

Islamic Religious Teachers Innovation in Improving Students Learning Outcomes During Covid-19 Pandemic

Sagaf S. Pettalongi¹, Abbas Abbas², Sitti Hasnah³

^{1'2'3}Postgraduate Studies of Islamic Education, Universitas Islam Negeri Datokarama Palu

ABSTRACT

The purpose of this study was to determine the learning innovation of Islamic Religious Education Teachers in Improving Student Learning Outcomes during the Covid-19 Pandemic at SMP Negeri 1 Sirenja, Donggala Regency. This study uses a qualitative method with a descriptive approach. Data collection was done by using observation, interview, and documentation techniques. Data analysis uses data reduction, data presentation, and concluding. The results showed that the innovation used by the teacher in the learning process was the implementation of online learning. The media used in online learning is by utilizing WhatsApp, Google Classroom, or Zoom media. Barriers faced by teachers in carrying out learning innovations during the COVID-19 pandemic are limited facilities, internet quotas, and networks. The results achieved from the learning innovations of Islamic religious education teachers during the COVID-19 pandemic did not show significant educational developments. This fact can be seen from the results of students' scores, which have decreased compared to learning outcomes before the COVID-19 pandemic. The implication of this research is that the learning innovation of Islamic religious education teachers in improving student learning outcomes during the COVID-19 pandemic at SMP Negeri 1 Sirenja district has been carried out by teachers.

ARTICLE INFORMATIO N

Keywords:

Islamic religious teachers, innovation, learning outcomes, covid-19 pandemic

1. Introduction

Student learning outcomes can be seen or recognized by changes in the students themselves. Education is an important thing for humans themselves and cannot be separated from life because education is absolute in the life of everyone, both the family environment and the nation and state¹. Education is the key to progress. The better the quality of education organized by a society or nation, the better the quality of society and the nation itself will be. Therefore, education must always improve in various aspects to realize the right and targeted educational goals according to the laws and regulations. The spread of COVID-19 is being felt in all countries. Countries in the world are busy setting various policies in an effort to break the chain of the spread of COVID-19, one of which is Indonesia. Indonesia itself stipulates a policy of large-Scale social restrictions that are enforced in each region².

The determination of the Large-Scale Social Restrictions has caused many significant changes in various aspects of human life. All are required

to respond quickly to find solutions to the current changes. One of the things that are quite vital and has been in the spotlight until now is the world of education. With the current spread of Covid-19, which has an unfavorable influence on human life itself, all activities are hampered and limited.³ This situation is where all students and a teacher must carry out all activities or teaching and learning processes door to door. Distance learning is not easy to do. It is very different from the face-to-face teaching and learning process in general

The difference that can be seen is the limitations in using communication media⁴. The limited use of these media makes students unable to interact (communicate) with all of their friends and the limited time to interact between students and their teachers. With these limitations, communication between students and teachers is limited. The learning process activities will run well if they are supported by teachers who have high abilities and performance, including Islamic religious education teachers. To find out how the teacher's performance in carrying out Islamic religious education learning

¹ Bonnett, M. (1999). Education for Sustainable Development: a coherent philosophy for environmental education? *Cambridge Journal of Education*, 29(3), 313-324. doi:10.1080/0305764990290302

² Tampubolon, M. (2022). Impoverishment of the Poor and Derogation of Human Rights During the Covid-19 Pandemic in Indonesia: Testing the Emergency Measure and Siracusa Principles in Large-Scale Social Restriction. *Journal of Human Rights and Social Work*, 7(1), 91-103. doi:10.1007/s41134-021-00174-0

³ Manenti, R., Mori, E., Di Canio, V., Mercurio, S., Picone, M., Caffi, M., . . . Rubolini, D. (2020). The good, the bad and the ugly of COVID-19 lockdown effects on wildlife conservation: Insights from the first European locked down country. *Biological Conservation*, 249, 108728.

⁴ Amiruddin, A., Nurdin, N., & Ali, M. (2021). Islamic Education Teacher Communication Strategy in Increasing Students' Learning Interest. *International Journal of Contemporary Islamic Education*, 3(1), 41-61.

innovations, and how the influence of learning innovations on learning outcomes. Getting results in teaching and learning activities during the current Covid-19 pandemic is challenging for a teacher. The abilities and skills of a teacher are needed in an effort to realize quality learning. So that it can give birth to an interesting innovation to be developed and its role in the learning process in an effort to solve all problems in the field of education and learning (Sunaryo, 2009).

