

## Management of Islamic Religious Education Learning Based on Cooperative Problem E-Learning During The Covid-19 Pandemic (Study on Muhammadiyah High School Sukoharjo, Central Java)

Supriyanto<sup>1</sup>, Amrin<sup>2\*</sup>

<sup>1</sup>State Islamic University Raden Mas Said Surakarta, Indonesia

<sup>2</sup>State Islamic University Syarif Hidayatullah Jakarta, Indonesia

E-mail: [antosupriyanto773@gmail.com](mailto:antosupriyanto773@gmail.com)<sup>1</sup>, [amrin20@mhs.uinjkt.ac.id](mailto:amrin20@mhs.uinjkt.ac.id)<sup>2\*</sup>

### Abstract

This study aims to determine how to manage Islamic Religious Education learning by using cooperative problem e-learning during the Covid 19 Pandemic. This type of research uses a qualitative type with field studies on Muhammadiyah High School Sukoharjo, Central Java with a descriptive analysis approach. The results showed that shows that the method *cooperative problems e-learning* is the ideal solution in dealing with the COVID-19 pandemic in Islamic Religious Education learning. Because this method can connect and solve problems that occur between students and technology today. The collaboration of the two concepts of cooperative learning and *e-learning problems* makes a very significant contribution to students to have the ability to understand the material, communication skills and interpersonal skills, problem solving skills, critical analysis and skills in increasing faith, piety, and noble character, religious tolerance and harmony, and other skills needed by students. Thus, with the presence of technology 4.0, it really provides convenience in the limitations of the learning process through concepts and methods that can be solved easily *cooperative problems e-learning*

**Keywords:** Learning Management; PAI; *Cooperative problems e-learning*

### Abstrak

Penelitian ini bertujuan untuk mengetahui cara manajemen pembelajaran Pendidikan Agama Islam dengan menggunakan *cooperative problem e-learning* pada masa Pandemi Covid 19. Adapun jenis penelitian ini menggunakan jenis kualitatif dengan studi lapangan di Sekolah Menengah Atas Muhammadiyah Sukoharjo Jawa Tengah dengan pendekatan deskriptif analisis. Hasil penelitian menunjukkan bahwa menunjukkan bahwa metode *cooperative problem e-learning* adalah solusi ideal dalam menghadapi pandemi covid 19 di dalam pembelajaran Pendidikan Agama Islam. Karena metode ini bisa menghubungkan dan menyelesaikan permasalahan yang terjadi antara peserta didik dengan teknologi hari ini. Kolaborasi kedua konsep *cooperative learning* dan *problem e-learning* memberikan kontribusi yang sangat signifikan terhadap peserta didik untuk memiliki kemampuan dalam memahami materi, kemampuan komunikasi dan keterampilan interpersonal, kemampuan menyelesaikan masalah, analisis kritis dan keterampilan dalam peningkatan iman, takwa, dan akhlak mulia, toleransi dan kerukunan umat beragama, dan ketrampilan lain yang dibutuhkan oleh siswa. Dengan demikian dengan hadirnya teknologi 4.0 sangat memberikan kemudahan di dalam keterbatasan proses pembelajaran melalui konsep dan metode dapat dipecahkan dengan *cooperative problem e-learning*.

**Kata Kunci:** Manajemen Pembelajaran; PAI; *Cooperative problem e-learning*

### INTRODUCTION

Education is the most important part of life which at the same time distinguishes humans from other creatures. Animals also "learn" but animals are determined by their instincts, while humans through learning means a series of activities leading to maturity in order to lead a more meaningful life (Ramadana Putera et al., 2021).

Education plays an important role in human life, namely Islamic Religious Education, because Islamic Religious Education is one of the lessons that teaches how to behave in accordance with the teachings of Islam (Sianipar et al., 2021). Another thing that is no less important is that Islamic Religious Education provides basic lessons and guidance related to worship (*hablum minallah*), and relationships with fellow human beings (*hablum minannas*) (Najiyah, 2021).

