


NEGATIVE IMPACTS OF CHANGING LEARNING PATTERNS DURING THE COVID-19 PANDEMIC IN PAI LEARNING AT SMPN SELANGIT MUSI RAWAS

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DOI: 10.29313/tjpi.v11i2.11105

Abstract

The purpose of the study was to determine the transformation of learning patterns and analyze the negative impact of changes in learning patterns during the pandemic in PAI learning at SMP Negeri Selangit Musi Rawas. The method used is qualitative field research, data obtained from in-depth interviews, observations, and documentation. The results showed the application of combination learning (online and offline), the negative impact of changes occurred on teachers, and learning activities were less effective, due to limited time. for students, the affective, cognitive, and psychomotor aspects of students decrease, because the learning system emphasizes students learning individually with minimal supervision and guidance, less effective learning, lack of mobile communication tools, and poor internet access.

Kata Kunci: *Negative Impact; Changes in Learning Patterns; Covid-19 Pandemic.*

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Received October 05, 2022. Accepted November 18, 2022. Published November 24, 2022.

INTRODUCTION

Currently, the Covid-19 pandemic that is still enveloping regions in various parts of the world, even in Indonesia, cannot be sure when the outbreak will end from the spread of the virus. The Covid-19 pandemic has changed the system in all aspects of human life, both economic, social, cultural and educational. Because of the danger of this disease, various efforts continue to be made by the government in facing the threat of the Covid-19 outbreak, especially until now there has been no cure and vaccine for the problem, this is so that the only way is to break the chain of the spread of Covid-19. Among them by carrying out social distancing and physical distancing. *Social* distancing is avoiding public places, staying away from crowds, and maintaining an optimal distance of 2 meters from other people.”(Jeratallah Aram Dani, 2020) with physical distancing, namely by maintaining the body physically with a distance of 1-2 meters when interacting.

In addition, a clean and healthy lifestyle is also very important to be implemented so that the chain of spread of the Covid-19 virus can be stopped, therefore, the government is firm so that the public can comply with health protocols that is, by wearing masks, washing hands, keeping a distance and avoiding crowds.

Seeing the current state of education, the Covid-19 pandemic poses a serious threat to the world of education, especially in Indonesia, which has experienced uncharacteristic changes where education is still held in the midst of the Covid-19 Pandemic outbreak situation. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of COVID.” (Astini, 2020)

In the Circular Letter, it is explained that the learning process is carried out at home through online / distance learning which is carried out through a computer device or connected mobile phone with an internet connection in order to provide a meaningful learning experience for students.” This means that students no longer study at school face-to-face but simply learn at home using a remote online learning system. As an effort by the government in organizing education during the Covid-19 pandemic.

The above certainly causes many problems, especially for educational institutions that act as the spearhead in the development of human resources. Mortimer J. Adler defines education as a process in the name of human abilities (acquired talents and abilities that can be influenced by habituation and perfected with good habits,”(Makin, 2016) therefore, educational institutions must try to be able to respond to changes that occur in the educational process. Because in essence education contributes greatly to the progress of a nation both personally and socially.

“Educational activities should be a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, noble moral intelligence, as well as the necessary skills of themselves, society, nation, and state”. (Din Wahyudin, 2009)

The process of educational activities can be held through face-to-face educational activities where educators and students interact face-to-face through distance education activities, such as educational activities through modules, television and so on, where students and educators don't come face to face.”(Din Wahyudin, 2009) As a result of the Covid-19 pandemic until now, the learning carried out in schools in general uses online learning that is connected to an internet network connection. Teachers can do learning together at the same time by using social media groups such as WhatsApp (WA), Facebook, Google Classroom, Zoom application and others. Thus, A teacher can keep learning activities going, even if the student is at home, of course, with parental supervision and guidance.

In learning activities, things that must be considered so that learning objectives can be achieved yaitu, Learning patterns are one of the important factors that greatly influence the achievement or learning outcomes obtained by students. Students' learning patterns in learning activities have good learning patterns and learning patterns are not good in reality at school, we can see that there are students who are lazy to learn because they do not have a good learning pattern.’ (Arif Yuliyanto, Bambang Dwi Wahyudi, 2002)

In the school environment, learning patterns are formed from each student as a unique individual, learning patterns are essentially a way for students to carry out learning with systematic steps.”(Wiyono, 2015) To produce high learning achievement in addition to learning facilities, it is also necessary to be supported by learning patterns that are in accordance with the characteristics of each student. However, during the Covid-19 pandemic, the shift of conventional learning systems to online systems was very sudden, without careful preparation, students are required to adapt to the new learning system in schools. But all of this must still be carried out so that the learning process can run smoothly and students actively follow even in the conditions of the Covid-19 pandemic.