The success of a teacher in delivering teaching materials can be influenced by several components, namely: using the right method in the learning process. The Islamic religious education learning method consists of three components: strategies for structuring the content of Islamic religious education learning, strategies for delivering Islamic religious education learning, and strategies for managing Islamic cultural history learning. The teaching strategy used is in the form of methods, utilization of facilities, and so on that can bring effectiveness and work efficiency⁵.

The results of Islamic religious education learning during the COVID-19 pandemic have undergone major changes because teachers cannot interact directly in transferring educational values directly to students⁶.

⁵ Eze, S. C., Chinedu-Eze, V. C., & Bello, A. O. (2018). The utilisation of e-learning facilities in the educational delivery system of Nigeria: a study of M-University. *International Journal of Educational Technology in Higher Education*, 15(1), 34. doi:10.1186/s41239-018-0116-z

⁶ Nurdin, N., Pettalangi, S. S., Askar, A., & Hamka, H. (2021). E-learning Adoption

However, there is no research that examines how the COVID-19 pandemic affects the learning outcomes of Islamic religious education. Therefore, this study will examine how learning during the COVID-19 pandemic affects the learning outcomes of Islamic religious education.

2. Literature Review

2.1 Learning Innovation

Learning innovation is an innovation to solve problems in learning. This innovation includes matters relating to the components of the learning system, both in a narrow sense, namely the level of educational institutions, and in a broad sense, and the national education system⁷. Therefore, innovations that exist in the world of education can be in the form of anything, be it a product or a system. Products, for example, where a teacher creates a mock-up learning media for learning. The system, for example, is the method of delivering material in a class by asking questions or other methods. Innovation which can be created according to its use creates new things, makes it easier in the world of education, and leads to progress.

and Use Hype Cycle during Covid-19 Outbreak (A Longitudinal Survey). *IJIE (Indonesian Journal of Informatics Education)*, 5(2), 68-78.

⁷ Cemalcilar, Z. (2010). Schools as Socialisation Contexts: Understanding the Impact of School Climate Factors on Students' Sense of School Belonging. *Applied Psychology*, 59(2), 243-272. doi:<https://doi.org/10.1111/j.1464-0597.2009.00389.x>

2.2 Islamic Religious Education Learning

Learning is an activity carried out by students. Learning is an effort made by the teacher to assist students in carrying out the teaching and learning process activities. This learning process, which contains teaching materials or learning materials, is sourced from the curriculum in an educational program that aims to assist in the teaching and learning process. Effective learning is learning the positions of a teacher as a mentor as well as a facilitator, namely, where a teacher directs the learning process, which builds more on the thinking patterns that exist in students. In the teaching and learning process, a teacher needs to be creative in choosing an appropriate learning model to make the classroom atmosphere more lively. While efficient learning is learning that is fun and able to provide motivation for students in the teaching and learning process.

2.3 Islamic Religious Education Teacher

The teacher is a figure who provides an understanding or knowledge of students. This means continuing and developing knowledge for students. The role of the teacher can be grouped into three parts, namely:

- a. The teacher's task as an educator in a school environment has an important role in directing, guiding, and providing training for students.
- b. The task of a teacher at school must be able to make themselves become the second parent to their students.
- c. The role of an educator in the community is to educate, develop,

and carry out what has been outlined by the nation and state through the Indonesian 1945 constitution⁸.

2.4 Learning Outcomes

Gagne⁹ says that learning outcomes are the occurrence of a change in behavior in the person, for example, from not knowing to knowing and from not understanding to understanding. Based on this information, it is understood that learning achievement is the result achieved in a series of activities that are carried out directly, resulting in changes in independent behavior in him.

3. Methodology

This study uses a qualitative approach with the object of research is a state junior high school in onggala regency Central Sulawesi. In this study, the writer took one of the state junior schools to be the case. The school is State SMP Sirenja Donggala regency.

