Paradigm Changes in Patterns of Islamic Religious Education during the Covid-19 Pandemic

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ABSTRACT: This article aims to discover the new educational paradigm regarding parental participation as an aspect of student assessment in the pandemic era, especially at SMPN 1 Krangkeng, Indramayu, Indonesia. The Covid-19 pandemic has significantly impacted all aspects of life, including the Islamic education system. Changes in the education system, especially in learning, are required to make changes so that students do not experience difficulties in the learning process. The Work from Home (WFH) policy, social and physical distancing, and the Teaching and Learning Activities process using an online system (online) have also enlivened the dynamics of Islamic Religious education. This article examines the learning conditions during the Covid-19 pandemic and the education challenges during the Covid-19 pandemic, especially at SMPN 1 Krangkeng, Indramayu, Indonesia. This research is phenomenological research, with descriptive-analytical. The results and conclusions in this writing show that learning changes during the Covid-19 pandemic are very much needed and are a solution in education, especially in junior high schools. Technology is a medium for interacting between educators (teachers) and students in implementing online learning. In addition, technology also plays a role in facilitating educators to convey learning material so that learning continues even though it is not carried out face-to-face (offline).

KEYWORDS: Covid-19 Pandemic, Islamic Religious Education, Paradigm Changes.

I. INTRODUCTION

The educational paradigm in Indonesia is constantly changing to the right one by the times (Jayadi et al., 2022). The relevant national education system always develops and perfects a curriculum carried out continuously or continues to be related and sustainable in accordance with the times (Kholil et al., 2022). The change in the educational paradigm adapts to current conditions, namely a change in the paradigm which says that the teacher is the center in the learning process shifts to a new paradigm which becomes students as the center/central in the learning process (Kustinah et al., 2022; Maesaroh & Muzayyin, 2022). From the development of the educational paradigm, researchers want to contribute to a new educational paradigm that is more relevant and needed in today's educational developments.

In 2020 – 2021, Indonesia and other countries were tested for the spread of the covid-19 virus. This pandemic has impacted all existing sectors, from the economic, political, and social sectors, including the education sector (Das et al., 2022; Fatmasari et al., 2022; Kosim, 2022; Nurhaeni et al., 2022). The learning process in all educational institutions, from elementary to tertiary levels, must switch from a face-to-face or offline system to an online system (S. Supriatin et al., 2022). Therefore, to achieve educational goals, it is necessary to increase the competencies possessed by the school community, namely school principals, educators, education staff, and students (Pratomo, 2022; Rochmat et al., 2022). In this pandemic era, online system learning is one of the steps taken by the government so that the learning process continues even though it is carried out at home. The implementation of homeschooling was a big surprise for the Indonesian people, especially for parents who are productive outside the home (Wibowo, 2022). Students who are not directly face-to-face with educators become problematic because students are used to face-to-face learning. Therefore, the importance of parental participation is in assessing students to apply and implement knowledge in their daily lives (Yang et al., 2022).

Through the Ministry of Education and Culture (Kemendikbud), the Indonesian government is trying to ensure that educational actors such as educators and students can still organize teaching and learning, although differently. The Ministry of Education and Culture stipulates that education in Indonesia will still be held with a different system, namely Study From Home (SFH) (Nuryana et al., 2022). The Ministry of Education and Culture encourages the implementation of the teaching and learning process to be carried out online.

The challenge for educational actors during this pandemic is the implementation of online learning for all elements. Education is challenged to innovate with each other like educators, students, institutions, and society like parents (Rubalcaba, 2022; Tunç-Pekkan & Taylan, 2022). The ineffectiveness of Distance Learning (PJJ) is the main reason for wanting to open

schools like before. Online-based learning, with all its advantages and disadvantages, has an impact on decreasing learning outcomes and increasingly unequal access to education. Discrepancies occur between urban and rural students or between those who can and cannot afford it. Differences in access and quality of technology between 3 regions (Disadvantaged, Frontier, and Outermost). The other impact that is feared from prolonged PJJ is the occurrence of lost generations. The generation was confused, lost direction, and lost grip. Educators must find ways to convey learning material that students can easily accept. Students are required to adapt to situations and conditions like today, one of which is mental readiness.

