CREATIVE STRATEGIES OF ISLAMIC RELIGIOUS

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CREATIVE STRATEGIES OF ISLAMIC RELIGIOUS EDUCATION'S MANAGEMENT LEARNING IN JUNIOR HIGH SCHOOL POST COVID

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Abstract:

Lembaga pendidikan mengalami berbagai bentuk disrupsi dalam sistem pendidikan sejak pandemi Covid-19 melanda dunia. Hampir dua ratus negara menutup sekolah, mulai dari tingkat pendidikan usia dini hingga tingkat lanjut bahkan perguruan tinggi Fenomena serupa terjadi juga di SMPN 2 Mataram Nusa Tenggara Barat Indonesia, sebagai lokus penelitian ini. Penelitian ini bertujuan untuk memperoleh rumusan strategi kreatif dalam manajemen pembelajaran Pendidikan Agama Islam (PAI) di sekolah ini sebagai *lesson learn* dari pandemi Covid-19. Pendekatan kualitatif digunakan dalam studi ini dengan teknik pengumpulan data menggunakan kuesioner pertanyaan terbuka melalui google form untuk 45 siswa dan 2 guru PAI. Hasil jawaban kuesioner dianalisis dengan menggunakan adalah analisis SWOT. Penelitian ini menghasilkan empat strategi kreatif dalam manajemen pembelajaran PAI meliputi Strategi *Strengths–Opportunities (SO)*, *Weaknesses–Opportunities (WO)*, *Strengths–Threats (ST)*, dan *Weaknesses–Threats (WT)*. Rumusan strategi tersebut dapat dijadikan sebagai masukan dalam peningkatan manajemen pembelajaran PAI di Sekolah Menegah Pertama tidak saja di SMPN 2 Mataram, akan tetapi secara umum di Indonesia, saat mengahadapi pandemi Covid maupun post Covid.

**Kata Kunci: PAI, Manajemen Pembelajaran, Strategi Kreatif, Post Covid**

Abstract:

Educational institutions have experienced various forms of disruption in the education system since the Covid-19 pandemic spread all over the world. Almost two hundred countries closed schools, ranging from early childhood education to advanced levels and even universities. A similar phenomenon also occurred at SMPN 2 Mataram, West Nusa Tenggara Indonesia, as the locus of this research. This study aims to obtain the formulation of creative strategies in the management of Islamic Religious Education (IRE) learning in this school as a lesson learned from the Covid-19 pandemic. A qualitative approach was used in this study with data collection techniques utilizing an open-ended questionnaire through google form for 45 students and 2 PAI teachers. The results of the questionnaire answers were analyzed using SWOT analysis. This study resulted in four creative strategies in IRE's learning management including Strengths-Opportunities (SO), Weaknesses-Opportunities (WO), Strengths-Threats (ST), and Weaknesses-Threats (WT) strategies. The formulation of these strategies can be adopted as input in improving PAI learning management in junior high schools not only at SMPN 2 Mataram, but in general in Indonesia, when facing the Covid and post Covid pandemic.

Keywords: *IRE, Learning Management, Creative Strategies, Post Covid*

INTRODUCTION

The COVID-19 pandemic began to spread in Indonesia in early 2020 and was responded to by the government, in this case, *Badan Nasional Penanggulangan Bencana* (the National Disaster Management Agency), by issuing Decree No. 13 A on 29 February 2020
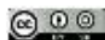
about Diseases Due to Corona Virus in Indonesia.[1] The Ministry of Education and Culture followed up on the decree by stipulating a Circular from the Minister of Education and Culture No: 36962/MPK. A/ HK/ 2020 dated March 17, 2020, concerning Online Education and Working from Home to prevent the spread of the Virus.[2] this decree requires all schools in Indonesia to re-adjust the teaching and learning practices.

