

Management of Islamic Education During Covid 19

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Abstract

The COVID epidemic produced significant distortion and destruction in all aspects of life, with the education sector being the most affected and devastated throughout the pandemic; maintaining the education system was the greatest difficulty worldwide, including in Indonesia. To empirically evaluate the status of education management, specifically Islamic education, this study looked into the management tactics used and the best strategies for efficiently preserving the Islamic education system in Indonesia. The study followed a qualitative research technique, with data collected through interviews. The data was gathered purposefully from Islamic school administrators, with a total of seven interviews done. The data analysis identified numerous themes, which have been thoroughly discussed in the findings section. This study has offered a distinctive addition by presenting the situation of Islamic education management from Indonesian perspectives in the literature.

Keywords: Wetland Restoration, Biodiversity, Swamp Ecosystem, Environmental Restoration

Introduction

The spread of covid-19 has arisen as a major public health problem, first surfacing in December 2019 in Wuhan, China. The virus quickly spread to more than 213 countries, infecting 2,402,350 people. The reported death toll was 163,097, representing 6.78% of all affected patients (Tian et al., 2020). Because of the virus's widespread impact, the World Health Organisation (WHO) has formally declared the current situation a global pandemic (Nuryana & Fauzi, 2020). Amidst the continuing global COVID-19 pandemic, various industries, including education, were affected. Efforts were undertaken to ensure that e-learning for Islamic education and Pancasila continued during the crisis, with the goal of developing the character of the nation's youth. The government had a policy on remote education, but there were other impediments. Teachers can retain a blended learning approach while incorporating character development (Elihami, 2021). The purpose of this study was to look into the management of Islamic education during the Covid-19 epidemic. When it comes to combating the epidemic, Islamic boarding school-based education in Indonesia has a wide range of resistance; as a result, some are being washed away by the government's political policies, while others are fighting for survival. Third, the technology approaches utilised to respond to the pandemic problem, as well as the government's policies, are essential to the argument regarding the benefits and drawbacks of Islamic boarding educational programs. The fourth argument is the vital

importance of crisis management in the context of Islamic boarding school education during a pandemic (Sarnoto et al., 2021). This study intends to improve the administration of boarding school-based education in Indonesia and to create a more robust framework for dealing with crises in Islamic school education. Students can have the ability to comprehend the material, as well as interpersonal skills, critical analysis, communication skills, problem-solving skills, and abilities to increase faith, piety, and noble character, religious tolerance and harmony, and other skills that students will need during the pandemic. The combination of the two notions of cooperative learning and e-learning problems contributes significantly to students' ability to possess these skills. As a result, the availability of technology 4.0 allows for a significant reduction in the restrictions of the learning process through the use of ideas and approaches that may be promptly resolved through cooperative problems (Supriyanto & Amrin, 2022).

Literature Review

Amid the Covid-19 epidemic, there has been a significant shift in traditional learning methods, with face-to-face training being substituted with online learning, as one famous example. The change to this new learning paradigm has begun to provide challenges for teachers and Ustadz in assessing students' learning progress. Similarly, it is difficult to control the behaviour of students during activities such as mandated worship and other religious rites. Similar to Islamic educational institutions, Islamic boarding schools have not taken a flexible strategy to addressing this issue (Khaeroni et al., 2021).

Managing Education during Pandemic

The results of applying the "learning from home" policy appear disappointing. While the control may effectively reduce the rate of transmission. The Covid-19 pandemic has had a profound impact on the education sector, impacting instructional methodologies and the dynamics of teacher-student interactions. Changes in the educational model have concomitant effects. Relevant stakeholders, including as the government, parents, and the community, benefit from the influence as well. Putra et al. (2020) found low resources and parental ineptitude as contributing factors to children's learning issues. In addition, parents face difficulties in successfully organising their timetable and finances. Several countries utilise the "remote learning" policy to prevent contact with infected individuals (Viner et al., 2020). Unfortunately, the "learning from home" initiative requires parental participation in assisting their children. As a result, they must either stay at home or

work remotely. Unfortunately, not all vocations can be completed remotely. According to (Hasan et al., 2021), the study found that only a tiny percentage of work, approximately 10%, can be completed remotely from home. As a result, parents are unable to help their children while they learn remotely. Furthermore, economically deprived families face additional challenges in aiding their children's learning due to limited resources such as telephones and internet access (Munastiwi & Puryono, 2021).

