandemi, termasuk yang terjadi di bidang pendidikan, semua kegiatan pendidikan, termasuk belajar-mengajar, dipindahkan secara online untuk mengurangi risiko virus. menyebar lebih jauh. Pembelajaran dalam Pendidikan Agama Islam mencakup individu-individu yang menghadapi rintangan, terutama untuk tujuan menanamkan pemahaman materi pelajaran kepada siswa melalui kegiatan di luar pengaturan kelas tradisional. Tujuan dari penelitian ini adalah untuk mengidentifikasi metode yang paling efektif untuk mempelajari Islam di tengah pandemi COVID-19 seperti yang ada saat ini. Dalam penelitian ini, strategi kualitatif dipadukan dengan pendekatan penelitian deskriptif. Menurut temuan, selama epidemi COVID-19, mode pengajaran yang paling umum untuk topik teologis dan filosofis Islam adalah studi online. Selama masa COVID-19, strategi pembelajaran pendidikan agama Islam yang dimanfaatkan antara lain manajemen waktu yang efektif, penyiapan media dan teknologi, mengarahkan dan memotivasi siswa untuk belajar dengan sungguh-sungguh, menjaga kedisiplinan, dan selalu menjaga komunikasi dengan siswa.

Kata kunci: Strategi, Pembelajaran, Pendidikan Agama Islam, Siswa, COVID-19.

INTRODUCTION

The COVID-19 pandemic has had many important affects and changes in all parts of human life, thus everyone must respond fast to find solutions to the changes that have occurred. From the time Corona became an epidemic in Indonesia in early March 2020 until now, the

government has implemented a variety of policies to deal with and overcome the COVID-19 pandemic, including working and studying at home, postponing all activities that draw large crowds, Large-Scale Social Restrictions (PSBB), and the most recent implementation of the New Normal policy. The government does this to limit the proliferation and addition of new COVID-19 clusters¹. This policy implements the Minister of Education and Culture's circular letter number 3 of 2020 on COVID-19 prevention in educational units and circular letter number 4 of 2020 regarding the implementation of education policies during the emergency period of COVID-19 spread (Coronavirus Disease). It is still compulsory to study from home online².

The COVID-19 pandemic has two effects on education's long-term viability. The short-term impact is the first one to take into account. Teachers, students, and parents all bear a psychological toll as a result of this. Educators are caught off guard because they must rethink all of their current teaching strategies, methods, and media, as well as develop new evaluations that take into account how students learn online and how they might achieve specific learning goals³. It's a hassle for parents, especially those who work outside the home, to follow their children when they learn online. In the same way, students who are used to learning in person with their teachers and peers may have difficulties adapting to learning on their own using unfamiliar medium⁴. Online learning has a more profound effect on teachers because they hold the key to their students' success. To keep up with the ever-changing educational system, they must be able to adapt their teaching methods. To attain predefined educational objectives, teachers must develop their skills in mastering learning materials, methodologies, and media⁵.

The second factor is the long-term effect. As a result, a large number of Indonesian citizens will have to deal with the long-term effects of COVID-19. Education has a long-term impact on Indonesia's justice system and regional disparities in socioeconomic disparity. If online education implementation isn't effectively managed, it could lead to lower standards of instruction and fewer qualified graduates⁶. Because of their lack of experience with online learning, parents, students, and teachers have had additional difficulties due to the infrequency with which online courses have been offered up to this point. In online learning systems, teachers and students have

¹ Hasanah, Aan, et al. "Analisis aktivitas belajar daring mahasiswa pada pandemi Covid-19." 2020.

² Alami, Yasni. "Media pembelajaran daring pada masa covid-19." *Tarbiyatu wa Ta'lim: Jurnal Pendidikan Agama Islam* 2.1: 49-56, 2020.

³ Dewi, Wahyu Aji Fatma. "Dampak Covid-19 terhadap implementasi pembelajaran daring di Sekolah Dasar." *Edukatif: Jurnal Ilmu Pendidikan* 2.1: 55-61, 2020.