Consciously, humans feel the importance of education because basically education is one thing that cannot be separated from human life, as the word of God SWT (Q.S At-Taubah/9:122) translation: “*And it is not for the believers to go forth [to battle] all at once. For there should separate from every division of them a group [remaining] to obtain understanding in the religion and warn their people when they return to them that they might be cautious.*”(Q.S. At-Taubah/9:122) (Departemen Agama RI, 2005)

The above verse illustrates to us the importance of science or education even in the midst of unexpected situations and conditions, education is still held. Verse above explaining the current state of education that education is still running even during the Covid-19 Pandemic.

The purpose of education in Islam is to make people have a Muslim personality and berakhlakul karimah which corresponds to the Qur'an and Hadith (Sunnah). Islam is a perfect religion that contains guidance and guidelines for humans. If education is not rooted in religious values, it will not be able to improve the quality of life and life of people, society or nation in the fullest sense.”(Din Wahyudin, 2009)

The use of technology is important in online learning according to bordologi in (Fakhri Zakaria et al., 2022) that the use of technology makes teachers and students skill in learning, because not everyone can be proficient if they are not skilled in using it. In addition, technological devices create a few additional difficulties for individuals who must be in the world of signs, codes, and symbols and using technology is the most important qualification on the part of teachers and learners. In addition to the challenges of using technology, there are also benefits of technology, namely recognizing digital literacy based on research (Laksono, 2021) belshaw digital literacy in learning is shown by cultural, cognitive, constructive, communicative, creative, and critical dimensions in digital literacy. With these elements showing changes in learning patterns towards the digital era on the cultural dimension, acceleration of access to knowledge on the cognitive dimension, and a learning platform that supports the constructive dimension, ease on the communicative dimension and creative and critical dimension. In addition, the impact of learning changes according to (Suriadi et al., 2021) is that online learning changes the pattern of student character education, so the role of teachers is very important in online learning. The character that changes students is difficult when online learning is carried out at home or with school provisions. The character of the discipline is not formed, delaying tasks does not even collect schoolwork. Not only that, learning about covid conditions is felt in various parts of the world, one of which is at universities in Pakistan. (Hafeez et al., 2022) The learning system is carried out online. By experiencing the same various problems related to online learning both teachers and students. Feeling learning in this way teachers and students feel dissatisfied. However, with various learning problems during the pandemic provides technical skills, practicing and developing information and technology.

In the author's initial observations and interviews with the principal of SMP Negeri Selangit, Musi Rawas Regency. Said that the process of teaching and learning activities carried out during the Covid-19 Pandemic was carried out with two learning models, namely online and offline and mixed and this was carried out in each subject.” (Wawancara, Mei 2021) The method used by teachers in the learning process is giving assignments through social media applications (whatssap), (facebook). Then there is also the assignment which is done in a face-to-face (offline) way where students come to school according to a predetermined schedule to collect assignments and receive material from the teacher.

METHODOLOGY

In this study, the author uses a qualitative research method that aims to describe, interpret an event in the field. In this case, the type of research used is field research, which is research carried out by collecting data and information obtained sourced in the field or research site. Determining the data source using purposive sampling techniques that function to make it easier to obtain information by determining the sample of the intended data source. In this case, the source of the data is PAI teacher, and headmaster SMP Negeri Selangit. Secondary data sources are obtained from the data of learning device documents such as emergency RPP, Fom assessment, presence, teaching materials during online, media and so on that support as secondary data in this study.

Data collection techniques in this study are observation, interviews and documentation. The observation technique used is direct observation to the field to observe the behavior and activity of individu-individu at the research site.”(Jhon W. Creswell, 2016) Interview techniques use face to face interviews so that they can ask questions directly and not deviate from the problems to be examined.