To create an effective and efficient Islamic education, there must be good education management (Amrin dan Juryatina, 2021). Learning activities in schools should ideally lead to the independence of students in learning, learning will run well if the interaction process between educators and students goes well. The condition of education in Indonesia is now in the spotlight and discussion, not only a conversation among the government but also the attention of all levels of society. This condition occurs because of the Covid-19 pandemic which affects almost all aspects of life, including aspects of Education (Mundir, 2022).

Not only in Indonesia, but all countries in the world are now paying full attention to dealing with the corona virus disease 2019 (Covid-19). This is all because of Covid-19 which has become a pandemic for people around the world and has claimed many human lives (Handayani & Utami, 2020). Coronaviruses are a group of viruses from the subfamily Orthocoronavirinae in the Coronaviridae family and the order Nidovirales. This group of viruses can cause disease in birds and mammals, including humans. In humans, coronaviruses cause respiratory tract infections that are generally mild, such as the common cold, although some forms of the disease such as; SARS, MERS, and COVID-19 are more deadly (Sukmawari Pasino & Universitas, 2019).

The government also has huge obstacles in overcoming this obstacle because it involves economic, social, health, education, security and other issues in overcoming COVID-19 (Ramadana Putera et al., 2021). This dilemma also affects the world of education even though there is a new regulation issued by the government, with restrictions on activities in each educational unit. With the teaching and learning process system in education units, every citizen of education units throughout Indonesia is obliged to obey and obey in particular, but this does not mean that teachers and students are only free to Lear (Elihami, 2021).

Teachers and students still have to carry out learning at home using online methods (within the network), offline methods (outside networks) or with other media that can access learning models in accordance with protocol rules in their respective educational units (M. Minan Chusni, S. Saputro, S. Bud Raharjo, 2021).

Muhammadiyah High School Sukoharjo Central Java being one of the schools in the Covid-19 red zone area, so the Wonogiri government implemented a learning system with an online system (Online). Based on information obtained through a meeting interview with a teacher in the field of Islamic Religious Education at the Muhammadiyah High School Sukoharjo, Central Java namely Mr. Ismail S.Pd.I in PAI learning during the pandemic it is not an easy thing, online learning makes educational institutions have to quickly adapt to conditions that make the learning process during the pandemic change slightly, unlike usual, where learning must be done at home using online media.

To create learning that is fun, active, creative and innovative, the skills and expertise of teachers are needed in developing learning. Teachers not only teach what is in the book but are also able to implement their experience and knowledge in the learning (Purwanto & Atmaja, 2022). The COVID-19 pandemic has provided an overview of the continuity of the world of education in the future through the help of technology. However, technology still cannot replace the role of teachers, lecturers, and learning interactions between students and teachers because education is not only about acquiring knowledge but also about values, cooperation, and competence. This pandemic situation is a challenge for each individual's creativity in using technology to develop the world of education (Herawati et al., 2022).

The teacher's task is to guide, assist and direct students in learning. So we need teachers who are innovative and creative so that they can create a quality learning atmosphere. The implementation is carried out in addition to e-learning, namely Problem Based Learning. Problem based learning (PBL) is a learning model that involves the activeness of students to always think critically and always be skilled in solving a problem. This means that problem-based learning as a teaching method with a focus on real problem solving, a process in which students carry out group work, feedback, discussions that can serve as a springboard for investigations and investigations and final reports.

*Problem based learning (PBL)* tried to combine face-to-face's teaching and online teaching, but more than that as an element of social interaction. In detail Problem based learning (PBL) is a learning approach that integrates traditional face-to-face learning and distance learning that uses online learning resources and various communication options that can be used by educators and students (Purwanto & Atmaja, 2022).

Based on the problem above, the researcher will examine how the implementation of Islamic education learning management based on Problem Learningat Muhammadiyah High School Sukoharjo, Central Javanamely the combination of face-to-face learning using cooperative learning with e-learning learning as the development of new types of learning that are more effective, efficient and attractive to students.

## **METHODS**

In this study using a qualitative research type with field studies (Sugiyono, 2009), namely in Muhammadiyah High School Sukoharjo Central Java. The approach used is descriptive approach (Lexy J. Moloeng, 2011). The data sources used are primary data sources and secondary data sources, primary data

sources obtained by researchers from interviews with respondents while secondary data are curriculum documents and lesson plans. The subjects in this study were the Principal of the High School Sukoharjo, Central Java, and the PAI teacher as informants.

