The Efforts of Islamic Education Teachers to Improve the Effectiveness of Learning during the Outbreak of COVID-19 at SMA Al-Azhar Mandiri Palu

Dyah Permatasari[1]***,** Sagaf S. Pettalongi[2] & Rusdin Rusdin[3]
[1] Faculty of Islamic Education Master's Degree, Universitas Islam Negeri Datokarama Palu
[2] Universitas Islam Negeri Datokarama Palu
[3] Universitas Islam Negeri Datokarama Palu

*Corresponding Author: Dyah Permatasari Email: diiahpermatasarii98@gmail.com

ARTICLE INFO	ABSTRACT
Volume : 1 ISSN : **KEYWORDS** Improve the Effectiveness of Learning , Pandemic Covid-19,	This research focuses on the efforts of Islamic education teachers to improve the effectiveness of learning during the outbreak of COVID-19 at SMA Al-Azhar Mandiri Palu. This research also aims and is expected to give more benefits toward the development of learning innovation, especially the data sources and additional information to teachers and headmasters to improve national education. This is qualitative research with a case study approach that obtained the data through observation, interview, and documentation. The data gathered then were analyzed using data reduction techniques, data presentation, data verification, and conclusions. The results show that to improve the effectiveness of learning during the outbreak of COVID-19, Islamic education teachers employed some platforms such as Whatsapp, Zoom, Google Classroom, and Google Meet to run online learning. The teachers also applied a coaching system to improve students' discipline when following online learning. The development of science and technology can meet the demands of society if all parties increase awareness and sincerity to optimize the utility of education sources even though still limited and far from the ideal concept.

1. Introduction

Education is one of the essential components of human nature as an individual and social being. The quality of how someone views and acts can be influenced by his or her education level. This is why education plays a significant role to make humans grasp knowledge and contribute to creating leading and dignified nations. Education also has other several important roles, such as improving humans' knowledge spirituality and religion, becoming a platform for learners to develop their potential, and forming their morals, intelligence, personality, and skills needed by themselves (Basri, 2016). Therefore, the education system is supposed to be the main topic for the government to develop the nations.

The global education challenge faced in 2020 mostly was caused by the outbreak of COVID-19 that then also changed the learning system and school activities in Indonesia. Face-to-face learning usually conducted at schools or universities had to turn into online learning. Not only the education aspect, but also the whole daily life activities done in public were also restricted. The government attempted to maximally restrict people from direct contact and applied social distancing. This

---

[1]**Dyah Permatasari** is a Student at the faculty Islamic Religius Education, Universitas Islam Negeri Datokarama Palu, Indonesia. This paper was presented at The 1st International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2022 as a presenter held by the Postgraduate School Universitas Islam Negeri Datokarama Palu, Indonesia.

aims to reduce the number of deaths caused by the virus, so the government applied this restriction policy and obliged society to do activities or work from home.

During online learning, teachers experienced many obstacles when implementing the learning process. Supriyadi (2015) stated that there are several factors that can influence how good or bad the situation is in the learning process, and one of those factors is the environment. To achieve the maximum result in learning activities, supporting factors such as the good condition of students, supportive facilities and environment, and correct learning process can give a big impact on the effectiveness of learning. Undeniably, online learning is a new system that must be implemented by the teachers, and it makes them confused in carrying out the learning methods since it has never been conducted previously in Indonesia. According to Zuhairini (1993), a teacher is like the spearhead of learning, and they are required to have attitude, mentality, and ability to support the implementation of the learning process well. Therefore, the ability possessed by teachers to conduct online learning has a big influence to make the learning process more effective.

The outbreak of Coronavirus Disease-19 (COVID-19) forced the learning process to fully utilize the technology, and practically there are many challenges and various problems faced by the teachers and students to implement it. Because the existing facilities and infrastructures at schools sometimes were not accommodated evenly and thoroughly during the outbreak of COVID-19, online learning was actually not ready enough to be applied. Therefore, this became the main obstacle. Additionally, the data balance needed in online learning burdened the students whose families were economically disadvantaged, and the internet access was still not evenly distributed especially in remote areas. This made the students find it difficult to join the online class. Moreover, the assignments sometimes were not given to all students evenly.