In analyzing the data, the author refers to the opinion expressed by Miles and Huberman that, "activities in qualitative data analysis are carried out continuously until it is complete so that the data is saturated.”(Sugiyono, 2020) Activities in data analysis, namely data reduction and display data, and conclusion drawing / verification, As for Reducing data means "summarizing, choosing the main things, focusing on the things that are most importantly looking for themes and patterns. Display or Presentation of data is an activity when a set of information is compiled, thus giving the possibility of drawing conclusions and taking actions.”(Sugiyono, 2020) The presentation of data can be done in the form of "brief descriptions, charts, relationships between categories, flowcharts and the like, Which are most often used to present data in research. And conclusion "the conclusions originally put forward are still temporary, and will change if solid evidence is found in favor at the next stage of collection.”(Sugiyono, 2020) But if the conclusions put forward at an early stage, are supported by valid and consistent evidence as researchers return to the field to collect data, then the conclusions put forward are credible. In the implementation of research, the data collected are certainly not all valid and credible. Therefore, in testing the level of credibility and validity of the data, researchers use triangulation techniques, source triangulation, technique triangulation and time triangulation. (Lexy J. Moleong, 2018) The stages in the analysis of qualitative data can be described in the process scheme as follows:

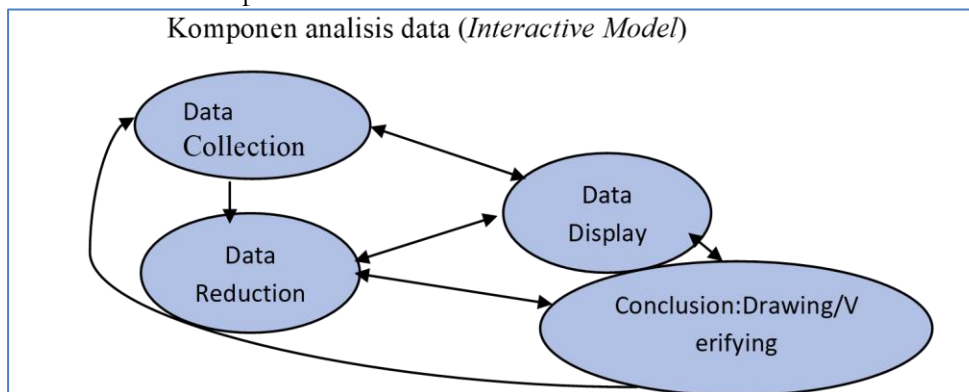


Figure.1.1 Stages of Qualitative Data Analysis of the Miles and Humberman Model

RESULTS AND DISCUSSION

Changes in Learning Patterns during the Covid-19

The change in learning occurred on the basis of a circular from the government that requires learning from home to break the chain of spread of the corona virus. based on Circular Letter Number 15 of 2020 concerning Guidelines for Implementing Learning From Home in the Emergency Period of the Spread of Corona Virus Disease (Covid-19) “that the learning process during the covid pandemic is in accordance with the circular, which is as next.” (SKB 4 Menteri

Republik Indonesia, 2021). The objectives of implementing Learning From Home aim to: (a) ensure the fulfillment of students' rights to obtain educational services during the COVID-19 emergency; (b) protecting residents of education units from the adverse effects of COVID-19; (c) prevent the spread and transmission of COVID-19 in education units; and (d) ensure the fulfillment of psychosocial support for educators, learners and parents/guardians. The Principles for implementing Learning From Home are carried out in accordance with the principles contained in the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Corona Virus Disease (COVID 19), namely: (a) the safety and health of students, educators, heads of education units and all residents of the education unit are the main considerations in the implementation of BDR; (b) BDR activities are carried out to provide a meaningful learning experience for learners, without being burdened with the demands of completing all curriculum achievements; (c) The BDR may be focused on life skills education, including regarding the COVID-19 pandemic; (d) learning materials are inclusive according to the age and level of education, cultural context, character and type of specificity of students; (e) activities and assignments during BDR may vary between regions, educational units and Learners according to their respective interests and conditions, including considering gaps in access to BDR facilities; (f) learners' learning outcomes during BDR are given qualitative and useful feedback from teachers without being required to give quantitative scores/grades; and (g) promote positive patterns of interaction and communication between teachers and parents/guardians. Then the Methods and Media for implementing Learning From Home are carried out with Distance Learning (PJJ) which is divided into 2 (two) approaches: first, Distance learning in the network (online), second, Distance learning outside the network (offline)

Based on the circular letter, it is a rule in carrying out activities during the pandemic. Teaching and learning activities continue to run even in limited conditions. This will cause negative and positive impacts from the implementation of learning carried out for almost 2 years online and offline. The use of digital media and technology is widely used by the public in various fields, both education, business, economy, health, politics and social. Until religious activities such as religious lectures, discussion forums, other important activities are mostly carried out virtually. And this causes online technology users to be very widely used so that everyone's ability to quota is sometimes limited, and the signal conditions in each region are different.