Data collection techniques used by researchers are observation, interviews and documentation. The interview was addressed to the Principal of the Muhammadiyah High School Sukoharjo, Central Java and PAI teacher. Researchers will focus on data collection, by means of triangulation. The data analysis technique carried out by the researcher is, first the researcher collects data obtained from the field then the researcher performs data reduction, namely selecting, classifying, deleting unnecessary and unsupported data, then the data is presented and concluded (Shobron; Amrin; & Rosyadi, 2020).

## RESULT AND DISCUSSION

The location of this research was conducted at Muhammadiyah High School Sukoharjo, Central Java. The success of PAI learning is supported by many things, including curriculum management, learning strategies and the competence of teachers and students who are able to absorb lessons well. Then the results can be seen that apart from qualified graduates, in competition activities, they can also get champions

Based on the results of interviews with the principal of the school, Ismiyanto, S.Ag.

*"Having principles as conceptual references include increasing faith, piety, and noble character, tolerance and religious harmony, national unity and national values, increasing potential, intelligence, talent, and interests according to the level of development and abilities of students. , equality of citizens in obtaining quality education, future competency needs, demands for the world of work, development of science and technology, diversity of potential and regional and environmental characteristics, demands for regional and national development, dynamics of global development, socio-cultural conditions of local communities and characteristics of education units.*

Mr. Ismail, S. Pd.I. also added that the principles of developing Islamic Religious Education learning are:

*"The development of Islamic education learning must be carried out centered on the potential, development, needs, and interests of students and their environment in the present and in the future. PAI learning is developed based on the principle that students have a central position to develop their competencies to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.*

To support the achievement of these goals, the development of student competencies is adjusted to the potential, development, needs, and interests of students as well as the demands of the environment in the present and in the future. Having a central position means that learning activities must be student-centered.

The development of PAI learning is directed at the process of developing, cultivating, and empowering students' abilities for lifelong learning by reflecting the interrelationships between elements of formal, non-formal, and informal education by taking into account the conditions and demands of the ever-evolving environment and the direction of whole human development with the concept of the human being. Kamil.

Operational procedure for developing PAI Learning at Muhammadiyah High School Sukoharjo, Central Java yang is carried out step by step in the development of the 2013 Curriculum Curriculum (k-13) covering the stages of preparation, analysis, development, determination, validation and implementation, namely:

1. Preparation Stage
  - a. Performing a school Curriculum Development Team (TPK) which includes: First, the Principal forms a Curriculum Development Team (TPK) in the education unit. Second, the TPK consists of the Deputy Principal for Curriculum, Head of Expertise Programs, MGMP, Subject Teachers, BP/BK Teachers, Partner Institutions (DU/DI), as well as directors from education unit supervisors and School Committees.
  - b. The preparation of the activity program plan, namely, first, the Principal together with the supervisor of the education unit provide direction to the TPK regarding the K-13 development program. Second, TPK makes a development program plan from review, context analysis, development, ratification to determination.
2. The analysis phase includes: 1) Reviewing the previous year's curriculum including: analysis of the vision, mission, and goals of education as well as analysis of student needs and availability of resources; 2) Conduct an analysis of the applicable laws and regulations regarding the curriculum; 3) Conduct a context analysis of the contents of the KTSP.
3. The PAI Learning Development Phase by analyzing the K-13 Book includes: 1) Formulation of the vision, mission, and goals of the education unit; 2) Formulation of curriculum structure and content 3) Arrangement of educational calendar results 4) Development of KD and syllabus results of KI-KD analysis;

- 5) Preparation and development of lesson plans resulting from teacher analysis on Islamic Religious Education (PAI) subjects.
4. The determination stage includes: 1) Discussion of the K-13 draft by the TPK; 2) Revision of the K-13 draft by the TPK; 3) Finalization of K-13 documents by TPK; 4) The signing of the K-13 document by the Principal, the School Committee and from the Partner Institution.
5. The validation stage, namely the ratification of the K-13 document that has been signed by the Principal, School Committee, and Partner Institution, needs to be ratified by the Head of the Provincial Education Office.
6. The implementation stage is the implementation of the education unit using the 2013 Curriculum document.
7. Evaluation stage, namely the implementation of K-13 curriculum diversification is very possible, meaning that the curriculum can be expanded, deepened, and adapted to the diversity of conditions and needs both regarding the abilities or potential of students and their environment. Curriculum diversification is applied in an effort to accommodate students' different levels of intelligence and speed. Therefore, it is possible to apply accelerated learning, as well as remedial and enrichment.

