Strategy for Implementing Online Learning for Islamic Religious Education Subjects in Elementary Schools

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ABSTRACT

The Covid-19 pandemic has affected education systems worldwide, leading to the widespread closure of schools, colleges, and universities. Indonesia showed unpreparedness to obtain a solution to the impasse of the instructional system during the pandemic. This study aims to develop a quality assurance model for the achievement of basic competencies in the Religious Education subject during the Covid-19 pandemic. The method used in this research was research and development. The data were collected through interviews and documentation. The data analysis of this study employed flow analysis techniques equipped with modeling strengthened by Focus Group Discussion, which presented stakeholders. The study results concluded that to ensure the quality of learning remains assured, the selected quality assurance model for the basic competency achievement in Religious Education subject was through YouTube and the WA Group. This model was done in three stages. The first was the preparation of identifying the level and weight of demands from the basic competency statement and determining quality standards. The second was the learning implementation and subject matter selection, which was controlled by the weight of basic competency. Consequently, the material on YouTube was controlled by the criteria that have two domains, namely cognitive and affective. The third was quality control conducted by giving quizzes and tests related to the material mastery according to the determined basic competency targets. This research was a research and development (R & D) because the study of this article aims to design a quality assurance model in dual-dimensional subjects, namely cognitive and affective during the Covid-19 outbreak, which has online learning characteristics.

Keywords: strategy, online learning, Islamic religious education, quality assurance, elementary schools.

1. INTRODUCTION

The quality school existence would not be possible without the planning strategy provisions and quality assurance efforts,[1] especially in an abnormal learning situation during the Covid-19 outbreak. This condition has changed the school's instructional interaction system. Therefore, the demand for assurance emergence in one of the components of education, such as quality assurance of the learning process or curriculum, is necessary for every school when Covid-19 becomes a severe concern. In another review on the school side, education quality assurance functions as a form of meeting the standard demands expected by stakeholders who have been determined as school accountability to the community.[2]

A new challenge in the quality assurance format during Covid-19 became an inevitable demand because the offline learning period cannot be achieved for a long time. It is feared that it will significantly threaten the school's quality in achieving the basic competencies that had been previously set. Concerns about the graduation model without the national examination and school examination existence also contribute to the current education quality.[3] The quality assurance existence in contextual learning with a learning model characterized by distance learning is strongly needed for schools in rural and urban areas.[4]

Standard compliance enforcement in the education provision has become an imperative obligation for schools in Indonesia. It is in line with regulations that have been implemented since 1990 through the stipulation of minimum education standards to ensure sustainability and the school community to receive protection as stakeholders.[5] The establishment of education service standards through quality determination with quality assurance will lead to an implementation that assures the rational attainment of the set educational targets. This demand is especially true when the education budget began to shrink due to the national economic situation. Thus, it is necessary to take efficiency measures from a value for money perspective and demands for school accountability.[2] The quality assurance position is placed as quality service to be able to achieve the specified standards. Even efforts to assure and improve the education quality are completed and directed as much as possible so that schools can provide services that are in line with or exceed national education standards.[2]

The success of this quality assurance service cannot be separated from the teachers' ability to facilitate and develop

the learning process. The success of the learning process can be seen through the assessment and the quality culture awareness emergence.[6] According to Mulyasa [2], assessment is an activity conducted by teachers to measure the mastery and achievement of students' Basic Competencies. Based on Permendikbud No.24 of 2016 concerning Core Competencies and Basic Competencies, Article 2 paragraph 2 states that Basic Competency is the minimum learning ability and material that students must achieve for a subject in each education unit, which refers to Core Competencies.[7]

The Coronavirus Disease (Covid -19) outbreak that occurred in more than 118 countries in the world has been designated by the World Health Organization (WHO) as a pandemic.[2] It requires the school system to modify the delivery system in learning. With no vaccine yet, many countries have implemented various steps to slow the spread of this virus, such as isolation, quarantine, and social distancing.[8] This condition predicts that the school system recovery will take longer and can reduce the education quality for the nation's children. Isolation is the separation of patients with infectious diseases from uninfected people to protect uninfected people and is usually conducted in a hospital. Quarantine is the restriction of people's movement who are suspected of having an infectious disease but are not sick, either because they are not infected or because they are still in the incubation period.[9] The social distancing limitation or more familiarly called social distancing aims to keep people separate by asking them to stay at home to reduce direct contact. Social distancing leads the instructional interaction format to be different from normal times. This social distancing restriction impact can be seen clearly in China, which implemented it earlier than in Italy.[2]