⁴ Wardani, Anita, and Yulia Ayriza. "Analisis kendala orang tua dalam mendampingi anak belajar di rumah pada masa pandemi Covid-19." *Jurnal Obsesi: jurnal Pendidikan anak usia dini* 5.1: 772, 2020.

⁵ Megawanti, Priarti. "Persepsi Peserta Didik Terhadap PJJ pada Masa Pandemi Covid 19." *Faktor: Jurnal Ilmiah Kependidikan* 7.2: 75-82, 2020.

⁶ Sari, Ria Puspita, Nabila Bunnanditya Tusyantari, and Meidawati Suswandari. "Dampak pembelajaran daring bagi siswa sekolah dasar selama covid-19." *Prima Magistra: Jurnal Ilmiah Kependidikan* 2.1: 9-15, 2021.

limited knowledge of information technology, inadequate facilities and infrastructure, limited internet access, unprepared budgets, and most importantly, low student attendance due to various factors, including factors within students and less-than-optimal parental control. Online learning, on the other hand, is viewed as less effective and participatory than in-person learning.

In this condition, the teacher needs to carry out various kinds of learning strategies and innovations as alternatives to make learning outcomes more effective⁷. With this learning strategy, it is expected that students will continue to participate in learning; of course, what is expected is learning achievement as stated in the learning curriculum. This alternative is, of course, different in various regions from one. This is because the type of problem is not the same from one region to another, so it is natural to say that learning modifications or learning innovations during the covid 19 pandemic are the creativity of respective teachers⁸.

Of course, one strategy used is not entirely appropriate for different cases or places. Various alternative strategies make learning more effective even during the Covid-19 pandemic⁹. Teachers who try to make their learning outcomes more effective will undoubtedly lead to the achievement of learning outcomes compared to teachers who feel resigned to the conditions of the Covid-19 pandemic. Indeed, the results of learning during the Covid 19 pandemic cannot balance learning outcomes. But at least students have the ability or development that is in line with what is contained in the education curriculum as implemented by the government¹⁰.

There are several challenges in learning Islam during the pandemic when teaching students related material, both understanding concepts, and practices. Hence, as educators, it is essential to carry out various learning strategies that can be implemented without making it difficult for their students by providing appropriate learning methods by paying attention to style—learning so that students get an understanding of learning quickly and precisely¹¹. In this online learning, all parties must contribute to its implementation, with parents participating in monitoring and supervising when learning takes place at least once a week to minimize the lack of understanding of students when delivering material by educators. As educators, they are also

⁷ Iftitah, Selfi Lailiyatul, and Mardiyana Faridhatul Anawaty. "Peran orang tua dalam mendampingi anak di rumah selama pandemi Covid-19." *JCE (Journal of Childhood Education)* 4.2: 71-81, 2020.

⁸ Lubis, Rahmat Rifai, Nana Mahrani, and Leni Masnidar Nasution. "Alternatif Strategi Pembelajaran Selama Pandemi Covid-19 di STAI Sumatera Medan." *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam* 4.1: 1-16, 2020.

⁹ Kurniati, Kurniati, Nurdin Nurdin, and Nurasmawati Nurasmawati. "Improving Students' Cognitive and Affective Domains Students through Fostering Teacher Development." *International Journal of Contemporary Islamic Education* 2.2: 56-70, 2020.

¹⁰ Firman, Firman, and Sari Rahayu. "Pembelajaran online di tengah pandemi covid-19." *Indonesian Journal of Educational Science (IJES)* 2.2: 81-89, 2020.

¹¹ Jaelani, Ahmad, et al. "Penggunaan media online dalam proses kegiatan belajar mengajar pai dimasa pandemi covid-19 (Studi Pustaka dan Observasi Online)." *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS* 8.1: 12-24, 2020.

required to take time once a week to monitor their students via video or take the time to visit students who cannot access learning via the internet, so they don't miss lessons¹².

One of the most important variables in improving learning outcomes is the maturity of the preparation of learning methods, models, and media. Students' qualities and needs must be taken into consideration when teachers choose a learning strategy to meet Islamic Religious Education learning objectives during this online learning time. To attain the desired competencies, it is essential to implement a well-structured and appealing learning method¹³.