The use of qualitative methods in this study with several considerations. First, adjusting qualitative methods is easier when dealing with multiple realities. Second, it can directly present the nature of the relationship between researchers and informants ¹⁰. Third,

⁸ Swadener, M., & Soedjadi, R. (1988). Values, Mathematics Education, and the Task of Developing Pupils' Personalities: An Indonesian Perspective. In A. J. Bishop (Ed.), *Mathematics Education and Culture* (pp. 193-208). Dordrecht: Springer Netherlands.

⁹ Gagné, R. M. (1984). Learning outcomes and their effects: Useful categories of human performance. *American Psychologist*, 39(4), 377-385. doi:10.1037/0003-066X.39.4.377

¹⁰. Nurdin, Nurdin, Stockdale, Rosemary, & Scheepers, Helena. (2014a). Coordination and

this method is more sensitive and adaptable to the many sharpening of the common direction and the patterns of values encountered.¹¹

Based on the results of the visit, field observations, and interviews with school principals and teachers in state SMP Sirenja Donggala regency, the chosen subjects for the study of teachers innovation was prominent.

Data were collected using observation techniques, in-depth interviews, and studies from shared written documents¹². While the data analysis is done using reduction and verification techniques with various data sources¹³. The reduced data is then analyzed by claiming to the theoretical concepts used in this study.

4. Results And Discussion

4.1 Teachers Innovations During the Covid-19 Pandemic

From the research results that the author conducted, one of the learning innovations for Islamic religious

Cooperation in E-Government: An Indonesian Local E-Government Case *The Electronic Journal of Information Systems in developing Countries*, 61(3), 1-21.

¹¹Nurdin, Nurdin. (2018). Institutional Arrangements in E-Government Implementation and Use: A Case Study From Indonesian Local Government. *International Journal of Electronic Government Research (IJEGR)*, 14(2), 44-63. doi: 10.4018/ijegr.2018040104

¹² Handayani, A. M. S., & Nurdin, N. (2021). Understanding Women's Psychological Well-Being in Post-Natural Disaster Recovery. *Medico Legal Update*, 21(3), 151-161.

¹³ Askar, A., Adawiyah, A., & Nurdin, N. (2021). Understanding Students' Psychological Distress Complaints through Online Academic Advising Support. *Medico Legal Update*, 21(3), 162-167.

education teachers at SMP Negeri 1 Sirenja, Donggala, during the covid-19 pandemic, primarily from online learning. The media used in the distance learning process, such as zoom media, classrooms, or WhatsApp media, where the application

can reach all parts. Therefore, where are the Islamic Religious Education teachers in SMP Negeri 1 Sirenja prefers this platform to make the learning process easier. Using these media is a form of communication between teachers and good students, both communication in the form of text, audio, video, and files that can meet the teaching needs in an unlimited number. WhatsApp media is a media that has various options available. One of which can be formed in WhatsApp media is a WhatsApp group or better known as a discussion group which has recently been widely used as a medium of communication without having to be hindered by distance and time. WhatsApp Group is formed, which will be used as a place for discussion during the learning process to find solutions or solve various problems, either in the form of questions or as a place to convey something important to those who are members of the group. In a pandemic situation where all learning and communication activities can only be done in distance learning using Group WhatsApp media.

As for the other media used by the teacher, as from the results of the interviews that the author conducted with Islamic religious education teachers at SMP Negeri 1 Sirenja, the multimedia learning media used in distance learning activities in the form

of PowerPoint modules. The PowerPoint module used by the teacher is one way of presenting material to students in the activities of the teaching and learning process where an educator has a very important role in addition to being a source of learning, but where a teacher also acts as a facilitator. Multimedia used in distance learning activities that occurred during this pandemic is one of the innovations made by Islamic education teachers at SMP Negeri 1 Sirenja to assist in providing material understanding and motivate students to continue learning and learning during the pandemic. Based on the results of the authors' findings in the field, it shows that the multimedia-based media used, namely the Powerpoint module, is the main media used by a teacher in the distance learning process. Therefore, in the teaching and learning process, students cannot be separated from the teacher's explanation of the material contained in the module. From these activities, an educator provides an explanation that is easier to understand than asking students to look for their own material. The presence of an educator in teaching and learning activities is something that is very necessary for providing explanations of the various kinds of the material provided.

