

The challenges of ISMUBA online learning in madrasah of pandemic era

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ARTICLE INFO

ABSTRACT

Keywords

Madrasah
ISMUBA
Learning Technology

The challenges of online learning in the schools or madrasa were so diverse during the Covid-19 pandemic, especially in ISMUBA (Al-Islam Kemuhammadiyah and Arabic) learning in Muhammadiyah schools or madrasah. Where the main determinant of the success of ISMUBA online learning lies in one of them is the mastery ability of Islamic Education or ISMUBA teachers in the application of learning technology. The purpose of this study is to examine in depth the mastery and challenges of ISMUBA teachers of the use of learning technology of MTs Muhammadiyah 1 Kasihan Bantul Yogyakarta in order to support the success of online ISMUBA learning. The results of this study indicate that: (1) Online learning patterns must be part of all learning so that teachers can get used to using the online system even though it is not in a pandemic condition; (2) The importance of mastery of learning technology (ICT) for PAI [ISMUBA] teachers in order to smooth learning in era's modern education world, because fact in the field of teachers still show that they are not maximal regarding mastery of ICT.

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Introduction

Good education is an education that can adapt to any changing times and is able to adapt to developments in science and technology. Of the many components of education, it is educators who play a vital and foremost role in achieving educational goals that are in accordance with the mandate of the law. Educators are determinants of the success of an educational concept which is facing increasingly complex challenges. Apart from the classic problems that have not been resolved, such as gaps in the level or quality of education between regions, the cost of education that is not cheap, the curriculum that is always changing and has not found the best portion for the advancement of education in Indonesia, this phenomenon is exacerbated by the emergence of the Covid-19 pandemic. which attacks globally including Indonesia until now. So that the educational process undergoes significant changes, especially in the learning process.

The spread of covid-19 has changed the form of educational activities, where previously learning activities were carried out offline or face-to-face between educators and students and all elements of the school, now it has turned into an online system, where learning is carried out online with various platforms or media such as E- Learning, Google Classroom, Google Meet / Zoom Meeting, WhatsApp and so on. So that the learning process is followed from the homes of each student and educator.

Online learning has been carried out since the issuance of the Minister of Education circular, No. 4 of 2020 regarding the learning mechanism. The Circular Document Number 4 of 2020 concerning Implementation of Education Policies in an Emergency the Spread of Coronavirus Disease (Covid-19) contains important points regarding the cancellation of the 2020 national exam, the learning process from home, to manage the implementation of semester exams and the procedures for admitting new students. This regulation was issued in order to anticipate the spread of Covid-19 to become more widespread, especially in the world of education.

The changing of the learning system at school certainly have an influence on completeness or achievement of learning objectives. Both in terms of positive and negative influences. This means that in addition to learning with an online system it can be an effective and efficient alternative in supporting learning, it can also present new problems that actually hinder the achievement of learning objectives. Of course, many aspects become parameters, such as the availability of facilities and infrastructure, supporting access, and good competence for educators.

The above phenomenon is a challenge for every educator in schools, including the teacher [educator] at Madrasah Tsanawiyah Muhammadiyah 1 Kasihan Bantul Yogyakarta. Besides that, each subject also has its own challenges and problems in designing an online learning concept. Such as ISMUBA (Al-Islam, Kemuhammadiyahan and Arabic) lessons at Muhammadiyah schools / madrasahs. This is the focus of the study in this study, namely what challenges are faced by Islamic Education (ISMUBA) teachers in designing online learning, as well as how the competence of educators in applying learning technology to every teaching and learning activity, especially in ISMUBA subjects.

Literature Review

First, the research result by Sutarman, et al., Related to the Adversity quotient (AQ) values and ICT (online media) education toward students' characters. The result showed: it usefulness of the adversity quotient (AQ) values and ICT (online media) education toward students' characters, during namely: (a) students become possessed of strong fighting spirit in learning; (b) more flexibility is not limited by space and time and helps students' understanding because learning is more interesting; (c) students are rich in sources of knowledge through ICT (online media) easily and quickly and (d) also have good academic achievement (Sutarman, et. all., 2020). Second, Juju

Saepudin's research result related to the utilization of ICT for Learning in MAN 1 Garut. The result of his research showed that: that internet network of the Madrasah is slow, so it needed the increasing the capacity of internet access in the using of ICT for the teaching and learning process run well (Juju Saepudin, 2018).

Based on this study, it can be explained that the position of this research is that this research aims to provide a clear description of the learning phenomena faced by educators at MTs Muhammadiyah 1 Kasihan Bantul Yogyakarta, so that it is expected to be a reflection material for the progress of the learning system in the future, especially for MTs Muhammadiyah 1 Kasihan and for all educators in Indonesia in general. In addition, it provides an overview of PAI / ISMUBA educator candidates of the importance of having maximum competence and skills so that they are able to adapt to all forms of change.

Method

This research uses qualitative methods with a qualitative descriptive research approach. Qualitative research is a process of research and understanding based on methods that investigate social phenomena and human problems. Using this qualitative descriptive approach serves to collect actual information in detail that describes existing symptoms, identifies problems or checks prevailing conditions and practices, makes comparisons or evaluations, and determines what other people are doing in dealing with the same problem and learning from experience to set plans and decisions for the future (Jalaluddin Rakhmat, 2000).