Based on the prior observation that the researcher did at SMA Al-Azhar Mandiri Palu, this school also conducted online learning as what was regulated at that time by the Ministry of Education and Culture regarding the Coronavirus Disease-19 (COVID-19). SMA Al-Azhar Mandiri Palu is one of the best schools existed in Central Sulawesi that is also famous as a school which has outstanding students and a school that is superior in every academic or non-academic competition (Wartakiat, n.d.)(Mercusuar, n.d.). This encourages the researcher to examine the efforts of the Islamic education teachers at that school to increase the effectiveness of learning. Thus, the problem of this research focuses on how Islamic education teachers improve the effectiveness of learning at SMA Al-Azhar Mandiri Palu.

Therefore, the significance of the study in this research is to find out the efforts of Islamic education teachers when improving the effectiveness of learning during the outbreak of COVID-19 at SMA Al-Azhar Mandiri Palu, and it is also expected to give benefits for the development of learning innovation, especially as the data sources and information for teachers and headmasters.

2. Literature Revie
2.1 The Definition of Learning Effectiveness

Learning is the most important part of the world of education held in a school environment. The learning process becomes the core, and teachers become the main role to implement the overall learning process. Hamalik (2004) defines learning as a structured combination that consists of human elements, materials, facilities, and procedures that can support and influence each other to achieve goals. Meanwhile, Djamaluddin & Wardana (2019) stated that learning is assistance provided by educators to implement the process to make students acquire knowledge, master skills and characters, and shape attitudes and beliefs. On the other hand, learning is the process to support the students to learn very well. Basically, learning is a set of activities that involves information and environment that are arranged orderly to make the students easier to learn.

The environment here means not only a place where the learning process occurs, but also the methods, media, and tools needed to deliver the information. Learning is the effort done by educators to support students to gain knowledge and help them easily achieve the purpose of learning. Learning is also the main process conducted in school life, so the teachers who teach and the students who learn are expected to get advantages. This means that teachers and students should meet the requirements in knowledge, ability, attitude, values, and personal character in order to make the learning process can be done efficiently and effectively (Suprihatiningrum, 2016).

The success of effectiveness can be determined based on the targets that are achieved or not. The closer the result of activities to the target, the higher the effectiveness level is. Siagian (2002) said that effective learning is defined as one of the learning processes that does not only value the results from what has been achieved by the students but is more about the process of how the students experience effective learning, such as having a good understanding, intelligence, perseverance, opportunity, and quality that later on can improve the students' behaviors in their lives. Additionally, Khanifatul (2013) also stated that effectiveness is one of the parts that is determined in the learning process. Basically, the effectiveness is functioned to describe how learning aims have been achieved by the students. To see the effectiveness of one of the learning aims, it can be measured by using or seeing the learning concept gained that can be applied in the further learning program or in daily life (Nurdin, 2015).

The effective learning activities are usually student-centered, for example, educative interaction between teachers and students, democratic situations, various teaching methods, appropriate and beneficial materials, and supportive environment and learning facilities. Student-centered learning means that students become the main part of the learning activity, and all activities must be conducive to the student's development. The success of the learning process lies in the self-realization of the student as an independent person, an effective learner, and a productive worker. Student-centered learning is usually categorized as active learning that involves students in physical activities or stimulates them in thinking.

Based on the evaluation and research results found by Wortuba and Writght, there are 7 (seven) indicators identified and indicated as effective learning (Khanifatul, 2013).

1) Well-organized material
Organizing aims to regulate the learning process. In this case, the educator that also becomes a facilitator is supposed to clearly understand every material given to students that consist of (1) the details of the material, (2) ordering the easiest material to the hardest one, and (3) linking the material to the goals. Organizing materials for every meeting is always divided into three stages of teaching activities, namely introduction, implementation, and closing.

2) Effective Communication
In the learning process, the ways how effective communication occurs are for example speaking fluently, providing explanations by mentioning examples, and using proper intonation and expressions. This can make the learning situation more interesting because the importance of effective communication in learning can make students easier to absorb information and knowledge clearly and happily. Therefore, this will give a positive impact on its process.

