

## ONLINE LEARNING STRATEGIES IN PAI SUBJECTS DURING THE COVID-19 PANDEMIC IN CLASS VIII U2 SMP GUSTI WIJAYA SUNGGAL

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**Abstract:** This study aims to determine online learning strategies in Islamic religious education during the Covid-19 pandemic in class VIII U2 of Gusti Wijaya Sunggal Private Middle School and to determine the supporting and inhibiting factors of the online learning process during the Covid 19 pandemic at Gusti Wijaya Sunggal Private Middle School.

The form of this research is qualitative research with data sources used are primary and secondary data sources. The data obtained is then analyzed continuously by means of data reduction, data display, data verification, and data validity testing (triangulation).

The results of the study show that the online learning strategy of the Gusti Wijaya Sunggal Private Middle School in Islamic religious education subjects utilizes technology and social media while maintaining good cooperation with parents through the WhatsApp group during online learning with more emphasis on character education, life skills ( life skills), as well as good morals.

**Keywords:** *Online Learning Strategies, PAI, Pandemic*

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### Introduction

Covid-19 has had a lot of impact on life, a very big impact is in the world of education, as a result schools are closed, students and students lose the opportunity to learn and study, this of course results in a decline or decrease in the quality and ability to think of a person students and students, even though seeking knowledge and studying is something that is obligatory in Islam for all Muslims, both men and women.

Minister of education and culture Nadiem Anwar Makarim said the learning from home approach was the government's first strategic step in efforts to prevent the widespread spread of Corona Virus Disease (Covid-19). Utilization of technology can be applied when conducting distance learning. So that the learning process can still be implemented as expected. Teachers as educators are required to innovate in learning by utilizing applications that have been provided by the government for the education process, for example the Google Classroom application, Learning House, Our Table, We Kiddo, Teacher's Room, Zenius to Google For Education.

The government's efforts to continue the learning process are carried out remotely or online or better known as online learning. Students and teachers in this case continue to carry out their duties by teaching from home. This online learning process forces parents to support their

children's learning process by providing a wifi network or internet package to ensure that their children can participate in learning activities even from home.

## Literature Review

### A. The Nature of Learning Strategies

The learning strategy is one of the most important things in the learning process that must be determined by the teacher before the teaching and learning process is carried out. In the learning strategy there is everything that can be empowered by the teacher for the success of a lesson.

The learning strategy should contain an effective learning process. An effective learning process according to Tohirin (2011: 177-179) can be realized through activities that have student-centered characteristics, educational interactions between teachers and students, democratic atmosphere, variations in teaching methods, professional teachers, appropriate and useful materials, environmental conducive and supportive learning facilities.

Some experts provide definitions of learning strategies. Dick, Carey dan Carey (2009) in Suparman (2012: 236) states: "Instructional strategy is used generally to cover the various aspects of choosing a delivery system, sequencing and grouping clusters of content, describing learning components that will be included in the instruction, establishing lesson structures, and selecting media for delivering instructions." That the learning strategy includes various aspects of choosing a launch system, sorting and grouping learning content, explaining learning components to be included in learning, determining how to group students during learning, creating lesson structures and choosing media to launch learning. Suparman (2012: 241) reveals that an instructional strategy is an approach to managing instructional content and processes comprehensively to achieve one or a group of instructional objectives.

Furthermore, Reigeluth, 1983; Degeng, 1989 in Wena (2013: 5) states that learning strategies are different ways to achieve different learning outcomes under different conditions. In this case, Reigeluth (1983: 20) divides learning outcomes into three parts, namely: learning effectiveness, learning efficiency and learning attractiveness.

Wena (2013: 5-6) states that learning strategy variables are classified into three, namely: (1) organizing strategy, is a way to organize the content of a field of study, and this activity is related to the act of selecting content/material, structuring content, making diagrams, formats and the like. (2) delivery strategy, is a way to convey learning to students and/or to receive and respond to input from students. (3) management strategy, is a way to organize interactions between students and other learning strategy variables.

Other experts, Gagne, Wager, Colas, and Keller in Suparman (2012: 237) explain the notion of learning strategies in terms of their function as tools or techniques available to educators and learning designers to design and facilitate learning. They put it this way: "Instructional strategies are tools or techniques available to educators and instructional designers for designing and facilitating learning."

Miarso (2009: 530) states that a learning strategy is a comprehensive approach to learning in a learning system, which includes general guidelines and a framework of activities to achieve general learning objectives, which are described from a philosophical perspective and or certain learning theories.

From the explanation above it seems that the experts agree that the learning strategy is related to the learning approach in managing learning activities to convey the material or lesson

content in a systematic manner so that the expected abilities can be mastered by students effectively and efficiently. In it according to Suparman (2012: 241) three important components are as follows: 1) Learning objectives that contain the competencies students are expected to achieve at the end of learning; 2) content or learning materials in the order that is in accordance with the order of learning objectives; and 3) an approach to managing learning that involves a sequence of learning activities and a launching system which is the integration of methods, media, and tools, as well as the allocation of learning time. Thus the learning strategy is a combination of the sequence of activities, how to organize the subject matter and students, equipment and materials and the time used in the learning process to achieve predetermined learning objectives. In other words, learning strategies can also be referred to as a systematic way of communicating lesson content to students to achieve certain learning goals. It is concerned with how (the how) convey the content of the lesson.