As for the preparations made in online learning by teachers at SMP Negeri 1 Sirenja, namely:

a) At the beginning of each activity or at the beginning of a meeting where an educator first prepares and sends (uploads) materials to the learning media; this is done before the teaching and learning schedule

starts. The interaction is carried out by the teacher and students using the WhatsApp group or classroom with 120 minutes of learning time.

b) At the end of every activity in the teaching and learning process where an educator needs to provide feedback or an assessment of every learning carried out, it aims to motivate students to continue studying and learning to develop their abilities and skills.

During distance learning, during the current Covid-19 pandemic, to help communication between teachers and students by optimizing various available media such as platform applications. This is done as a form of information exchange between teachers and students. Based on the findings by researchers at SMP Negeri 1 Sirenja shows that the form of communication used in distance learning is teacher-centered, where a teacher is centered as the main key in explaining the various materials provided by students.

The communication carried out above shows that the interaction is one-way, but to see the extent to which students understand the material provided, the teacher also uses communication or a second interaction, namely something with feedback in the form of reinforcement of the student's response. This means that a teacher provides an opportunity for students to give or express their opinions regarding the subject matter contained in the PowerPoint module. Although there is an interaction between students, where a teacher still holds the course of the teaching and learning process, it is

intended that the teaching and learning process can run well.

Distance learning is carried out by Islamic Religious Education teachers at SMP Negeri 1 Sirenja, which uses information technology as a means of communication in delivering learning materials to students. This is done so that the communication process as the core of the learning process can occur both in the form of one-way and two-way interactions that can occur simultaneously. The materials used by Islamic Religious Education teachers at SMP Negeri 1 Sirenja Dalam are data, voice, video, and other media that have been designed using learning design principles. Using the media platform is expected by the teacher to be appropriate, adjusting to the characteristics of the learning objectives to be achieved, the availability of facilities, the condition of the students, and various other considerations.

Evaluation and assessment are inseparable from an Islamic Religious Education teacher at SMP Negeri 1 Sirenja, which is carried out at every meeting in Distance Learning by giving several questions at each meeting which students then carry out. However, in addition to using evaluations using questions made by the teacher, the teacher also gives remedial assignments to students who still have scores below the KKP value. This is to provide feedback for the improvement of a learning program. This is also to find out any weaknesses that require an improvement so that student learning outcomes and the learning process carried out by the teacher can run better.

Based on a circular from the Ministry of Education and Culture No. 4 of 2020 related to the implementation of education policies during the emergency period of the spread of COVID-19. Where in the circular letter, it is explained that there are four important points in organizing learning from home program, namely: a) learning from home in the form of online learning with meaningful learning without being burdened by curriculum demands, b) focusing on life skills related to the covid-19 pandemic, c) activities or tasks during learning may vary based on the condition of students, d) feedback on student activities in a constructive quantitative form. Therefore, based on the policy can provide a space for each school to adapt and make adjustments to the curriculum in response to the current conditions of students. In this case, it does not force students' learning process to the maximum standard but so that learning continues.

4.2. Learning Obstacles During The Covid-19 Pandemic

The difficulty faced by an Islamic religious education teacher in the distance learning process is in terms of facilities such as internet limitations, both in terms of network availability and quotas. It is an obstacle and a challenge for a teacher to think of solutions that must be taken so that distance learning can run well and cannot be separated from the learning objectives. The solution provided by the school is that it gives teachers the flexibility to choose what media and methods they want to use in carrying

out learning, but the school also provides a policy to facilitate the learning process carried out at the school by using an online system and an offline system. In this application, the teacher can enter various types of learning, be it audio-visual learning, text, or other learning. Another policy given by the school is that every subject teacher can lend books to students by giving an instruction on the material to be studied and the tasks that students must do.

a) Declining interest in learning

Disruption in the teaching and learning process between teachers and students resulted in an online learning process that has an impact on the decline in students' interest in learning. This is what is caused by the online learning process. Besides that, students can become less active in conveying opinions and thoughts, so the learning process becomes boring. Boredom experienced by students can cause a decrease in the quality of learning. Based on the results of interviews that the author did, where the obstacles also came from the students themselves. This is what causes distance learning conditions to be less perceived by students so that the interaction between teachers and students becomes limited and causes learning to become boring for some students where it is also difficult to follow the learning process, which is caused by network limitations. This results in students not getting enough knowledge, so students' interest in learning decreases. In the teaching and learning process where a teacher is a determinant of a successful learning makes various efforts to overcome

various things by taking advantage of existing developments and opportunities by using creative, innovative methods, and utilizing available facilities properly, enriching learning materials with various learning resources through internet access and motivate students to raise enthusiasm and increase student interest in learning.