One secondary school following up on such a decree is SMPN 2 Mataram by implementing distance learning policy; this regulation is also based on the Governor of West Nusa Tenggara Regulation number 50 of 2020 and the Mayor of Mataram Regulation No. 34 of 2020 concerning the implementation of discipline and law enforcement of health protocols as a prevention effort to control the virus. SMPN 2 Mataram is a well-known school in Mataram, the capital of West Nusa Tenggara, with a school accreditation score of A, and the total number of students is 1,087 in the odd semester of 2020/2021.[3]

This study was conducted to comprehensively and deeply analyze how the school conducted creative startegies of education management, especially for Islamic Religious Education (IRE) subjects during the Pandemic. IRE has its distinguishing characteristics apart from other subjects; since the materials covered include *aqidah* (creed), sharia, and morals, it does not only emphasize the cognitive aspects but also affective and psychomotor aspects.[4] The changing learning conditions due to the Covid outbreak in Mataram certainly affected the PAI learning process and its characteristics.

The key issue in this study relates to learning management, which is a managerial process that includes planning, organizing, controlling, and evaluating tasks associated with the process of instructing pupils by including numerous aspects in it in order to attain goals.[5] Learning management has broader implications than just classroom activities. Also, teachers need to learn how to foster teamwork, manage stress while teaching, develop as listeners, and create decisions and policies.[6]

The first goal of learning management is the realization of an engaging, creative, innovative, and effective learning process. The development of engaged students with talent and intelligence, a noble character, and the ability to position themselves in society, the nation, and the country in accordance with their interests and talents. Third, implement

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[1] Badan Nasional Penanggulangan Bencana, "Keputusan Kepala Badan Nasional Penanggulangan Bencana," 2020, https://peraturan.bpk.go.id/Home/Details/214738/keputusan-kepala-bnpb-no-13a-tahun-2020.

[2] Kementerian Pendidikan dan Kebudayaan RI, "Surat Edaran Dari Menteri Pembelajaran Serta Kebudayaan No: 36962/ MPK. A/ HK/ 2020," 2020, https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pembelajaran-secara-daring-dan-bekerja-dari-rumah-untuk-mencegah-penyebaran-covid19.

[3] Riset dan Teknologi Kementerian Pendidikan, Kebudayaan, "Data Pokok Pendidikan," 2022, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.

[4] Ahmad tafsir, *Ilmu Pendidikan Dalam Perspektif Islam*, ed. Tjun Surjaman, Cet. 3 (Bandung: Remaja Rosdakarya, 2000).

[5] Syaiful Sagala, *Konsep Dan Makna Pembelajaran* (Bandung: Alfabeta, 2009).

[6] Jack Dunham, *Developing Effective School Management*, *Developing Effective School Management* (New york: Routledge, 2003), https://doi.org/10.4324/9780203425732.

efficient, effective, high-quality, and responsible teaching and learning activities.[7] According to Gagne, who was cited by Saefulloh and Darwis,[8] effective learning employs the following principles: grabbing students' attention, outlining goals for learning, jogging their memories of prior lessons, presenting stimuli, offering direction, boosting performance, offering feedback, evaluating performance, and enhancing delivery and retention.

Online learning, remote learning, and similar terms are also used to describe distance learning. The Covid 19 pandemic has shifted the tradition of face-to-face learning to distance learning. This learning style is adaptable from elementary to tertiary level during the Covid 19 era. Yet, each educational institution implements this learning in a different way depending on the needs and circumstances there. Since the trend of the level of Covid 19 declining in various regions of Indonesia and the world, conditions are gradually becoming more stable. It is necessary to evaluate how distance learning has been implemented in educational institutions over the course of COVID 19 period.

SWOT analysis can be used to create quality improvement and remote learning strategies, according to several research findings.[9] Subsidies for learning support facilities (mobile phones, laptops, quotas) received by teachers and students and access to the home learning portal application from the Ministry of Education and Culture as the Strength aspects. Weaknesses are shown in the decrease in the level of student activity and motivation due to boredom and monotony due to the lack of interaction between students and teachers, whereas Opportunities are the potential for effective collaboration between teachers, parents, and students. Threats are in the form of many technical obstacles such as internet networks and limited supporting facilities in the form of cellphones, laptops, and health, especially in elementary schools located in rural or disadvantaged areas.[10] Despite several findings at SMK Maarif 9 Kebumen suggests that the school was not fully ready to carry out the online learning process.[11]

IRE learning management during the Covid period shows that the role of teachers in

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[7] Ahmad Munir Saifulloh and Mohammad Darwis, "Manajemen Pembelajaran Dalam Meningkatkan Efektivitas Proses Belajar Mengajar Di Masa Pandemi Covid-19," *Bidayatuna* 03 (2020): 285–311.