Departing from this background, the researchers tried to find an overview of the learning strategies of Islamic religious education during the COVID-19 pandemic and the efforts made by students and teachers so that learning went well and the material was conveyed appropriately because innovations used in learning can run optimally and achieve the desired learning goals.

RESEARCH METHOD

Qualitative research is used in this study, which uses a descriptive study methodology, according to ¹⁴. However, researchers can still provide analysis based on their interpretation, but they are limited to presenting performances. Qualitative research emphasizes the meaning, reasoning, and description of a specific situation (in specific situations) and analyzes more aspects of everyday life. This study uses qualitative methodologies because of various factors. There are two ways of describing Qualitative research data: as categorised phenomena or as a collection of data from the actual investigation itself. Third, the author does not withdraw himself from the research since the developed relationship is founded on mutual trust and is carried out intensively by the author and the research team.

RESULT AND DISCUSSION

1. Learning Strategy

For a strategy to be effective, it must encompass a wide range of actions, all of which must be carefully coordinated. A strategy is a methodical approach to accomplishing a specific

¹² Ahmadi, Syaiful, and Syahrani Syahrani. "Pelaksanaan Pembelajaran di STAI Rakha Sebelum, Semasa dan Sesudah Pandemi Covid-19." *Adiba: Journal of Education* 2.1: 51-63, 2022.

¹³ Novianti, Ely, Alda Rizka Fatkhia, and Zalik Nuryana. "Analisis Kebijakan Pembelajaran PAI di Masa Pandemi: Peluang Dan Tantangan." *Jurnal Pendidikan Islam* 11.2: 201-212, 2020.

¹⁴ Creswell, John W. "Research design: pendekatan metode kualitatif, kuantitatif, dan campuran." *Yogyakarta: Pustaka Pelajar* 5, 2016.

objective. It contains the activity's goals, the people involved, the content of the training, the process of moving, and the methods of supporting it¹⁵.

When it comes to education, it's called as "learning strategy," or simply "strategy." The term "strategy" refers to a teacher's broad approach to the learning activities that they want to implement. Dick and Carey say: "Instructional strategy is used generally to cover the various aspects of choosing a delivery system, sequencing and grouping clusters of content, describing learning components that will be included in the instruction, specifying how students will be grouped during instruction, establishing lesson structures, and selecting media for delivering instruction"¹⁶.

"A learning strategy is defined by Riding and Rayner as a set of one or more methods that an individual develops to facilitate performance on a learning task." According to this definition, learning strategies are a collection of one or more procedures required by pupils to facilitate their learning skills. The stages that must be completed in order to attain the learning objectives are referred to as the intended procedure. Thus, the strategy depicts the activities or methods utilized in delivering teaching materials in order to attain goals, competences, and learning outcomes.

In¹⁷, Kozma defines learning strategies as "any chosen activity that might provide facilities or help to students in order to achieve specified learning goals." Meanwhile, quotes Wilna Sanjaya as saying that a learning strategy is an action plan (a set of tasks) that includes the utilization of approaches and diverse resources or strengths in learning.

In this context, a learning strategy is described as a plan that includes a series of actions aimed at achieving specified educational goals. Strategy is an attempt to achieve success and success in aims. The learning strategy is a plan of action (a sequence of activities) that includes methodologies and various learning resources or strengths that are arranged to attain specified goals, notably learning objectives¹⁸.

Strategies in learning are certainly used to achieve goals in learning activities, the primary purpose of using learning strategies is to teach students to be able to learn of their own volition and ability, or independent learners that lead to learners who can do the following four essential things, namely:

- a) can diagnose the learning situation carefully:
- b) choosing the appropriate strategy for overcoming a learning problem,

¹⁵ Abdullah, Usep Mudani Karim, and Abdul Azis. "Efektifitas Strategi Pembelajaran Analisis Nilai Terhadap Pengembangan Karakter Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam." *Jurnal Penelitian Pendidikan Islam, [SL]* 7.1: 51-62, 2019.