Meanwhile, the data collection technique used in this study was the interview technique. The interview is a data collection technique by means of communicating with data sources. The communication is carried out by means of dialogue (question and answer) orally, either directly or indirectly (I. Djumhur, 1985). In addition, direct observation or savings were also carried out in order to increase and ensure data from the interview results. The data analysis technique that the writer took to research was descriptive qualitative, namely by describing the phenomena that occurred in the research object, then analyzed and drawn conclusions.

Research Result

Education in Muhammadiyah is an important spectrum which is used as a means of da'wah for the Muhammadiyah organization through the world of education, enlightening the community through Ismuba, including lessons on Akidah, Morals, Worship, Date, Arabic, and specially designed hadith Al Qur'an. at Muhammadiyah schools so that students have provisions after graduating as graduates who are ready to overcome the lack of knowledge of students in the religious field, both in terms of experience or life skills. In Madrasah Muhammadiyah Kasihan related Ismuba are taught 42 hours of lessons a week, there are also activities student organizations such as IPM, PMR, KIR

and football extracurricular organizations, badminton which were running well before the pandemic.

Related the competence is an absolute requirement to improve the quality and quantity of an ISMUBA teacher at Muhammadiyah educational institutions in order to produce students who are religious and in accordance with Muhammadiyah's personality. From the results of teacher interviews related to pedagogical competence in general, it can be concluded that most ISMUBA teachers know the pedagogical competence of teachers. There are only a few teachers who do not know pedagogical competence and even then the new teachers recruited by the school. According to the results of the interview with the principal, ISMUBA teachers who are already competent in pedagogical competence have educator certificates. Therefore, the researcher will explain how to implement pedagogic competence in the classroom to see how much pedagogic competence is in the teaching-learning process.

The results of the study were based on the results of an interview with a teacher at MTs Muhammadiyah Pity: "... the teacher must know how much understanding the students understand in absorbing the lessons presented. Therev are at least 4 kinds, that must be considered by teachers in understanding students, namely: (1) the level of intelligence, (2) creativity, (3) physical condition and (4) development cognitive. The challenges that affect the cognitive development of students in this pandemic start from the lack of teachers being able to control student learning, different from what would normally be seen when in the classroom, understanding the characteristics of students who can usually be identified through meetings. So during online learning only two Core Competencies can be applied, namely Skills and Knowledge [the results of an interview with the teacher of MTs Muhammadiyah Kasihan Bantul, 2020).

Evaluation of Teacher Pedagogic Competency

Regarding the competence of the ISMUBA MTs Muhammadiyah teacher It was pity when the researcher observed [seeing] firsthand how the teaching and learning process Alhamdulillah was quite good, but the shortcomings were in the teaching administration. In this condition, there are almost many teachers. be it foundation permanent teachers, civil servants and non-permanent teachers rarely make online syllabus and lesson plans. "... Therefore, it can be concluded that the readiness of teacher administration, especially in terms of syllabus and lesson plans, is quite worrying, both before the pandemic and afterwards related to e-learning. In addition, it can be ascertained that the learning carried out is not optimal because one of the keys to the success of learning management is the making of the administration of RPP [lesson plans] so that the achievement of SK and KD [basic competence] can be fulfilled. Then, it also includes the use of technology [ICT] which is only recently understood by teacher teachers so the teaching process still in the learning and improvement stage. This shows that: ISMUBA teachers in Madrasahs are still

lacking in meeting the pedagogical competency criteria of educators, including those related to mastery of ICT [media on line] which supports learning activities to run well and smoothly, especially in the current atmosphere of the Covid 19 pandemic (the results of an observation by Mulyawan in madrasah, 2020).

Discussion

Based on the observation, by (Mulyawan, 2020) During the physical distancing policy of education which later became the basis for implementation learning at home, with the use of technology [ICT] for learning that suddenly made teachers [educators] and also the students shocked because changed of the teaching and learning activities, including the students' parents who would guide more intensely. Based on the fact above, they need for online system repair, as the following: a). There must be a system change policy for the implementation of online learning in each subject according to the application of technology-based learning according to the capacity and availability of technology; b). Online learning patterns must be part of all learning so that teachers can get used to using the online system even though it is not in a pandemic condition; c). The government must support the ICT equipment used in schools that still lack facilities in small cities or rural areas; d). Educators must upgrade their abilities and skills in creating attractive learning media.

Conclusion

The teachers or educators are determinants of the success of an education concept. Including changes in the situation and the times that are increasingly facing challenges, such as: (1) the level of quality of education between regions, (2) the cost of education is not cheap, (3) the curriculum is always changing and has not found the best portion for the advancement of education in Indonesia, This phenomenon is coupled with the emergence of the Covid-19 pandemic that has attacked globally, including Indonesia until now. Changes of the situation and the learning system in schools / madrasah certainly have an influence on completeness or achievement of learning objectives. Both in terms of positive and negative influences. For example, learning with an online system, although it can be an effective and efficient alternative in supporting learning, it can also present new problems that can hinder the achievement of learning objectives. Therefore, educators: (1) must always be ready for change, (2) master the competence of teachers, (3) master ICT as a support for learning to run smoothly which has a positive impact on the achievement of student learning completeness.

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