



Challenges of teaching islamic religious education during post-pandemic covid-19 at the State Islamic University of Datokarama Palu, Indonesia

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Received 19 Dec 2022; Accepted 24 Jan 2023; Published 4 Feb 2023

Abstract

The problem of learning the Islamic religion during the post-covid-19 pandemic is very important to study because it involves changes in learning strategies during the co-19 pandemic to post-pandemic. Even though the pandemic period has passed, it has left a number of challenges for students in facing face-to-face learning. There are a number of studies that have been conducted to discuss the Covid-19 pandemic both for the purposes of fulfilling information for the community and in the field of education. However, research related to the problems of teaching and learning in the post-covid-19 pandemic still needs to be completed. Through a literature review study and intensive field research in the Faculty of Tarbiyah and Teacher Training at the State Islamic University of Datokarama Indonesia, this study aims to explain the problems of face-to-face learning after the Covid-19 pandemic. The results of this study indicate that the problems of face-to-face learning after the Covid-19 pandemic have appeared in the face-to-face learning process and have had an unfavorable influence on the behavior of the students to go back to face-to-face lecture mode. The students are reluctant to involve in various face-to-face learning activities such as direct discussions, question and answer, and offline examinations. They used online learning activities which did not require direct interaction. The conclusion is that the problems that occur in learning can be solved by means of lecturers using various strategies in learning, both methods, and strategies. This research still has limitations, namely, focusing on more than one education department within the faculty. In the future, there will be other studies that involve more than one department.

Keywords: post-pandemic, covid-19, face-to-face learning, students behaviour

Introduction

The quality of learning is one of the factors that play a very important role in improving the quality of education [1, 2]. The objectives of the learning itself must guide the implementation of learning as it has been formulated by an educational institution. Organizing learning in Indonesia is a form of elaborating the mandate of Law Number 20 of 2003 concerning the Indonesia National Education System. In this case, it is stated that the purpose of national education is "to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible state [3].

The learning process is an interactive activity between teachers and students in the class [4, 5]. The learning process involves learning activities that determine students' success and help them achieve educational goals. The Covid-19 pandemic has passed, which was marked by the policy of the Indonesian government to implement post-pandemic education activities from elementary to higher education institutions. The policy was followed by the State Islamic University of Datokarama Palu beginning in mid-year 2022. The university has fully implemented face-to-face learning and teaching process. Since the mid-year of 2022, there were no teaching and learning practiced online.

The Covid-19 pandemic has had an impact and has changed

students' attitudes and behavior to stop activities outside the home, which should be done every day [6]. The pandemic required students to practice social distancing so that every vulnerable individual will not be infected with the Covid-19 virus. This situation has impacted education institutions to practice online learning during the pandemic. The experience of studying online affected students' attitudes and behavior when they were demanded to return to the face-to-face mode of learning in the mid of 2022.

Online learning lasts quite a long time which also caused students to become in the habit of using online learning tools such as mobile phones, tablets, and laptops in learning [7, 8]. The online learning tools really helped students in the learning process. However, on the other hand, the tools also brought a negative influence on the students' attitudes when they were asked to return back to the university to practice offline learning. The habit of online learning had created a new comfort in learning in which the students can practice learning everywhere and anytime without being restricted by time and space. As such, the comfort experience caused them to be reluctant to go back to offline learning mode.

However, limited studies have been conducted to understand the students' attitudes and behavior when they return to offline learning mode within a university context. This study, therefore, intends to study university students' attitudes and behavior during the post-COVID-19 pandemic learning

process. The aim of this study is to provide insight for academia and practitioners regarding the perception of students on post-pandemic covid-19 learning experience. This study might be used to solve problems related to post covid-19 learning syndrome. As such, post covid-19 learning can be improved to increase the student's education quality.