## **B. Online Learning during the Covid-19 Pandemic**

Online learning is the newest method in the teaching and learning process by utilizing and using sophisticated technological tools in the form of electronic devices, especially the internet in the delivery of learning. Online learning completely depends on signal access and internet networks. Online learning is a form of delivering conventional learning that is poured in digital format via the internet. Online learning is considered to be the only medium for conveying material between teachers and students, during this pandemic emergency. Teachers, who generally have been accustomed to face-to-face learning, this condition raises unpreparedness in learning preparation. All changes that occur quickly and suddenly are as a result of the spread of Covid-19 which forces everyone to understand the use of technology.

The stages of activities in distance learning in the network by students include pre-learning activities, during learning and after learning.

According to Isman (2017: 586-588) learning in the network (online) has characteristics that become a reference for achievement in learning activities including the following:

1. Demanding students to build and create knowledge independently (constructivism)
  2. Learning carried out must collaborate with other learning in building knowledge and solving problems together (social constructivism)
  3. Gather/form an inclusive community of learners.
  4. Can utilize media or pages (websites) that can be accessed via the internet, computer-based learning, virtual classes, and or digital classes.
- 5) Interactivity, independence, accessibility, and enrichment.

According to Ahmadi and friends in Pangondian (2019:56-60), online learning has advantages and disadvantages, namely:

1. Pros  
Centralized learning and practicing independence, flexible time and location, affordable costs for students, and unlimited access to knowledge development.
2. Disadvantages  
The lack of fast feedback needed in a teaching and learning process takes longer to prepare, sometimes it makes some people feel uncomfortable because there is a possibility that frustrated, anxious and confused behavior will emerge.

## **Method**

This research was conducted using qualitative methods that aim to reveal how things really are happening in the field. A qualitative approach is a process of research and understanding based on a methodology that investigates or a social phenomenon and human problem. On this approach the researcher emphasizes the socially awakened nature of reality, the close relationship between the researcher and the subject under study (Juliansyah, 2014:34).

Matthew (1992:16-18) explained qualitative research can be designed to contribute to practical theory, policy, social problems and actions. Qualitative research is carried out because researchers want to explore phenomena that cannot be quantified that are descriptive such as the process of a working step, the formula of a recipe, the notions of a diverse concept, the characteristics of a good and service, images, styles, the ordinances of a culture, the physical model of an artifact and so on. In this study, the sampling technique used purposive sampling technique, which is a sampling technique by selecting research subjects who are considered to know information and problems in depth and can be trusted to be a steady source of data. And they are Principals, Teachers, and Students. Of course, the results of interviews from them will later become the source of data in this study. And the data sources used in this study are of two kinds, namely: primary and secondary data sources. And its data collection techniques use observation, interviews and documentation.

In this study, the data analysis used was the Miles and Huberman model. The data analysis suite can be simplified to three stages as described by Miles and Huberman (1992:16-18) In the following Qualitative Data Analysis:

1. Data presentation, can be understood as a set of composed information that gives the possibility of drawing conclusions and taking action. The presentation of this data can be done in the form of tables, graphs, charts, and so on. But the most common is with narrative texts.
2. Data reduction is the process of selecting, focusing on simplifying, abstracting and transforming "rough" data that arises from written records in the field. When researchers start doing research will get a lot of data and vary and even very complicated. Therefore the data needs to be reduced.
3. Conclusion drawing (verification). Usually the conclusion formulated at the beginning is temporary, for which evidence must be found that corroborates it so that the conclusion can answer the formulation of the problem that has been compiled at the beginning.

## **Result and Discussion**

Efforts to carry out online and offline learning processes for students at Gusti Wijaya Sunggal Private Middle School are not necessarily the responsibility of the school, but require the involvement of parents or family in order to achieve the desired learning objectives.

In receiving the subject matter provided by the teacher in the learning process sometimes the teacher conveys via WhatsApp which is sent to the student's cell phone or the student's parents then after being done by us the students ask for guidance and help from parents or other family members then we will collect assignments both online and offline.

The stages in learning during this copy using online and offline how students are given the opportunity to receive questions through the WA group and then work on each student who is guided by parents or relatives at home and sent via wa If possible then students too given the opportunity to collect school assignments that they usually do not use or wear school uniforms.

### **Conclusion**

The process of implementing online learning from SMP Gusti Wijaya Sunggal in the subject of Islamic Religious Education has been going well. Students participate and are active in learning so that the teaching and learning process continues to run well. The strategy adopted by teachers in carrying out online learning during the Covid-19 Pandemic was to utilize technology and social media in online learning while maintaining good cooperation with parents through the WhatsApp group. While online and offline learning at home places more emphasis on character education, life skills, and good morals.

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