Those affected by learning changes are not only in junior high school but from the early childhood level to college experiencing and carrying out an uncharacteristic learning process. Online learning is changing the learning method with an online system with technological media intermediaries. According to (Naseh, 2021) The results showed that in general the problems faced in online learning are the same as lack of technical mastery, unstable networks, expensive quota costs. Whether you want to agree or disagree, it must still be carried out for the implementation of education and teaching. We recommend that this online learning must be carried out in collaboration between teachers, students, and parents. Because there are many trending terms, parents participate in learning and teaching during this pandemic. The role of parents is needed when guiding children to learn, do assignments and how to use online applications as a learning medium. In this case according to (Sujarwo et al., 2022) that in the results of his research showed that the use of LKS and video tutorials increases the motivation and involvement of parents in accompanying the child's learning process. By attested results of sig. value $0.01 < 0.05$.

Blended Learning

Blended learning is a combination learning model between face-to-face and online. Or conventional learning becomes technology-based learning. This is in accordance with the application of the industrial revolution, namely improving and applying technology. Blended learning is not a new thing, it is an old theory that later broke down during the pandemic because the learning carried out was to combine face-to-face and online with the help of online media and other digital technologies. According to (Munir, 2017) " Learning is not only based on face-to-face, but is combined with science and technology sources that are offline and online. That's what is

called Blended Learning-based learning.” Explaining that Blended learning refers to learning that combines or mixes face-to-face learning and computer-based learning (online and offline). The blended learning method is a method that uses two approaches at once. In a sense, this method uses an online system as well as face-to-face through video conference. So, even though students and teachers do learning remotely, the two can still interact with each other. This method is effective for improving the cognitive abilities of learners. of blended learning models (Nande & Irman, 2021) by testing blended learning, it resulted in the conclusion that the application of the Blended Learning learning model can improve the learning outcomes of class XA Accounting students of SMK Negeri 1 Ende both from the cognitive, affective and psychomotor realms. learning outcomes from the three domains increased from Cycle I to Cycle II of each cognitive realm by 18.64%, the affective realm by 58.90% and the psychomotor realm by 27.72%. Thus learning in this way ensures that students continue to study with teacher supervision online using social media that is familiar to the students. Moreover (Kutsiyah, 2021) analyzing the phenomenon of online learning in the hope that blended learning will be a solution to current learning problems according to him that the media used can vary, however, the whatsapp application is one of the media that is widely chosen and used for learning process both at the elementary school level and even in college. This is because of the ease and practicality of social media which is accompanied by various optional features that are able to send files, images, videos, links, and video calls. However, everything did not go smoothly, there were obstacles in the learning process. So the obstacles that are felt by many students, teachers and parents but also do not deny the benefits and advantages of online learning, then blended learning can be a solution. Based on thus this method is one of the methods where lesson activities are not only carried out face-to-face but how to combine the two in learning activities. blended learning model has various methods used in online learning, namely;

a) *Project Based Learning*

This project-based learning method was initiated by the results of the implications of the Circular Letter of the Minister of Education and Culture No.4 of 2020. *This project-based learning has the main purpose of providing training to students to be more able to collaborate, work together, and empathize with others.* project-based learning method is very effectively applied to students by forming small study groups in working on projects, experiments, and innovations. This learning method is very suitable for students who are in the yellow or green zone.

b) *Daring Method*

The online method is a learning method that uses an internet-based interactive model and a learning management system (LMS). Such as using Zoom, Google Drive, WhatsApp and so on, online activities including webinars, online classes, all activities are carried out using the internet network.(Andasia Malyana, 2020) This method that utilizes online networks can make students creative using existing facilities, such as creating content by utilizing items around the house or doing all learning activities through an online system. This method is very suitable for students who are in the red zone area. By using a full online method like this, learning system delivered will continue and all learners remain in their homes in a safe state.

implementation of online learning is marked by whatApp, Zoom, Google Classroom and several other applications this case, the implementation of learning used in schools generally uses the WhatsApp application. Regarding this online learning, many previous studies explained the use of online learning applications anhusadar's opinion quoted ehrvina that the use of online applications in the implementation of learning has many benefits that can be obtained can assist teachers and students in carrying out online learning.(Yesi Arikarani, 2021). Thus, it can be concluded that the online method is a learning method where all activities are carried out using the internet network by utilizing communication tools in the form of cellphones or computers using learning applications,

namely whatApp, Zoom, Gooogle Clasroom and several other applications. Use of zoom app (Zulherman et al., 2021) in online learning the driver of behavioral intentions to use the Zoom platform during the COVID-19 Pandemic is a hedonistic motivation and perception of self-efficacy, making a practical contribution, taking into account the excitement and convenience of users when determining the right application in times of emergency/crisis. You can also use e-learning applications in online learning (Bismala & Manurung, 2021) results of his research that e-learning facilitates the presentation of learning materials with interaction between teachers and learners, supported by the availability of facilities. There are advantages in e-learning learning, namely flexibility, right on the assessment in e-learning, social ability to allocate time.