Literature review

Face-to-face learning is a learning process that is practiced through direct classroom teacher and student meetings [9, 10]. The face to face learning was practiced a long time ago before covid-19 came. Face-to-face learning is also considered a conventional learning model, which seeks to convey knowledge to students who bring together teacher with students in a room for learning that has the characteristics of a planned, place-oriented, and social interaction [11, 12]. Learning activities consist of face-to-face activities, structured activities, and unstructured independent activities. In face-to-face learning, it is possible for lecturers to apply several learning strategies, including:

Contextual learning strategy

The definition of strategy is knowledge and tips in utilizing all the resources that are owned, or that can be mobilized to achieve the goals that have been set [13-15]. Scholars also argue that a learning strategy is a learning technique that must be designed by lecturers to achieve their teaching goals [16, 17]. Contextual learning strategy is a holistic learning process that aims to motivate students to understand the meaning of the subject matter they are studying by associating the material with the context of everyday life.

Learning strategies are more important than learning outcomes [18, 19]. In a contextual classroom, the teacher's task is to help students achieve their goals. Teachers deal more with strategy than giving information. The teacher's task is to manage the class as a team working together to discover something new. Something new comes from discovering yourself, not from what the teacher says during the lesson.

Participative learning strategy

A participatory learning strategy involves students actively in planning, implementing, and evaluating learning [20]. The indicators of participatory learning are the emotional and mental involvement of students, the willingness of students to contribute to achieving goals, and learning activities that benefit students [21].

Learning with module

The module is a learning material regarding a particular subject that is arranged systematically, operationally, and directed for use by students, accompanied by guidelines for its use by teachers [22]. In general, learning with a module system will involve several components, namely: Student work institutions, worksheets, keys, question sheets, and answer sheets as well as the key. These components aim to clarify the tasks that must be completed.

Expository learning strategy

The expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally [23]. In this strategy, the subject matter is delivered directly by the teacher. Students are not required to find the material, the subject matter is as if it has already been prepared because the expository strategy places more emphasis on the speaking process. The goal is for students to train themselves to convey something that is in their minds.

Research method

The research method used in this study is qualitative and quantitative methods [24-26]. The quantitative method was practiced by using an online survey [27, 28]. The questionnaires were distributed online using a Google form to students who have carried out face-to-face learning during post-covid-19. Meanwhile, the qualitative method was practiced through in-depth interviews with five students and three lecturers. In addition, supporting data was secondary data from documents, articles, or news related to post-covid-19 face-to-face learning. Respondents in this study were third-semester students of the Department of Arabic Language Education.

In this study, data collection techniques were carried out by interviewing students of the Arabic Language Education Department in the third semester who carried out face-to-face learning. Interviews were conducted by asking questions in the form of documents which were distributed directly to the students. Documents analysis was carried out in order to obtain complete data, such as documents regarding assignments and discussion activities carried out during face-to-face learning. Test the validity of the data obtained using the triangulation technique by means of data analysis carried out by comparing various sources of data so that the results of interviews, observations, and document analysis can be fully analyzed [29]. In addition, data from questionnaires were analyzed using simple descriptive statistics using percentages. Meanwhile, qualitative data were analyzed using grounded theory as outlined by Strauss and Corbin [30]. The results of qualitative data analyses were presented based on thematic emerged from the interviews [31, 32]. Finally, some themes and graphs were presented to make sense of the data and to contribute to the body of knowledge.

Results and discussion

The results of this study indicate that students of the Arabic Language Education Department experience problems in face-to-face learning after Covid-19. Some students were in slow responses and not on time to enter the lecture classes. Some of the problems faced by students are discussed as follows:

Challenge to come on time because of previous online learning habits

The Covid-19 pandemic has had an impact on many things, and this condition is not only in social life. It turns out that this

impact has penetrated the world of education. In this case, the central government to the local government has issued a policy to close all educational institutions. The aim of this policy is to minimize the spread of COVID-19. Therefore, learning was initially carried out face-to-face to become online learning. Online learning students must study at home with the aim of suppressing the spread of the Covid-19 virus.

