The effectiveness of post-pandemic learning in aqidah akhlak lesson

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ABSTRACT

This study aims to investigate the effectiveness of post-pandemic learning in *Aqidah Akhlak* lesson, focusing on indicators such as the teacher's ability to manage classes, student activities, responses, and learning outcomes. The research method used is a descriptive approach with a qualitative perspective. The primary data sources for this study are teachers and students, who are active participants in the learning process, and the data were collected through interviews, observations, and documentation. The study's findings indicate that post-pandemic learning in *Aqidah Akhlak* lesson has been effective. The indicators of learning effectiveness have been successfully addressed, including the teacher's improved ability to manage the class, which is evident in the teaching activities being well-controlled after the pandemic. Students' activities have also increased, with both teachers and students displaying readiness during the learning process, and students showing great enthusiasm for face-to-face learning after its return. Students' responses are positive, as they express contentment with the face-to-face learning process. Furthermore, improvements in students' learning outcomes are observed through the comparison of students' daily test results during the pandemic and post-pandemic periods.

Keywords: Learning effectiveness; post-pandemic; *aqidah akhlak* lesson

1. INTRODUCTION

Education is currently demanded to be more effective and enjoyable. Increasing the progress of a nation, can be done by improving the quality of educators. Education is the most important thing in everyone's life, so that in education requires ideal values that can be a source of truth and strength that can deliver what is aspired to. This basis

must also be a standard of value in evaluating educational activities carried out.[1] This is in accordance with the notion of effectiveness which explains that effectiveness is a measure that states the extent to which the target (quantity, quality, and time) has been achieved.[2] The greater the percentage of targets achieved, the higher the effectiveness of something. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, noble character, and the skills needed by themselves, society, nation, and state.[3]

When the students were enjoying the learning process in schools, the Indonesian people were shocked by the emergence of an outbreak called COVID-19 (Coronavirus disease 2019) or commonly known as the Corona Virus. The beginning of the emergence of Covid-19 with another name SARS-CoV-2 first appeared and was discovered in the city of Wuhan, Hubei province of China at the end of December 2019. This virus is frightening and deadly to people in various countries around the world, including Indonesia. COVID-19 has been officially declared a Pandemic by the World Health Organization (WHO) on March 11, 2020. This is because COVID-19 has not spread in just one country but has spread widely in various countries in the world including Indonesia. The COVID-19 pandemic is a tough challenge that we all face as Indonesians.

Due to that condition, many policies were implemented, starting from the implementation of Social Distancing, Work from Home, Lock Down to PSBB (Large-Scale Social Restrictions). Some of these policies have been implemented in several areas suspected of being infected with COVID-19 which are considered to be able to break the chain of spread of the COVID-19 pandemic which is increasing day by day in Indonesia.

One of the sectors affected by the COVID-19 pandemic is the education sector which has disrupted many routine physical activities, such as face-to-face meetings in class, the process of academic guidance, formal meetings in seminar forums, and so on. However, these various routine activities are hampered, so in order to minimize the spread of COVID-19, the government has implemented a physical distancing policy. The

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[1]Mohammad Shaifuddin. Implementation of Thematic Learning in Class 2 SD Negeri Demangan Yogyakarta: Journal of Teaching and Tarbiyah Studies Vol. 2, No.2, (Dec) 2017, p. 139

[2]Mimi Permani Suci, Effectiveness of Online-Based Learning in the Insha' Course at Stai Ma'arif Sarolangun.: Journal of Arabic Language Education and Arabic Literature Vol., 1 No., 2, 2020 p. 61

[3]Miksan Ansori, Human Rights Dimensions in the Education System Law Number 20 of 2003, (Kediri: IAIFA Pres, 2019), p. 29

Ministry of Education and Culture of the Republic of Indonesia encourages the implementation of the learning process to be carried out with an online system.[4]

Online learning is learning that utilizes the internet network in the learning process with a growing experience. Online learning can be understood by formal education organized by schools where students and their instructors (teachers) are in separate locations, requiring an interactive telecommunication system to connect the two and the various resources needed therein. Online learning can be done from anywhere and at any time depending on the availability of the supporting devices used.[5]

At present, the COVID-19 pandemic has begun to subside, and schools have resumed face-to-face learning. This has prompted educators to innovate and create interesting and suitable learning models and methods for face-to-face classes. Learning effectiveness refers to the successful interaction between students and educators, as well as among students, in achieving learning goals. It is related to the implementation of main tasks, goal achievement, timeliness, and the active participation of all members. The effectiveness of learning can be measured by observing the teacher's ability to manage the learning process, the activities of students during class, and the students' responses to participating in learning activities during face-to-face learning. Learning effectiveness is an essential barometer for measuring the success of education.[6]