3) Mastery and enthusiasm toward subject matters
The educator is required to master each learning material correctly. The educator also needs to integrate the material taught with the knowledge that students learn. Moreover, from the result, the educators have to link the material with the current development. Therefore, the learning process becomes more 'alive', especially if they have mastered and can organize the materials systematically and logically.

4) Positive attitude toward students
Robert M. Mager stated that there are several positive attitudes toward students: (1) Receive students' responses both right and wrong as well as appreciate it as an effort to learn. (2) Rewarding or reinforcing the right responses. Every opportunity can be used to support students that have struggled, and this means not only those who have been successful. (3) Conveying the objectives to the students. It is better to explain the objectives of learning to the students. If it is not delivered well, it can reduce the effectiveness of learning.

5) Fair Assessment
In grading the assignment, the suitability of the test can be reflected in its learning materials. One of the benchmarks of fairness is consistency toward the achievement of learning goals. Students must attempt as maximal as possible to achieve the goal. In the initial stage of learning, the students will obtain various kinds of assessments that can help them develop themselves, such as formative tests, papers, projects, final tests, and other questions which contribute to their final score.

6) Flexibility in the learning approach
In a learning activity, educators must be able to determine the characteristics of the students, the characteristics of subject matters, and the obstacles faced. This is because every student has a different character. Various learning approaches can be utilized as one of the indications where enthusiasm in teaching exists. The students who have the below-average ability are given more chances to get additional time when learning the lessons which are still unfinished. On the other hand, the students who have the above-average ability are given a question. This question can be a benchmark for whether the students who have completed the values truly understand the materials well or not.

7) Good learning outcomes for the students

Educators must be able to determine the learning outcomes obtained by the students. After the educators assess the learning outcomes, it will be easy to understand the mastery and skills achieved by the students. Hence, it can be categorized that one of the indicators of effective learning can be known as good learning outcomes for the students. In achieving learning success, students need to master the subject matters delivered by the teachers. By evaluating it, the educators can understand how far the students master the lessons given. This is the only way to determine the accuracy of learning and success.

3. Methodology

This is qualitative research with a case study research design. In this research, the researcher actively observed the research location selected as the instrument and also data collecting tools such as words and actions, and the other is additional data such as documents and other related things. Then, the researcher also attempted to answer the research problems by describing them in narrative forms. The data collection techniques employed by the researcher are observation, interview, and documentation.

The next step that the researcher did was analyzing the data, and the technique employed was an interactive model. There are some flows in this activity, namely (1) data reduction, (2) data presentation, and (3) data verification. The first way was to group the data into several categories, then make the patterns, explain the data using the patterns, divide what will be learned and underline the essential data, and lastly, draw the conclusion to make the readers easy to understand especially the researcher herself. This also makes the data obtained well-organized.

In qualitative research, it is important to check the data to gain vailidity and credibility. To check the data validity, the researcher applied critical analysis with several triangulation methods, namely (1) triangulation that uses the data sources (2) triangulation that uses methods (3) triangulation that uses investigators (4) triangulation that uses theory (Moleong, 2007). In checking the data validity, the researcher can use triangulation techniques on the data obtained by visiting to the research location again and checking the data based on the ways above.

4. Results And Discussion
4.1 *The Efforts of Islamic Education Teachers to Improve the Effectiveness of Learning during the COVID-19 at SMA Al-Azhar Mandiri Palu*

The success of the learning process can be influenced by several factors, such as the ability of the students, the professionalism of the educators, supportive facilities, and the environment. A teacher is one of the essential components that have a big impact when carrying out the learning process. Teachers play a role not only as a knowledge source but also as a learning facilitator for the students. After the offline learning system switched to online, there are many new things faced by the teachers and also the students at SMA Al-Azhar Mandiri Palu. One of the Islamic Education teachers found it confusing when carrying out online learning. Nurun Nabila Safitri said:
"To conduct the learning process currently regulated, I find it a bit difficult because it is hard for the teachers to determine whether the students respond to the lessons and understand the materials or not."