Lecturers carry out online learning in various ways, but what is certain is that in online learning, students must have a device that can be used in online learning, such as a mobile phone or tablet. As for the impact of the habit of staying at home, the students needed help to catch up with the offline time schedule. We found that there is a tendency for students to come to school late. Since the issuance of the policy of the Dean of the Faculty of Tarbiyah and Teaching Science regarding full face-to-face learning, most of the students have come late to the classrooms. The reasons the students come late to learning classes vary, as shown in figure 1 below:

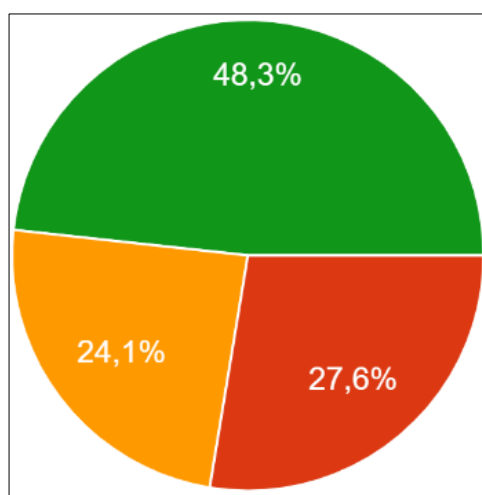


Fig 1: Students' reasons for coming late to classrooms

Based on the data in figure 1 above, it was found that the habit of staying at home can affect the timeliness of entering lecture classes. Of the 55 students who attended lectures at the Department of Arabic Language Education who were distributed the Google form questionnaire, it turned out that there were 29 students who filled out the Google questionnaire form, and this number was determined as the sample in this study as the results of research on the attitudes and behavior of students entering lecture halls vary widely.

The number of students who agreed that online learning has affected them to come late to offline classrooms was eight students or 27.6%. In other words, they agreed that they were often late for class due to the habit of staying at home during online learning. Then the number of students who disagreed that the delay in entering the lecture classes was due to the influence of staying at home during the Covid-19 period was seven students or 24.1%. Only a few students come sooner to classrooms. Furthermore, the number of students who did not agree that the habit of staying at home affected the attitude of being on time to enter the classroom was fourteen students, or 48.3%. There were also fourteen or 48.3% of students who were diligent or punctual, so it's natural for them to disagree

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about the effect of staying at home having a significant effect on the timeliness of entering lecture classes.

Based on these data, it has been shown that the arrival of students to attend lectures was generally still on time, and not due to the habit of staying at home. Meanwhile, others students said that delays in entering college were due to the habit of staying at home during online learning. For example, a student said that online lectures were one of the factors, but it was indeed quite influential because it made students not interested in coming to campus, plus the campus was quite far from where they lived. There are also many students who reason that they wake up late, so they are late for school. Then there are also students who need to arrive on time for school because there is no transportation.

According to another student, the habit of being late for college was originally due to the coronavirus factor, so he had to study online. For that reason, from now on, he set the time, for example, bedtime, and wakes up earlier than usual, tries not to stay up too often. Then he prepared everything he needed for lectures in the evenings, such as a laptop, stationery, etc. As a result, there is no need to leave behind, leave for campus early to avoid things that become obstacles on the road, for example, traffic jams, etc., ask help from those closest to you to always remind and motivate, for example, tell your parents to wake up early even though you have set the alarm, the point is that the pattern of life movement during a pandemic is changing slowly or immediately.

Challenge to adapt with face to face discussion

The second challenge in learning during the post-pandemic period is the need for students to provide answers or information during group discussions. What is meant by discussion is a meeting process of two or more individuals who interact verbally and face to face about certain goals or objectives through exchanging information, defending opinions, or solving problems. The discussion method is a method derived from participatory learning. A student said that the discussion method is a means to develop reasoning power because it gives students the opportunity to think freely. Figure 2 below shows the students' reasons for slow responses during face-to-face discussions in post-pandemic classroom learning.