Learning implementation has undergone significant changes after the COVID-19 pandemic, and students must now adapt to these changes. Those who were previously studying online with their parents must now adjust to studying with their teachers at school. Learning involves various interactions between students, educators, and learning resources in the learning environment. Therefore, in the learning process five types of interactions can occur, namely 1) interaction between educators and students, 2) interaction between fellow students, 3) interaction of students with resource persons, 4) interaction of students with educators with different learning resources. deliberately developed, and 5) the interaction of students with educators with the environment.[7]

Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that it is easy in the process of seeking knowledge, mastering skills, and character, as

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[4] Hadion Wijoyo, et al, The Effectiveness of the Learning Process During a Pandemic, (Kapolo Koto: Insan Cendikia Mandiri, 2021) pp. 17-18

[5] Albert Efendi Pohan, The Concept of Online Learning Based on a Scientific Approach, (Central Java: CV Sarnu Untung, 2020), p. 2-3

[6] Khalilah Nasution, Teacher Leadership in Improving the Effectiveness of PAI Learning: Journal of Darul 'Ilmi, Vol. 04. No. 01 (Jan) 2016, p. 123-124

[7] Pratiwi Bernadetta Purba, et al, Curriculum and Learning. (Our Writing Foundation, 2021), p. 93

well as forming attitudes and beliefs in students.[8] The development of children's learning will depend on whether the process of teaching and learning activities carried out by the teacher is good or not. The development of children studying at home during the COVID-19 pandemic is very different from the development of children studying at school, so the teacher's role is crucial in assisting students in the process of seeking knowledge, mastering skills, and developing character and attitudes. During face-to-face teaching and learning activities, teachers must provide innovation and motivation to ensure an effective learning process and to prevent monotony and boredom.

According to Rifma, an effective and efficient learning process can be realized through the optimal effort of the teacher. Teachers need to plan the learning process well, and implement the learning process, assess the learning outcomes, and follow up on the results of the learning process.[9] The ability to manage learning involves three managerial functions, namely planning, implementing, and controlling. The teacher plays an important role in holding the learning process from starting and ending lessons on time, stating learning objectives, presenting lessons step by step, providing exercises, and evaluating students after the learning process.

In class management, it is necessary to create conditions for a conducive learning environment, maximize the use of facilities, maintain students' involvement, and so forth, which main goal is to provide services in order to create a conducive classroom situation and an effective teaching and learning process. Therefore, with the implementation of face-to-face learning again, the researchers expect that learning objectives can be achieved, making learning more effective after the COVID-19 pandemic. Based on the background presented, the researchers focus on investigating the effectiveness of post-pandemic learning in *Aqidah Akhlak* lesson.

2. METHODS

This research is descriptive qualitative research. Qualitative research is research that focuses on identifying, documenting, and knowing with in-depth interpretation the symptoms, values, meanings, beliefs, and general characteristics of a person or group of people about life events. The source of the data in this study was a teacher of the *Aqidah Akhlak* lesson. The data collection techniques are all the data collected in research used to test hypotheses or answer questions that have been formulated. The data collection techniques in this study used observation, interview, and documentation techniques. The data analysis techniques are the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by

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[8]Muhammad Fathurrohman, Learning and Modern Learning (Basic Concepts, Innovation, and Learning Theory), Yogyakarta: Garudhawaca Publisher, 2017), p. 36

[9] Rifma, Optimizing Teacher Pedagodic Competency Development, (Jakarta: Kencana, 2016), p. 3

organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, choosing which ones are important and what will be learned, and making conclusions so that it can be easily understood by oneself and others.

3. RESULTS AND DISCUSSION

Based on the previous explanation, the analysis of the effectiveness of post-pandemic learning in *Aqidah Akhlak* lesson is presented using Trianto's theory. Four indicators of learning effectiveness are identified. The first indicator is the teacher's ability to manage learning. According to data from research informants obtained through interviews, teachers resumed the learning process smoothly and effectively after the pandemic. The teacher followed a structured approach, starting with a joint prayer and motivating students, followed by clearly conveying the lesson objectives. The teacher then explained the material using the lecture method, incorporating examples and demonstrations, and encouraging student participation through discussions and questions. The teacher also provided evaluations and assistance to students facing difficulties, concluded the lessons, and encouraged reflection to assess the learning process.

Based on the research results, it can be concluded that the teacher's ability to manage learning improved effectively after the pandemic. This is attributed to the experience gained during the pandemic, where students engaged in both online and on-site learning. Thus, the face-to-face learning after the pandemic was well managed by teachers in *Aqidah Akhlak* lesson. This aligns with Mulyasa's theory, which emphasizes three managerial functions for effective learning: planning, implementation, and control.[10] The teacher's crucial role involves ensuring timely lessons, clear learning objectives, step-by-step teaching, providing exercises, and evaluating student progress. Classroom management aims to create a conducive learning environment, maximize facility usage, and maintain student engagement to facilitate an effective teaching and learning process.