Online learning is a form of innovation that must be integrated with the role of technology. Technology can facilitate all needs in the teaching and learning process (Ratnaningsih & Gumiandari, 2022; Sanusi et al., 2022). Digital technology in educational institutions supports learning as a means of accessing the information on learning resources and supporting learning activities and related assignments. Along with the development of the technological era, there are currently many platforms that can help carry out online learning, such as e-learning, Google Classroom, Edmodo, Moodle, learning houses, and even platforms in the form of video conferencing, including Google Meet, Zoom, and Visco Webex (Hadi et al., 2022).

Technology plays a significant role in improving the quality of education (Huriyah & Hidayat, 2022; Zhang et al., 2022). Technology can streamline and provide efficiency in the teaching and learning process and make it easier to achieve educational goals. The Covid-19 pandemic has significantly impacted learning psychology, which makes this study different. In addition, the subjects dealing with this technology are different, so there are new things that support previous studies. Based on this description, this paper will examine the role of technology in learning and the educational challenges faced during the current Covid-19 pandemic.

The utilization of educational technology is necessary for the context of teaching and learning activities. Because with a scientific, systematic, and rational approach, as required by educational technology, effective and efficient educational goals will be achieved. However, technology in the globalization era is used to increase effectiveness and efficiency in education. Technology also impacts or has consequences on the socio-cultural world of society, including the shrinking of space and time, causing almost no groups of people or parts of the world to live in isolation. The social differences prevailing in society have no meaning on the internet.

Learning Islamic religious education must innovate from methods to learning systems to create creative, innovative, and effective learning. Apart from the positive and negative impacts of technological developments, this has a strong influence on the learning process of Islamic religious education in the future, which is still traditional in its methods or learning systems.

II. METHOD

This research is phenomenological research, with descriptive-analytical. The research location is SMPN 1 Krangkeng, Indramayu, West Java, Indonesia. The literature used in this study comes from articles, books, and journals related to the research theme. The research flow: 1) Researchers collect information and data; 2) Researchers reduce the data to focus on things that are important and relevant to research; 3) Researchers describe and draw conclusions.

III. RESULTS AND DISCUSSION

The results of a literature study regarding parental participation as an aspect of student assessment in the online learning process in the era of the Covid-19 pandemic are urgently needed and needed. Changes in the educational paradigm in the subject matter of Islamic Religious Education (PAI) in the teaching and learning process, which only involve teachers and students, have begun to change due to the covid-19 pandemic. The role and participation of parents as a substitute for teachers is one of the new things in implementing the teaching and learning process. During this pandemic, the learning process has changed; teachers teach not directly with students through digital assistance. Online learning is an alternative to making the teaching and learning process successful. Parents' participation also has a role in the online learning process, considering the condition of the Covid-19 pandemic, which is still widespread. This condition also occurs in Indramayu Regency at the junior high school level, both public and private, including in our school SMPN 1 Krankeng Indramayu must implement an online system.

Based on the results of research conducted by filling out a questionnaire via the Ms.65 form, in general, the implementation of online distance learning (PJJ) at SMPN 1 Krangkeng, Indramayu Regency, was quite effective, with a processing rate of 60-79%. Students are accustomed to using internet technology, so there are no significant problems with learning access. It's just that access to online learning is not too high because the average student at SMPN 1 Krangkeng does not have his device but uses his parents. Access to learning is carried out with the assistance of parents. However, the problem is the availability of free internet access because most children's parents, almost 80%, are at the middle to lower economic level. This can be overcome with free internet assistance from the Ministry of Education and Culture, which is given monthly. The assistance is enough to meet the needs of students in PJJ activities every month.

Parental participation in PJJ learning is guiding, supervising, and controlling students in online learning (Hong & Ho, 2005; Puspita, 2021; Steinberg et al., 1992). With the participation of these parents, they can also apply and motivate students (Pratomo & Kuswati, 2022) to be disciplined and enthusiastic about online learning (Abdurakhman et al., 2022) even though there is an

economic impact that parents feel in the form of the availability of free internet to expedite and facilitate the online learning process. Parents must also provide sufficient free time to guide, supervise and control students during online learning (Shin, 2015; Singh et al., 2020). After that, parental participation also becomes an aspect of assessment for students to guide, supervise, and control the application of the knowledge they have learned to everyday life.