[8] (2020)

[9] Ravi Udin Amirullah, "Analisis SWOT Kebijakan Pembelajaran Daring Di Masa Pandemi Covid 19," *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2021): 20–28, http://ejournal.uin-malang.ac.id/index.php/alrosikhuun/article/download/13898/8932; Ni Wayan Sukma Adnyani and Velintina Krisda Elvina, "Analisis SWOT Pembelajaran Daring Mahasiswa Kebidanan Pada Masa Pandemi Covid-19," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 2 (2021): 437, https://doi.org/10.33394/jk.v7i2.3027; Ria Nurhayati, "Analisis SWOT Pelaksanaan Perkuliahan Daring Pada Masa Pandemi COVID-19 Di STAI Yogyakarta," *Nuansa Akademik: Jurnal Pembangunan Masyarakat* 5, no. 1 (2020): 63–72, https://jurnal.ucy.ac.id/index.php/nuansaakademik/article/view/916; Q Ramadhania and A Arisman, "Analisis Swot Pembelajaran Anak Didik Pemasyarakatan Selama Masa Pandemi COVID–19 Di LPKA Klas 1 Palembang," *PeTeKa* 4, no. 2 (2021): 112–22.

[10] Diningrum Citraningsih and Rz. Ricky Satria Wiranata, "Analisis SWOT Pembelajaran Daring Era Pandemi Covid-19 Pada Sekolah Dasar," *Humanika* 22, no. 1 (2022): 21–40, https://doi.org/10.21831/hum.v22i1.47092.

[11] (Soleh, 2020)

processing learning in increasing the effectiveness of the teaching and learning process is crucial. Teachers must be able to manage learning (planning, organizing, implementing, and evaluating) to ensure a good, effective, and efficient teaching and learning process during distance learning.[12] Teachers in the online learning planning stage face the diversity of the economy, intelligence, and domicile of students, while the implementation of learning is mostly through WhatsApp groups. The teachers' obstacle is regarding the practicality of IRE learning; they only use online media leading to the students' difficulty to understand teaching materials.[13]

RESEARCH METHOD

This study is a qualitative study with open questionnaires as a data collection technique. This takes into account the condition of Mataram implementing the Community Activity Restriction policy since July 2021. The questionnaire was conducted by sending an open-ended question questionnaire via google form.[14] This study involved two PAI teachers and 45 students of class VIII and class IX of SMP Negeri 2 Mataram as research samples. The survey link is shared with sample teachers and students. They were asked to fill out the questionnaires during their free time voluntarily. They were given one week to decide on their participation and ask questions about the survey questionnaire. For confidentiality reasons, participants have the option to write their names on the form or not.

Data processing is conducted by analyzing respondents' answers and grouping them into a SWOT matrix. SWOT (Strengths, Weaknesses, Opportunities, Threats) is an analysis and development tool that requires further action. The keywords of this analysis are internal and external factors; Internal factors consisting of strengths and weaknesses are referred to as helpful factors (because they can be controlled), while external factors including opportunities and threats are called harmful factors (factors that cannot be controlled).[15] The results of the analysis require translation and formulation of follow-up strategies.

RESULTS AND DISCUSSION

Analisis SWOT Analysis of IRE Learning in SMPN 2 Mataram

Based on data, IRE learning practices are still carried out regardless that the distance learning system has different dynamics from face-to-face learning. Data obtained are recapitulated, identified, and grouped into four aspects, namely: strengths, weaknesses, opportunities, and threats. Following is the table of each criterion in the SWOT Matrix:

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[12] Saifulloh and Darwis, "Manajemen Pembelajaran Dalam Meningkatkan Efektivitas Proses Belajar Mengajar Di Masa Pandemi Covid-19."