Islamic Education and COVID-19

Fikih Kebencanaan (Coping with Disaster) classifies Covid-19 as a health disaster. Based on this reasoning, Muhammadiyah prioritises providing health services, notably hospitals, to alleviate the effects of Covid-19. It is exciting to investigate the explanation behind Fikih Kebencanaan (Coping with Disaster) since it represents a distinct concept in comparison to other fiqh reasoning that is just based on religious instruction (Fauzi, 2019). The difference in the resilience of the educational framework in Islamic boarding schools is exacerbated by the conversation around these institutions, which focusses entirely on the benefits and drawbacks of technical ways to adjusting to change. In the middle of a worldwide biological warfare scenario, not only are Islamic boarding schools unable to engage in internal conflict, but the state and Indonesian government have also suffered defeat. Aqil Sirad remarked that the national health system's vulnerability is primarily due to its reliance on imported medical equipment. According to (Sarnoto et al., 2021), roughly 94 percent of medical equipment now in circulation is imported. The prominence of imported commodities demonstrates the vulnerability of the indigenous healthcare system.

Proactive Strategies. During the pandemic

Following the commencement of the global COVID-19 outbreak, which also afflicted Indonesia, the management of Islamic Boarding School immediately implemented preventative measures by implementing the following policies: (1) Speed up the acquisition of knowledge; activities at formal schools include in-person classes, tests, and the evaluation of exam results or student assignments. 2) Plans are in place to hasten student returns. To ensure uniform fasting and holiday observance among all students, and to allow them to spend time at home with their families, the following steps will be implemented: (3) Working with linked schools to validate online coursework; and (4) implementing a partial lockout at the Islamic Boarding School (Khaerani et al., 2021).

Furthermore, in preparation for the start of the academic year 2020/2021, the caretakers of Islamic Boarding School have developed the following learning activity plans: (1) Setting up the e-learning server to assure its operational readiness. One person is appointed to handle the entire e-learning implementation process, from installation to training and maintenance. Furthermore, this professional is responsible for providing training on the effective use and advancement of e-learning to all Ustaz/Ustazah, including those enrolled in regular and foundation programs. As a result, the program meets the curricular requirements stipulated by the Ministry of Education and Culture and the Foundation. Furthermore, it incorporates an e-learning platform designed specifically for the management of Islamic Boarding Schools during the Covid-19 Pandemic.

Not only does this solution include the use of video conferencing via Google Meet, but the person in charge of the program is also responsible for scheduling the conference and delivering video conference links from the Ustaz/Ustazah to the children's guardians. The homeroom instructor is responsible for conducting regular lessons, while the academic domain's management is in charge of managing the foundation program. Khaeroni et al. (2021); Kurniawan et al. (2022).

Methods

This study examined the management of Islamic schools in Indonesia during the COVID-19 outbreak. The study focusses on managers from Islamic institutions around the country to gain insights into the methods, impediments, and innovations employed to meet the learning challenges brought by the global epidemic. A qualitative methodology was adopted to investigate the managers' diverse experiences and viewpoints in order to provide a comprehensive and in-depth grasp of the subject. The study's intended audience consisted of managers from Indonesian religious learning institutes. The strategic sample method was used because the inquiry was exploratory in nature. Seven persons were chosen based on their roles and responsibilities in managing academic activities at Islamic schools throughout the outbreak. This participant count was chosen to ensure a diverse range of respondents' experiences while also maintaining data collection and analysis capability. Furthermore, data were acquired through structured interviews, allowing for a more organised investigation of major themes. Thematic analysis was used during the data review process to identify trends, similarities, and discrepancies in the managers' responses. Furthermore, the study met ethical criteria, ensuring participants' privacy, informed consent, and confidentiality.

Results and Discussion

The present study aims to uncover underlying thematic concerns within the data gathered from Indonesian Islamic educational institutes' administrators via structured interviews.

Thematic Analysis

The discussion was thematically analyzed to delineate recurring thematic patterns. Table 1 shows the thematic patterns and their characteristics.

Table 1: Main Themes in Data.

Theme	Characteristics
Theme I: Adaptation of Management Approaches	Virtual Adaptation Hybrid Excellence Tech-driven Resilience
Theme II: Difficulties in Making the Switch to Online Education	Equity in Digital Access Overhauling Technology Infrastructure Empowering Teachers with Virtual Pedagogy
Theme III: Use of Technological Resources	Leveraging LMS Interactive Multimedia and Electronic Evaluation Instruments Personalized Learning Platforms as well as Digital Libraries
Theme IV: Innovative Strategies for Students Involvement	Virtual Mentorship Islamic Arts Exhibition Buddy System

Theme I: Adapting Management Approaches.