c) *Luring Method*

Offline method is a learning model that is carried out outside the network. a sense, this one learning is carried out face-to-face by paying attention to zoning and applicable health protocols. Method is very suitable for students who are in the yellow or green zone area, especially with strict new normal protocols. this one method, will be taught in shifts (model shifts) to avoid crowds. Offline learning model was suggested by the Minister of Education and Culture to meet the simplification of the curriculum during this pandemic emergency. Method is designed to get around the delivery of the curriculum so that it is not too difficult when conveyed to students. Moreover, This one learning is also considered quite good for those who lack or do not have supporting facilities and infrastructure for the online system. this method is a method used in general, namely the learning process is carried out face-to-face.

d) *Home Visit Method*

It is one of the options in learning methods during this pandemic. This method is similar to teaching and learning activities delivered during home schooling. the teacher holds a home visit to the student's home within a certain time. Thus, the material that will be given to students can be conveyed properly, because the subject matter and assignments are directly carried out properly under the guidance of the teacher. this method, it is one of the methods where teachers visit students' homes in order to provide guidance to students. The four online methods used during the pandemic for rural areas that are often used are offline methods by applying odd even or limited face-to-face. Four methods are good for use in urban schools with not too far mileage.

Online Learning Applications

The use of online learning applications is increasing such as the use of mobile phones, via whatsapp, zoom, googl eclassroom. The applications used are adjusted to the abilities and environmental conditions of the students in each place. The components included in digital learning applications are;

a) *Mobile learning*

“Mobile learning or also called M-learning, is defined as learning that is delivered (or supported by) mobile technology (Munir, 2017). Mobile learning can be done anytime and anywhere, as long as the learner brings their mobile device. Mobile learning is any learning that occurs when the learner is not in a fixed and predetermined location, learning that happens when learners take advantage of the learning opportunities offered by mobile technology. are six categories of mobile learning, namely: 1) technology-driven mobile learning:” Some specific technological innovations are placed in an academic setting to demonstrate technical feasibility and learning possibilities; 2) miniature portable e-learning: mobile, wireless, and handheld technologies are used to enforce approaches and solutions already used in 'conventional' e-learning; 3) connected learning classes: mobile, wireless, and handheld technologies are used in classroom settings to support collaborative learning; 4) personalized, conditioned mobile learning: mobile, wireless, and handheld technologies

that are enhanced with additional functions, such as video capture, and deployed to provide educational experiences that others will be difficult or impossible; 5) training support: mobile, wireless, and handheld technologies are used to increase worker productivity and efficiency by providing information and support; 6) mobile learning: mobile, wireless and handheld technologies are used to address environmental challenges and infrastructure to provide and support education in areas where 'conventionoanal' e-learning technologies will fail.

b) Social Media

Term social media is certainly not something unfamiliar to hear even every day using social media to interact with friends, relatives, or between learners and teachers because of its ease and speed in conveying information. "Facebook, Twitter, Deliciuos, Blogger, and Youtube are examples of social media technologies that have made their way into schools, higher education, and the workplace" (Munir, 2017) media should be utilized for better needs, such as Digital learning. Dengan begitu fungsi media sosial benar-benar teraplikasikan, sebagai media untuk bersosialisasi dalam hal-hal yang positif.

c) *Virtual Learning*

Educational institutions that have introduced a lot of online learning as a material delivery option, it turns out that there is evidence of the development of curriculum models that can advance pedagogical diversity and learning effectiveness. virtual world environment has great potential to improve the quality of learner engagement, generate a social presence and provide authentic learning opportunities for learners in various disciplines and professions. virtual world can be a place of discovery and wonder: anything imagined can be created. it is also a place full of dangers. Incorporating teaching into a virtual world requires a lot of planning, resources in terms of time and money, and commitment to be worth it and worth it.