[13] Wati Susanti, "Implementasi Pembelajaran Secara Daring Pada Mata Pelajaran Pendidikan Agama Islam Tingkat Smp Di Masa Pandemic Covid-19," *Inovasi Pendidikan* 7, no. 2 (2020): 134–45, https://doi.org/10.31869/ip.v7i2.2311.

[14] John W. Creswell., *Qualitative, Quantitative, and Mixed Methods Approaches*, ed. Vicki Knight, *News.Ge*, 4th ed. (California, London, New Delhi, Singapore: Sage, 2014).

[15] Alan Sarsby, *SWOT Analysis*, online (London: Lulu.com. Copyright., 2016), https://books.google.co.id/books?hl=en&lr=&id=Yrp3DQAAQBAJ&oi=fnd&pg=PA1&dq=swot+theory&ots=ODpeZzu52D&sig=V7z5kjIv2a8BKNFJ4aHRXnqwUmE&redir_esc=y#v=onepage&q=swot theory&f=false.

Table 1. Matrix of SWOT Analysis SWOT of IRE management learning in SMPN 2
Mataram 2021/2022

	Strengths (S)	Weaknesses (W)
Internal External	1. The teachers frequently motivate the students. 2. The majority of students are enthusiastically participating in PAI learning. 3. The majority of students are engaged and coped with learning applications used in schools, namely Edmodo, WAG, Google Meet, Zoom Meet, and YouTube. 4. Generally, students easily understand the topic discussion of Islamic Education subject. 5. Students are allowed to ask questions directly to the teacher through chat rooms and WAG. 6. The teacher quickly responds to students' questions. 7. Teachers let students enrich their learning resources from the internet. 8. The teacher gives easy tasks. 9. The teacher conducts a home visit. 10. Students get scores above the Minimum Completeness Criteria.	1. Several students are less enthusiastically participating in Islamic Education Subject learning. 2. Students are restricted to ask questions during online learning. 3. Students still find difficulties in understanding recitation material, Arabic texts, and Islamic Cultural History topics. 4. Several students have insufficient skills in operating various applications. 5. Some students do not have laptops or gadgets. 6. The teachers give an excessive amount of tasks. 7. The teachers have an insufficient amount of time to explain the subject materials. 8. The teachers cannot embed attitude learning intensively.
Opportunities (O) 1. The parents help with assignments. 2. The parents or family members provide wifi at home. 3. The schools provide quota subsidies for	SO 1. The teachers motivate students more frequently. 2. The teachers adjust the use of the learning application according to the student's situation and condition.	WO 1. The parents promote the importance of Islamic Education Subject. 2. The principals increase the number of Operators to handle students with IT difficulties.

underprivileged students. 4. The schools provide an IT room for students with no laptops or gadgets. 5. The principal, vice principal and school operator control distance learning. 6. The government provides dispensation for teachers and students to conduct teaching and learning practices from home.	3. The teachers coordinate with the schools in the use of IT rooms for students with no facilities. 4. The teachers arrange the schedule and priorities for the home visit properly.	3. The schools increase the number of devices for online learning. 4. The schools increase bandwidth aiming for the network to be more stable in schools. 5. The schools organize additional hours or tutoring for students with difficulty in Recitation. 6. The government gives appreciation and rewards to creative and innovative teachers during distance learning practice.
Threats (T) 1. The parents' or family members' limited knowledge and skills in assisting students in understanding the content of the learning materials. 2. Unstable Signal. 3. Limited quota. 4. Limited memory or the possibility of incompatible Mobile phone or Laptop. 5. Unfavorable home atmosphere. 6. Unexpected power outage.	**ST** 1. The teachers provide limited face-to-face teaching practices in schools. 2. The teachers instruct students with signal difficulties to study at school. 3. The teachers reduce the intensity of the assignment. 4. The teachers give a quota bonus to students who are diligent and punctual in collecting assignments. 5. The parent improve the collaboration with teachers in controlling the children's learning progress	**WT** 1. The parents invite expert teachers for private lessons. 2. The parents more intensively communicate with the teachers when their children have a learning difficulty. 3. Parents with no learning devices allow their children to go to school to attend limited face-to-face learning practices. 4. The schools prepared genset and formally ask the local State Electricity Plant not to turn off the electric power during study hours. 5. The family members maintain the conduciveness of their houses during distance learning. 6. The parents teach the good practice of attitudes 7. The parents communicate with the teachers in controlling the children's attitude development