The Covid-19 pandemic has affected education systems worldwide, leading to the widespread closure of schools, colleges, and universities. According to data from UNESCO, as of April 26, 2020, approximately 1,579,599,850 students have been affected due to school closings in response to the pandemic; 189 countries have implemented national closures and have implemented local closures, impacting 90.2% of the world's students (UNESCO, 2020). As a country that is also affected by this pandemic, Indonesia showed unpreparedness to obtain a solution to the impasse of the instructional system during the pandemic. Thus, schools in numerous rural areas experience stagnation, and even learning does not take place completely. Indeed, in particular primary schools, a solution is sought, such as teachers who visit limited students while the rest is applying the simple online model.[10]

It is ensured that this condition will affect the achievement of curriculum quality or basic competencies that cannot be achieved when learning is off. Therefore, it is necessary to emerge a new model of quality assurance for achieving Basic Competencies during the Covid-19 outbreak. A quality assurance mechanism is needed to assure that virtual Basic Competencies are achieved by the students.[11]

Indonesia has established a Work From Home (WFH) policy, which means working from home as a precautionary measure, especially for students who have to go to school. It is taken so that the learning process continues even though, from the quantitative side, it does not meet the requirements. Schools choose to eliminate classes and change Teaching and Learning Activities (KBM) to online learning to achieve certain targeted Basic Competencies.[12] Online learning, according to Anderson,[13] is defined as the use of internet network to access learning materials; to interact with content, instructors, and other learners; and to acquire support during the learning process, to acquire knowledge, to construct personal meaning, and to grow from the learning experience. In concept, it has indeed been solved online, but in fact, there are various obstacles, including the network access difficulty, and not all areas have adequate internet access for online learning.[14] Therefore, the question arises: how the quality of the material comprehension that is packaged in basic competencies can be mastered by students, and what kind of model is it possible to still be held by schools within these limitations?

The shift in the educational process from traditional classroom learning to computer-based (online) learning is perhaps the most significant educational experiment of this century. Therefore, it is highly crucial to know whether this helps students achieve or obtain the knowledge they should get in school. The online learning policy not only affects students' interest in learning but also affects the educators' competency in using learning methods and media. The technology used in the pandemic era will change behavior and new cultures after the pandemic. Therefore, this research was conducted to describe the quality assurance model for achieving Basic Competencies (KD) in the online learning system in the Work From Home (WFH) situation.[15]

1.1. Literature Review

The quality assurance urgency in the education system has become necessary so that the government established a quality assurance institution at the national level. The main objective is to ensure basic competencies are achieved by increasing the number of quality assurance indicators for each educational unit level. Quality assurance is set as a standard to measure the success of achieving learning targets for the volume of curriculum tools for a certain period. Hence, it becomes measurable for measuring its success. However, in connection with the situation of the Covid-19 outbreak, modifications need to be made to the implementation model because the context of the virtual learning situation has made the learning atmosphere different.[16]

At the international level, there are three categories of standardized quality assurance controls, namely systems controlled by the state, professional, and consumer, in this case, the public. The control exercised by the state has now shifted to a monitoring-based system run by the government. As a result, schools are held accountable for their work quality with a mix of internal and external assessments. The

quality assurance activities conducted must be in line with school objectives.[17]

Quality assurance is needed to improve performance and maintain the effectiveness of the school system to produce high-quality output (Cuttance, 1998). Some argued that time and money spent on quality assurance would be better spent directly targeting the factors that influence quality in educational institutions, namely by increasing teacher and lecturer salaries, improving libraries and facilities, but it finally realized that quality assurance is crucial to do.[11]

Research on quality assurance has been conducted by Sumiati[2] with the title of Manajemen Penjamin Mutu Pada Proses Pendidikan. She stated that quality assurance is held to ensure the quality of a product or service produced is in line with what is planned then also reviews how the process runs. Education quality assurance is a process of establishing and fulfilling quality standards for the management of an educational unit consistently and continuously (continuous quality improvement). Quality assurance management in the field of assessment is conducted by examining and monitoring the assessment aspects starting from formulating evaluation objectives.[18]

Research conducted by Darmalaksana, et al. with the title of Analysis of Online Learning During the WFH Pandemic Covid-19 as a Challenge for 21st Century Digital Leaders, stated that online learning through a participatory approach, especially during the WFH period due to the spread of Covid-19, proved to be effective in achieving learning objectives as an embodiment of the challenges of 21st-century higher education digital leaders. This study recommends the importance of fostering the higher education digital leader idea as the challenges of the 21st -century to realize more effective online learning in line with the WFH era due to the spread of the Covid-19 pandemic.[2]