Addition, the explanation above is supported based on research that the application of the use of digital technology during online learning research by (Yuni Fitriani, 2020) concluded that Learning Management System applications such as Google Classroom, Edmodo, Moodle, as well as SEVIMA Edlink and LMS bida are used as applications, it's just that the accuracy of their use in universities. Moreover (Kurniawan et al., 2021) teachers are ready to face learning during a pandemic by providing training in the form of workshops, where with this workshop the teachers can immediately carry out trial activities and interact with the monitoring of the turors. the hope is that after this activity they will really be able to use the learning platform given and learned. Basically, it is not blaming the increasingly sophisticated technological media, but how a teacher or lecturer is able to adapt to technology and an educator is considered a digital immigrant (Fernandes et al., 2021) Digital immigrants see technology only as an addition to streamlining the learning process such as using video as a tool to explain learning, but not considering teaching virtually as a learning process. Digital immigrants are seen as too difficult to learn new technologies and it is also too late for them to learn about new electronic devices, electronic education programs, and applications. dominating teachers are less confident in the use of technology, they are able to apply what they learn about technology better at digital. As long as the teachers of digital immigrants have enough time and accessibility, they can learn the technology to become a real digital master. So teachers must be able to adapt to new technologies as an increase in teacher competence. (Prawira et al., 2021) Asynchronous learning such as e-learning can explore the affective of students with a commitment to learning can be considered successful in helping learners improve their attitudes. like research (Singh & Meena, 2022) explained about the research virtual classrooms in India have challenges such as poor internet connectivity, unavailability of suitable electronic devices, lack of home teaching environment, lack of information and communication technology (ICT) knowledge among students and teachers.

Learning Patterns of PAI Learning During the Covid-19 Pandemic at SMPN Selangit Musi Rawas

The change in learning patterns during the Covid-19 pandemic is the government's effort in realizing and organizing education so that teaching and learning activities continue to run even in the emergency of the Covid-19 outbreak. There are many ways that are done by the school for learning to take place, such as implementing online and offline learning. In the implementation of online learning carried out by (Haryati et al., 2021) that it has successfully carried out online learning in three contexts, namely learning that is carried out fully, partially, or not both which results in the emergence of different points of view and the way students learn through various virtual learning activities, such as watching videos (YouTube or Teacher presentations), completing quizzes, doing assignments, discussions through Google-Meet, and the like depending on the learning design. There are many ways and many models used by teachers to make it easier to convey material well to students in a pandemic condition. So teachers are led to be critical and innovative in carrying out learning. As done by (Jumadi et al., 2021) a collaborative model assisted by Google Classroom to improve creative thinking skills by analyzing the impact of the result is that learning with the project collaborative model assisted by Google Classroom (PjCM-GC) can be an alternative for policy makers and teachers to solve problems creatively.

Although sometimes the goals to be conveyed have not been achieved properly, it is hoped that from this process students will be able to receive learning, both offline learning and online learning. learning is learning that is carried out online, using learning applications and social networks, this learning is carried out without face-to-face, through the platform that has become available, forms of subject matter are distributed online, offline learning is learning outside the network or with offline terms, means that this learning is nothing but conventional learning that was often used by teachers before the Covid-19 pandemic, but there are certain changes such as shorter study hours and fewer materials. (Rio Erwan Pratama, 2020) teachers of SMP N Selangit, Musi Rawas, understand that the most important thing in online or offline learning is the use of technology for learning.

a. Learning Planning

activities are activities that are planned as for the teacher before carrying out learning activities first make and compile a plan, making a planned preparation before teaching is one of the important steps for a teacher's success in teaching, are expected to use rpp in teaching and learning activities as a reference and guideline for teachers in delivering material to students. on the results of interviews conducted by researchers regarding learning plans that must be prepared by PAI teachers at SMP N Selangit, stated by Mr. Mansyur as a PAI teacher said that in learning planning that must be prepared, namely including prota (annual program), prosem (semester program), syllabus and RPP (Learning Implementation Plan) the RPP that we use today is the emergency rpp, where learning is shortened more" (interview, 2021)

b. Implementation

Learning activities will not run if they are not carried out even though the prepared learning planning is mature the implementation of learning is the core point of the implementation of learning itself, The implementation of learning should be planned and prepared properly so that in its implementation it is expected to run well as expected. on the results of observations that researchers carried out at SMP N Selangit Musi Rawas, The implementation of learning activities during the Covid-19 pandemic is in accordance with the schedule made by the principal where for class VII, namely on Mondays and Thursdays, class VIII is on Tuesdays and Fridays and for class IX, namely on Wednesdays and Saturdays, as for the implementation of Islamic subjects for class VII, it is carried out on Mondays, class VIII is held on Fridays and class IX, namely on Saturdays" (Documentation, 2021)

The implementation of learning in the online and offline period is the task and responsibility of teachers in facing learning problems during a pandemic, is indeed not easy to achieve the learning objectives, teacher requires pedagogical, professional competence, personal

dan profesional. To improve the competence of the teacher, it cannot run if it is not able to adapt to new technologies and strategies in learning. An easy and frequently used strategy in learning is to insert punishments and rewards aimed at strengthening the individual's behavior what the individual wants to do. (Wahyuni, 2015). main purpose of teaching is to teach students. The criteria for the success of the teaching process at the implementation stage are not only measured by the extent to which the student has mastered the subject matter but the extent to which the student has carried out the learning process. (Hamruni, 2012). what material should be studied and how to study it is not solely determined by the wishes of the teacher, by noticing every student's difference.