Creative Strategy for IRE Learning Management at SMPN 2 Mataram

Four innovative strategies are discovered based on the SWOT analysis, which identifies internal strengths and weaknesses as well as current external opportunities and threats. These strategies can be used to manage IRE learning at SMPN 2 Mataram. As part of the management of IRE's remote learning, these solutions implicitly incorporate planning, organizing, actuating, and controlling components.

1. *Strenghts Opportunities (SO) Strategy*

In order to improve the quality of IRE distance learning, the first strategy combines the students and teachers abilities and chances provided by parents, schools, and the government. The following actions could be taken:

First, the teacher intensifies his or her efforts to motivate the students. Learning behavior is significantly influenced by motivation, an essential component of learning (Brophy, 2), commonly referred as the learning engine.[16] Student motivation has been impacted by the use of a distance learning application. Students' motivation with the distance learning model during the Covid-19 period was only 11% in the very high category and 24% in the poor category, according to research at five junior high schools in Bukittinggi.[17] The inner motivation that drives student learning is the greater motivation.[18] Consequently, applying this initial phase as a component of PJJ PAI learning planning is quite pertinent.

Second, the teacher modifies how the distance learning platform is used based on the circumstances and needs of the students. All parties were compelled to adapt as a result of changes in the educational system in order to carry on with teaching and learning activities. The ability to use and select online learning systems is a requirement for teachers.[19] Currently, students must navigate a variety of digital learning applications. Various conference tools, including Zoom Cloud Meeting, Google Meet, Cisco WebEx, and Mikogo, are used to facilitate learning. Further to textbooks, modules, and online learning resources, students also get access to audio and video lessons.[20] The factors that the teacher takes into account when deciding on the best platform include the conditions of students with different learning preferences, the opportunity to purchase quotas, and internet networks. In order to avoid

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[16] P. R. Schunk, D. H., Meece, J. L., & Pintrich, *Motivation in Education: Theory, Research, and Applications*, 3rd ed. (Boston: Pearson, 2014).

[17] Dedi Robandi and Mudjiran Mudjiran, "Dampak Pembelajaran Dari Masa Pandemi Covid-19 Terhadap Motivasi Belajar Siswa SMP Di Kota Bukittinggi," *Jurnal Pendidikan Tambusai* 4, no. 3 (2020): 3498–3502, https://doi.org/10.31004/jptam.v4i3.878.

[18] Sri Gustiani, "Students ' Motivation in Online Learning During Covid-19 Pandemic Era : A Case Study," *Holistics Journal* 12, no. 2 (2020): 23–40.

[19] Shirley Khumaidah and Mohammad Nu'man, "Inovasi Media Pembelajaran Pai Pada Masa Pandemi Covid-19," *TA'LIM : Jurnal Studi Pendidikan Islam* 4, no. 1 (2021): 90–101, https://doi.org/10.52166/talim.v4i1.2389.

[20] Rehana Khalil et al., "The Sudden Transition to Synchronized Online Learning during the COVID-19 Pandemic in Saudi Arabia: A Qualitative Study Exploring Medical Students' Perspectives," *BMC Medical Education* 20, no. 1 (2020): 1–10, https://doi.org/10.1186/s12909-020-02208-z.

burdening pupils and fostering boredom in the classroom, teachers might alter how they use platforms.[21] This step falls under the heading of organizing learning.