Another study conducted by Basilaia & Kvavadze, with the title of Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19)[19] Pandemic in Georgia, showed the results based on statistics the first week of the online teaching process in one of the private schools in Georgia. The transition from the traditional system to online education in those schools was successful. The systems and skills acquired by teachers, learners, and school administrators can be used in the post-pandemic period, in case of missing lessons or other similar special cases as of now. Teachers are getting used to distance learning in new ways, adapting assignments to the new format of instruction. However, the quality of online learning needs to be studied in the future. There is currently no time to go into the details of the quality assurance of online teaching methods because the main objective is to save the educational process and continue it in an enabling format.[2]

Britto & Wise in their research entitled "Three institutions, three approaches, one goal: Addressing quality assurance in online learning conducted case studies in three different institutions regarding quality control in online learning". They concluded that quality assurance in online learning can be conducted by various methods. However, two things must be considered, namely the comparison and specification of assessment standards. Comparison means comparing the processes and performance of an institution in an operational environment against similar arrangements. The assessment standards used include 1) course overview and introduction, (2) learning objectives, (3) assessment and measurement, (4) teaching materials, (5) student interaction and involvement, (6) course technology, (7) student support, and (8) accessibility.[2]

2. RESEARCH METHOD

This research was a research and development (R & D) because the study of this article aims to design a quality assurance model in dual-dimensional subjects, namely cognitive and affective during the Covid-19 outbreak, which has online learning characteristics. Moreover, this research and development research aims to obtain objective and natural data that underlie the preparation of a learning quality assurance model during the COVID-19 pandemic.[20]

The data collection technique was done by using the interview method to determine the quality assurance model taken by the teacher, the documentation method to obtain data related to the online teaching material document data, and data related to quality assurance indicators for primary schools. Meanwhile, to find data that is authentic and can be used as supporting data for analysis towards valid conclusions, member check triangulation was used. It was to find as many members of the research subject as possible to obtain the correct data and the majority to confirm it.[21]

Sources of data used as research subjects were religious subject teachers, students from 6th grade who are currently taking religious subjects, and students' parents. The use of research subjects was broad. It means that the number of research subjects used as data sources can be increased from the initial planning. Thus, the number of research subjects as data sources adopted snowballing. This principle had pursued the research to have various data sources that could answer the research objectives.[22]

To analyze the data that has been gathered, this study conducted a flow analysis from Miles and Huberman.[2] The choice of this analysis is because researchers can retrieve data when the conclusions obtained have not met the demands of the researcher to produce the desired conclusions. Data analysis was conducted in stages through data collection, data reduction, data presentation, and drawing conclusions or verification.[23] The data that has been collected were then reduced by summarizing, simplifying, and selecting the required data that was guided by research questions. After the data is reduced and classified, it was then presented and verified with various facts in the field. Finally, a conclusion was drawn that showed the form of the quality assurance model in question. To refine the results of the models found to be more feasible, FGD steps were taken to obtain the feasibility level of implementation in the field. As a

precautionary step, a comparative step was developed with the quality assurance instrument developed by the Ministry of Education and Culture. The FGD presented various parties who were included as stakeholders, namely teachers, students, and parents.[24]

3. RESULTS AND DISCUSSION

This research was located at SD N Karanganom I with 6th Grade students from Even Semester 2020 as the research subjects. The research implementation was completed from March to May 2020 by choosing the Islamic Religious Education subject during the implementation of the Work From Home policy in Indonesia. Each meeting was held with an allocated time of 35 minutes. Online learning was implemented using WhatsApp and Youtube media. The choice of research location at the elementary school was because the students were ready to join online learning and the choice of YouTube. Youtube was considered more attractive and had many content variants. Thus, it could be adjusted to basic competencies in Religion subjects.

Initially, the teacher created a WhatsApp group containing all students. Then, the teacher provided material in the group by sharing a video link on Youtube so that the students could understand more. Through YouTube, which has been shown through the link address, students can explore the contents of the subject freely. The choice of YouTube for Religion subjects is because it allows presenting both cognitive and affective materials that are required to be in the subject of Religion. Youtube that contains elements of cognitive, affective, and even skills can be used as an assurance to support achieving basic competencies in religious education because it is in line with the affective character of religious subjects.