This becomes a challenge for teachers, especially Islamic education teachers in teaching Islamic values. Online learning also has an impact on the effectiveness level of learning experienced by Islamic education teachers, and this is also stated by an Islamic education teacher called Abdul Muluk:
"Automatically the effectiveness of online learning systems decreased. It is not as effective as face-to-face learning occurred in the classroom. Because all activities carried out online, it is difficult for the teachers to directly control everything and only rely on the network quality. So, it is hard to make online learning can be run like face-to-face learning".
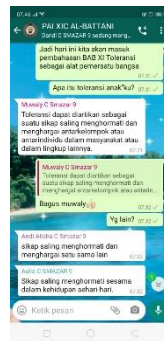
It is undeniable that there is a significant difference to run between online learning and offline learning. Therefore, the researcher observes the schools and teachers to create accurate strategies to do the learning process, especially Islamic education teachers that utilize some applications to connect the teachers to their students. As stated by Abdul Muluk:
"I myself use various applications such as Zoom, Whatsapp, Google Classroom, Google Meeting, or other applications that can be utilized to help the online learning process".
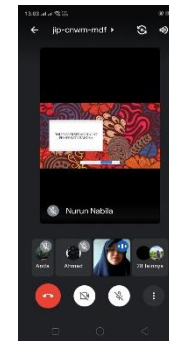
Based on the result observed by the researcher. Islamic education teachers started the learning process by sending the message to Whatsapp group. This Whatsapp group was made to invite the students to join the class as scheduled according to the class in face-to-face learning at school. Teachers gave messages like greetings, explained material subjects, and also shared an online attendance list. This is to sign the students that the learning process is going to start. Then the teacher gave the link to join the application used. The applications utilized by the teachers are various such as Google Meet, Zoom, or Google Classroom. The usage of these various applications also is included as the efforts made by the teachers to minimize the trouble with the network on the application. (See picture)

Picture 1	Picture 2	Picture 3
Start the learning process	Introduction of the learning	Learning via Google Meet

The teachers' efforts to increase the effectiveness of learning such as using learning media by creating the materials through PowerPoint (PPT) that then was shared it through the platforms such as Zoom and Google Meeting, creating the learning videos for the students to self-study in case the network troubles happened or when impossible to conduct online learning, and utilizing the online learning sources from Youtube that then sent it to the students for additional learning sources. Many efforts have been made by the teachers to run the learning process, and these are not aimed to burden the students when following the learning process including using the applications or media. One of the students named Alif Median also said:

"The teachers usually used various applications, sometimes Google Classroom, Google Meeting, or Zoom. In our class, the teachers usually marked the attendance list through Whatsapp. Then, they also usually shared the lessons through Google Classroom or Google Meeting, or sometimes Zoom. When the questions-answer session started, we can ask the questions through the Whatsapp group. If the meeting is almost over, we can back again to Google Classroom to check the assignment given by the teachers. Then in the last few minutes, we usually got the assignment through the Whatsapp group".

In the online learning process, the researcher also analyzed the observation results regarding the learning method employed. Islamic education teachers found it difficult to teach as expected and planned. Besides the appropriate learning media, the learning methods used by the teachers were the interview and the question-answer method. Here is the interview result with an Islamic education teacher named Nurun Nabila Safitri:

"The learning method I usually use is lecturing with the question-answer session. When I teach, I do not use many learning methods because I find it difficult to apply other learning methods. Especially in this online learning, the time sometimes is not enough to explain the materials with the time given. This is why the learning method is limited especially when we conduct online learning."

However, the Islamic education teachers of Class XI and XII did not only use the lecturing method (the method that urges the teachers to only explain the material or the teacher is the only one who is active). This teacher also attempted to make the students more active by applying cooperative learning. The students can discuss and conclude the lessons, or they were assigned to make a project about natural science related to Islamic education. Here is the interview result with the Islamic education teacher, Abdul Muluk.