Third, the teacher works with schools to arrange for pupils who lack the resources to access IT rooms. A computer lab, multimedia area, and appropriate internet network are available at SMPN 2 Mataram. Students who don't have internet-connected computers or other devices for online study at home can use this. *Fourth*, the teacher gives students access to website URLs or download links for acceptable and secure learning tools. Students might study from the extensive reading or YouTube information pertaining to readily available religious sources. Teachers must, however, instruct students to download only what they need and to use references wisely. In order to prevent students from becoming stuck in extreme or radical understandings, teachers should supply the correct website address or link.

Fifth, the teacher copies content that contains information that is challenging for students to understand. This fifth step is an alternative that teachers have in addition to the fourth phase. As a result, the teachers can go into greater detail on the subject's contents in the lesson, and students can view it again if they don't understand. Teachers can easily respond to comments or queries from students in the chat column without being constrained by class time. The third, fourth and fifth steps are part of the actuating learning strategy.

Sixth, the teacher sets the right priorities and schedule for home visits. Regularly scheduled home visitations underscore the importance of giving students without full online learning access precedence. Just 20% of children at West Lombok Elementary School have proper access to online learning, according to reality; the other 80% are still subject to restrictions. Home visits, which involve going to kids' homes in prearranged groups in turns over the course of 25 to 30 minutes, being an alternative option.[22] This kind of experience can be utilized to monitor and evaluate PAI learning. For groups of students who are still having trouble learning, the teacher sets up a longer, more intensive program. The controlling component of IRE learning management is included in this final stage.

2. *Weaknesses Opportunities (WO) Stategy.*

The WO technique can be used to minimize internal factors in the management of IRE distance learning, where the opportunities provided by parents, the school, and the government are compared to the flaws detected in both students and teachers. Students' weaknesses include a lack of strong motivation, a lack of time to ask questions, trouble comprehending material such as Tajwid, Arabic texts, and Islamic History, a lack of application skills, and a restricted number of gadgets. The teacher is the source of the restrictions, which also include the numerous assignments that are provided, the lack of time for explanations, and the inability to apply emotional learning intensely.

Based on the SWOT analysis, a number of approaches can be used to overcome this, including: As part of the preparation process, parents must first motivate their children to study IRE. The principal raises the number of operators in Step Two to manage students who have IT issues as part of the organization of distant learning. Similar to Step 3, schools

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[21] Moch Adib Nasrulloh, Jazari, and Fahmi Muhammad Hidayatullah, "Penerapan Strategi Remote Learning Pada Pembelajaran PAI Dalam Mengatasi Kesulitan Belajar Siswa Masa Pandemi Covid-19 Di SMP Negeri 1 Kepanjen," *VICRATINA: Jurnal Pendidikan Islam* 6, no. 3 (2021): 53–61.

[22] Sukran Makmun, "Kombinasi Pembelajaran Media Daring Dengan Strategi Home Visit Pada Masa Pandemi Covid-19 Pada Sekolah Dasar Negeri 1 Batu Layar," *Jurnal Ilmiah Telaah* 6, no. 1 (2021): 20–25, http://journal.ummat.ac.id/index.php/telaah/article/view/3351.

increase the number of devices for online learning, and similar to Step 4, they boost bandwidth to make the school network more dependable. The distance learning organizing strategy for improved implementation includes these three points. intense emotional learning.

In the meantime, in the fifth phase, schools set up additional hours or tuition for students who struggle with learning Tajwid, comprehension, and writing abilities for Arabic texts, as well as Islamic history. This procedure turns into a component of IRE learning management's implementation. The sixth stage, which states that the government rewards teachers for their creativity and innovation during online learning, contains an implied reference to the control part. This can enhance a teacher's ability to implement IRE learning in any circumstance.