After conducting online learning via WhatsApp, the teacher evaluated the Basic Competencies (KD: Kompetensi Dasar) that students have achieved. Evaluation for deep online learning included student assessment and teaching evaluation. The assessment of students was done with written tests and practical tests, while attitudes were obtained from interaction and participation during learning in the WhatsApp group. Learning evaluation was conducted by the teacher by reflecting on the learning activities.

The impact that students felt in online learning included that they were forced to learn remotely in inadequate facilities and devices. For example, a bad internet connection or cellphones were used together with parents. Besides that, students were not familiar with distance learning that was usually face-to-face. They must adapt to the new methods used by the teacher. Students also felt bored due to not going to school and they cannot interact directly with their friends and teachers.

Interviews with teachers indicated that there were several obstacles in online learning, including not all children attending the learning because of limited internet quotas or inadequate network support. Students sometimes felt bored

and the material presented was not fully understood. According to (Purwanto et al., 2020), several things that can be done to create an interesting learning experience in online learning are creating and maintaining a positive learning environment; building learning communities; providing consistent feedback promptly; and using the right technology to deliver the right content.

The most in-demand technology in online learning is social media and the web because both are relatively easy to use. The findings of several researchers mentioned that social media is a means for students to share knowledge. The research proposed by Gon & Rawekar, [2]explained that Whatsapp can support learning because it can combine text, images, videos, and voice notes. Further, students also obtain new learning experiences, can be more expressive in discussions, the learning atmosphere (chat) is very relaxed, learning becomes more updated, and can be accessed anywhere if students forget the material they have learned

The role of teachers cannot be separated from learning activities in this pandemic era. By adhering to the principles of social and physical distancing, teaching and learning activities cannot be done face-to-face but with online learning. Teachers must have several abilities to be able to conduct learning effectively and adequately in this pandemic, namely teaching abilities that include: technology, pedagogy, and learning content.[2]

In terms of pedagogy, independent learning is an approach that is applied almost completely in schools, especially elementary schools. Furthermore, communication between students and teachers is something that must be considered in online learning so that the expected competency standards can be me.

Several things to consider in online learning during the Covid-19 pandemic according to Verawardina (2020) are 1) preparing facilities and learning materials that will be used in online learning 2) planning models, methods, techniques, and strategies to be used 3) making instructions learning becomes clear, especially regarding their online learning schedule, explaining the scope of learning such as competency standards, basic competencies, goals, and achievements 4) Evaluating the systems in online learning, for example with the availability of question banks that can be used by teachers to evaluate students.

3.1. Quality assurance in online learning

Quality assurance is one of the objectives of establishing national education standards. National education standards include content standards, process standards, graduate competency standards, educational staff standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards. These components are expected to be able to improve or at least make the quality of education in a school at a good and proper level according to the feasibility determined by the government.[25]

Online learning programs should be designed to ensure fair and reasonable learning opportunities for students to complete and achieve the required competency standards. Schools must also ensure that the content of all learning materials is up to date and relevant, teaching strategies and forms of assessment have been adjusted to Basic Competencies.

Online learning quality assurance, which is extracted from Zain & Suyani[2] with a slight adjustment according to the level of the educational unit, is as shown in the following table:

Table 1. Online Learning Quality Assurance

Component	Quality Standards	Indicator
Planning	The ongoing online learning has received approval from the Principal of the School and the Education Office.	Online learning has a learning design document with the approval of the Principal and the Education Office. The teacher prepared a lesson plan based on its arrangement principles.
	Teachers and students must have internet access.	Internet access must be available and easy to access. It also has affordable costs and adequate speed.
Materials design	The material must be suitable for the curriculum used.	There is suitability between the material and the curriculum. Teachers develop a qualified lesson plan (RPP) based on SKL and Content Standards.
	Teachers prepared the related study material.	Material documents compilation relates to the curriculum.
	The material's design and creation must adapt to the characteristics of online learning.	The material design and creation are suitable for online learning characteristics.
Material explanation	The material is interesting and easy to understand.	The material is attractive and easy to follow.
	Material explanation relates to the material design.	The teaching method relates to the material design.
Interaction	The learning design ensures interaction between students, teachers, and material accuracy.	There are interaction designs between students, teachers, and learning materials, such as online material access, quizzes, discussions, and assignments.
Evaluation	Evaluation is for: 1. Teacher 2. Students 3. Learning implementation 4. Students learning outcome	1. Teachers evaluate the learning process through online learning instruments. 2. Teachers evaluate the students through quizzes, assignments, and activeness in learning using instruments that have been made. 3. Teachers use evaluation to check the online learning implementation and process smoothness through a checklist. 4. teacher evaluate student learning outcomes by giving question based on KD.