The implementation of K-13 in this case the development of PAI learning must demand the ability of schools to develop a syllabus according to their conditions and needs, and their preparation can involve relevant agencies in the local area,

### **Implementation of PAI learning management design based on E-cooperative Problem Learning in Muhammadiyah Sukoharjo High School, Central Java.**

The implementation of PAI learning management at Muhammadiyah High School Sukoharjo, Central Java in PAI lessons based on E-cooperative Problem Learning There are 14 main principles that teachers need to apply which include the following:

#### **1. From students being told to students finding out**

Learning encourages students to become active learners, at the beginning of learning the teacher does not try to tell students because the learning material is not presented in a final form. At the beginning of learning the teacher arouses students' curiosity about a phenomenon or fact and then they formulate their ignorance in the form of questions. If usually learning activities begin with the delivery of information from the teacher as a learning resource, in the implementation of the 2013 curriculum the core activities begin with students observing certain phenomena or facts. Therefore, the teacher always starts by presenting learning aids to develop students' curiosity and with these tools the teacher arouses students' curiosity by asking questions (Evi Liana, Ubabuddin, 2021).

#### **2. From the teacher as the only source of learning to learning based on various sources**

environmental system-based learning. In learning activities, it opens up opportunities for students to learn resources such as information from student books, internet, newspapers, magazines, references from libraries that have been prepared (Sedya Santosa, 2021). In project, problem solving, or inquiry methods students can take advantage of learning resources outside the classroom. It is also recommended for certain materials students use learning resources around the community. Of course, with this approach, learning is not enough with face-to-face implementation in the classroom (Fathurrochman, 2021).

#### **3. From a textual approach to a process as strengthening the use of a scientific approach**

This shift makes teachers not only use written learning resources as the only source of student learning and student learning outcomes only in text form. Learning outcomes can be expanded in the form of text, program design, mind mapping, pictures, diagrams, tables, communication skills, the ability to practice something that can be seen from his speech, writing, movement, or work (Nuraliah Ali, 2010).

#### **4. From content-based learning to competency-based learning**

Learning is not only seen from learning outcomes, but from activities in the learning process. What is developed and assessed are attitudes, knowledge, and skills (Purwanto & Atmaja, 2022).

#### **5. From partial learning to integrated learning; subjects in the implementation of the 2013 curriculum are components of an integrated system**

All subject matter needs to be placed in an integrated system to produce graduate competencies. Therefore, teachers need to design learning together, determine student work together, and determine the main work in each subject together, so that student learning loads can be arranged so that there are many assignments, lots of activities, and a lot of time usage (Sedya Santosa, 2021). does not become an

excessive learning burden which is counterproductive to student Development (Muhtifah et al., 2022).

**6. From learning that emphasizes single answers to learning with multi-dimensional answers**

Here students learn to accept the truth is not singular. Students see the same cloud in a district. They will see it from where they stand. If there are a number of students who paint a cloud at the same hour from far away, they will paint it differently, all of which are true about the cloud, true to be varied (Elihami, 2021).

**7. From learning verbalism to applicative skills**

In the past, the lecture took place. Everything is expressed in the teacher's oral form, facts are presented in the form of verbal information, now students must see the facts, pictures, videos, diagrams, texts that make students see, feel, feel with their five senses. Students learn not only by hearing, but by using the other five senses (Sukmawari Pasino & Universitas, 2019).