3. *Strenghts Threats* (ST) Strategy

To overcome problems that come from outside, internal variables can be used to their fullest potential. The ST strategy, which supports the administration of IRE learning in junior high schools, is based on synchronizing these strengths with obstacles. The fact of parents' inadequate ability to understand children's subject matter poses the biggest barrier. This typically happens in many places, including cities. As observed in the Serang city context, parents worry about the distance learning model because they are perplexed and concerned since they are unable to understand the subject matter their children are studying and even operate technology.[23] Similar results were also found in China, when 3275 parents of students were polled, and 92.7% of them claimed that online learning was worse for kids' eye health and dependence on parents. According to them, traditional learning is significantly superior to distance learning, and parents who are not knowledgeable about the subject cannot accompany their children to learn in the best way.[24]

Additional difficulties (threats) that come up in PJJ have to do with the accessibility of online learning resources and poor internet connections. This tendency is widespread throughout the world's emerging nations and not just in Indonesia. Some teachers and staff (educational workers) are not conversant with the applied distant learning technology and platforms. Thus, developing nations should upgrade their infrastructure for online education, distant learning, and virtual classrooms.[25] Internet access and cost constraints are also experienced by students in Vietnam [26] and Ghana[27].

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[23] Imas Mastoah and Zulaela MS, "Kendala Orang Tua Dalam Mendampingi Anak Belajar Pada Masa Covid 19 Di Kota Serang," *As-Sibyan: Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2020): 121–28, http://jurnal.uinbanten.ac.id/index.php/assibyan/article/view/3663.

[24] Chuanmei Dong, Simin Cao, and Hui Li, "Young Children's Online Learning during COVID-19 Pandemic: Chinese Parents' Beliefs and Attitudes," *Children and Youth Services Review* 118, no. September (2020): 105440, https://doi.org/10.1016/j.childyouth.2020.105440.

[25] Seble Tadesse and Worku Muluye, "The Impact of COVID-19 Pandemic on Education System in Developing Countries : A Review," *Open Journal of Social Sciences* 8 (2020): 159–70, https://doi.org/10.4236/jss.2020.810011.

[26] Dao Thi Hong Van and Ha Hoang Quoc Thi, "Student Barriers to Prospects of Online Learning in the Context of Covid-19 Pandemic," *Turkish Online Journal of Distance Education* 22, no. 3 (2021): 1–16, https://doi.org/10.17718/tojde.961824.

[27] Ugorji I. Ogbonnaya, Florence C. Awoniyi, and Mogalatjane E. Matabane, "Move to Online Learning during Covid-19 Lockdown: Pre-Service Teachers' Experiences in Ghana," *International*

The next difficulty was the unexpected power outage during the class. This particular challenge is only one of several that can be found throughout Indonesia in both urban and rural settings. Students in Iraq and other underdeveloped nations often complain about the poor quality of the electricity.[28] Because the internet network is frequently down or otherwise disrupted, learning is hampered.

The ST strategy is the next approach that can be used to deal with these problems in light of these discoveries. The formulations that can be taken as part of this ST technique are as follows: *first*, the teacher allows time for some restricted one-on-one instruction for students who do not receive learning support from their parents at home. *Second*, the teacher encourages students who clearly need extra help to study in class. The reason for this is that PPKM is not as rigorous as it was at the beginning of Covid-19 in 2020. Midway through 2021, a decline in the city of Mataram's level was visible. As a result, schools have implemented highly tight health measures and opened very few classrooms. *Third*, the teacher rewards students who work hard and turn in their assignments on time with additional quotas. This needs to be done to boost student enthusiasm and show students how much teachers are appreciated. *Fourth*, the teacher scales back how frequently she assigns homework to the class. Students become discouraged and uninterested in taking part in distant learning due to the numerous assignments that each teacher gives them. *Fifth*, teachers intensify their monitoring of students' academic development while working more closely with parents.

The planning component of this strategy entails the addition of face-to-face instruction by IRE teachers at school for students whose parents are unable to assist them in their studies at home. The strong coordination of collaboration between teachers, schools, and parents in assisting children who are bound by IT constraints and quotas in supporting learning is what makes this technique for implementing IRE learning successful. Reducing the number of tasks IRE teachers provide students and working with parents to track their children's educational development are examples of control management elements present in this startegy.