4.3 Learning Outcomes

In the current pandemic situation where the type of innovation used by teachers in the learning process is using online learning systems such as Whatsapp, classroom, and zoom media, it aims to help the teacher task in delivering material during a pandemic situation. As for the results obtained before and after the learning innovation of Islamic religious education teachers, the following are the learning outcomes.

Table 1. Results of Students' Learning
Year 2018/2019

No	Student's name	Class	Grade
1	Alfin	IX C	79
2	Defi	IX C	90
3	Evarianti	IX C	81
4	Febriansyah	IX C	85
5	Fifin Nofrian	IX C	80
6	Fikran	IX C	81
7	Fildawati	IX C	85
8	Fudhail	IX C	85
9	Gandigan	IX C	77
10	Habil	IX C	82
11	Hwmly Tan	IX C	89
12	Ika Magfirah	IX C	80
13	Ikbal	IX C	85
14	Ikfa1	IX C	78
15	Ilyas	IX C	79
16	Istiqfar	IX C	82
17	Jefry Umping	IX C	85
18	Luvana Ayu Sasmita	IX C	80
19	Lisdayani	IX C	85
20	Moh. Abdi Cysara	IX C	79
21	Nanang Mardiana	IX C	80
22	Nirham	IX C	85
23	Nurfadilah	IX C	95
24	Nurgita	IX C	79
25	Ranang Wahyu	IX C	82
26	Rika Ulandari	IX C	80
27	Risna	IX C	95
28	Rizal	IX C	82
29	Rosa Marsanda	IX C	83
30	Siti Nafisa	IX C	95
31	Sucitra	IX C	82
32	Tobi Harianto	IX C	79

No	Student's name	Class	Grade
1	Adil	IX B	76
2	Alfi Hasanah	IX B	83
3	Andika	IX B	75
4	Anggi Syaputra	IX B	76
5	Arill	IX B	75
6	Astri Arti	IX B	82
7	Citra	IX B	77
8	Deni Sapriadi	IX B	77
9	Dina Ramadani	IX B	83
10	Fahira	IX B	82
11	Fais	IX B	76
12	Figri	IX B	75
13	Fitria Makmur	IX B	83
14	Helminia Putri	IX B	79
15	Hidayat	IX B	77
16	Inda Aulia	IX B	77
17	Deni	IX B	78
18	Maillam	IX B	76
19	Moh. Aftal	IX B	77
20	Moh. Rahmat	IX B	82
21	Moh. Rifaldo	IX B	78
22	Muhammad Rizani Pakamud	IX B	77
23	Murni	IX B	79
24	Nur Alifya	IX B	78
25	Nur Ananda Putri	IX B	78
26	Oriza Zatifa	IX B	84
27	Ramadan	IX B	76
28	Refan	IX B	77
29	Rifa Angriawan	IX B	77
30	Ririn Dwi Ariyanti	IX B	78
31	Sabrin	IX B	78
32	Sarmila	IX B	75
33	Sinta	IX B	82
34	Syaiful Ade Winarto	IX B	85
35	Ummi Kalsum	IX B	86
36	Zacki Permana	IX B	83
37	Zaskia Ramadani	IX B	85

Table 2. Results of Teacher Learning Innovation Year 2020/2021

Based on the two data above, it shows that before an innovation is carried out, it has far better implications than after the learning innovation in Islamic religious education. It can be seen from the students' learning outcomes above that the data shows that the average student can get a score

above the learning target that has been set. Meanwhile, students' learning outcomes after the Islamic religious education teacher implemented an innovation in the learning process showed that the learning outcomes of students decreased slightly. As for students who later get a score below 75 due to the value of daily assignments that do not support or the attendance value of students, which is sometimes constrained so that the results in students getting a final score below 75, this will result in the teacher giving assignments or remedial to students to help students to increase the final score above a minimum of 75.