Education in Indonesia has various paradigm shifts to the current situation. From the independence era until 1965, Indonesian education was influenced by the Dutch education system. However, after 1966, education in Indonesia was influenced by the American education system, which produced output with a short-cut mentality. The education system was only for transferring knowledge and had an individualistic and consumptive nature. Then, in the New Order era, there was little progress in Indonesian education, although it was insignificant, that is, only in terms of quantitative progress. However, qualitatively, it still needs to look better from the improvement in the quality of human resources. There has been no increase in maturity in the form of values of honesty, truth, responsibility, and the still high unemployment rate.

In the era of the Covid-19 pandemic, the online learning process does not only involve teachers and students, but parental involvement and participation are needed. Parental involvement and participation in the online learning process focus on expenses during the online learning process, such as buying quotas (internet access) during the teaching and learning process (Jayanti & Indrakurniawan, 2022). Then parents also have to spend much time providing supervision and guidance to students during the online learning process so that students remain disciplined and can follow the online learning process. Therefore, a new paradigm change in education regarding parental participation is urgently needed during the Covid-19 pandemic.

Perception is an experience that someone has about objects, events, and relationships obtained through inferred information and messages. Perception is a form of understanding or interpretation of information obtained by someone and then applied in the form of attitudes and behavior (Solina, 2017). According to the explanation above, perception is a form of a person's experience to interpret or interpret the information he gets, which is then applied in the form of behavior and attitudes.

Parents' perceptions of education have an essential role in education (Patrikakou & Weissberg, 2014). As for parents' perceptions of education, there are differences between one parent and another because each parent has their views. If there are parents who have the perception that education is essential, then this will motivate students for their future education. However, it still needs to be visible and materialized behavior to create good future education for students.

Parental participation in teaching and learning is needed (Turnbull & Turnbull, 1982). The online learning process makes students study at home using technology-based learning media. Online learning is a form of teacher learning with students who do not directly meet face to face. Teachers deliver materials at school, while students receive materials at school. Here the involvement parents must carry out is needed to oversee this online learning process. Following Permendikbud of Indonesia, number 23 of 2015 stated that the involvement of parents is beneficial for growing students' character.

Ki Hajar Dewantara (a pioneer in Indonesian education) argued about the importance of parents' position as the first and foremost educators in the family. The forms of parental participation in education are: 1) Parents as teachers in the online learning process, the role of school teachers assisted by parents as teachers at home with the task of guiding and directing in the distance learning process. 2) Parents as facilitators. Parents prepare and provide the facilities and infrastructure students need to carry out online learning so that the online learning process can run effectively and efficiently. 3) Parents as motivators, where parents encourage students to be enthusiastic and active in participating in the online learning process. 4) Parents as directors. People who influence to determine a policy both in learning and evaluating the learning process (Cahyati & Kusumah, 2020). It can be concluded that contribution or participation in the online learning process during the Covid-19 pandemic is very much needed to support and develop students' potential. The contribution or participation of parents in supervising students during the online learning process at home and parents are also determinant of students' assessment of the implementation or application of students in everyday life.

Four contributions or parental participation in online learning are significant during this pandemic. Parental participation helps teachers in the success of the online learning process. Participation is vital to achieving educational goals planned and formulated by the school. Parents feel that online learning is very effective and efficient to apply at home. That is because many assignments given by the teacher make parents also pay attention and supervise students. Parents continue to think and be creative to make the atmosphere at home comfortable and exciting for students to learn. The more sources that support and involve parents, teachers, and students in implementing online learning, the more effective and efficient it will be in achieving good learning outcomes. Parental involvement during the pandemic in implementing online learning is urgently needed to support and motivate students and supervisors.

Educational technology from various aspects, namely: theoretical aspects, field aspects, and professional aspects. 1. Theoretical aspect, educational technology is a set of ideas and principles on how education and learning should be carried out using technology. 2. The field views educational technology as applying ideas and theoretical principles to solving concrete problems in education and learning. 3. In the professional aspect, educational technology is seen as a profession of a specific implementing group that is organized, fulfills specific criteria, has specific tasks, and joins to form a specific part of the field (Hadi Miarso, 1986).

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Specific characteristics of the technology are very relevant for educational purposes. Educational technology allows for: First, dissemination of information widely, evenly, quickly, uniformly, and integrated. Second, logically, scientifically, and systematically presenting material can complement, support, and clarify the subject's concepts, principles, or propositions. Third, become a teacher partner to realize the teaching and learning process effectively, efficiently, and productively according to the needs and demands of students. Fourth, utilization as a learning resource can present material more excitingly (Danim, 1995).

