

The Existence of PAI Teachers in PAI Learning during the Covid-19 Pandemic

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Abstract: *This study aims to elaborate further on the role of PAI teachers in the midst of a pandemic, the strategies used, the obstacles encountered, the efforts made and what are the challenges for PAI teachers in carrying out their duties in the midst of the Covid-19 pandemic. This study uses a type of qualitative research method. Kirk and Miller define that qualitative research is a particular tradition in the social sciences that is fundamentally dependent on observations of humans both in terms of their area and in terms. This study uses a qualitative method because the researcher considers the problem under study to be quite complex and dynamic so that the data obtained from the informants is captured by a more natural method, namely direct interviews with the informants so that natural answers are obtained. In addition, the researcher intends to understand the social situation in depth, find patterns and theories that are in accordance with the data obtained in the field.*

Keywords: PAI learning; covid-19 pandemic; teacher's existence

I. Introduction

In 2020, the whole world is experiencing an outbreak, namely the COVID-19 pandemic. Covid-19 is an infectious disease caused by the SARS-CoV-2 coronavirus pneumonia virus that can cause multi-organ failure. Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020). The outbreak of this virus has an impact of a nation and Globally (Ningrum et al, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). This pandemic has an impact on various fields, and one of them is in the field of education. Many countries have temporarily closed schools and colleges during the COVID-19 pandemic. Each country makes policies to overcome the problems that are happening. To overcome the Covid-19 pandemic outbreak, all countries have implemented an action, one of which is by carrying out social distancing movements, namely social distances that have been created to minimize interactions in larger numbers.

In learning during a pandemic like this of course, it is not easy for PAI students and teachers to implement their learning. Therefore, it is important for PAI teachers to be present to play an active role in carrying out their duties as much as possible. Thus, this research will elaborate further on the role of PAI teachers in the midst of a pandemic, the strategies used, the obstacles encountered, the efforts made and what are the challenges for PAI teachers in carrying out their duties in the midst of the Covid-19 pandemic.

Formulation of the Problem

1. What is the role of PAI teachers in the midst of the covid-19 pandemic at MTs Al Abraar school?
2. What are the barriers and challenges of PAI teachers in learning during the pandemic at MTs Al AbrRAR school?
3. What are the efforts or solutions for PAI teachers in online learning during the pandemic at MTs Al Abraar schools?

II. Review of Literature

2.1 Definition of Covid-19

Corona Virus is the virus that causes the COVID-19 infection. The infection was first identified in December 2019 in Wuhan, China, the corona virus has a very contagious nature so that in a short time the infection spread throughout the world and caused a global pandemic. Corona virus transmission occurs through droplets or through splashes when people cough or talk, this is what causes this virus to spread easily to other people. Non-specific signs and symptoms also make this viral infection difficult to identify. Most cases of corona virus infection have signs and symptoms such as influenza, fever, cough, runny nose, dizziness, and in severe conditions can experience severe shortness of breath. Social distancing and physical distancing policies to minimize the spread of COVID-19 encourage all elements of education to activate classes even though schools are closed. School closures are the most effective mitigation measure to minimize the spread of the epidemic in children. The solution given is to apply home learning by utilizing various supporting facilities. During the COVID-19 pandemic, learning at home or online is a solution to continue the rest of the semester. Online learning is defined as a knowledge transfer experience using video, audio, images, text communication, software and with internet network support

2.2 Understanding PAI Teachers

A teacher is an educator who is responsible for teaching, guiding, directing, assessing, training and evaluating every student activity. A teacher is a position or profession that requires special skills to become a teacher. This work cannot be done by people who do not have expertise to carry out activities or work as teachers. Professional teachers must be able to master the intricacies of education and teaching with various other sciences that need to be fostered and developed through a certain period of education.

PAI is standardized as the name of the activity of educating the Islamic religion. PAI as a subject should be called "Islamic Religion", because what is taught is Islam, not Islamic religious education. The name of the activities or efforts in educating the Islamic religion is referred to as Islamic religious education. The word "education" is in and follows every subject. Islamic religious education is one part of Islamic education.