"I mostly use classic learning methods like cooperative learning, but sometimes I also mix it. Sometimes I also use the STAD approach, so the teacher delivers the material, then the students are divided into several groups and given the time to discuss it before concluding the materials. In the group, there is also problem-solving, they have to solve the problems, especially the materials that relate to Islamic education. Sometimes I also use cooperative learning with the STEAM education method if we want to create a project. The material about natural science such as IPA, Mathematics, or Biology. For example, I give the material about the distribution of zakat. It also still relates to the exact element, of how much should be given if the

haul of maal zakat has been achieved in someone's wealth. The result will be accumulated, and to count this we can use STEAM method.

In applying the learning method, the Islamic education teacher tried to use various methods to make the students still active in learning even though it is online learning. The learning process occurred during the outbreak of COVID-19, SMA Al-AHzar Mandiri Palu has its own way to give a deterrent value to the students who did not do assignments or to the students who acted bad attitude when the learning process was running. The school applied a system called coaching. With this system, the teachers hope this can decrease the level of delinquency in students and can improve them to have better attitudes and characters. This coaching was done minimal for 3 days and maximum for 1 month, so the students in the coaching period had a duty to clean the schools such as sweeping, pulling weeds, and others. For the Islamic education teachers, the students were sometimes given the assignment to memorize Quran verses and hadiths during the coaching period. The school also helped the students who experienced barriers to participating in online learning. One of the obstacles was trouble with students' learning tools (smartphone/laptop). The school allowed the students to have an offline class at school but still with full health protocols. The schools understood that the regulation was not to make any crowds, and the permission given was only for one or two students to join the offline learning using school facilities.

5. Conclusion

The conclusion that can be drawn from this research was that Islamic education teachers at SMA Al-Azhar Mandiri Palu have applied various methods to improve the effectiveness of learning during the outbreak of COVID-19 by utilizing platforms such as Whatsapp, Zoom, Google Classroom, Google Meeting for running the online learning. Islamic education teachers also conveyed the learning materials by creating PPTs or videos that then were sent to the students during the learning process and also sent to the students as additional learning sources that can be learned by the students independently. The coaching system carried out by the school also helped improve the students' discipline and to do active learning.

The development of science and technology as well as the demands of society now force the students to be more effective in improving the quality of education, especially at SMA Al-Azhar Mandiri Palu. It is also necessary to have awareness and sincerity from various parties to optimize and utilize the education sources even though it is still limited and still far from ideal conditions.

References

Basri, Beni Ahmad Saebani & Hasan. (2016). *Ilmu Pendidikan Islam*. Cv Pustaka Setia.

Djamaluddin, A., & Wardana. (2019). Belajar Dan Pembelajaran. In *Cv Kaaffah Learning Center*.

Hamalik, O. (2004). *Proses Belajar Mengajar*. Bumi Aksara.

Khanifatul. (2013). *Pembelajaran Inovatif: Strategi Mengelola Kelas Secara Efektif Dan Menyenangkan*. Ar-Ruzz Media.

Mercusuar. (N.D.). *Sma Al-Azhar Palu Juara Lcc Museum*. Https://Mercusuar.Web.Id/Pendidikan/Sma-Al-Azhar-Palu-Juara-Lcc-Museum/

Moleong, Lexy J. (2007). *Metodologi Penelitian Kualitatif*. Pt Remaja Rosdakarya.

Nurdin, Hamza B. U. & M. (2015). *Belajar Dengan Pendekatan Paikem: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Efektif, Menarik*. Pt Bumi Aksara.

Siagian, S. P. (2002). *Kiat Meningkatkan Produktivitas Kerja*. Pt Rineka Cipta.

Suprihatiningrum, J. (2016). *Strategi Pembelajaran: Teori & Aplikasi* (Iii). Ar-Ruzz Media.

Supriyadi. (2015). *Strategi Belajar Dan Mengajar* (1st Ed.). Penerbit Cakrawala Ilmu.

Wartakiat. (N.D.). *Smp & Sma Al- Azhar Mandiri Palu Kembali Ukir Prestasi*. Https://Wartakiat.Com/2019/10/Smp-Sma-Al-Azhar-Mandiri-Palu-Kembali-Ukir-Prestasi/

Zuhairini. (1993). *Metodologi Pendidikan Agama*. Ramadhani.