4. *Weaknesses Threats* (WT) Strategy

The table's listing of weaknesses from the research findings can be contrasted with difficulties presented by students and teachers on the outside. So, in an effort to discover a solution to overcome difficulties, these two aspects are compromised. So, it is formed into a single strategy in this work, namely the WT strategy.

The seven steps in this strategy are as follows: *first*, parents invite qualified teachers to their home to provide tutoring in subjects that are challenging for their kids to grasp. *Second*, when their kids face learning challenges, parents and teachers have better communication. *Third*, due to quota restrictions, inconsistent signals at home, or a lack of learning tools, parents occasionally permit their kids to attend school to study IRE face-to-face. At SMPN

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urnal of Learning, Teaching and Educational Research 19, no. 10 (2020): 286–303, https://doi.org/10.26803/IJLTER.19.10.16.

[28] Talal Anwer Abdulkareem and Sajeda M Eidan, "Online Learning for Higher Education Continuity (during COVID-19 Pandemic)," *International Journal of Inspiration, Resilience & Youth Economy* 4, no. 2 (2020): 125–31, https://doi.org/10.18576/ijye/040206.

Kepanjen, there are also quota-related learning issues, and the school's limited offline learning is the solution.[29] *Fourth*, the school offers generators and sends letters to the National Electricity Company (PLN) asking them not to switch off the electricity while students are in class. *Fifth*, Fifth, the family maintains the conduciveness of the house while distance learning takes place. *Sixth*, parents set an example for their children and teach them how to behave well in accordance with religious teachings. *Seventh*, parents and teachers consult often to track how children's opinions are changing.

These processes include planning, organizing, implementing, and controlling elements of learning management. The lesson plan includes the first and second steps. Parents are willing to hire specialists to aid in their childrens' education, and they constantly keep the IRE teachers informed of any issues with their childrens. The organizational aspect of learning is reflected in the third step, namely parents allowing children to go to school when there are signal problems and limited facilities at home. The school has functioned the multimedia room as a study room when online learning is implemented. Likewise, the school's steps in providing generators and reporting to the National Electric Company are basically included in the organizational aspects of learning. This step is in anticipation if there are problems related to electricity.

In the meantime, parents assist teachers in teaching parts of attitude by setting an example for their children and training them to behave well in accordance with religion teachings. Another stage is that the family makes sure the home is welcoming during distant learning. While the component of control is in the interaction between parents and teachers in observing how children's attitudes are developing.

These creative strategy steps are consistent with recommendations made by Tadesse and Muluye who based their findings on fieldwork in developing nations. The two contend that the government should develop a plan for utilizing free internet and educational technology. Institutions of higher learning create curricula and post-Covid teaching-learning methodologies. The school came up with a plan to bring students back in class when the schools reopened and to make up for the learning that was lost during the Covid era.

Conclusion

SMPN 2 Mataram performed well in terms of IRE learning throughout the Covid 19 period. The responses to the survey findings, which were made available via the Google form, show this. The strengths and opportunities parts of the SWOT analysis can be used to determine the success of IRE learning. Teachers and students play a key role in this school's success in managing IRE learning. The instructor engages students strongly, responds to their inquiries immediately, provides web sites and links that are pertinent to the subject matter, launches a YouTube channel, and makes house calls. While the majority of students' propensity for using a variety of learning tools, their capacity to grasp concepts rapidly, and their degree of independence demonstrate their strength,

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[29] Adib Nasrulloh, Jazari, and Hidayatullah, "Penerapan Strategi Remote Learning Pada Pembelajaran PAI Dalam Mengatasi Kesulitan Belajar Siswa Masa Pandemi Covid-19 Di SMP Negeri 1 Kepanjen."

Parental, educational, and governmental weaknesses and challenge sare also significant. Yet, strength and opportunity can compromised these factors. Four creative strategies, SO, WO, ST, and WT strategies, can be developed through SWOT analysis to manage post-Covid IRE learning. Each strategy includes elements of learning management, such as planning, organizing, actuating, and controlling. These four original solutions can then be used to solve the issues with learning PAI both during and after Covid.

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