¹⁶ Dick, Walter. "The Dick and Carey model: Will it survive the decade?." *Educational technology research and development* 44.3: 55-63, 1996.

¹⁷ Majid, Abdul. "Strategi pembelajaran." 2013.

¹⁸ Anitah, Sri. "Strategi pembelajaran." *Jakarta: Universitas Terbuka*, 2007.

- c) monitor the effectiveness of the selected strategy,
- d) have the motivation to participate in learning activities until the issue is resolved.

Jacobsen in¹⁹ suggests that, in principle, learning strategies are categorized into three types:

- a) Questioning Strategy. This strategy is a question and answer method in the form of presenting questions that must be answered, where the teacher asks questions to students, and vice versa; students can also ask questions to the teacher.
- b) Teacher Center Strategy. This strategy can be in the form of additional knowledge aimed at learning objectives, and the teacher provides information that must be remembered and memorized by students.
- c) Student Center Strategy. This student center strategy is a learning process that encourages students to play an active role in using their abilities possessed by students, and the teacher only acts as a facilitator.

The types of learning strategies proposed according to Saskat Animal Educational are divided into 5, namely as follows:

- a) Direct learning strategy (direct instruction). This dominant teacher-centered strategy uses lecture methods, dictating questions, explicit teaching, practice, exercises, and demonstrations. This strategy is effectively used to deepen knowledge or improve skills.
- b) Indirect learning strategies (Indirect Instruction). Indirect learning shows that students are much involved in observing, investigating, and forming hypotheses. The teacher switches roles from being a lecturer to being a facilitator, motivator, and personal resource. The teacher plans the learning environment, provides opportunities for students to be hands-on, and then provides feedback when they conduct inquiries. This strategy requires the use of printed and non-printed materials and human resources.
- c) Interactive Learning Strategy (Interactive Instruction). This strategy refers to the form of discussion and cooperation between students. Learning strategies are developed in the range of grouping and interactive methods.
- d) Learning strategies through experience (Experiential Learning). This strategy is learner-centered and activity-oriented. The emphasis is on the learning process. Teachers can apply this strategy anywhere, both outside and in the classroom.
- e) Independent learning strategies. It is a learning strategy that aims to increase students' initiative, independence, and self-improvement. The advantage of this strategy is to create

¹⁹ Yamin, Martinis. "Strategi dan metode dalam model pembelajaran." *Jakarta: GP Press Group*, 2013.

independent and responsible students. The drawback is that it is difficult to use this independent learning because there are students who are not yet mature.

Supportive learning media are essential for implementing learning approaches and paradigms. Every medium that is used to deliver messages (knowledge, skills, and attitudes) that can stimulate students' ideas, feelings, attention, and readiness to learn can be considered a learning media. Islamic Religious Education learning uses electronic media that incorporates technology in the form of online learning media. Using a smartphone with supporting programs, such as WhatsApp, YouTube, live Facebook, email and group meeting applications like Zoom (Google Hangouts), Google Classroom (Google Forms), and so on is the most convenient method for students to use.. Online learning programs such as the teacher's room, your school and so on can also be used to supplement your own efforts to teach students²⁰.

2. Islamic Religious Education Learning Strategy during the COVID-19 Period

The quality of learning is one of the essential factors in improving the quality of education. Improving the quality of learning is a crucial factor in improving the quality of education. Various learning strategies can be applied in learning, including blended learning proposed by the Ministry of Education and Culture. Several studies have found that blended learning can improve learning outcomes equal to or higher than students who study conventionally or thoroughly online, although success rates vary between disciplines^{21,22,23}. This teaching method emphasizes more on students to focus on the implementation of online learning, and teachers can combine effective teaching methods in the current online implementation of Islamic Religious Education learning. As educators, we should be able to innovate in creating various learning methods in Islamic Religious Education lessons that can be applied during a pandemic. Students are expected not to be fixated on one strategy but also to use other strategies to be accommodated and not left behind in their learning. This is also conveyed in his material about blended learning so that all learning styles are accommodated.