The implementation of learning that is often used is to use applications that are easy to use and affordable internet capacity such as whatapps or google classroom applications. According to the results of the study (Azizah, 2021) that Google Classroom is considered quite effective as an assignment medium because it can be accessed anywhere and anytime as well as stored storage. But in terms of independence skills students tend not to go as **expected**. Then the teacher must provide motivation to increase the independence of students.

Actually, what is suitable for use is the whatapps application because it is in a very small village to be able to zoom or something else. At least google classroom because based on observations students like and have wa during online learning by looking for a place with a strong signal. According to research (Djamdjuri & Maeleni, 2021) that based on the percentage of research results obtained online media that students are most interested in when studying online are WhatsApp (40.3%), **Google Classroom** (35.7%), Telegram (12.4%) and Zoom (4.4%). In general, I want to learn as before. But online learning has a positive impact on students in learning. As previously discussed, the application of learning applications during the pandemic must be considered which ones are appropriate and which are not. Of course, every technology used experiences obstacles and impacts on its use. Such as the implementation of learning carried out by (Chalim & Prahesti, 2021) regarding the implementation of communication design in learning Islamic religious education during a pandemic through Whatsapp or messenger experiencing problems not smoothly accessing, parents do not fully understand technology. Awareness of parents and students is indispensable in using visual media such as **Whatapp** as an intermediary between students, teachers and parents in online learning and not to escape responsibility as students, collecting assignments, understanding materials and parental guidance.

So thus some examples of online learning are very important to be carried out in achieving learning goals regardless of our current condition is a pandemic period, we as teachers remain responsible for everything continuing to carry out teaching and learning tasks, and face problems that occur during the pandemic. That way we can take the wisdom into the advantages and disadvantages of online learning, which are almost the same in general. The wisdom is to learn more closely in getting to know technology, training teachers' skills in the adaptation of new technologies. **And** students can apply distance learning through the medium of technology used.

c. Evaluation

Evaluation of learning is an activity to determine the value, whether or not a learning is successful in a school related to education must have the achievement of competencies that include aspects of knowledge, aspect and skill aspect. According to Oemar Hamalik, the evaluation of learning outcomes is "the entire measurement activity (data and information collection, processing, interpretation, and consideration to help decisions about learning activities learning outcomes achieved by students after carrying out learning activities in an effort to achieve the learning objectives that have been set" (Documentation, 2021)

On observations made by researchers at SMP N Selangit Musi Rawas, the evaluation of learning is carried out directly by the teacher concerned in this case the teacher of Islamic Religious Education where the teacher uses authentic assessment, or assessment used by teachers

in the form of tests such as pilgan questions (double selection), matching questions and answers, memorization, for learning outcomes in terms of assignment scores, midterm exam scores (UTS), and final semester exam scores (UAS).

Impact of Changes in Learning Patterns During the Covid-19 Pandemic in PAI Learning at SMP Negeri Selangit Musi Rawas

The process of learning activities, it is inseparable from a problem, both experienced by teachers and students, especially learning activities during the Covid-19 pandemic, of course there are many problems faced by teachers and students, a teacher must be able to solve various kinds of problems faced by students in the learning process activities. get an idea of the impact of changes in PAI learning patterns during the Covid-19 pandemic at SMP Negeri Exorbitant Musi Rawas, the author received a direct statement from the teacher concerned, namely the Islamic Religious Education teacher named Mr. Mansyur who taught in class VIII and IX using the interview method.