Indonesian Islamic educational institutes immediately implemented digital learning platforms in response to COVID-19, ensuring that virtual classrooms operated successfully. Faculty members received digital education training, and administrative procedures were optimised. Maintaining a commitment to providing high-quality Islamic education, as well as frequent connection with both parents and students, facilitated the transition. Furthermore, in response to the epidemic, the institutions used a hybrid approach that combined digital and physical resources. Strict wellness and safety rules were implemented for on-site operations, ensuring a safe learning environment. Workers and faculty collaborated closely to improve curriculum delivery while maintaining the highest standards of Islamic education. One administrator stated that to address COVID-19 issues, the university implemented remote teaching technology. Strong e-learning systems were implemented to encourage student participation and teamwork. Frequent evaluations were conducted to determine the effectiveness of distant learning techniques, allowing us to alter and maintain the standards of quality Islamic education."

Theme II: Difficulties in Making the Transition to Online Education Initially

There were challenges owing to student technological differences. The institutions collaborated with supporters and the community to overcome this challenge by giving gadgets and internet connectivity. To guarantee that all students could participate in online learning while maintaining educational quality, frequent technological assistance sessions were scheduled. Furthermore, hurdles to the move included a lack of digital competency and connectivity. In response, Islamic educational establishments invested in modernising their facilities and planned substantial teacher and student training programs. According to one of the administrators.

"Faculty members struggled with flexibility as well as opposition to change. To address these issues, our institute designed an organised training course on online pedagogy that fostered a shift in mindset. The inclusion of feedback mechanisms and continual help encouraged instructors to use digital resources while keeping to Islamic educational standards.

Theme III: The Use of Technological Resources

Islamic learning institutions used Learning Management Systems (LMS) to organise and make information more accessible. Video conferencing technologies permitted both live lectures and lively debates. The increased collaboration enabled by such technology enables them to preserve the breadth and depth of Islamic instruction in a virtual setting. Furthermore, the institutions used current virtual learning environments, interactive multimedia resources, and technology assessment tools for continuing evaluations. Gaining insight into students' development through educational analytics enabled targeted support. According to the statement of an administrator:

"The inclusion of e-libraries and well selected internet resources to our educational framework has enhanced it and made instructional and religious books more accessible. AI-powered adaptive teaching systems personalised each student's educational experience by modifying the content to meet their needs. Technology integration improved the teaching framework and facilitated a full Islamic learning experience.

Theme IV: Innovative Strategies for Student Engagement.

In order to retain a sense of community, virtual mentorship programs were developed, partnering students and professors for regular check-ins. In order to promote student

involvement to combat the pandemic and build ties outside the classroom, digital clubs and web-based ethnic events were established. Furthermore, by developing a web-based "Islamic Arts Showcase," educational institutions invited students to share creative interpretations of their faith. In the face of social estrangement, internet discussion forums were used to encourage communication and foster a strong sense of belonging. According to one of the administrators.

"In order to combat loneliness, we established an online "Buddy System," in which students are paired and offer assistance to one another. Weekly online assemblies celebrated student abilities and accomplishments. In the midst of pandemic difficulties, these programs intended to reinforce the school's collective spirit by cultivating a sense of belonging."

Discussion

The developed themes in the results section emphasised the most concentrated and often addressed or conveyed thoughts by the study's participants. Initially, the theme results indicated a challenge in the adoption of the online medium of education from both teachers and students due to various reasons such as resistance to technology, which was later adjusted by training and empowering the faculty with effective knowledge to meet the online education requirement during the Covid (Rahmadi, 2021). The other themes highlighted that the administration of Islamic education institutes adopted effective management practices, such as using a hybrid approach, developing a more resilient technology-based system, and shifting the system to a virtual medium, as well as similar management practices and the adoption of virtual online platforms (Adeyinka-Ojo & Ikumoro, 2020). The innovative technology has been highlighted as intensively embraced and practised, and various AI and digital assessment tools have been adopted to first verify the transmission of Islamic education to the students and also to check the quality of communication. Similarly, Al-Marroof et al. (2023) in their study illustrated the high adoption of digital technologies and tools like Google Meet based on its quality features and favourable perception of the involved parties. Furthermore, Islamic education institutes practiced and ensured student engagement, as Zayapragassarazan (2020) stated that they concluded flexible learning, choice learning, and appropriate scheduled learning practices as effective techniques to ensure student engagement.

Conclusion

The study was meant to explore the most effective tactics used by Islamic education institutes in Indonesia. The study used a qualitative research approach, structured interviews, and administrators from Islamic education institutes were targeted with prior time adjustment. The obtained data was analysed using thematic analysis, and four key themes emerged as the result of the investigation. The key findings revealed that during the early stages of Covid, education institutes struggled to transition from physical education to online education, but with the effective integration of appropriate management practices, innovative technology, and efficient strategies to increase student participation, the Covid pandemic time and crisis were adjusted and mitigated.

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