During the influenza pandemic caused by the covid-19 virus, the following are some strategies that can be utilized in online learning:

- a) Lecture method. The lecture method can be interpreted as presenting lessons through oral narrative or direct explanations to a group of students. To make it more interesting, the

²⁰ Tamara, Jessika, et al. "Strategi Pembelajaran Dosen Melalui Pemanfaatan Media Whatsapp Di Masa Pandemi COVID-19." *At-Ta'lim: Media Informasi Pendidikan Islam* 19.2: 351-373, 2020.

²¹ Hikmah, Afroh Nailil, and Ibnu Chudzaifah. "Blended Learning: Solusi Model Pembelajaran Pasca Pandemi Covid-19." *Al-Fikr: Jurnal Pendidikan Islam* 6.2: 83-94, 2020.

²² Darma, I. Ketut, I. Gede Made Karma, and I. Made Anom Santiana. "Blended Learning, Inovasi Strategi Pembelajaran Matematika di Era Revolusi Industri 4.0 Bagi Pendidikan Tinggi." *PRISMA, Prosiding Seminar Nasional Matematika*. Vol. 3, 2020.

²³ Diana, Purwati Zisca, Denik Wirawati, and Sholeha Rosalia. "Blended Learning dalam Pembentukan Kemandirian Belajar. Alinea: Jurnal Bahasa, Sastra, Dan Pengajaran, 9 (1), 16–22, 2020.

teacher can make an explanation of the material in the form of a learning video. The advantages of learning videos made by teachers will make it easier for students to understand the subject matter. It can be repeated if there is the material that has not been understood.

- b) Method of discussion. The discussion method can be viewed as a lesson presentation in which students are presented with an issue in the form of problematic questions and questions that must be addressed and answered jointly. This strategy is great for making studying more important and enabling students to communicate their ideas and views. Live video conferencing tools like as Zoom, Goggle Meet, Webex, and others can be used to hold discussions. Reciprocating comments on Google Classroom can also carry out dialogues, and written statements are provided.
- c) Method of Demonstration. The demonstration approach is delivered through displaying items, events, rules, and sequences of carrying out tasks that are relevant to the subject or information being taught, either directly or through teaching media. This method is used to demonstrate events or sequences of events. Demonstrations can be carried out directly through video conferencing applications or with the help of video media. In this case, the teacher can make a video of them explaining something.
- d) Recitation method This method requires students to make a resume with their sentences. The material can be in the form of readings or learning videos. After reading or watching, learners should create their resumes. This can make learners responsible and confident in their work.
- e) Problem-solving method. This method teaches problem-solving by emphasizing solving a problem logically. Learners can be given a question and then asked to find a solution. This method trains students to think critically, independently, and creatively.
- f) Discovery method This method asks students to find the material to be studied by themselves; this method trains the active involvement of learners in the learning process.
- g) Inquiry method. The inquiry method is a set of learning activities designed to maximize all students' skills to seek and examine systematically, critically, analytically, and logically in order to formulate their results. The teacher explains the content, and the pupils are then asked a series of questions about the material being presented. Teachers can assist pupils in answering difficult-to-understand questions. The learner recaps the topic at the end of the class.

The objectives of the learning itself must still guide the implementation of learning. Here are some online learning strategies that can be used during the Covid-19 pandemic.