The definition of PAI teacher is a teacher who teaches the subjects of Akidah morality, Al-Qur'an and Hadith, Fiqh or Islamic Cultural History (SKI) in schools/madrasas, whose task is to form students into human beings who believe and fear God Almighty, guide, educate and provide knowledge to students, experts in the material and how to teach the material, as well as being a role model for their students. PAI teacher is someone who has professionalism in educational staff. Islam is responsible for providing knowledge, guidance, and assistance to students in developing students in developing their maturity both in the cognitive, affective and psychomotor domains in accordance with the teachings of the Islamic religion, namely obeying Allah and His Messenger and staying away from what is prohibited by his religion.

2.3 The Role of Islamic Education Teachers in the Pandemic Period

The teacher's role means the overall behavior that must be carried out by the teacher in carrying out his duties as a teacher. The role of the teacher is closely related to the work of a teacher, so teaching should not be carried out arbitrarily or recklessly. Because if so, it will be fatal, thwarting the improvement of the quality of education. A teacher must know his duties and role as a teacher, so that he is able to play an important role for the success of improving the quality of education.

The role of religious education teachers Islamic religious education is a conscious effort to prepare students to understand (knowing), skilled in implementing (doing) and practicing (being) Islam through educational activities. Teacher's Role in learning are as follows:

a. Teacher as Leader

The teacher's role as a leader will be successful if the teacher has a personality, "such as: a healthy physical condition, self-confidence, has great work power and enthusiasm, likes and is fast in making decisions, is objective and able to control emotions, and acts as a leader." The role of Islamic religious education teachers as leaders, guidance in Islamic religious education in developing a religious atmosphere is the core force to direct students to have faith, piety and noble character, and can practice Islamic religious values both at school, in the family environment, in the community.

b. Teacher as an Example

Exemplary in education is very important and more effective, especially in order to develop a religious atmosphere in schools, students understand better or understand when a teacher is imitated. Exemplary is a very good medium in developing a religious atmosphere. "Exemplary education for students is the key to success in preparing and shaping children's spiritual and social morals.

c. Teacher as Facilitator

The teacher acts as a facilitator, the teacher will provide services, facilities or facilities in the learning process activities, for example, by creating an atmosphere of learning activities that are compatible with student development, the learning process will take place effectively, so that learning objectives will be achieved optimally. As a facilitator, the teacher's job is to help make it easier for students to learn. Thus, teachers need to understand the characteristics of students including learning styles, the needs of students' basic abilities.

d. Teacher as Motivator

The teacher's role as a motivator is very important in the learning process, generating interest, directing students to do something related to needs or desires that have a relationship with their own interests, interest will always be related to the needs and interests of a person. In this case the teacher creates certain conditions so that students always need and want to continue learning.

e. Teacher as an Evaluator

The role of the teacher as an evaluator, the teacher has the authority to assess the achievements of students in the academic field and their social behavior so that they can determine how students are successful or not in the learning that has been carried out, whether the material taught has been mastered or not by students, whether The method used is quite appropriate. The role of the teacher referred to here is that in the learning process the teacher is a very dominant determining factor in education in general, where the learning process is the core of the overall educational process.

Then in detail the role of Islamic religious education teachers according to Zuhairini, the roles of Islamic Religious Education teachers include:

1. Teaching Islamic religious knowledge
2. Instilling faith in children's souls
3. Educating children to be obedient in carrying out worship
4. Educate children to have noble character.

2.4 PAI Learning Strategies during a Pandemic

There are several learning strategies that can be carried out in PAI learning during the pandemic which will be briefly described in the following explanation:

a. Self Organized learning environment (sole)

Is a learning model designed to help teachers encourage students to curiosity that exists from within them by conducting student-based learning.

b. Project based learning

Project based learning is a learning approach that gives students the freedom to plan learning activities, carry out collaborative projects and ultimately produce work products that can be presented to others. Project based learning is a complex effort that requires problem analysis that must be planned, managed and resolved within a predetermined time limit.

c. Blended learning

Blended learning is an effective learning program that combines traditional learning models, collaborative learning, independent learning, practical learning and experiential learning. This method uses an online system as well as face-to-face via video conference.

d. Online learning strategies

Online learning is learning that uses the internet network with accessibility, connectivity, flexibility and ability to bring up various types of learning interactions. Students can interact with teachers using various applications such as classroom, video confrence, telephone, or live chat, xoom or through whatsapp groups.

2.5 Barriers and Challenges for PAI teachers in Learning during a Pandemic

One of the barriers to learning during the pandemic that occurred according to Firdaus was related to access to technology, where the lack of access to technology such as the internet which was not fast became an obstacle for students in rural areas and and from disadvantaged families, and when that happened, students would not can continue their learning.