Quality assurance of basic competency achievement in the online learning system in Work From Home (WFH) situations is the maximum effort that can be done by educational units. In this case, schools have to maintain and improve the learning quality. The steps include planning, implementation, and evaluation that meet the table above.

As demands for public accountability increase for education in schools, institutions must demonstrate qualified programs and processes, including those provided through online education. Educational assessment is a process of collecting and processing information obtained from various processes and activities to measure the achievement of student learning outcomes during the implementation of online learning that includes: tests, self-assessments, portfolio assessments, and performance. The teacher's assessment must also meet the assessment principles, including; integrated, objective, transparent, educational, accountable, and economical.[25]

Basic Competency (KD) is a competence that students learn for a subject in a particular class. The number of KD in a subject indicates competency mastery in the domains of attitude, cognitive, psychomotor, and knowledge for an education unit and subject. The teacher must evaluate in various ways to assess the competencies mastery by following the demands of the Competency Standards (SK) and Basic Competencies (KD)

Teachers monitor every process, progress, strength, weakness and improve student learning outcomes by evaluating learning outcomes continuously. The selection of the right method in the assessment will affect the validity and objectivity of the assessment results and the education quality.[26] Assessment on online learning during the WFH situation has various techniques for all basic competencies categories aspects, namely attitudes, knowledge, and skills according to Sani et.al[2] described as follows:

The attitude aspect is assessed through observation during learning, self-assessment, peer-to-peer assessments, and journals during the learning process.

a. Observation. Observation is an assessment technique equipped with a pre-made observation format and the senses either directly or indirectly. In online learning, a teacher can observe the student's activeness during discussions.
b. Peer Assessment. Peer assessment is a technique by asking students to assess each other. The teacher uses an assessment sheet as an instrument for students.
c. Self-assessment. Self-assessment is a technique by asks students to reflect on their strengths and weaknesses in the context of achieving competence. The teacher uses a student reflection sheet instrument.

d. Teacher's journal. A teacher's journal records continuity results from teacher observations.

Assessment of the knowledge aspect includes written tests, oral tests, and assignments.

a. Written test. A written test is a test in which the questions and answers are written. It can be in the form of a multiple-choice, short essay, essay, true-false, or matching-heading.
b. Oral test. An oral test is a test conducted by the teacher by giving questions orally and then answering these questions orally. It could be an oral rote test.
c. Assignment. An assignment is given as a task or homework either individually or in groups.

Assessment of skills aspects includes performance tests, projects, and portfolios.

a. Performance test. A performance test is an assessment where students perform a task/performance that can apply the basic competencies they learned. The instrument uses a checklist or rating scale completed with an assessment rubric.
b. Project. A project is an assessment of a task that must be completed at a certain time, starting from planning to implementation. The instrument uses a checklist or rating scale completed with an assessment rubric.

Evaluation controls the national education quality as accountability for education providers to interested parties, as stated in the National Education System Law No. 20 of 2003, in Chapter XVI in Article 57 paragraph (1). about Evaluation, Accreditation, and Certification. Educational assessment associated with quality control of an educational unit is stated in the National Education System Law No. 20 of 2003.

The assessment mentioned in the law and national education standards above is a basis for evaluation as quality assurance of an education unit during the Covid-19 pandemic, which causes learning to be in a Work From Home (WFH) situation. Hence, the education unit can fulfill Competency Standards and Basic Competencies for learners.[27]

4. CONCLUSION

Schools can maintain and improve the quality of learning through quality assurance of the achievement of Basic Competencies in the online learning system in the Covid-19 pandemic situation applying for the Work From Home (WFH) system as the maximum effort so that learning continues as well as ensuring the education quality. The learning implementation model for religious education subjects through YouTube and the WA Group included three stages to standardize the learning quality assurance. The first stage was identifying the level and weight of demands from the KD statement and finding standard quality instruments. The second was the learning stage implementation in selecting subject matter controlled with KD demand. Thus, the material on YouTube met the criteria in the cognitive and affective domain. The third stage was quality control by giving quizzes and tests related to the material mastery according to the specified KD targets. All stages followed

quality standard instruments issued by the Ministry of Education and Culture for Elementary Schools. The quality assurance model feasibility improved through Focus Group Discussions among stakeholders involved.

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