- a) The teacher manages time effectively. For some students who are not used to studying alone at home, maybe this net learning becomes very boring for some students. From this problem, the teacher must optimize learning time as effectively as possible so that students' attention to the subject matter taught by the teacher can be absorbed optimally. Online learning in Islamic Religious Education learning seems quite tricky for educators and students in its implementation. This can be overcome if all parties can focus on its performance.
- b) Preparing media Technology that you want to use when delivering material During a pandemic, all learning media are transferred to online media; most of them have to use technology such as cellphones, laptop computers, tablets, and others needed to start net learning. When online learning in Islamic religious education can use WhatsApp, Zoom, Google Meet, and internet-based services. Educators can choose to use the application or what media is used to convey material to their students; they can select material that makes it easier for all students to use the application because not all regions have a stable internet network, and students have the cost to buy quotas for learning. However, the government has currently facilitated a monthly providing free quota to participate in online learning.
- c) Directing and motivating students to study seriously and discipline When online learning, as educators, we cannot supervise students like when they are at school; they are in their respective homes, which are different distances. It would be better for educators we monitor students and provide more understanding before the start of learning so that the material presented by educators can be understood and absorbed by students properly. As educators, we can occasionally do video monitoring via google meet or zoom to provide students with learning motivation to understand discipline in learning under any conditions.
- d) Always maintain communication with students. Those who are not used to using online media for learning can be given directions to get used to adapting to conditions during a pandemic. Educators have a great responsibility to educate students to succeed in the future. As educators, we need to hold online groups with the WhatsApp application to monitor students and establish good communication with students by occasionally asking if there are difficulties when doing assignments given by the teacher or if there are other obstacles, for example, related to quotas or others. As much as possible, educators make good use of the media used during online learning. In learning Islamic religious education using online media, there is also an effective alternative for face-to-face learning meetings in the classroom, which can be replaced with online media.

Some things must be considered and observed by an educator if you want to apply online learning strategies for Islamic Religious Education in the online learning process by choosing the one that is effective at making it easier for students because online learning will be less able to be mastered by students because of time²⁴. The implementation of this learning is carried out at each student's home. In online learning of Islamic Religious Education, students need a detailed explanation of the material by the teacher so that it can be implemented and attached to students' daily lives. As a teacher of Islamic religious education, you must make innovations in learning strategies that can be applied well online.

How teach Islamic religious education online can use a method that is not burdensome to students; teachers can change the lecture method without video by making a recording of the learning explanation, and then it can be sent via the WhatsApp application, which does not require a lot of quotas to open it²⁵. Or PowerPoint media to explain the material is also a medium that can make it easier for students to get material from the teacher quickly. There is another way educators can use online learning, which is relatively easy with the google form or google classroom. This media monitors student activity in the online learning process during the Covid-19 pandemic. Some students may only use this media because it requires a network and sufficient quota to participate in online learning. However, all students can also adapt to the online learning strategies implemented by educators. With all the positives and negatives that online learning has.

CONCLUSION

The capability of a teacher to design appropriate learning techniques is one of the factors that contributes to the success of Islamic Religious Education in attaining its aims. One of the most important aspects that might contribute to better learning outcomes is the degree of development reached by the preparation of learning techniques, models, and media. The Islamic Religious Education online learning process has been developed with different learning models that make use of internet network media and various programs that allow the deployment of online learning during the time known as Covid-19. Multiple forms of educational platforms, including Google Classroom, e-Learning, Zoom, YouTube, Google Meet, and other online platforms, are utilized in the process of online education. The provision of educational content to students is made simpler for teachers by the use of a learning platform, which in turn facilitates more effective instruction. Although the many benefits of online learning are not totally ideal, this

²⁴ Dini, Jurnal Pendidikan Anak Usia. "Tantangan guru dan orang tua dalam kegiatan belajar dari rumah anak usia dini pada masa pandemi Covid-19." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5.2: 1441-1463, 2021.

²⁵ Riding, Richard, and Stephen Rayner. *Cognitive styles and learning strategies: Understanding style differences in learning and behavior*. David Fulton Publishers, 2013.

can be observed from the many hurdles that must be overcome. These difficulties include a weak signal strength, the usage of equipment that do not assist learning, internet restrictions and packages, and the ineffectiveness of learning. Online learning for Islamic religious education subjects during the COVID-19 pandemic may make use of a variety of teaching strategies, including the following: the lecture method; the discussion method; the demonstration method; the recitation method; a problem-solving method; the discovery method; and, finally, the inquiry method. Meanwhile, tactics for covid-19 pandemic online learning include good time management, preparation of media and technology, directing and motivating students to study seriously, maintaining discipline, and always maintaining communication with students.

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