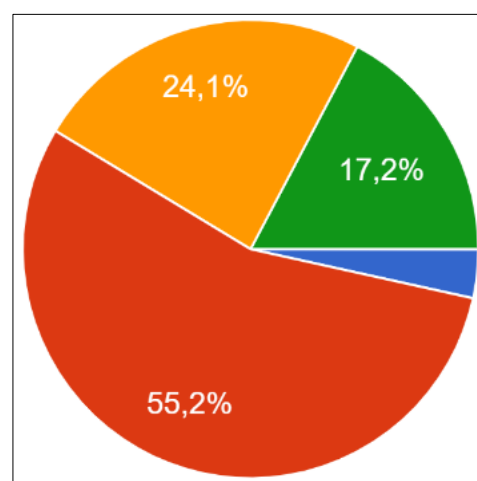


Fig 2: Student reasons for a slow response during the discussion

Based on the data from figure two above showed that students were slow to provide answers or responses during face-to-face discussions. The number of students who agreed that the habit of using cell phones during online discussions has slowed down their communication during offline discussions. In this case, there were 28 students, or 56%, experienced slow responses in group discussions. They experience difficulty in responding in a direct discussion mode, and they also need more skill in asking questions or making answers. They were used to search for information on devices when they had a discussion during online learning. However, they could not do that when a discussion was practiced in an offline context because lectures did not allow them to use such devices.

A student said that the situation would lead to a rather long silence because the questioner was waiting for an answer while the source person was still looking for a definite answer on the cell phone. The length of waiting for an answer really depends on the length of time to find an answer. This situation sometimes causes boredom. Furthermore, other students also said that the use of mobile phones had become a habit, so it is focused on something other than learning. Using a cell phone was also a sign of not being left behind in increasingly sophisticated technological developments. So, cell phones should also be used in the right place and at the right time so that they are used as best as possible and avoid negative things. Then, the number of students who disagreed with the impact of online learning on offline discussion mode was fourteen or 28% students. 28% of these students turned out to be students who were classified as smart. As such, they did not use mobile phones during offline learning discussions, but they used their own opinion and thoughts, both in making questions and in answering or conveying objections. According to a student, the habit of using a cell phone can reduce the activity of reading books which causes a lack of insight.

The use of mobile phones in online learning since 2018 has really helped students in online learning. They could find learning material easily, but it has reduced their ability to read conventional books and other conventional learning materials. A student said that the use of mobile phones in online learning was long enough to reduce their critical skills in an offline discussion. The students have become used to using mobile phones, and it doesn't seem easy to let them go because they were very attached to the devices. Furthermore, apart from the habit of using mobile phones, there is also the habit of staying at home during online learning, and it turns out that the habit of staying at home has become a new comfort. As such, the habit has an unfavorable influence on student activities, especially attending face-to-face lectures in classrooms. A student said that this problem often occurs because there needs to be more readiness to look for mobile phones, and this greatly affects the quality of students' understanding of the learning material. In a face-to-face learning mode, lecturers require the students to remove their mobile phones during discussion moments.

Another student said that lecturers and students must make an agreement or internal rules that in completing assignments or answering questions, there was a time limit. The score will be

different for each student depending on the time and how to answer it. If the time is fast and they answer with their own opinions without looking at the answer from a friend or cell phone, then the grade category is very good. However, if answering the questions took a long duration, and the students looked for the answers from their mobile phones, then the grade category was not good, not because the answers were not good but because the way of giving and looking for answers was not right or the answers were not based their own opinions. To anticipate things like this, students were advised to broaden their horizons by diligently reading, especially related to the material in the course. Students were asked to look for as many references as possible either from books or resume books related to the material, or journals.

Based on the results of this study, it was found that the use of mobile phones during discussion learning needs to be improved, both in asking questions and in providing answers quickly and in a timely manner. Whereas in fact students are expected that knowledge learn, understood, and store in the brain so that knowledge is really controlled and owned by students. As such, whenever and wherever knowledge is needed, it is immediately disclosed or conveyed to anyone without using a mobile phone.

Conclusion

The researcher concluded that full face-to-face learning in the mid-year of 2022 had been successfully carried out by the Faculty of Tarbiyah and Teacher Training. Even though some problems and challenges were found during face-to-face learning in the post-pandemic era, the learning activities were considered a success. We found some students had been affected by previous online learning habits, but their attitudes and behavior toward offline learning could be adapted to the new normal learning mode. Then based on research data, it was found that some students experienced difficulties in adapting to the new normal learning process. The difficulties include coming on time to classrooms, difficulties in expressing opinions without relying on mobile phones, and difficulties in expressing critical thinking because they get used to technology aids.

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