E-Learning models

The e-learning learning model is no stranger to the education community during this pandemic. Before this situation, there were very few enthusiasts of this learning model, which is rare in Indonesia. In developed countries, the e-learning model has been massively implemented because it is considered very effective and efficient in distance learning. During the Covid-19 pandemic in Indonesia, the e-learning model became a mandatory menu. E-learning is learning by utilizing the help of electronic devices such as computers and handphones (Bora & Ahmed, 2013; Rifah & Zamahsari, 2022). The term e-learning can also be interpreted as a form of information technology applied in the field of education in the form of virtual worlds. E-learning aims to change the learning process in schools and colleges into a digital form that is bridged by internet technology.

Studies conducted by Americans strongly support the development of e-learning, stating that computer-based learning is very effective, enabling 30% better education, 40% shorter time, and 30% lower costs. The World Bank (World Bank) 1997 announced the Global Distance Learning Network (GDLN) program, which has partners in 80 countries worldwide. Through this GDLN, the World Bank can provide e-learning to 5 times more students (from 30 to 150 students) at the cost of 31% less (Nurdin, 2016).

According Ahyani et al. (2022), there are two approaches to utilizing or implementing e-learning, namely: 1. Topic Approach (Theme-Centered approach). The steps taken in this approach are: Determine the topic. Determine the learning objectives to be achieved. Furthermore, determine learning activities using relevant information technology to achieve learning objectives. 2. Software-Centered Approach. In this approach, the first step begins with identifying information technology. Then the teacher plans relevant learning strategies for a particular learning topic.

ICT-Based Learning of Islamic Religious Education (PAI)

ICT (Information and Communication Technology) are various aspects that involve technology, engineering, and processing techniques used in the control and processing of information and its use, the relationship between computers and humans, and matters related to society, economy, and culture (Hamzah et al., 2022; Huang et al., 2022; Qureshi et al., 2022).

ICT covers two aspects, namely information technology and communication technology. Information technology includes all matters relating to the process, use as a tool, manipulation, and management of information. Communication technology is everything related to using tools to process and transfer data from one device to another. So Information and Communication Technology contain a broad meaning, namely all activities related to processing, manipulation, management, and transfer of information between media.

In practice learning, Islamic Religious Education, many problems faced so far. There are three problematic principles: First, one defines religion. Second, the paradigm used in religious learning. Third, the purpose of religious learning. Religion is only interpreted in terms of rituals and readings, whereas in-depth, religion can be interpreted as the whole of human behavior in life. This behavior forms the integrity of a human being with noble character based on faith in God and personal responsibility in the future.

Based on these problems, innovating Islamic religious education (PAI) learning is necessary to achieve maximum learning outcomes. ICT-based learning is a new alternative in the PAI learning process during the covid-19 pandemic. This new alternative helps solve learning problems and achieve educational goals.

The use of advanced technology, such as computers, is very important and can affect the development of PAI in five stages. First, using computers in learning can act as a tool to enable PAI to expand its knowledge paradigm. Both the use of advanced technology can be used to realize the integration between PAI and science education. Third, how can we positively use and exploit all forms of existing technology to make PAI the basis for studying educational sciences or the basis of sciences?. Fourth, to create a world PAI series. The convenience of technology can be used to frame and develop a paradigm and the same PAI curriculum for Islamic countries. Fifth, fostering the concept of monotheism and science. Through technology, it can be explained that knowledge is actually unity. This fifth stage completes our efforts to foster an advanced Islamic civilization.

Challenges of Islamic Religious Education (PAI) during the Covid-19 Pandemic.

Investigate the cause of Covid-19 having a significant impact on the education sector (Barman, 2022; T. Supriatin et al., 2022; Yassine et al., 2022). Various efforts to prevent transmission of the Coronavirus. Almost all countries implement various policies, one of which is to enforce social distancing and prohibit activities that cause mass gatherings or with a physical distancing policy. The Indonesian government has imposed Large-Scale Social Restrictions (PSBB) by the mandate of the Government Regulation, which requires all activities to be carried out at home. Starting from work activities to learning activities are also carried out at home to reduce interaction between people and prevent Coronavirus's spread.