**8. Level and balance between physical skills (hard skills) and mental skills (soft skills)**

Learning outcomes on report cards not only report numbers in the form of knowledge, but also provide information regarding the development of attitudes and skills. The skills in question can be reading, writing, speaking, listening skills that reflect their thinking skills. Skills can also be in the form of activities in producing work, to polite communication skills, skills to respect opinions and others (Herawati et al., 2022).

**9. Learning that prioritizes cultivating and empowering students as lifelong learners**

This requires teachers to develop habituation from an early age to implement good norms according to the culture of the local community, in a wider scope students need to develop the skills to think, act, be virtuous as a nation, and even have the ability to adapt to the needs of adapting to the global environment. The habit of reading, writing, using technology, and speaking politely are activities that are not only needed in local culture, but are useful for competing in a global scope (Fathurrochman, 2021).

**10. Learning that applies values by setting an example (ing ngarso sung tulodo), building a will (ing madyo mangkarso), and developing students' creativity in the learning process (tut wuri handayani)**

Here the teacher needs to place himself as a facilitator who can be an example, giving examples of how to live always learn, live obediently to practice religion and other good behavior. The teacher in front becomes an example, in the middle the students become study friends, in the back always encourages the spirit of students to grow to develop their potential optimally (Shaharane et al., 2016).

**11. Learning with directly at home, at school, and in the community**

BecauseTherefore, learning in the 2013 curriculum requires more time and utilizes space and time in an integrative way. Learning does not only use time in class (Al-Marroof & Al-Emran, 2018).

**12. Learning applies the principle that anyone is a teacher, anyone is a student, and anywhere is a class.**

Principle This indicates that the student study space is not only limited by the walls of the classroom. The school and the neighborhood are great classrooms for students to study. The school environment as a learning space is ideal for developing student competencies. Therefore, learning should be able to develop an open system (Minalla, 2018).

**13. The use of information and communication technology (ICT) to improve the efficiency and effectiveness of learning**

Here schools need to increase the power of teachers and students to take advantage of ICT. If the teacher does not have a qualified capacity, students can learn from anyone. The most important thing is that they must be able to master ICT because getting lessons with the support of ICT or not, students will still face challenges in their lives as ICT users. If the school does not facilitate, the competitiveness of students will certainly be worse than students who learn to use it (Sahu, 2020).

**14. Acceptance of individual differences and students' cultural backgrounds**

Aspirations, family background, ways of getting education at home, perspectives, ways of learning, ways of thinking, students' beliefs are different. Therefore, learning must see these differences as potential and beautiful wealth if it is developed into a unity that has an element of diversity. Respect all students, foster collaboration, and let students grow according to their respective potentials in group collaboration (Asiah et al., 2022).

Islamic religious education learning that is suitable and will be developed in Indonesia



Muhammadiyah High School Sukoharjo Central Java is the Problem Learning cooperative e-learning method. This BCeL theoretical framework is built based on the views of several theories that frame cooperative learning. In Problem Learning cooperative e-learning, three types of interactions are combined which include social interaction, content interaction and teacher interaction, as follows:

- a. The first type of interaction is with the teacher who facilitates active learning and face-to-face interactions that occur in a social setting. However, it is the teacher who designs and manages the learning sequence and selects the right media before interacting with students. Furthermore, teachers use e-learning to conduct distance learning and collection of assignments and online communication. Students can discuss with other students and with students can discuss with other students with the teacher at the same time so that communication will occur *interpersonal* and feedback. Learning is done through the school portal, *google classroom* and Whatsapp (Guanawan et al., 2020).
- b. The second interaction is with the content of this interaction bridging cognitive interactions with the concepts and skills contained in the learning module. The module is accompanied by instructions for use and mind mapping for each topic so that the learning objectives are clearly defined. In addition to the module, student worksheets are also used which are taken periodically by students who do not have a smartphone or internet access, after working at home according to a predetermined time, then collected every week to school (Morgan, 2020).
- c. Social interaction is intended as the ability of learners (students) to perceive themselves as a community that is mutually dependent in a positive way (positive interdependent, cooperation). Such interactions can occur throughout the learning process because they carry out tasks that require cooperation. As is known, the dimension of interaction (social discourse). This meaning is then shared among group members who participate in building shared knowledge through their own responses. This is already the achievement of a high cognitive level (Jadhav et al., 2020).