In this case, the researcher conducted an interview with Mr. Mansyur as a PAI teacher who teaches in classes VIII and IX by asking his opinion about the impact of current learning patterns on the learning process of Islamic Religious Education, he stated "Learning activities are hampered, both student network access is not good, students do not have cellphones, the subject matter is hampered to be resolved, teachers have difficulty supervising students both related to student abilities and student attitudes due to time constraints, as well as the lack of cooperation between teachers, students and guardians of students." (Interview, 2021) same thing was also conveyed by Mr. Sudarmanto as the principal of SMP N Selangit, Musi Rawas Regency, he said that he said that: "As for the impact of the learning pattern experienced by teachers and students at this time, namely the Covid-19 pandemic, namely, signal access that cannot be reached by students in remote villages, many students do not have cellphones" (interview, 2021)

The researcher also conducted an interview with Sukartini's mother as the Curriculum Waka of SMP N Selangit, Musi Rawas Regency, she said that: "The impact of learning patterns on current learning is lack of study time, lack of communication tools, many students do not have cellphones, even if there is a cellphone, there is no internet quota cellphone, some students use cellphones only to play online games not for studying and and signals that are difficult to reach for students who are in remote villages" (interview, 2021)

Another opinion was also conveyed by Mr. Jon Heri as a teacher of BK (Guidance Counseling) SMP N Selangit Musi Rawas when asked about the impact experienced by students on current learning he said that: "what is certain is that learning during the Covid-19 pandemic is for the moral aspects of children, before the Covid-19 pandemic it was around 80% but during the Covid-19 pandemic, the morale level of children plummeted, maybe around 50% more children's morals, students if at home there is no one to direct or guide the child because the busyness of the parents so the child is not paid attention to his morals so it can be ascertained that the moral aspect of the child decreases." (interview, 2021)

Furthermore, to find out more about the researchers also conducted interviews with students of SMP N Selangit Musi Rawas regarding the impact experienced by students in current learning as revealed by Exta Ramadani, a grade IX student, said that: "when learning the material presented by the teacher could not be understood well because of the limited time, some of us did not have cellphones, the network was not good, the internet quota was not there, many homework tasks piled up which made us feel stressed." (interview, 2021)

The same thing was also conveyed by Baim, a grade VIII student of SMP N Selangit, revealing that "during online and offline learning I do not understand the material presented by the teacher, some students do not have cellphones even though they have not to learn but to play games and there is no internet quota."

On the results of the observations and interviews above, the researcher can thus conclude that the impact of changes in learning patterns during the Covid-19 pandemic in learning Islamic Religious Education at SMP N Selangit, Musi Rawas Regency is basically the same as the impact

experienced by other subjects where KBM activities are less effective, inhibition of learning activities, some students do not have cellphones, or slow internet network, internet quota is limited, students poorly understand the material presented by the teacher, students feel stressed because of the piled up tasks, then from the moral side, this is due to the lack of attention to direction and supervision from parents due to busy work, existence of online learning makes students' affective abilities invisible, students' affective abilities must be instilled when online learning is like the responsibility of the student when the teacher gives tasks that must be completed on time. The impact that occurs is often experienced by students and teachers so that the stress level is high, it needs to be controlled with good spirituality and psychology in dealing with this pandemic. This is in accordance with research (Supriatna & Septian, 2021) religiosity and spirituality affect psychological well-being during the Covid-19 pandemic. Religious motivation is very necessary to increase students' affective in learning, especially in pandemic conditions according to (Atmoko et al., 2022) need to guide adolescent students to increase motivation for achievement, religion, and affiliation but lower the motivation of power at an ideal level to improve student learning behavior. Similarly according to (Hidayat et al., 2022) that Teachers have difficulty internalizing and implementing character values when learning is done virtually. Because teachers are used to being face to face with students when facing and applying student character. Therefore, it is carried out by habituation, integration, and imitation.

CONCLUSION

The learning pattern of Islamic Religious Education at SMP N Selangit, Musi Rawas Regency, is to apply the learning pattern set by the government where the learning activity process uses a combination pattern (online and offline), from the planning, implementation and evaluation, it can be said to be good even though it needs adjustments to the current pandemic conditions. In the process of learning, learning is carried out outside the classroom in the open, some of which are carried out online, whatsapp application media in giving assignments to students, the material provided is shorter, with the methods used are still traditional, namely the method of lectures, discussions, and demonstrations as well as evaluations which are used with daily tests, mid-semester, UAS and also assessment of the learning process

negative impacts of changes in learning patterns during the Covid-19 pandemic in PAI learning at SMP Negeri Selangit, Musi Rawas Regency, are: Impact on teachers, teaching and learning activities are less effective, because learning activities are only carried out 2 times a week with a short time, adequate facilities at the time of learning at home will lead to a lack of understanding of the material presented by the teacher to his students, online learning activities, not all teachers are skilled in using internet technology and social media. Impact on students, level of learning outcomes and student morale decreases, this is because students do not understand the material presented by the teacher online, the facilities and infrastructure and communication tools that students have to learn are not adequate, either cellphones or computers, especially the signal network is slow and the quota is limited.

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