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Based on this policy, everyone must stay at home, impacting education policies. Learning must continue even without face-to-face meetings. Learning activities must continue with the online learning model. Online learning is a learning system whose implementation is not carried out directly in the same place but is carried out by utilizing a platform that can help the teaching and learning process even though it is carried out remotely. Along with the rapid development of technology, communication, and information, online learning can be done using various platforms such as e-learning, Google Classroom, Etc. In addition, online learning can be done via video conferencing using several platforms, including the Zoom application, Google Meet, and Visco WebEx. Apart from using these applications, it is common for WhatsApp Groups to be an alternative to implementing online learning.

Online learning has various obstacles and challenges for educators and students (Hidayat et al., 2022). One obstacle that makes it impossible is access to the internet network that has not been evenly distributed (Morgan, 2022). That is proven by Jamalul Izza, general chairman of the Indonesian Internet Service Provider Association (APJII), who explained that Indonesia has around 74 thousand villages, of which there are still many villages that cannot enjoy the internet network like other regions. This is motivated by one of the factors, Indonesia's geographical location, which consists of thousands of islands.

This phenomenon of change is surprising without any prior preparation resulting in a lack of proper preparation resulting in current online learning not being optimal. It is a challenge for educators and students to be able to adapt to conditions quickly, and expertise in operating technology systems has become an important requirement during the current pandemic because what is needed by everyone is mental readiness.

Renewal of Islamic Religious Education (PAI) Learning during the Covid-19 Pandemic

Renewal is defined as a new change towards improvement or different from what existed before, carried out intentionally and planned. In learning technology, innovation refers to using advanced technology, both software and hardware, in the learning process. This new technology application aims to improve learning quality, effectiveness, and efficiency (Hidayat et al., 2022; Perdana et al., 2021). Methods and strategies are also an innovation in learning that education actors are continuously developing. For example, schools carry out innovations in learning Islamic religious material by utilizing information technology. For example: utilizing internet services in schools as a support for students to broaden their knowledge of Islamic Religion material, with the form of Web Enhance Course learning which makes the internet a support for teaching and learning activities in class. Innovation can also be carried out using various approaches. Even today, many games and educational applications are beneficial and support the distance learning process by utilizing access to internet technology.

Technology plays a significant role in learning in the current Covid-19 pandemic situation (Huriyah & Hidayat, 2022; Papademetriou et al., 2022). The ease is felt by educational actors, especially educators and students, in conducting distance learning or known as offline learning. Various kinds of platforms are provided to facilitate the implementation of distance learning, including facilitating educators in conducting assessments of students even though it is not done face-to-face. Using various platforms such as Google Documents is a medium for conducting online discussion forums, submitting exams via Google Forms, and providing quizzes through websites or applications.

Technology assists students in obtaining subject matter that may not be obtained during distance learning by accessing websites and applications such as edutafsi.com, wolframalpha.com, slide share, and many more. In addition, technology also plays a role in increasing the creativity of educators and students (Tang et al., 2022; Zhou et al., 2014). All can innovate in the delivery of learning materials by utilizing various social media sites such as Facebook, Instagram, YouTube, etc. This is very helpful and makes it easier for educators and educational institutions. Likewise, students can take advantage of various social media sites to fulfill their assignments. The presence and use of technology can provide benefits in supporting the success of online learning amid the complex pandemic that everyone is currently feeling.

The quality of human resources has a vital role in influencing online learning. Because of superior and quality human resources, internet technology can be appropriately managed and follow quality content. Internet technology will only significantly impact if human resources as operators or users have good knowledge and skills in using and managing technology. For this reason, understanding technology is a significant factor in the success of online learning. Internet technology in online learning plays a significant role if properly planned management. So that Internet technology provides excellent benefits and makes learning easy, effective, and efficient for students. Internet technology can provide many benefits in supporting teaching and learning activities at all levels of academic units.

CONCLUSIONS

Parental participation as an aspect of student assessment is a new paradigm that must be applied during the current Covid-19 pandemic. Changes in online learning methods require parental involvement in guiding, controlling, and supervising the online learning process at home. Implementing parental participation as an aspect of student assessment in the online learning process at home has a positive impact, including higher student learning outcomes in the form of daily scores, midterm exam scores, to final exam scores. The impact of development on students is also better, as is a social experience, satisfaction with self-competence, and understanding of the importance of being educated. Therefore, this new paradigm needs application in online learning at

home, with both parents as primary and first educators at home and substitute teachers to provide supervision, control, and assessment of the results of the online learning process at home.

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