So far, the method used in learning Islamic religious education is Muhammadiyah High School Sukoharjo Central Java is a direct method with lecture-oriented. This method, based on a survey distributed to students, felt boring and less innovative. Therefore, it is necessary to innovate in the management and development of active, interactive and fun learning in Islamic education learning and that innovation is *Cooperative Problem E-Learning*. From the results of the product trial, it was found that the activeness and understanding of students towards learning Islamic religious education was increasing. Before trial method *Cooperative Problem E-Learning* the average value of Islamic religious education lessons is 68, after the trial *Cooperative Problem E-Learning* their average learning score became 89. Besides that, their interaction and cooperation became more solid and coherent

## CONCLUSIONS

Based on the discussion above, this research can be concluded that Islamic Religious Education learning management has The combination of cooperative learning and learning approaches *E-Learning problem* not only equip students with the ability to understand the material, but more than that it can improve communication skills and interpersonal skills, problem solving, critical analysis and other skills needed by students. With the convenience of technology, the limitations of meeting in class can be solved by *E-Learning problem*. *E-Learning problem* not simply as a combination of direct learning and online teaching but rather as an element of social interaction, when students are required to work together online more often, they share common problems at various levels, they then create their own “problem solving” community. With *Cooperative Problem E-Learning* Islamic education learning that used to be monotonous and unidirectional will become interesting and interactive, all involved in fun learning.

## REFERENCES

- Al-Marouf, R. A. S., & Al-Emran, M. (2018). Students acceptance of google classroom: An exploratory study using PLS-SEM approach. *International Journal of Emerging Technologies in Learning*, 13(6), 112–123. <https://doi.org/10.3991/ijet.v13i06.8275>
- Amrin dan Juryatina. (2021). Students ' interest in Arabic language learning : the roles of teacher. *Journal of Educational Management and Intruction*, 1(1), 40–49.
- Asiah, S., Huda, M., Amrin, A., Kharisma, R., Rosyada, D., & Nata, A. (2022). The Dynamics of Islam in Indonesia in the Perspective of Education. *Prosiding ICLIS and ICESIIS*, 1–9. <https://doi.org/10.4108/eai.20-10-2021.2316321>
- Elihami. (2021). Lectures ' attitudes and perceptions of using Technology during COVID-19 pandemic :

Literature Review. *Jurnal Edukasi Nonformal*, 2(2), 94–102.