Secondly, observations of student activities and feedback from teacher and student informants regarding the effectiveness of post-pandemic learning in *Aqidah Akhlak* lesson indicate that students have shown enthusiasm for face-to-face learning again, evident in the joy they experience when meeting their friends. To foster this enthusiasm, the teacher uses teaching techniques that connect one material to another. In the classroom, students actively participate by answering questions from the teacher, daring to seek help when they face difficulties, and drawing conclusions from the

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[10] Mulyasa, E. Becoming a Professional Teacher: Creating Creative and Learning. Fun, Bandung, Rosdakarya Youth, 2011

concepts taught. However, there are still instances of passive student behavior, such as merely listening and watching the teacher without engagement, daydreaming, being aloof, and not participating in discussions or asking questions. Some students also display disruptive behavior, such as disturbing others and leaving the class.

These observations align with Nana Sudjana's view on indicators of student learning activities, which include seeking and providing information, asking questions to both the teacher and other students, giving opinions on the information presented, responding to learning stimuli, engaging in self-assessment, drawing conclusions in their own words, and optimally utilizing learning resources and the environment.[11]

Moreover, various opinions group learning activities into different categories, such as visual activities (reading, showing pictures, demonstrations, experiments), oral activities (stating, formulating, asking questions, giving suggestions, expressing opinions), listening activities (listening, descriptions, conversations, discussions, music, speeches), writing activities (writing stories, essays, reports, questionnaires, copying), drawing activities (drawing, making graphs, maps, diagrams), motor activities (conducting experiments, building models, playing, gardening, raising livestock), mental activities (responding, remembering, problem-solving, analyzing, making decisions), and emotional activities (taking interest, feeling bored, happy, excited, passionate, brave, calm, nervous). In conclusion, when the teacher effectively conducts the learning process, it creates a conducive environment for students to adapt and engage in the learning material. However, to enhance student participation further, strategies could be implemented to address passive behaviors and promote more active involvement during the face-to-face learning sessions.

Thirdly, based on the findings, the data obtained regarding student responses to the implementation of face-to-face *Aqidah Akhlak* lesson indicate a positive and enthusiastic learning atmosphere. Students were observed to be eager to return to school and meet their friends, displaying a positive response to the learning activities. However, it was noticed that student learning activities weakened or decreased as a consequence of the transition from online to face-to-face learning. During online learning, the provided material was brief, leading to a lack of students' ability to comprehend the material fully.

After the return to face-to-face learning, students actively responded to the learning material, displaying a deep curiosity about the topics conveyed by the teacher. However, some students remained less active in the classroom due to their dependency on parents during online learning. Some students struggled to concentrate during face-

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[11] Nana Sudjana, CBSA in Teaching and Learning Process, Bandung: New Light, 1989, Pg 11

to-face explanations and daydreamed instead. On the other hand, some students became more active after the return to face-to-face learning because the extended lesson time allowed for direct questioning without relying on parents' assistance.

Overall, it can be concluded that face-to-face learning after the pandemic showed positive results based on students' attitudes and responses to the teacher's teaching methods. The positive response and enthusiasm displayed by students during in-person learning are in line with response theory, which involves the exchange of information that generates reactions or opinions from individuals after receiving a message. In the context of education, student responses signify the level of pleasure and engagement experienced while learning something new.

The last point of the research results is the student learning outcomes. According to the teacher, there was a significant drop in grades during online learning in comparison to face-to-face learning. Students showed improvement in their grades after returning to face-to-face classes, and their understanding of the material seemed better in this setting. The enthusiasm of students to attend school and interact with peers was evident, which positively affected their learning outcomes.

Evaluating student learning outcomes is crucial to gauge their understanding and mastery of the material. The teacher's continuous efforts to assist students in comprehending the subject matter contributed to the improvement in their scores. The effectiveness of face-to-face learning is supported by the results of daily test scores, which demonstrate success in achieving predetermined goals. The effectiveness of learning is measured by the interaction between teachers and students in an educative environment to achieve learning objectives. This includes assessing the teacher's ability to manage the learning process, student engagement during learning activities, student responses, and their learning outcomes.

4. CONCLUSION

In conclusion, to determine the effectiveness of learning, four indicators are considered: the teacher's ability to manage learning, student activities, student responses, and learning outcomes. The study found that post-pandemic learning in *Aqidah Akhlak* lesson was quite effective as it met these indicators. The teacher demonstrated good management skills during face-to-face learning, and students actively participated, asking questions, answering inquiries, and drawing conclusions. Moreover, students' responses to face-to-face learning were positive, indicating their enjoyment and enthusiasm for the teaching methods used in the classroom. This was in contrast to the pandemic period, where studying from home led to boredom. As a result of face-to-face learning, student learning outcomes improved, in contrast to the

significant decrease observed during online learning. In addition, the effectiveness of post-pandemic learning in *Aqidah Akhlak* lesson was evident based on the teacher's ability to manage the learning process, student activities, responses, and learning outcomes. Face-to-face learning facilitated a positive and engaging atmosphere, resulting in improved student performance and satisfaction.

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