Then according to Asmuni, the obstacles or learning problems during the pandemic are as follows:

- a. The first problem is the problem that lies with the students themselves, where in online times like this students are less active and interested in participating in online learning, even though they are supported by adequate facilities but still lack of awareness of the importance of literacy and task collection.
- b. Second, students do not have mobile devices or facilities to support online learning, so this becomes a big obstacle and other things.

The challenge experienced by PAI teachers in the current pandemic is that teachers are required to be able to know the expressions of students while studying, but in today's online era teachers cannot see the expressions of these students due to online learning, this is the first challenge. The second challenge is that teachers are required to be able to use technology so that learning can continue to take place, because basically during the current pandemic, technology media has a very, very important role in education. The third challenge is that in every online learning, it is impossible for learning to continue without obstacles, there will definitely be obstacles in learning, so from that obstacle the challenge for PAI teachers is to always be required to be patient and provide convenience for their students and so on.

2.6 PAI Teachers' Efforts in Online Learning in a Pandemic Period

Learning activities or what is often known as the teaching and learning process cannot be separated from the existence of an educator. Without an educator (teacher) learning will be very difficult, especially in the context of implementing formal education, the teacher becomes a much needed party and the main object as well. An educator has a very active role in the implementation of education in order to achieve the educational goals to be achieved. An educator implements education through learning activities by teaching students or learners. Therefore, in the current pandemic, teacher efforts in online learning are very much needed, where when an educator does not strive for the teaching and learning process, it is feared that the teaching and learning process will be ineffective.

Therefore,

- a. Teachers can make learning media
 - b. The teacher masters the material to be taught
 - c. Teachers can quickly catch what learning strategies will be used in teaching
- Teachers can manage teaching and learning interactions, especially online, and so on.

III. Research Methods

3.1 Types and Approach

This study uses a type of qualitative research method. Kirk and Miller define that qualitative research is a particular tradition in the social sciences that is fundamentally dependent on observations of humans both in terms of their area and in terms.

This study uses a qualitative method because the researcher considers the problem under study to be quite complex and dynamic so that the data obtained from the informants is captured by a more natural method, namely direct interviews with the informants so that natural answers are obtained. In addition, the researcher intends to understand the social situation in depth, find patterns and theories that are in accordance with the data obtained in the field.

3.2 Data Collection Technique

Data collection techniques are techniques or methods used to collect data data. Data collection was carried out to obtain the information needed in order to achieve the research objectives. There are various methods of data collection that can be done in a study. With a PAI teacher at MTs Al-ABRAAR, which will be described as follows:

a. Interview Method

Interview is a data collection technique that is done by asking questions directly to respondents or sources. In the interview, the research description presented is in the form of a list of questions that will be answered through face-to-face or face-to-face activities.

b. Observation Method

The observation method is a data technique that is carried out in a way that you want to study or through experiments (experiments). An effective way if you want to use the observation method is to complete it with observations in the form of a checklist as an instrument. Many observations are used in qualitative research methods.

c. Documentation Method

The data technique with documentation is a method that is easier to do than other methods because if there is an error, the source of the data is still the same. Objects that are observed in the error documentation method are animate objects but inanimate objects.

IV. Result and Discussion

4.1 Research Time and Place

Interviews with resource persons were conducted on:

Date and time: Monday, November 29, 2021

O'clock: 09.00 WIB

Research place: Al-ABRAAR. MTs School

4.2 Resource Person's Identity

Name: Imam Kurniadi, S. Pd, I

NUPTK: 54497576258200001

Address: Jln Pasar I, Dusun VIII, Tandem Hilir I

Position: TeacherPAI (Al-Qur'an Hadith at MTs)

Place of teaching: MTs AL-ABRAAR

4.3 Results of Interviews with Resource Persons (PAI Teachers):

Interviewer: How do PAI (Alquran Hadith) teachers apply learning during the pandemic, sir?

Source person: So we Madrasah Tsanawiyah Al-Abraar during the pandemic still held face-to-face but with a limited time, then with the number of students who were also limited, meaning using waves, and also but some of them were online, the point is that some of them are face-to-face with waves and some are online.

Interviewer: Does the PAI teacher at MTs Al-Abraar meet the teacher qualification standards? as applied to government regulations, for example, teachers must have at least a bachelor's degree and others?