- Evi Liana, Ubabuddin, S. S. (2021). The impact of islamic religious education learning during the covid-19 endure on class viii students of state 1 galing first middle school, academic year 2020/2021. *Jurnal Ilmiah JJIE*, 2(2), 122–128.
- Fathurrochman, I. (2021). Online Evaluation System in the Pandemic Disruption in Madrasah: Opportunities and Challenges Based on Qualitative Report. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 6(2), 184–197. <https://journal.iainnumetrolampung.ac.id/index.php/ji/article/view/983>
- Guanawan, Suranti, N. M. Y., & Fathoroni. (2020). Variations of Models and Learning Platforms for Prospective Teachers During the COVID-19 Pandemic Period. *Indonesian Journal of Teacher Education*, 1(2), 75–94.
- Handayani, T., & Utami, N. (2020). The effectiveness of Hybrid Learning in Character Building of Integrated Islamic Elementary School Students during the COVID -19 Pandemic. *Journal of Educational Science and Technology (EST)*, 6(3), 276–283. <https://doi.org/10.26858/est.v1i1.15545>
- Herawati, A. F., Siregar, A., Yusrizal, Y., Rahma, A. A., Sari, A. L., & Irwandi, I. (2022). Utilization of E-Learning as Media in Indonesian Language Courses in Higher Education Post COVID-19 Pandemic. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2757–2766. <https://doi.org/10.35445/alishlah.v13i3.1455>
- Jadhav, V. R., Bagul, T. D., & Aswale, S. R. (2020). COVID- 19 Era : Students ' Role to Look at Problems in Education System during Lockdown Issues in Maharashtra, India. *International Journal of Research and Review*, 7(5), 328–331.
- Lexy J. Moloeng. (2011). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- M. Minan Chusni, S. Saputro, S. Bud Raharjo, S. (2021). Student's Critical Thinking Skills Through Discovery Learning Model Using E-Learning on Environmental Change Subject Matter. *European Journal of Educational Research*, 10(3), 1123–1135.
- Minalla, A. A. (2018). The Effect of WhatsApp Chat Group in Enhancing EFL Learners' Verbal Interaction outside Classroom Contexts. *English Language Teaching*, 11(3), 1. <https://doi.org/10.5539/elt.v11n3p1>
- Morgan, H. (2020). Best Practices for Implementing Remote Learning during a Pandemic. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 93(3), 135–141. <https://doi.org/10.1080/00098655.2020.1751480>
- Muhtifah, L., Mahrus, E., & Rahmiani, N. (2022). E-Learning Flipped Classroom: Instituting an Integrated Islamic Education Paradigm for Character Building. *Nazhruna: Jurnal Pendidikan Islam*, 5(1), 244–260. <https://doi.org/10.31538/nzh.v5i1.1721>
- Mundir, U. (2022). Students' attitudes toward learning management system (lms) during covid-19 pandemic: a case study 1. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 25(1), 68–81.
- Najiyah, S. A. P. & S. F. (2021). The Revitalization of Character Education in the Pandemic Covid-19 Era. *Tadris: Jurnal Pendidikan Islam*, 16(1), 95–110. <https://doi.org/10.19105/tjpi.v16i1.4029>
- Nuraliah Ali. (2010). Daring Lecture Culture: Preference Of Islamic Education Learning At College During And Post Covid-19 Outbreak. *POTENSIA: Jurnal Kependidikan Islam*, 6(2), 120–141.
- Purwanto, M. E., & Atmaja, K. (2022). The Teacher Strategies in The Learning English Through E-Learning in The Covid-19 Pandemic. *Edustratags: Jurnal Educational Strategies and Tactks*, 1(1), 8–22.
- Ramadana Putera, A., Wijayanti, W., & Niyonsaba, T. (2021). Exploring the New Identity of Islamic Boarding School Based on Critical Challenges, Changes and Instructional Management in Post Covid-19 Pandemic. *Jurnal Tarbiyatuna*, 12(2), 2579–4981.
- Sahu, P. (2020). Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff. *Cureus*, 2019(4). <https://doi.org/10.7759/cureus.7541>
- Sedyanta Santosa, A. D. D. (2021). The Problematics Online Lectures On Human Resource Management Courses (Hrm) At The Islamic College Level. *Nazhruna: Jurnal Pendidikan Islam*, 4(2), 261–271. <https://doi.org/https://doi.org/10.31538/nzh.v4i2.1452> THE
- Shaharane, I. N. M., Jamil, J. M., & Rodzi, S. S. M. (2016). Google classroom as a tool for active learning. *AIP Conference Proceedings*, 1761. <https://doi.org/10.1063/1.4960909>
- Shobron; Amrin; & Rosyadi, I. M. (2020). Islamic Education Values in the Tradition of Peta Kapanca of Mbojo Community Tribe in West Nusa Tenggara Department of Islamic Law Universitas Muhammadiyah Surakarta Indonesia Mut122@ums.ac.id. *International Journal of Advanced Science and Technology*, 29(5), 6802–6812.
- Sianipar, D., Waldes Hasugian, J., Sairwona, W., Kristian Zega, Y., & Ritonga, N. (2021). Classroom Management of Christian Religious Education During the Covid-19 Pandemic. *Budapest International Research and Critics Institute (BIRCI-Journal)*, 4(4), 7585–7595. <https://doi.org/10.33258/birci.v4i4.2674>
- Sugiyono. (2009). *Metode Penelitian Kuantitatif dan Kualitatif*. CV. Alfabeta.
- Sukmawari Pasino, E., & Universitas. (2019). Problems of Teachers in Providing Assessments of Students' Attitudes in the Learning Process. *Maha Guru: Jurnal Pendidikan Guru Sekolah Dasar*, 2(1), 140–145.