5 Conclusion

The teachers' innovation on giving learning materials at SMP Negeri 1 Sirenja, Donggala Regency, which uses the online method. The media used in learning by Islamic Religious Education teachers during the Covid-19 era were WhatsApp, classroom, and zoom. Learning innovations for Islamic Religious Education teachers, teachers formulate learning objectives in the Lesson Plan in accordance with the current Covid-19 pandemic conditions. The teacher makes an effective learning activity. A teacher can carry out general communication with students before starting the main material. The obstacle faced by teachers in learning innovation in Islamic Religious Education lies in its implementation, which makes online learning less effective and efficient. The results obtained from the learning innovation of Islamic religious education teachers at SMP Negeri 1

Sirenja, Donggala Regency, did not show significant developments in students' learning outcomes.

REFERENCES

Amiruddin, A., Nurdin, N., & Ali, M. (2021). Islamic Education Teacher Communication Strategy in Increasing Students' Learning Interest. *International Journal of Contemporary Islamic Education*, 3(1), 41-61.

Askar, A., Adawiyah, A., & Nurdin, N. (2021). Understanding Students' Psychological Distress Complaints through Online Academic Advising Support. *Medico Legal Update*, 21(3), 162-167.

Bonnett, M. (1999). Education for Sustainable Development: a coherent philosophy for environmental education? *Cambridge Journal of Education*, 29(3), 313-324. doi:10.1080/0305764990290302

Cemalcilar, Z. (2010). Schools as Socialisation Contexts: Understanding the Impact of School Climate Factors on Students' Sense of School Belonging. *Applied Psychology*, 59(2), 243-272. doi:<https://doi.org/10.1111/j.1464-0597.2009.00389.x>

Eze, S. C., Chinedu-Eze, V. C., & Bello, A. O. (2018). The utilisation of e-learning facilities in the educational delivery system of Nigeria: a study of M-University. *International Journal of Educational Technology in Higher Education*,

15(1), 34. doi:10.1186/s41239-018-0116-z

Gagné, R. M. (1984). Learning outcomes and their effects: Useful categories of human performance. *American Psychologist*, 39(4), 377-385. doi:10.1037/0003-066X.39.4.377

Handayani, A. M. S., & Nurdin, N. (2021). Understanding Women's Psychological Well-Being in Post-Natural Disaster Recovery. *Medico Legal Update*, 21(3), 151-161.

Manenti, R., Mori, E., Di Canio, V., Mercurio, S., Picone, M., Caffi, M., . . . Rubolini, D. (2020). The good, the bad and the ugly of COVID-19 lockdown effects on wildlife conservation: Insights from the first European locked down country. *Biological Conservation*, 249, 108728. doi:<https://doi.org/10.1016/j.bcon.2020.108728>

Nurdin, N., Pettalangi, S. S., Askar, A., & Hamka, H. (2021). E-learning Adoption and Use Hype Cycle during Covid-19 Outbreak (A Longitudinal Survey). *IJIE (Indonesian Journal of Informatics Education)*, 5(2), 68-78.

Nurdin, Nurdin, Stockdale, Rosemary, & Scheepers, Helena. (2014a). Coordination and Cooperation in E-Government: An Indonesian Local E-Government Case *The Electronic Journal of Information Systems in developing Countries*, 61(3), 1-21.

Nurdin, Nurdin. (2018). Institutional Arrangements in E-Government Implementation and Use: A Case Study From Indonesian Local Government. *International Journal of Electronic Government Research (IJEGR)*, 14(2), 44-63. doi: 10.4018/ijegr.2018040104

Nurdin, Nurdin, Stockdale, Rosemary, & Scheepers, Helena. (2014b, 6-9 Jan. 2014). *The Role of Social Actors in the Sustainability of E-Government Implementation and Use: Experience from Indonesian Regencies*. Paper presented at the System Sciences (HICSS), 2014 47th Hawaii International Conference on System Science.

Swadener, M., & Soedjadi, R. (1988). Values, Mathematics Education, and the Task of Developing Pupils' Personalities: An Indonesian Perspective. In A. J. Bishop (Ed.), *Mathematics Education and Culture* (pp. 193-208). Dordrecht: Springer Netherlands.

Tampubolon, M. (2022). Impoverishment of the Poor and Derogation of Human Rights During the Covid-19 Pandemic in Indonesia: Testing the Emergency Measure and Siracusa Principles in Large-Scale Social Restriction. *Journal of Human Rights and Social Work*, 7(1), 91-103. doi:10.1007/s41134-021-00174-0