Source person: Thank God the teacher at MTs Al-Abraar is already a bachelor's degree, even a teacher or educator certification

Interviewer: How is the learning system in schools today, is it still done online or is there another system?

Source person: Okay, now there are no online and full face-to-face meetings, but the policy from the Ministry of Religion is still limited in the first semester, so it means that the cumulative hours of face-to-face meetings are not 100 percent, now about 70 percent, but all face-to-face.

Interviewer: What is the role of PAI teachers in the current pandemic, sir?

Source person: We have reduced our role in this pandemic, we have also facilitated our children's learning and we have carried out health protocols, such as wearing masks, washing hands, yes, we will still take care even though our area is at level 0 actually for a pandemic, but still we run face to face by complying with health protocols

Interviewer: How to apply PAI learning materials such as the Qur'an and Hadith inSir, since we know that the current conditions are different from usual, how can the PAI material be applied to keep it effective?

Source person: if the effectiveness of the school we still try to do as much as possible, but we also need support from parents why, because PAI learning, especially the Koran and hadith, we also try to make them also at home at least recite the Koran after the maghrib prayer as possible or recite the Koran at the Koran teacher's place, so the addition of the knowledge of the Koran can also be obtained outside of school so it helps us.

Interviewer: Means that the above implementation in your opinion has been effective?

Source person: yes, if we do it like that, thank God it helps us make our effectiveness, because even if we demand the teacher to do it at school, it is not optimal, and maximization can be achieved if there is cooperation between the teacher and parents and the environment around the student.

Interviewer: In its application, are there any obstacles that you experience in teaching this PAI material?

Source person: sometimes obstacles for students who do not have the motivation of their parents, so that sometimes students who just enter this MTs sometimes still can't read the Qur'an fluently, sometimes even stammer in reading the Qur'an, it's a big problem for us, it's said that we want to apply the other reading laws later, so the hope is that before entering Tsanawiyah they will be able to read the Koran, although basically if they want to enter but cannot read the Koran, we will still accept them with conditions like that because we have private schools that require different students from the state.

Interviewer: So what is your solution in the deal with these obstacles?

Source person: The solution is clear, we provide the best possible material at school and then the children at home continue to study, then parents also supervise, so everything is related and so that all of our goals are achieved.

Interviewer: In today's era, of course, the task of teachers, whether PAI teachers or others, is not only teaching but also must instill a good attitude in accordance with the attitude competencies that must be achieved, how do you as a PAI teacher in instilling ethics or morals? good attitude to these students during the pandemic and also at this time?

Source person: the first thing is clearly morality, adab because adab is above all knowledge and when we apply that adab and we as a teacher also give examples to children it is a lesson that they can see and apply immediately, then we don't get bored Tired of always supporting them so that they stay at home it adds to seeking religious knowledge as well as continuing to study the Koran, reading the Koran at home later, taking advantage of the time at home, it is clear that when sunset is used to recite or read books like that.

The following is a documentation of interviews with PAI teachers, and one of the researchers used WhatsApp via video calls because the location of researcher II's house was far from the intended school:





V. Conclusion

Based on research on "The existence of PAI teachers in PAI learning during the Covid-19 Pandemic." So it can be concluded that:

1. The Al Abraar MTs School has implemented face-to-face learning of around 70% while still implementing health protocols in their schools.
2. PAI (Islamic religious education) teachers during the COVID-19 pandemic have their own challenges in understanding students so that they can read the Qur'an fluently because even after entering MTs Al Abraar there are some of them who cannot read the Qur'an fluently. PAI teachers at MTs Al Abraar are also required to have learning methods or strategies that are adapted to the current state of students, where PAI teachers provide learning with creative and innovative methods that can motivate students to be more enthusiastic in learning.
3. PAI teachers in the midst of this pandemic really exist or are very instrumental, because without PAI teachers during a pandemic like this, it is feared that students will be further away from religious learning because it is actually PAI teachers who remind students of religious learning.
4. The efforts made by PAI teachers in learning during the Covid-19 Pandemic are by providing good directions to students that lead to religious learning while maintaining communication with students' parents in order to achieve the expected learning objectives.

Suggestion

Based on observations, researchers can give advice to PAI teachers at MTs Al Abraar as follows:

1. PAI teachers should increase their creativity in teaching and create a media that can help students understand the reading of the Qur'an
2. PAI teachers should give an individual approach to students who are still not reading the Qur'an so that later the obstacles they face can be overcome.

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